

ENG 102 D1, WRITING 2
MWF: 11:00-11:50 AM, ROOM CLEMENS #128 AND O'BRIAN #209

One should not avoid one's tests, although they are perhaps the most dangerous game one could play and are in the end tests which are taken before ourselves and before no other judge.

*-- Nietzsche *Beyond Good and Evil**

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ENG 102 is an advanced writing course which focuses on critical reading skills, as well as it lays emphasis on the rules of sophisticated argumentation and academic research. This course is a computer mediated section; thus, we will alternate between our regular classroom and the computer lab every week. In the computer classroom we'll concentrate on writing assignments, conducting research, and learning different writing skills. While working in our regular classroom we will focus on class discussions of the readings.

Throughout the semester, "you will be reading and writing about culture. Not Culture [with capital C], something you get if you go to museum or a concert on Sunday, but culture—the images, words, and sounds that pervade our lives and organize and represent our common experience. This sequence invites your reflection on the ways culture 'works' in and through the lives of individual consumers" (see *Ways of Reading* 817). So, the overall focus of this course is contemporary US culture, and its underlining power structures which often present themselves as natural and inevitable. Therefore, such issues as sovereign individuality and personal privacy will be contested by our reading materials which suggest that economic interests of companies and disciplinary power of social institutions deeply affect our sense of identity and self.

During the first half of the semester, we'll write two shorter writing assignments. The first writing assignment concentrates on the visual aspects of consumer culture and asks you to analyze how our understanding of gender roles is modified by the overwhelming power of advertisements. In addition, you are encouraged to think about such questions as: How do the advertisements modify the world we live in? What kind of promises do they make for their target audiences? Etc. The next paper invites you to examine the French philosopher Michel Foucault's text on power mechanisms in modern societies, and therefore, we will further analyze the mechanisms of social power. During the second half of the semester you will conduct a research project of your own involving an extensive research paper and an annotated bibliography. The research paper assignment is sequenced to build on previous writing assignments, and the earlier reading materials are also emphasized in this assignment which will focus on US education system.

Texts

(Available in the University Bookstore)

- Reading: David Bartholomae & Anthony Petrosky. *Ways of Reading: An Anthology for Writers*. 7th edition. Bedford/St. Martin's.

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- HANDBOOK: Ann Raimés with Maria Jerskey. *The Open Handbook*.

Supplies:

- An USB drive for transporting your writings between class and home.
- Any good dictionary. If you do not currently own one, this is a good time to invest in one. There are many available in the bookstore. (I recommend Webster's or American Heritage.)
- A full-sized notebook for writing assignments in class. OR, a 3 ring binder with looseleaf paper.

- A sturdy folder in which you keep all your work for the class AND a disk on which you save all your writing (including multiple drafts).
- A pocket folder in which you put the cover letter, drafts and final version of each assignment when you hand it in.

Note: **Save all the writing you do during the semester.** You can clear your files in May. Until then, you never know what may prove to be useful during a revision. If you compose and revise on a computer, periodically print out (or save on disk) versions of your draft so that you have a record of its process. Keep a copy for yourself (either on disk or a hard copy) of all major assignments handed in to me. In addition, keep all drafts on which you have received comments from me or your classmates.

Library Skills:

You need to complete the library skills workbook (online) before you graduate. The library urges you to do so while you are in ENG 102. A library skills “course” will be shown in MyUB where you can click on it to access the online workbook.

Course Requirements and Grading Policy

This is a workshop course in writing in which class activities are essential to your development as a writer; in class activities will include discussion, debate, written and oral responses, freewriting, peer review, and paper workshops (critiquing and editing of your workgroup's papers). The success of the course, and your successful performance in it, depends upon your participation and contributions, both spoken and written.

UB uses a lettered grading policy, A - F, including + and - grades.

An incomplete grade may *only* be given to students who have (1) fulfilled the attendance requirement for the course and (2) completed all but one of the written assignments.

Your final grade will be calculated according to the following breakdown:

Engagement: 10%

Participation begins with attendance. Both absences and tardiness will affect this portion of your grade. You are allowed three absences without penalty. A fourth absence will result in the reduction of this portion of your grade by a full letter grade. A fifth absence will result in the reduction of your final grade by a full letter grade. A sixth absence can result in a failing grade for the course. Although the advice "Better late than never" should be heeded (you will learn by being present), arrival in class more than 15 minutes after it begins will be considered an absence.

You are responsible for contacting me or a fellow class member if you miss a class, and you are expected to be fully prepared for the next class session. I know that sickness happens, accidents happen, bad weather happens, computer problems happen, over-sleeping happens, family crises happen, the bus never comes ... that's what the three excused absences are for. Save them for these kinds of emergencies.

Your engagement grade will also reflect the quality and thoughtfulness of your contributions in class, respect shown to class members, your attitude and role in small group exercises, and evidence given of completion of reading assignments. Preparation for, attitude toward, and involvement in our individual conferences count here, too.

