

English 102: Critical Reading and Writing

Spring 2017 / T/R 11AM-12:15PM / Wescoe 4050

Alyse Bensel / alyse.bensel@ku.edu

3116 Wescoe / Office Hours W 9:00-11:30am

Course Description. In this course, we will first focus on personal experiences, then your community, and finally to larger cultural issues. You will read, inquire, research, discuss, and collaborate with your peers, finding engaging issues that are pertinent to *your* interests. You will then investigate these issues by synthesizing both original and established research. This course is comprised of four major writing assignments, collaborative work, in-class writing, participation, and reading quizzes. To succeed in this course, you must be actively engaged during class and complete every assignment.

Course Goals. This course satisfies KU Core Goal 2, learning outcome 1.

By the end of this course students should be able to:

- Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.
- Demonstrate their rhetorical flexibility within and beyond academic writing.
- Revise to improve their own writing.

Required Materials

- Greene and Lidinsky, *From Inquiry to Academic Writing*, 3rd ed., 2015 (Pearson/Longman)
- *Composition and Literature*, 2016-2017 (Department of English, KU)
- Purdue OWL (<https://owl.english.purdue.edu/owl/>)

Grading. Your final course grade will be based on the following weightings of graded work:

Project 1: Personal Research Essay	20%	Due Tuesday, February 14
Project 2: Community Issue Interview Essay	20%	Due Tuesday, March 14
Project 3: Collaborative Popular Culture Essay	20%	Due Tuesday, April 25
Project 4: Revision	15%	Due Monday, May 8
Participation/In-Class Quizzes	15%	Evaluated Daily
Inquiry Group Work	10%	Evaluated Weekly

We will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences, to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

On Blackboard, projects will receive a grade on the point scale. However, that number refers to a letter grade: A (100-93) / A- (92-90) / B+ (89-87) / B (86-83) / B- (82-80) / C+ (79-77) / C (76-73) / C- (72-70) / D+ (69-67) / D (66-63) / D- (62-60) / F (59-0). These letter grades are part of a 4.0 scale, which is available on the KU registrar's website: <https://registrar.ku.edu/transcript-key>. This is what I use to calculate final grades.

*Please note that Blackboard's grading system may not accurately reflect your final grade for the course. You **must** keep track of your grades and calculate your grade yourself for the best accuracy.*

Attendance and Tardiness Policy. Your participation and attendance are vital to the success of this course. I allow up to a total of **six absences** (i.e., three weeks of class). After six absences, *you will automatically fail the course*. Being absent on a peer review day or required conference counts as two

absences. If you are habitually late to class, three lates equals one absence. In-class work cannot be made up unless the absence is University-approved.

Office Hours and Email Policy. My office location and hours are on this syllabus and on Blackboard. Please do not ask me what my office hours are. You already know. If I need to change my office hours for any reason, I will notify the class in advance. You can schedule an appointment during my office hours using MySuccess. The only reason you will need to email me is to schedule an appointment outside of my designated office hours. I will not reply to other emails. If you have concerns, please meet with me *in person*.

MLA Requirements. All assignments should be typed in black Times New Roman 12pt font with 1” margins in proper MLA format. You can find MLA requirements on the [Purdue OWL](#) website.

Late Work. An assignment’s grade will be lowered by a third of a letter grade for each day it is overdue. In-class work cannot be made up. **According to Department of English policy, you must turn in all four major projects to pass this course, even if a project is so late that it will have earned an F.**

24-Hour Reflection Policy. You may not in any way discuss an assignment and/or grade with me for 24 hours after I return any graded assignment to you. For example, if I return an essay to you on a Tuesday during class, you may not contact me to discuss that assignment and/or grade until Wednesday. You need to use this time to consider all comments I have written on your paper, work up an objective reflection of your work and the grade, gain critical distance, and prepare an organized list of *specific concerns* that you have about the assignment.

In-Class Quizzes. There will be a reading quiz during the first five minutes of class for *every* assigned textbook or Blackboard reading. Each quiz is worth 5 points unless otherwise noted. The quizzes are not meant to be extremely detailed or in-depth, but you should take the full five minutes allotted for each quiz to summarize the reading as thoroughly as possible.

