Prof. Lauren Bowen
lauren.bowen@umb.edu
617-287-6745

Department of English
Wheatley 6th floor, room 71
Office hours: Tues 11 – 12; Thurs 1 – 2

English 102: Composition II

Spring 2016
Section 61
Tues & Thurs, 2:00 to 3:15pm

Course Description

This course—the second in the two-semester sequence of the Composition Program—focuses on writing evidence-based argument: that is, writing to produce new knowledge about the world. Although there will be some assigned reading, this is primarily a workshop-style class, so we will spend plenty of time talking and sharing our in-progress work. In short, we'll talk, read, and write about writing!

In order to closely examine the relationship between written language and the world, our class will focus in particularly on issues related to literacy, language, and learning. Through our readings, discussions, and writing assignments, we'll wrestle an important question that drives the work of many literacy researchers and teachers: *What can literacy do?*

Although we won't be able to develop any complete answers, by the end of the semester, you should recognize literacy as something more than translating (or interpreting) ideas into words on a page. Rather, you should begin to see literacy as a complex part of social worlds, including your everyday life.

Course Goals

This course shares the same learning goals as other sections of English 102 at UMass Boston. By the end of this semester, you should be able to:

* Synthesize ideas from academic sources and readings
* Develop and manage your own effective strategies for composing, which likely includes annotating readings, planning and drafting, responding to reader feedback, and revising
* Develop strategies for locating and evaluating information to answer your research questions
* Make an argument based on evidence from primary materials, including audio-visual data
* Compose with awareness of an audience or reader
* Provide productive responses to other writers

Readings & Required Materials

All required readings will be made available in digital form on Blackboard (https://umb.umassonline.net/). Please bring readings to every class, either in digital or print form.

Because this class will involve a lot (and I do mean a LOT) of writing, please come to class ready to write each day, with a pen or pencil and a notebook. You will sometimes be permitted to write with digital devices (computers, tablets or phones), but please bring "old-school" pen and paper options to every class.

Assignments & Grading
Reading Responses
Reading and writing go hand in hand: reading texts provides you with new ideas, with models of writing styles, with answers to questions, and with evidence. We will read relatively short articles, chapters, and essays that will help guide your thinking about literacy in this class and beyond. Rather than reading and writing in your own individual bubble, we will extend the discussion of reading into written form. For most assigned readings, you should post a thoughtful comment on the reading's discussion board in Blackboard. Sometimes, I will have a question prompt for you to answer; sometimes, the discussion topic will be open. These comments are based on completion—irrelevant or superficial comments will not receive credit. Your comments can either be in response to the main thread (original comments), or you can respond to one of your classmates' comments.

Essay Drafts
One of the goals of this course is to make you a more reflective writer; therefore, for each major assignment, you will compose multiple (ungraded) drafts, gradually working toward your final, graded version. These many drafts will allow you time to pause, reconsider your ideas, and rework your writing. As you compose each draft, use the following guidelines to know when your draft is "done":

Draft 1: Lay out your main idea as much as you can. This in-progress version will receive only peer feedback. I will scan it, but I won't offer comments unless you arrange a meeting with me. These will be graded based on effort.

Draft 2: Flesh out the main idea completely; address peer feedback. This version will receive substantive written feedback from me. These will be graded based on effort.

Draft 3 (fully complete): Address my feedback, adjust other aspects that you find need attention, then polish until it shines! This final version will be graded in portfolio form, alongside your reflective writing and previous drafts.

Formative & Summative Reflections
In addition to writing multiple drafts of your essays, you will also be asked to write short, informal paragraphs about your own writing, so that you can begin to document what you learn and develop a pathway toward improving your writing in the long run.

Peer Reviews
Reviewing in-progress writing with a peer is a good way to get outside your own head; that's why most professional writers do it! For each formal essay, you will exchange work with one or more of your classmates and offer each other advice, often during class time. We will talk about how to make the most of these peer exchanges.

Project 1: Literacy Narrative Analysis
In this formal analytical essay (4 to 5 pages), you will identify patterns and notable characteristics of a set of four narratives that you collected from the Digital Archive of Literacy Narratives (http://daln.osu.edu/). This project will be submitted in a digital portfolio that includes 2 drafts, a formative and a summative reflection, one-on-one conference notes, and the final, polished version of the essay.