Please note that many in-class writing exercises assume (and depend upon) you having read the assigned material. Review your syllabus frequently, and plan your workload accordingly.

Major Assignments: 70%

Two Minor Essays: Students are expected to submit final essays on time and to incorporate suggestions from peer review. Essays are due at the *beginning of class* on the date due. Late essays are subject to having their final grade reduced (typically 1/3 grade for each day late). Absence from class on the date due does not excuse the lateness of your assignment. If absent on the day an essay is due, place it in my mailbox prior to class or solicit a peer's assistance by having him/her submit your essay along with his own. When considering final drafts, I ask what revisions students made to rough drafts. In addition, I consider whether students are implementing those essay strategies we have covered so far in the semester: organization, thesis, introduction, topic sentences, etc. Save all assignments with Instructor's and peer's comments. (15% each /30 % total)

Research Essay: Students will devote the second half of the semester to preparing a research paper. Students will gather information, take notes, outline and draft a tentative thesis statement, and write a first draft. Students will then submit a draft of this essay prior to the semester's end, in order to receive Instructor's comments and suggestions for revision. (40%)

Major assignments will be graded using the A - F scale. At times, I may assign you a grade of R, requesting a revision of the piece before I formally grade it. Essays will be evaluated for: quality (including technical and mechanical elements); command of voice, tone, and a sense of audience; the degree to which they satisfy the given assignment; and the development they demonstrate from earlier efforts or original drafts.

Assignments submitted more than one week late will receive an F. However, you must complete all major essay assignments and submit a complete final portfolio in order to earn a passing grade for the course.

Cover Letters, Letters of Response, and Homework: 10%

All essays handed in to me are to be typed/word-processed. Use a reasonable font (usually 12 pt.), double-spaced, with 1 inch margins. Each essay to be graded will be accompanied by a cover letter, minimum one page, detailing your writing process for that particular piece and the essay's evolution, along with your assessment of the successful and less successful aspects of the essay. I will not grade essays that are hand-written or lack a cover letter, and the assignment will accrue late penalties until it satisfies this requirement.

End of Term Portfolio: 10%

The end-of-semester portfolio will include an autobiography of yourself as a writer (self-assessment) and final revisions of three major assignments (the nature of the revision will be discussed in class). So your portfolio consists of all writing submitted in this course: rough drafts, graded drafts, and writing especially revised for the portfolio reviews (see the schedule).

You always have the right to revise your assignment for a higher grade, and you may revise it as many times as you like, but I strongly encourage you to meet with me to discuss the nature of the revisions you will make. We will use the two last weeks of class to workshop essays and to develop writing portfolios. All revisions of essays for a higher grade (accompanied by the original graded essay) and portfolios are due to me no later than *Monday, Apr 28*.

Plagiarism: Plagiarism is using another person's words and ideas as though they were your own. It is easy to avoid plagiarism: simply put the material you have taken from someone else's writing in quotation marks and cite the person's name and publication in your paper. Even if you are paraphrasing another person's ideas or text, you must acknowledge this source. Plagiarism is a serious offense which can result in expulsion from the University. A paper which contains any plagiarized material at all will receive an F; two such plagiarized papers will result in the student receiving an F for the course. NOTE: plagiarism is not restricted to the use of published work; the passing of another student's work or texts from the internet / web as your own is also a case of plagiarism. Any attempt to commit this violation of academic integrity will be taken seriously.

MWF Schedule**Week 1**

DATE	IN CLASS	HOMEWORK
M Jan 14 Clemens # 128	Introduction to the course, the syllabus, members of the class.	<u>Reading in <i>Ways of Reading</i>:</u> John Berger: 'Ways of Seeing' (132-155) Review syllabus and course requirements!
W Jan 16 O'Brian # 209	Class discussion: Berger's 'Ways of Seeing'	<u>Reading in <i>Ways of Reading</i>:</u> Susan Bordo: 'Beauty (Re)discovers the Male Body' (188-205); passages: • "Honey, What Do I Want to Wear?" • "Male Decorativeness in Cult. Perspective" While reading Bordo's essay, examine her style, and her main argument.
F Jan 18 Clemens # 128	<u>At Computers:</u> Reply to the instructor's message posted to the discussion board and analyze Bordo's essay in your own words. What would you say about her style? What is her main argument? • Intro to the first writing assignment. • Handout: "Reading" Advertisements	Read through the student essay provided by the instructor and bring it to class on Wednesday. <u>Reading in <i>The Open Handbook</i>:</u> "Visuals: Analysis and Preparation" (140-142)

Assignment # 1: Analyzing advertisements**Due: Monday, Feb 4**

"Both Berger and Bordo are concerned with how we see and read images; both are concerned to correct the ways images are used and read; both trace the ways images serve the interests of money and power; both [texts] are written to teach readers how and why they should pay a different kind of attention to the images around them" (WR, 819). As you re-read Berger's and Bordo's essays and prepare for this writing assignment, keep your eye out for advertisements that come your way, advertisements that seem perfect for analysis. Clip these out or copy them so that you can use them, as she does, as material for writing. Select at least two advertisements for your essay. Also select **ONE** of the following topics for your paper:

A) Compare and contrast the form and content of printed ads for the same product (or a closely- related product from the same manufacturer), which are aimed primarily at women with those which are aimed primarily at men.