Here is how I will grade each quiz: **5 points:** The reading was summarized thoroughly and accurately in complete and clear sentences. Key details and/or points from the reading were given. The writer wrote for nearly the entire time given for the quiz. **2.5 points:** The reading was partially summarized or the summary was partially inaccurate. The writer wrote during only part of the time given for the quiz. **0 points:** The reading was not summarized or was completely off topic. The writer did not write during the quiz and/or the sheet was not turned in.

No late turn-ins will be permitted. Quizzes start exactly as class begins, and I will keep track of time. Sheets will be turned in as soon as I call time—no extra writing. If you are late to class, you will only be allowed to write during whatever time is remaining. I always try and hand back quizzes the following class period. I keep track of all quiz points on Blackboard, and it is your responsibility to track your points on your own if you’d like to calculate your grade periodically throughout the semester.

Some strategies for reading quizzes:

- Take notes while you read and/or make notes within the textbook. This will keep you focused on the text. Review your notes before class begins.
- Read the text *twice* to help familiarize yourself with it further.
- Don’t wait until the last minute to read the text. Procrastination equals panic.

If you have a University approved absence, I will have an alternate activity for you to complete in place of the quiz.

Conferences. While I require **one** individual conference and **one** group conference, I strongly encourage you to attend office hours regularly. If you do not come to your scheduled time for your **two** required conferences, or if you do not come to your conferences prepared to discuss your work, that conference will count as two unexcused absences.

Inquiry Groups consist of a small group of you and your peers. This group will research and synthesize scholarly articles (and additional sources) throughout the semester. This group will also serve as your peer review group for all major assignments.

Topic Proposals. You will write a topic proposal for *every* paper that you write in this course. While not extensive, the proposal gets to the heart of *why* and *how* you will write your paper. It assures me that you have a sense of direction for your paper, and it provides you with answers to how you will approach the assignment.

While all proposals may have slightly different questions, here are the general guidelines and expectations for each proposal:

1. The proposal should be properly formatted in MLA and should be between 250-500 words.
2. In general, the proposal answers the basic reporter's questions: Who? What? Where? When? Why How? You should always directly state your topic, why you are interested in the topic, the tentative research questions and possible thesis of your paper, and a general plan of how you will carry out the essay. You want to deliver this information as quickly and concisely as possible.
3. The proposal is not a bulleted list or series of fragments. I expect the proposal to be written in complete sentences and be easy to read. Please proofread your proposal.

Proposals are worth **15 points** each and count toward your class participation grade. Proposals turned in on Blackboard late will receive 2 points off for each day late. You will not be able to turn in a final draft of your paper until a proposal is turned in.

Technology Policy. You may have tablets and laptops out during class, but only if those devices help you learn. Do not have your phone out during class unless I say otherwise. *I reserve the right to mark you absent if I see you constantly checking your phone or having your headphones in during class.*

Blackboard Policy. I will use Blackboard to post assignments and/or additional readings for this course. You will also be required to upload assignments to Blackboard. Please be aware that you will need to use Blackboard throughout this course, so be sure to familiarize yourself with this platform.

Writing Help. For help with your writing, I strongly encourage you to contact KU's Writing Center, where you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at <http://writing.ku.edu/> for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. I strongly advise that you make an appointment at the Writing Center, as appointment slots tend to fill quickly. For more information, please call 864-2399 or e-mail writing@ku.edu.

Academic Honesty. Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific

examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased. Please see your instructor if you have any questions about documenting sources.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another's work, you will not be receiving the needed feedback to improve your own writing. There will be a **zero tolerance** policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office.

Drop Policy. If you are having trouble succeeding in the course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete the course. If you decide to drop this class, please refer to the Website below:
<http://www.registrar.ku.edu/current/schedule.shtml>. **From Tuesday, February 7 to Monday, April 17, you will be assigned a grade of W. You may not drop or withdraw after Monday, April 17.**

Student Academic Creations. Since one of the aims of this course is to teach students to write for specific audiences, ungraded student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform the instructor in advance that you do not want your work shared with others. Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If your instructor desires to use your work outside of this class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

Accessibility. The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620. Information about their services can be found at <http://disability.ku.edu>. Beginning Spring 2017, students will submit their requests for testing in the AAAC Testing Center through *AAAC Access Online*. Please contact me privately in regards to your needs in this course.

