English 102: Research Writing
Sections 07 (MW, 3:00-4:15)
3 Credit Course

GENERAL EDUCATION COMPETENCY AREA:
Written Communication

CONTACT

Instructor: Terryn Berry

Fall Semester, 2018

Office Hours: MW, 10:30-11:30, 1:30-2:00.
*Note: I’m unavailable on T, Th, and F, except by appt.

Office Location: ADMN 206
Telephone Contacts: 792-2736 (office), 792-2307 (Humanities)
Email: tlberry@lcsd.edu

OFFICE HOURS

My office hours are for your benefit. Come in as often as you can to discuss your writing. If my office hours are inconvenient for you, I will try to meet with you at a more suitable time; just make an appointment with me after class. Please note that my office hours may change as the semester progresses in order to accommodate my students’ schedules. I will announce changes in class and will post hours on my office door.

If you choose to reach me via e-mail, then please use the email address above and not my “lcmail” account. The one above is the only one I read daily.

TEXT AND MATERIALS


This should be the book you used in English 101: An image of it is in Bb.

- Blue/green books for essay exams/journal assignment;
- Access to both a college dictionary and grammar handbook; and
- Appropriate writing materials (bring these and whatever reading materials we are working on to class every day).
- Please bring your book to class each day.

COURSE DESCRIPTION AND GOALS

By the end of this semester, you will have improved your ability to write persuasively and to support your opinions with credible research. You will also be encouraged to apply the knowledge you gain to a wider spectrum of disciplines, such a social, cultural, political, and personal ways of thinking about the content of this class and incorporating these ideas and opinions into your essays and our class discussion. Each assignment you write in this class will give you an opportunity to practice applying this “way of knowing your world” into your discourse/prose. We will also focus our attention on comprehending college level
reading material, thinking logically and analytically, and producing clear, original prose.

Your assignments will give you the opportunity to expand your writing strategies; however, you will need to meet the specific criteria associated with each assignment -- and the degree to which you do this determines your grade for the course.

GENERAL EDUCATION LEARNING OUTCOMES

Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts. Adopt strategies and genre appropriate to the rhetorical situation.
2. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
3. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
4. Address readers’ biases and assumptions with well-developed evidence-based reasoning.
5. Use appropriate conventions for integrating, citing, and documenting source materials as well as for surface-level language and style.

COURSE REQUIREMENTS

To be successful in this course, you will need to complete assignments, attend the class consistently, and participate in class discussion and in peer reviews. Note: Physical/learning will be made with verification.

Blackboard Component

This class is a Blackboard (Bb) integrated course, meaning you will need to work in Bb and in the classroom to complete required work. You will find the course information listed by Units in Bb, such as assignment sheets, schedules, class activities, and links for submitting your assignments for a grade. You will be able to see your grades in Bb, so knowing your progress in the course should be easy. A few assignments can be submitted to me via hard copy.

Because of the Bb component in this class, you will need to bring your PC up to par with Bb requirements for software. Also, your essays must be converted to WORD docs if you want to upload them to Bb. Please download WORD; it is free for students. If you use Google Drive, then you will experience difficulties uploading essays to Bb. I have to be able to actually see your assignment in the link in order to grade it, so if it is missing, then that is your issue. This part of the course is a requirement. Bb offers several tutorials to guide students through the process of using Bb. Please use these helpful tutorials.

Completing Assignments

All of the essays (about 5 research essays) you will write in this course require you to use outside sources as a part of fulfilling our goals. At the end of the semester, you will also hand in a Final Project (a minimum of seven pages in length) which acts as our final exam. Other assignments, such as reading, viewing films (possibly), working on group and individual activities, and reading knowledge quizzes are a part of the class work, too.

It is essential that you keep up with the reading in this course.

You may also revise one of the first two research essays for a higher grade. You will have specific instructions to follow when you hand in this revision (see the Revising section on page 4). This assignment is optional and is due at the end of the semester.

Attendance Policy

Though always important, attendance is especially so in collaborative, student based courses. You will spend considerable class time working with your peers on assignments, so your poor attendance will not only influence your own performance but it will affect that of others, as well.
If you cannot attend class regularly, then you should not take this class. **Missing more than 6 days—for any reason—results in a F grade for your final grade.** You will have six days for absences—such as illness, staying home with a sick child, filling in for a friend at work, attending a wedding or a funeral (barring unusual circumstances), having a faulty alarm clock, and so on.

Exceptions to this rule are as follows: professional constraints (i.e., attending athletic meets, accommodating unique situations at your place of employment, attending conferences/field trips associated with your career area), extended illnesses, chronic, verified medical conditions, and extraordinary, unforeseen events. If you need to take more than six personal days this semester, you should see me right away to discuss making the necessary arrangements.

To be counted present on any class day, you must come to that class prepared. If you miss a class, be sure to make up the material you missed **before** you attend the next class.

**Excessive Tardiness**

Please be punctual. Occasional delays happen, understandably, to all of us, but if circumstances regularly prevent you from coming on time, then please notify me. Otherwise, accumulated “tardies”—coming to class late 4 times—become absences. If you are not in class when I take roll, I mark you absent in my attendance record book. Therefore, if you arrive after I have taken roll that day, the responsibility for correcting the attendance record rests on your shoulders. At the end of the semester, disputes over attendance can be settled only if the student provides proof of class work on the day in question. I suggest that you take daily notes and date them. Otherwise, my record stands.

**Participating in Discussions, Group Activities, and Peer Review**

I cannot effectively teach without your input, ideas, questions (I think you get the idea). **You must talk in this class.** Most of our class time focuses on responding to reading, films, and essays.

In addition to class discussion, I will often divide you into activity groups and ask you to complete a task. This will require you to discuss material with group members. Your participation at these times is also required.