B) Select such commercials or ads for your analysis that openly display male gender codes. According to traditional ideas, men act. But are there any such ads/commercials in which men do not act? What are the codes of masculinity that are promoted by these companies? While thinking about how different companies represent masculinity, you may, for instance, start by watching these commercials:

<http://creativity-online.com/work/view?seed=58a11ede>

<http://creativity-online.com/work/view?seed=7d5cbc6d>

<http://creativity-online.com/work/view?seed=d03743a8>

<http://trojanevolve.com/>

C) Do you agree that in ads and commercials women are still merely represented as appearing rather than acting? Or are they **both** appearing and acting? While thinking about these issues, you may, for instance, start by looking at the following websites:

<http://trojanevolve.com/>

<http://www.campaignforrealbeauty.com/flat3.asp?id=2287>

Write an essay in which you analyze the selected advertisements/commercials. Think about how they serve the interests of money and power. What do they advertise? And how do they treat human bodies? Are they openly sexual? If they are, then what kind of bodies are exposed—female/male, young/old, white/non-white? And for what reasons? Analyze possible target audiences. What kind of promises do the ads make and to whom? Are any persuasive or emotional words used in the ad? Describe the different visual images and explain how they make the ad more appealing.— Go back to the handout: “Reading” Advertisements’ while thinking about these issues.

You should refer to Bordo’s essay as well. You can, for instance, present the terms and direction of her argument in your introductory paragraph, where you contextualize your own project. Your job, nevertheless, is not simply to reproduce Bordo’s project but to extend it, to refine it, to put it to the test. You, too, should establish *your* point of view. What do you think about the advertisements you selected? Use paraphrases, summaries, and/or direct quotations, when you refer to her essay and make sure that you use MLA documentation. Since we will use MLA documentation in our papers, make sure that you carefully read through the pages 436-445 in *The Open Handbook*.

The final draft should be **7 pages** in length and should include a cover letter as well. Moreover, MLA documentation must be used throughout the text and ‘works cited’ page should be attached.

Week 2		
DATE	In Class	Homework
M Jan 21 O’Brian # 209	Martin Luther King, Jr. Day/ No Class	
W Jan 23 Clemens # 128	<u>At Computers:</u> • Follow the instructor’s thread posted to the discussion board and give answers to the questions about the student essay.	<u>Reading in <i>Ways of Reading</i>:</u> Finish Bordo’s essay: ‘Beauty (Re)discovers the Male Body’ (205-218)
F Jan 25 O’Brian # 209	Class discussion: Bordo’s essay	Select the advertisements you will use in your essay and bring clips/copies/ printouts to class on Mon. Be prepared to demonstrate your ideas to others. Also read through the following web sites: http://owl.english.purdue.edu/owl/resource/545/01/ http://owl.english.purdue.edu/handouts/print/general/gl_thesis.html Then create a thesis statement for your own essay. Moreover, write a paragraph or two in which you outline your essay. Post them to the UBlerns discussion board before the class on Mon.
Week 3		
DATE	In Class	Homework
M Jan 28 Clemens # 128	Work with your pair and show him/her the advertisements you’ve selected. You should both explain your projects; tell how you plan on analyzing the visual material., and provide each other with constructive feedback. <u>At computers:</u> • Read through some of the messages sent by other students and give them constructive feedback.	Read through the second student essay provided by the instructor and bring it to class on Wed.

W Jan 30 O'Brian # 209	Class discussion: the sample student essay	Keep writing your paper and bring an electronic copy to class on Friday.
F Feb 1 Clemens # 128	<u>At computers:</u> • Peer editing: paper #1	Think about the feedback you have received and finish your paper #1. Hand in a hard copy in class on Monday.
Week 4		
DATE	In Class	Homework
M Feb 4 O'Brian # 209	First paper due. Intro to the paper # 2.	Read through Dino Felluga's article "Modules on Foucault: On Panoptic and Carceral Society" at http://www.cla.purdue.edu/english/theory/newhist/oricism/modules/foucaultcarceralmainframe.html
W Feb 6 Clemens # 128	<u>At computers:</u> • Reply to the instructor's message and give answers to the questions about Felluga's article	Read through Moya K. Mason's text "Foucault" at http://www.moyak.com/researcher/resume/papers/Foucault.html
F Feb 8 O'Brian # 209	<u>Class discussion:</u> • Moya K. Mason's "Foucault"	<u>Reading in <i>Ways of Reading</i>:</u> Michel Foucault: 'Panopticism' (219-235) • While reading Foucault's essay, think about what he means by such concepts as power, disciplinary institutions, disindividualization, control, and surveillance.