Inclusivity. The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity/expression, religion, sexual orientation, age, veteran status, or disability are contrary to the University's mission. We expect that students, faculty, and staff will promote an atmosphere of respect for all members of our community.

Civility. Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a

person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Center ([785-843-8985](tel:785-843-8985) or support@stacarecenter.org). You may also wish to contact Lawrence Memorial Hospital Emergency Room ([785-505-6162](tel:785-505-6162)). If you want to pursue disciplinary action or criminal charges against the perpetrator, you may contact the Office of Institutional Opportunity and Access ([785-864-6414](tel:785-864-6414); instructions on how to file a complaint can be found at <http://ioa.ku.edu/file-complaint>); and the KU Police ([785-864-5900](tel:785-864-5900)) or the Lawrence Police ([785-832-7509](tel:785-832-7509)). For the protection of students who experience harassment or violence, instructors are mandated reporters; if you report harassment or violence to an instructor, the instructor must report it to both a supervisor and the police.

Religious Observances. According to university regulations, in cases of conflicts between regularly scheduled class activities and mandated religious observances, the student is responsible for initiating discussion with the instructor to reach a mutually acceptable solution. Please speak with me privately if scheduled activities conflict with mandated religious observances, so that a make-up may be scheduled for you at a mutually acceptable time. To prove that you have read through this syllabus in its entirety, you will write me an email introducing yourself, telling me about your past experiences in writing and your expectations for this course. Please provide a cute animal picture (kitten, puppy, capybara, piglet, goat, duck, etc.) in the body of or attached to the email.

English 102: Critical Reading and Writing

Spring 2017 Course Schedule

Shorthand Readings Guide:

IAW: *From Inquiry to Academic Writing* (Greene and Lidinsky), Required

CAL: *Composition & Literature*, Required

BB: Reading(s) on Blackboard

WEEK 1

Tuesday, January 17 — Course Overview + What is academic inquiry?

Readings: (1) IAW Chapter 1, "Starting with Inquiry" (pp. 1-15)

Assignments: (1) Reading Quiz #1

Thursday, January 19 — Rhetoric and rhetorical principles overview

Readings: (1) IAW Chapter 8, "From Ethos to Logos" (pp. 211-234)

Assignments: (1) Reading Quiz #2

PROJECT 1: THE PERSONAL RESEARCH ESSAY

WEEK 2

Tuesday, January 24 — Introduce Project 1 / Explore topics

Readings: (1) IAW Chapter 4, “From Identifying Issues to Forming Questions” (pp. 80-105); (2) BB, Gloria Anzaldúa, “How to Tame a Wild Tongue;” (3) BB, Project 1 Assignment Sheet

Assignments: (1) Reading Quiz #3

Thursday, January 26 — Examples

Readings: (1) BB, Roxane Gay, “To Scratch, Claw, or Grope Clumsily or Frantically,” (2) BB, Leslie Jamison, “In Defense of Saccharin(e)”

Assignments: (1) Read over grading criteria for Project 1 and take notes

WEEK 3

Tuesday, January 31 — Research: Where to start? / Inquiry Groups

Readings: (1) IAW Chapter 6, “From Finding to Evaluating Sources” (pp. 129-48)

Assignments: (1) Reading Quiz #4; (2) Have 2-3 tentative topics selected and written down

Thursday, February 2 — Making a point

Readings: (1) IAW Chapter 5, “From Formulating to Developing a Thesis” (pp. 106-28); (2) BB, Anne Lamott, “Shitty First Drafts”

Assignments: (1) Reading Quiz #5; (2) Topic proposal on Blackboard; (3) Sign-up for conference time on MySuccess

WEEK 4

Tuesday, February 7-Wednesday, February 8 — Individual conferences

Assignments: Bring at least 2 full pages of essay and works cited to conference

Thursday, February 9 — Peer review

Readings: (1) IAW Chapter 10, “Peer Editing” (pp. 286-312)

Assignments: (1) Upload rough draft on Blackboard on Wednesday by 5pm, make comments on drafts in advance, and be ready to discuss drafts

PROJECT 2: THE COMMUNITY ISSUE INTERVIEW ESSAY

WEEK 5

Tuesday, February 14 — Introduce Project 2 / Ideas and Examples

Readings: (1) IAW Chapter 11, “Why Do Original Research?” and “An Idea Sheet” (p. 313-18); (2) Project 2 Assignment Sheet