Furthermore, just ahead of a due date, we devote some class time to peer review. On these days, bring a **finished rough draft** of your essay to class in triplicate. You will exchange drafts with two other group members, read them, write comments on them, and fill out some paperwork. Your absence on these days forfeits possible revision of that essay, unless you make up the peer review at the Writing Center.

**Revising Essay Assignments**

Good writers develop the habit of revising essays before submitting them for final evaluation. Therefore, I urge you to also revise your essays repeatedly in order to improve your skills—just please do this before you hand in the assignment. Bring your rough drafts to me during my office hours so that we can discuss how to improve your writing. **If my schedule is inconvenient, then take your rough drafts to the Writing Center for peer feedback.** Most students value the time they spend with me/peer tutors and see substantial improvement in their writing. I may require all of you to come in for a conference during my office hours.

As mentioned, in addition to revising assignments prior to submitting them for my review, you may revise one graded essay for a higher grade at the end of the semester; the assignment sheet explains the specific instructions for revising.

The grade you receive on this revision replaces the original grade on that assignment.

**Taking Essays to the LC Writing Center**

Another requirement is taking your rough drafts to the LC Writing Center for peer review. You will be required to do this several times during the semester. When you go, the person you work with will give you a sheet, explaining what you
worked on. Take a photo of this with your phone and upload it to the appropriate link to get you points for fulfilling this requirement, or simply hand it in to me in hard copy.

**Viewing Films in Class**

We may use films as a part of course content. If you miss that day, you are obligated to view the film as homework. All of them can be viewed via PC/Internet.

**AVOIDING PLAGIARISM**

Ethics support every discipline, and English composition is no exception. Claiming someone else’s ideas, words, writing style, sentence structure, or research as your own is plagiarism. If you plagiarize all, or part of a paper, you cannot revise that essay and will receive a zero grade for it. Receiving a zero grade on any major assignment in this class will likely mean having to repeat the class because a passing grade in English 102 is a C grade or higher. Anything lower requires retaking the class.

**GRADING POLICIES**

Grading standards in this course level with nationally defined expectations for first-year collegiate composition. Exceptional, original writing will receive an ‘A’ (A-) grade(s). Strong, controlled writing will receive a ‘B’ (B+/B-) grade(s). Acceptable writing in need of some revision will receive a ‘C’ (C+/C-) grade(s). Writing demonstrating consistent grammar errors, problematic sentence structure, communication gaps, inappropriate assessment of the assignment, superficial understanding of the reading, undeveloped ideas, and so on, will receive D grades or an R.

‘R’ means that the essay needs considerable revision. If you find an ‘R’ on your essay you will have four days from the day I’ve graded it to meet with me about it. You will then rewrite it and return it to me for a new grade. Any ‘R’ graded essay cannot receive higher than a B- as a final grade, and if an ‘R’ graded essay is not resubmitted within the four days, the ‘R’ becomes a ‘F.’

If you want to improve your grades on assignments, then follow these simple steps:

1) Follow my instructions for writing the essays,
2) Attend class prepared on peer review days,
3) See me with a draft of your assignment before it is due, and
4) Take your essays to peer tutors in the Writing Center in Spalding Hall.

Your grades are calculated as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>(100%)</td>
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<tr>
<td>A</td>
<td>(94-99%)</td>
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<tr>
<td>A-</td>
<td>(90-93%)</td>
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<tr>
<td>B+</td>
<td>(87-89%)</td>
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<tr>
<td>B</td>
<td>(84-86%)</td>
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<tr>
<td>B-</td>
<td>(80-83%)</td>
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<td>C+</td>
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<td>D</td>
<td>(60-66%)</td>
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<tr>
<td>F</td>
<td>(59% &lt;)</td>
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**Major Assignments = 700 points**

Writing Assignment I: Reflection
Writing Assignment II: Article Analysis
Writing Assignment III: Proposal for Research (Planning Research)
Writing Assignment IV: Annotated Bibliography (Conducting Research)
Writing Assignment V: Research Essay (200 points)
Writing Assignment VI: Revision
Graphic Assignment I: Presentation of Research

**Minor Assignments (homework, in-class activities, folder materials, library training, etc.) ≈ 200 points**

Group and other in-class activities, peer review Homework, such as internet searches Exercises from the book, such as grammar work Pop Quizzes, over reading/lecture materials
SCHEDULE FOR ASSIGNMENTS

A schedule for each assignment will be posted in Bb. Please look for your due dates there. But, generally, you can expect to submit an essay to me every two to four weeks.

LATE PAPER POLICY

Submit assignments when they are due, especially on peer conference days. However, I am willing to make exceptions for students who need them given prior notification. Some assignments have a flexible due date, such as submitting peer review sheets, or proof a going to the LC Writing Center. However, due dates for major assignments, such as essays, are not flexible.

Keep in mind that having trouble submitting to Bb due to your faulty software, or confusion about doing this, cannot excuse a late submission. To avoid losing points for submitting late work, be sure to take the tutorials for using Bb and for submitting assignments.

CONDUCT POLICY

Due to the popularity of smart phones/iPods/Zunes/etc., it has become necessary for me to explain classroom conduct for the college-level situation. No laptops can be used in class during class time, smart phones must be set to vibrate and put away, and using ear buds of any kind for any device is not allowed during class time. If you have personal time in class, then by all means use whatever devices you like. But when I am, or a classmate is speaking, then your electronic devices must be off.

If I notice you are texting on your smart phones during class time, I’ll make a general announcement to put away phones. If, however, I have to say this again and again to the same individual, then the third warning becomes an absence.

Students with verified disabilities that need to use laptops during class time may do so.