Assignment # 2: Foucault's Panopticon as a Mechanism of Power
Due: Friday, Feb 25

About a third of the way through his text, Foucault asserts, "The Panopticon is a marvelous machine which, whatever use one may wish to put it to, produces homogenous effects of power." Write an essay in which you explain the machinery of the panopticon as a mechanism of power. You can specify how Foucault's approach differs from some more traditional views of power. What is new about his model? Also how is his understanding of power related to modern societies? Do you think that his understanding of power relations is a good analysis of institutional relations in modern societies, or not? Paraphrase Foucault and, where it seems appropriate, use his words (i.e. direct quotations from his text). Present Foucault's account as you understand it. As part of your essay, and in order to explain what he is getting at, turn to at least one example—Foucault's or your own example. Choose an example (school, prison, hospital, factory etc.) which seems to make his approach clearer, and specify how his model of power works in this particular institution.

The final draft should be **7 pages** in length and should include a cover letter as well. Moreover, MLA documentation must be used throughout the text and 'works cited' page should be attached.

Week 5

DATE	In Class	Homework
M Feb 11 Clemens # 128	Instructor's feedback on the first writing assignment. <u>Class discussion:</u> • Foucault's 'Panopticism'	<u>Reading in <i>Ways of Reading</i>:</u> Michel Foucault: 'Panopticism' (235-250)
W Feb 13 O'Brian # 209	<u>Class discussion:</u> • Foucault's 'Panopticism'	Read carefully through the student essay provided by the instructor and take notes: How does the writer treat Foucault's theory? Has s/he understood the key elements of his theory? In what ways could this essay be improved?

F Feb 15 Clemens # 128	<u>Class discussion:</u> • the student essay	Finish your first draft (4 pp.) of the paper # 2 and bring a hardcopy AND an electronic copy to class on Mon. Make sure your draft has a clear thesis statement, introduction, body, and conclusion.
Week 6		
DATE	In Class	Homework
M Feb 18 O'Brian # 209	Paper #2: First draft due. <u>At Computers:</u> • Peer review	Go through the feedback that you have received and modify your paper #2. <u>Reading in <i>Ways of Reading</i>:</u> Paulo Freire: 'The "Banking Concept of Education' (255-270) • While reading Freire's text, think about the following questions: What is his background and how does it affect his thinking? Is he writing about the modern western education or something else? Who are the oppressors he is writing about? How does his argument differ from Foucault's?
W Feb 20 Clemens # 128	<u>At Computers:</u> • Writing exercises—differences and similarities between Foucault's and Freire's thinking	Read carefully through the student essay provided by the instructor and take notes: How does the student contrast/compare Foucault's and Freire's ideas? How could you improve this essay?
F Feb 22 O'Brian # 209	<u>Class discussion:</u> • the student essay • Freire's 'The "Banking Concept of Education'	Finish your paper #2 and bring a hardcopy to class on Mon.
Week 7		
DATE	In Class	Homework
M Feb 25 Clemens # 128	Second paper due. Intro to the assignments #3 and #4. Handouts: Annotated Bibliographies and Research Papers.	Go through the material provided by the instructor and start thinking about possible topics for your research paper. <u>Reading in <i>The Open Handbook</i>:</u> 'Construct an Argument', 57-72
W Feb 27 O'Brian # 209	<u>Class discussion:</u> • argumentation Read through Jennifer Hopper's argument essay in <i>The Open Handbook</i> (73-78) and give answers to the questions provided by the instructor.	<u>Reading in <i>The Open Handbook</i>:</u> 'Generate Ideas,' pp. 18-26. This chapter helps you find a topic and gives tips of freewriting and brainstorming. Make sure you decide on your initial research topic before the class on Fri!
F Feb 29 Clemens # 128	<u>At Computers:</u> • Freewriting and brainstorming; finding your argument	<u>Reading in <i>The Open Handbook</i>:</u> 'Find a Focus and a Structure,' pp. 26-39. This chapter helps you move from general topic to your research question and thesis, and gives advice how to write an outline. Start writing a <u>research proposal</u> (paper #3): Narrow down the topic of your research paper and make orderly notes: 1. What I already know about the topic

		2. What I would like to know about the topic 3. Why I'm interested in the topic 4. My "take" on the topic (point of view) Bring a copy of your draft to class on Mon.
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Assignment # 3: Research Paper
Due: Wednesday, Apr 15

Education is a crucial element of the modern world that contributes to our well-being. But what about the negative aspects of it? Michel Foucault argues that schools are state-controlled social institutions which use disciplinary power over students in order to normalize them. Moreover, Paulo Freire states that education is an act of depositing; "instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat". Do you agree with them? Do schooling systems include any creative aspects or are students just passive recipients?