Assignments: (1) Upload Project 1 on Blackboard before class; (2) Reading Quiz #6

Thursday, February 16 — Examples and Class Discussion

Readings: (1) BB, Matthew Petrocelli, Trish Oberweis, and Joseph Petrocelli, “Getting Huge, Getting Ripped;” (2) TBA

Assignments: (1) Reading Quiz #7

WEEK 6

Tuesday, February 21 — Interviewing

Readings: (1) IAW Chapter 11, “Interviewing” (pp. 331-336)

Assignments: (1) Topic proposal on Blackboard; (2) Reading Quiz #8

Thursday, February 23 — Workshop interview questions and interview practice

Assignments: (1) Rough draft of at least 10 interview questions

WEEK 7

Tuesday, February 28 — Critically evaluating sources / Inquiry Group research day

Assignments: (1) Bring research and notes to class

Thursday, March 2 — Grammar and punctuation workshop

Assignments: (1) Bring at least 5 grammar/punctuation questions

WEEK 8

Tuesday, March 7 — How to use interview and researched data

Readings: (1) IAW Chapter 7, “From Summary to Synthesis” (pp. 151-210)

Assignments: (1) Bring interview transcripts and research; (2) Reading Quiz #9

Thursday, March 9 — Peer Review

Assignments: (1) Upload rough draft on Blackboard by Wednesday, March 8, make comments on drafts in advance, and be ready to discuss drafts

PROJECT 3: THE COLLABORATIVE ESSAY

WEEK 9

Tuesday, March 14 — Introduce Project 3 / Topic brainstorm in Inquiry Groups

Readings: (1) BB, Project 3 Assignment Sheet; (2) IAW, Chapter 11, “Writing a Proposal” (pp. 318-330)

Assignments: (1) Project 2 uploaded on Blackboard; (2) Reading Quiz #10

Thursday, March 16 — Class discussion / Proposals

Readings: (1) BB, Julie D. O'Reilly, "The Wonder Woman Precedent;" (2) TBA

Assignments: (1) Reading Quiz #11

NO CLASS, SPRING BREAK: MARCH 20-24

WEEK 10

Tuesday, March 28 — Research

Readings: (1) IAW Chapter 2, "Reading as an Act of Composing: Annotating" (pp. 29-32)

Assignments: (1) Inquiry group proposal on Blackboard; (2) Research materials; (3) Reading Quiz #12

Thursday, March 30 — Research

Assignments: (1) Research materials; (2) Inquiry Group progress report (completed in class and uploaded to BB)

WEEK 11

Tuesday, April 4 — Writing body paragraphs

Readings: (1) IAW Chapter 9, "Developing Paragraphs" (pp. 264-76)

Assignments: (1) Reading Quiz #13

Thursday, April 6 — Writing introductions and conclusions

Readings: (1) IAW Chapter 9, "Drafting Introductions and Drafting Conclusions" (pp. 257-64; pp. 276-82)

Assignments: (1) Reading Quiz #14

WEEK 12

Tuesday, April 11 — Inquiry Group writing meeting

Assignments: (1) Materials for research; (2) Progress report

Thursday, April 13 — Style workshop

Assignments: (1) Bring in a hard copy of either Project 1 or Project 2

WEEK 13

Tuesday, April 18 — Inquiry Group Conferences (Monday, April 17: last day to drop class)

Assignments: (1) At least 4 full pages of essay and completed works cited

Thursday, April 20 — Inquiry Group Conferences

Assignments: (1) At least 4 full pages of essay and completed works cited

PROJECT 4: THE MULTIMEDIA REVISION

WEEK 14

Tuesday, April 25 — Unit 4 Introduction / Resources for Revision

Readings: (1) BB, Project 4 Assignment Sheet

Assignments: (1) Project 3 uploaded on Blackboard; (2) Self and Peer Evaluation completed on BB

Thursday, April 27 — Modes of revision

Assignments: (1) Project 4 Proposal on BB; (2) Bring in either Project 1 or Project 2 final draft

WEEK 15

Tuesday, May 2-Thursday, May 4 Drop-in Conferences