Write an **argumentative paper** in which you clearly state your "take" on the subject. Read through the section "Construct an Argument" (pp. 57-72) in *The Open Handbook*. It gives you crucial advice in constructing a good argument. You are also supposed to take into consideration the opposing view points and present good reasons in support of your thesis. Moreover, review the pp. 84-89 in *The Open Handbook* on different methods of writing introductions and conclusions to your papers.

So your task is to avoid simplistic arguments which either condemn schooling system or praise it. Instead you should examine the problematic aspects of US educational system. We have to acknowledge that without education, we wouldn't have tools to criticize it. Thus education is precious for all of us, we all need it. But could we still improve it? Is the schooling system serving some people's interest better than someone else's? Think about the normalizing effects US schooling system might or might not have. You might want to approach this topic from different points of view. Here are some aspects you could consider:

- ADD / ADHD (attention deficit hyperactivity disorder) and school success:
 Students diagnosed with ADD / ADHD are often very smart and skillful individuals. Nevertheless, the school experience can be challenging for these students. You can debate whether the only option is that students should be medicated and go through therapies in order to be more 'normal' students, or should the schooling system take into consideration these students and modify the educational environment to the direction which would be more pleasurable for these students as well. You could, for instance, go back to Freire's essay where he emphasizes that both students and teachers should learn from each other.
- Screening or Banning of Reading Materials:
 Education is a powerful tool. So what books should be taught in schools? And who has power to decide on that? You might examine, for instance, how banning can serve the interests of certain groups of people and discriminate the rights of other groups.
- Standardized testing:
 Are standardized tests dominating the US education system? Is there a risk that these tests lead to a standardized thinking as well? Think about the pros and cons of standardized testing.
- Clothing and uniforms

You may also visit the following web site for more information on topic:
<http://www.dmoz.org/Society/Issues/Education/>

In the final paper, you should show what you've learned for so far. So, make sure that your essay has a good title, beginning, ending, TS, topic sentences, and a coherent structure. Moreover, in this paper you should mainly practice argumentation and research writing.

The final paper should be 10 pages in length and should include the two (MLA style) bibliographies and a cover letter.

Research Proposal and Tentative Thesis Statement Assignment: Due Wed, Mar 5

The paper proposal consists of an introduction to your issue and an explanation of the position you intend to take on this issue in your paper. The proposal consists of two paragraphs and a tentative thesis statement:

In your first paragraph, introduce your issue. Give a rough background of the issue you intend to address, or an explanation of a conflict, or the reasons for tension between two groups; what ever suits your issue best. DO NOT express any opinions in this paragraph.

In the second paragraph, explain your position on your issue. State where you stand on the situation you have just explained, and give your opinion about the issue you have raised.

Then, **write a tentative thesis statement** that incorporates the core information of the two proposal paragraphs: what your issue is and the position on that issue you are going to argue for in your paper.

Research Paper Assignments and Their Due Dates:

Research Proposal	Due: Wed, Mar 5
First Draft: Bring Two Copies to Class	Due: Mon, Mar 31
Final draft and Annotated Bibliography	Due: Wed, Apr 15

Adapted from [Becky Weinberg's page:](http://composition.cla.umn.edu/instructor/materials/1012/assignments/paperProposalBiblio.doc)
<http://composition.cla.umn.edu/instructor/materials/1012/assignments/paperProposalBiblio.doc>

Week 8

DATE	In Class	Homework
M Mar 3 O'Brian # 209	Keep writing and modifying your research proposal.	Finish your research proposal and send it to the discussion board by replying to instructor's message and bring a hardcopy to class on Wed. Think about different keywords which could help you find secondary sources. Write down the keywords (at least five of them) and bring them to class on Wed.
W Mar 5 Clemens # 128	Research proposals due. <u>At computers:</u> <ul style="list-style-type: none"> • Use your keywords (and invent new ones) while researching your topic at UBlibraries web pages. Go to BISON catalogue and JSTOR ? find 2-4 relevant sources and mark the passages you can use in your own writing. Start working on your annotated bibliog. Handout: 'A Brief Glossary of Library Terms'	Read through some other research proposals from ULearn's discussion board and comment at least one of them. <u>Reading in <i>The Open Handbook</i>:</u> 'Research and the Dangers of Plagiarism', pp. 362-367 Keep working on your annotated bibliog. Evaluate the sources you've found for so far and read through pp. 399-406 in <i>The Open Handbook</i> . This section gives you more info on annotations and working bibliographies.
F Mar 7 O'Brian # 209	<u>Class discussion:</u> <ul style="list-style-type: none"> • Dangers of Plagiarism <u>Handouts:</u> <ul style="list-style-type: none"> • Examples of plagiarism • Self-assessment statement 	Keep writing your research paper and searching for secondary sources.

Assignment # 4: Annotated Bibliography**Due: Wednesday, Apr 15**

The Annotated Bibliography: For this project, your bibliography will have at least 10 entries with original and well-written annotations. All entries will have complete and accurate bibliographic citations in Modern Language Association (MLA) style citing sources.

Source requirements for the annotated bibliography:

- 1 primary source
- 1 print reference source
- 1 electronic reference source
- 3 books
- 2 periodical articles (1 peer-reviewed journal article and 1 newspaper article)
- 2 reputable web sites

For more information, please visit:

<http://www.wisc.edu/writing/Handbook/AnnotatedBibliography.html>

<http://www.wisc.edu/writing/Handbook/DocMLAWorksCited.html>

http://owl.english.purdue.edu/handouts/print/general/gl_annotatedbib.html

Sample Annotated Bibliography:

http://owl.english.purdue.edu/handouts/print/general/gl_annotatedbibEX.html

Week 9

DATE	In Class	Homework
M Mar 10	SPRING BREAK	
W Mar 12	SPRING BREAK	
F Mar 14	SPRING BREAK	

Week 10

DATE	In Class	Homework
M Mar 17 O'Brian # 209	LIBR. INSTRUCTION	Keep writing your research paper and searching for sources. Hand in the first draft of your annotated bibliography in class on Mon, Mar 24. This draft should include annotations of four sources, and all the entries should have bibliographic citations in MLA style.
W Mar 19	Conferences: No Class	
F Mar 21	Conferences: No Class	

Week 11

DATE	In Class	Homework
M Mar 24 Clemens # 128	The first drafts of annotated bibliographies due. <u>At computers:</u> • Research your topic at Ulibraries web pages. Use BISON catalogue and databases ? find more relevant sources, mark the passages you can use in your own writing, and work on your annotated bibliography.	Read carefully through the research essays provided by the instructor and be prepared to discuss them in class.
W Mar 26 O'Brian # 209	<u>Class discussion:</u> • The student essays	<u>Reading in <i>The Open Handbook</i>:</u> "Formal Outlines" (36-39) Write down your thesis statement and a formal outline for your essay. Bring electronic copies to class on Fri.

<p>F Mar 28 Clemens # 128</p>	<p><u>At computers:</u></p> <ul style="list-style-type: none"> • Post your outline and TS to the discussion board. • Research your topic at ULibraries web pages. Use BISON catalogue and databases ? find more relevant sources, mark the passages you can use in your own writing, and work on your annotated bibliography. <p>LAST DAY TO RESIGN WITH “R” GRADE</p>	<p>Keep writing your research paper, and review the pp. 84-89 in <i>The Open Handbook</i> on different methods of writing introductions and conclusions. Make sure that your paper has:</p> <ul style="list-style-type: none"> • a clear <u>introduction</u> providing background information on the issue, • a <u>body</u> providing evidence in the form of supporting points for your thesis and acknowledging the opposing viewpoints (for each new point, you should start a new paragraph) • a <u>conclusion</u> returning to the issue and your claim, reiterating the point you want to make <p>Hand in a hardcopy of your first draft in class on Mon.</p>
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<p>Week 12</p>		
<p>DATE</p>	<p>In Class</p>	<p>Homework</p>
<p>M Mar 31 O’Brian # 209</p>	<p>The first drafts of research papers due.</p> <p><u>Peer editing:</u></p> <ul style="list-style-type: none"> • the research papers 	<p>Think about the feedback you have received and edit your paper.</p>
<p>W Apr 2 Clemens # 128</p>	<p><u>At computers:</u></p> <ul style="list-style-type: none"> • independent working: annotated bibl. and research paper 	<p>Read through the student paper provided by the instructor and bring it to class on Fri.</p>
<p>F Apr 4 O’Brian # 209</p>	<p>The instructor will give your draft back to you and provide you with feedback.</p> <p><u>Class discussion:</u></p> <ul style="list-style-type: none"> • the student paper 	<p>Think about the feedback you have received and edit your paper.</p>

<p>Week 13</p>		
<p>DATE</p>	<p>In Class</p>	<p>Homework</p>
<p>M Apr 7 Clemens # 128</p>	<p><u>At computers:</u></p> <ul style="list-style-type: none"> • independent working: annotated bibl. and research papers 	<p>Modify your annotated bibliography and bring hardcopies to class on Wed, Apr 9. It should include bibliographical information and annotations of eight sources by now.</p>
<p>W Apr 9 O’Brian # 209</p>	<p><u>Peer review:</u></p> <ul style="list-style-type: none"> • Annotated bibliographies 	<p>Keep writing your research paper and annotated bibliography.</p>
<p>F Apr 11 Clemens # 128</p>	<p><u>At computers:</u></p> <ul style="list-style-type: none"> • independent working: annotated bibl. and research papers 	<p>Make sure you’ll bring a hardcopy of your research paper to class on Mon.</p>

<p>Week 14</p>		
<p>DATE</p>	<p>In Class</p>	<p>Homework</p>
<p>M Apr 14 O’Brian # 209</p>	<p><u>Peer editing:</u></p> <ul style="list-style-type: none"> • the research papers 	<p>Finish you research paper and annotated bibliography and hand them in on Wed.</p>
<p>W Apr 16 Clemens # 128</p>	<p>Research Paper and Annotated Bibliography Due</p> <p>Portfolio Workshop</p>	
<p>F Apr 18</p>	<p>Portfolio Workshop</p>	

O'Brian # 209		
Week 15		
DATE	In Class	Homework
M Apr 21 Clemens # 128	Portfolio Workshop	
W Apr 23 O'Brian # 209	Portfolio Workshop	
F Apr 25 Clemens # 128	Portfolio Workshop	When handing in your papers in a portfolio folder, you must also include a letter assessing your writing skills. Write it and make sure you have printed out all the other material well in advance.
Week 16		
DATE	In Class	Homework
M Apr 28 O'Brian # 209	Final portfolios due	

ENGLISH 102 GRADING RUBRIC**A** Superior paper that excels in every area:

- strong, nuanced, and original thesis
- smooth transitions and organization
- demonstrates ability to think critically and thoughtfully about subject
- graceful style
- sophisticated integration and interpretation of quotes
- backs up points with specific examples and strong evidence
- very few grammar/punctuation/spelling errors
- shows that author has responded to critiques from peer and instructor

B Good Paper that meets all the assignment's requirements but needs some revision:

- clear and persuasive thesis
- coherent organization
- strong attempt to interpret and analyze material
- incorporates quotations but may need to work on integration of secondary material
- adequate grammar/punctuation/spelling, though some revision may be necessary
- displays that author has thought about peer/instructor critiques

C Decent Paper that meets minimum requirements of assignment:

- successfully incorporates thesis, but thesis may need some fine tuning.
- meets word requirement and includes development of an argument
- lacks originality and may requires more critical thinking
- requires sentence level revision
- requires work on incorporating quotations
- missing specific and textual examples to support points
- lacks thoughtful consideration of other's critiques

D Inadequate Paper that fails to meet requirements of assignment

- unclear, confusing, or nonexistent thesis
- may not meet word requirement
- lacks textual evidence and specific examples
- does not incorporate quotations properly
- lacking discernable organization or flow
- requires serious structural and sentence level revision
- demonstrates disregard for feedback from peers and teacher

ENG 102 D1 (M. Niemi)
Spring 2008

PAPER EVALUATION

Your grade is based on five categories: development of a thesis; presentation of supporting material; organization of ideas; grammar and style; and format.

Development of Thesis (definition of thesis, explanation of ideas, etc.) _____/20

- ? The thesis is presented clearly throughout, with strong logical connections. (19-20)
- ? The thesis is presented clearly, with connections among most points. (17-18)
- ? The thesis is presented, with gaps in connections among points. (15-16)
- ? Ideas are presented, but lack full explanation or logical connection. (13-14)
- ? Ideas are not presented, or are too vague or unoriginal. (0-12)

Supporting Material (use of details, examples, quotations, etc.) _____/30

- ? Ideas are supported by relevant examples and especially vivid details. (28-30)
- ? Ideas are supported by related examples and specific details. (25-27)
- ? Ideas are supported, with some gaps in relevance or specifics. (22-24)
- ? Ideas are supported, but support lacks specificity, relevance, or clarity. (19-21)
- ? Ideas are not supported by sufficient examples or details. (0-18)

Organization (paragraph focus, ordering of points, transitions, etc.) _____/20

- ? Paragraphs develop focused ideas and build upon related ideas in order. (19-20)
- ? Paragraphs develop ideas one at a time and support each other's ideas. (17-18)
- ? Paragraphs develop ideas, with some gaps in focus or ordering. (15-16)
- ? Paragraphs develop ideas, but lack clear organization or order. (13-14)
- ? Paragraphs lack organization or do not develop ideas. (0-12)

Grammar & Style (sentence structure, punctuation, spelling, etc.) _____/20

- ? Grammar and style show mastery over language usage throughout. (19-20)
- ? Grammar and style show strong control over language usage. (17-18)
- ? Grammar and style show control over language usage, with some errors. (15-16)
- ? Grammar or style shows lack of control over language usage. (13-14)
- ? Grammar or style hinders the clear communication of ideas. (0-12)

Format (printed, stapled, in assignment folder with all drafts/feedback; _____/10

1-inch margins, 10-12 point Times font, double-spaced; citations/quotations in MLA format; name, class, and due date in upper-left corner of first page; title centered above first paragraph; last name and page number in upper-right header on every page, etc.)

- ? Paper fulfills format requirements. (8-10)
- ? Paper does not fulfill format requirements. (0-7)

Grade: _____/100

Comments:

Cover Letters

(Adapted from Elbow and Belanoff, *A Community of Writers*, 16-17)

Cover letters are an opportunity for you to examine your own writing process as well as to evaluate the writing you produce. They will enable us to have a conversation about your writing, even when we are unable to conference about each essay. In addition, they should help you in preparing your end-of-term self-assessments. Here are some questions that you may consider addressing as you write cover letters during the semester:

What was your purpose? What effect were you trying to achieve?

What process did you use in writing this paper?

What was interesting about the process you went through in writing this paper, and what did you learn from it? How /Did it differ from your usual writing process?

What was most difficult about this paper, and what did you learn from the attempt? What risks did you take in writing this essay?

What do you see as the strengths of the paper, and what would you try to do if you were to revise it some more?

What's not a part of your paper that you think might help a reader understand or appreciate it more? What didn't you put in? Are there certain events or feelings or memories that led you to write on this topic or to take this approach? (Remember, even though the emphasis of the writing in this course is not on personal narrative, such strategies can be used successfully in your expository writing.)

What feedback or reactions did you get at various times in this paper, and how much did you make use of them, if at all? What kind of feedback or response would you like from me?

In what ways did you feel limited by the assignment as it was presented? How did/might you have circumvented these limitations?

Some of these questions may be more useful for certain assignments than for others. Obviously, a cover letter can't address all of these issues. But do consider these questions for yourself. In addition, I may give you other prompts to use, depending on the assignment. But, again, they will be suggestions, to serve to get you thinking about what's happening in the essay.

Cover letters are not meant to be summaries of the essay itself, although you may think of them as an introduction to the essay, an opportunity to frame it or contextualize it. Although you will find yourself discussing the content of your essay, that discussion should always be serving the purpose of examining your writing process. In identifying your strengths and weaknesses as a writer, you can capitalize on the strengths and eliminated the weaknesses, thereby seeing your growth as a writer over the course of the semester

Annotated Bibliography Assignment: Due Wed, Apr 15

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 125 words) descriptive and evaluative paragraph, which is the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

- First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.
- Cite the book, article, or document using MLA style.
- Write a concise annotation (three or four sentences) that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

****YOUR ASSIGNMENT****

Follow the process above and compile a list of at least **ten** bibliographic entries, including scholarly articles. Popular sources are not acceptable; also, use web pages only with caution (they must be scholarly sources). Be sure your bibliographic citations follow MLA style as detailed in the Hacker Handbook.

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE

Goldscheider, Frances Kobrin, Linda J. Waite, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review* 51 (1986): 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

Adapted from Becky Weinberg's page:

<http://composition.cla.umn.edu/instructor/materials/1012/assignments/paperProposalBiblio.doc>

English 102: Final Portfolio

The Final Portfolio is your chance to show off your achievements throughout the semester. As the culmination of all of your hard work, the portfolio should document your evolution as a writer and thinker. This portfolio will contain:

*** Self-Assessment Statement**

2 double-spaced typed pages
(see handout for further guidelines)

*** Formal Papers**

You must revise and include three of your formal papers. Incorporating everything you have learned this semester, go back and fully revise these papers in the truest sense of the word. That is, re-vision is used here to mean “to see again”. Allow all of your growth to emerge in these writing samples. You might find that you need to write much more to fully develop your original ideas. The final revised drafts of these papers should be **significantly** different from the ones I already graded. To fully highlight the degree to which you revised, please include:

- original rough drafts
- graded draft with my comments on it
- newly revised draft

*** Research Paper**

Go back to *all* the peer critiques you have received this semester. Demonstrate your ability to productively respond to instructor feedback and marginal comments. Look back at the suggestions you made to other writers in your peer critiques—can you benefit from your own advice? Remember to include:

- first draft
- graded draft with my comments on it
- newly revised draft

*Keep in mind: your portfolio **CANNOT** be graded if the drafts with my comments are missing*

*** 2-pocket folder**

Remember that appearances do affect impressions—make sure that the presentation of your work reflects the imprint you wish to convey. Papers should appear professional in layout (appropriately sized fonts and margins). Of course, be sure to read *all* papers out loud to yourself *more than once* for typos or missing words.

How the Portfolio Affects Your Grade

The final portfolio is graded holistically; that is, the portfolio will be assigned a single grade as its own product. In cases of exceptionally extensive revision, the previous grade of a paper may be altered by me, however, **a higher grade on a paper is not a guarantee** and this will occur only in situations in which the author has gone **far above and beyond** the basic revision requirements for the final portfolio. A passing portfolio does *not* guarantee a passing grade in the course since other factors also affect your overall semester grade. (See the course syllabus for more information on course requirements and grading percentages.) This portfolio counts for 10% of your course grade so be sure that all of the required elements are included. **A portfolio that is missing any of the required elements will fail.** ALL Final Portfolios are due on the last day of class, Monday, April 28th. NO exceptions.

Final Portfolio Checklist: (the following should be included in your 2-pocket folder)

Self-Assessment Statement

Formal Paper #1

Final revision

- Graded draft with my comments
- Original rough draft

Formal Paper #2

- Final revision
- Graded draft with my comments
- Original rough draft

Research Paper

- Final draft
- Graded draft with my comments
- First draft