Project 2: Annotated Bibliography
In this academic genre, you will present a collection of 5 bibliographic sources about literacy, including 2 high-quality scholarly sources that we have not already read for class. Alongside each source, you will provide written commentary that summarizes the key components of each source, and evaluates the source's strengths and limitations for your purposes. All 5 sources should help you to examine a particular angle of our class's research question: *What can literacy do?* This project will be submitted in a digital portfolio that includes your research question and proposal, 1 draft, summative and formative reflections, and the final, polished version.

Project 3: Research-Based Argument Essay
In this moderate-length (5- to 6-page) essay written for a public audience, you will put primary and secondary source information into conversation in order to make an "original" argument about your particular research question. This project will be submitted in a digital portfolio that includes 2 drafts, one-on-one conference notes, formative and summative reflections, and the final, polished version of the essay.

Project 4: Alternative Abstract
In the final project of this class, you'll be developing an abstract (summary) of your own research paper; however, rather than writing a prose form abstract like the ones we might find in an academic journal, you'll develop an abstract that relies more on visual or audio-based communication. This project will be presented to the class during the last few meetings of the semester. In addition to the abstract, you'll write a brief analysis of your abstract, discussing the likely impact of your composing choices on your audience.

Self-Assessment Portfolio
An important part of developing as a writer is to recognize that it is a life-long pursuit. In order to continue growing as a writer and learner, you'll need to cultivate self-awareness of your own work and learning practices. For this reason, 5% of your grade in this course will be determined by you

through a self-assessment process. We'll conduct a mid-semester self-assessment, and a final (graded) assessment at the end of the semester.

Grading
Your course grade will be broken down into the following categories and percentages, which you can use to track your progress. Explanations of each category follow below.

CATEGORY	TOTAL POINTS
Attendance (29 days + 1 "freebie" x 2 pts) * More than 4 absences will result in 0 pts	60
Reading Responses (10 x 10 pts)	100
Peer Reviews (4 X 10 pts)	40
Project 1: Literacy Narrative Analysis	**200 (20%)**
Draft 1	10
Formative Reflection	5
Draft 2	20
Conference Notes	5
(Optional) Tutorial Notes	(15)
Final Essay	100
Summative Reflection	10
Project 2: Annotated Bibliography	**150 (15%)**
Research Question & Proposal	10
Draft 1	20
Formative Reflection	10
(Optional) Tutorial/Conference Notes	(10)
Final Annotated Bibliography	100
Summative Reflection	10
Project 3: Researched Argument	**250 (25%)**
Draft 1	25
Formative Reflection	10
Draft 2	25
Conference Notes	5
(Optional) Tutorial Notes	(5)
Final Essay	175
Summative Reflection	10
Project 4: Alternative Abstract (10%)	**150 (15%)**
Planning Notes	10
Draft 1	20
Formative Reflection	10
(Optional) Tutorial Notes	(5)
Final Abstract	100
Summative Reflection	10
Self-Assessment Portfolio	**50 (5%)**

Final Grade Scale

A = 930 – 1000 pts	B+ = 890 – 909 pts	C+ = 790 – 809 pts	D+ = 690 – 709 pts
A- = 910 – 929 pts	B = 830 – 889 pts	C = 730 – 789 pts	D = 650 – 700 pts
	B- = 810 – 829 pts	C- = 710 – 729 pts	F = 0 – 640 pts

Course & Program Policies

Office Hours

I'm always happy to talk to you about any aspect of the class or your writing. Scheduled office hours are listed at the top of this syllabus and posted on my office door (W-6-71). Walk-in visits are welcome. However, it is always a good idea to let me know ahead of time if you plan to stop by, so we can avoid traffic jams at my door. To get to my office, take a left off the elevator on the 6th floor of Wheatley, go through the double doors, and turn right; my office is on the left.

Composition Tutor

Each English 102 class has an assigned writing tutor, who is trained graduate student in the English Department. You are strongly encouraged to take advantage of this (free!) service; in fact, you can even receive extra credit on your project portfolios if you submit notes about a visit.

Attendance

This class is carefully sequenced so that most lessons are taught and modeled through in-class activities. In order to succeed, regular and on-time attendance is essential. Repeated absences and late arrivals to class will affect the quality of your work and hence the grades you receive. If you have a chronic illness or other circumstances that you anticipate will make meeting this requirement difficult for you, please speak with me as soon as possible.

To place value in the importance of you attendance, it is my policy that

> (1) arriving in class more than 15 minutes late without prior permission will count as an absence for the day

> (2) more than two weeks of absences (4 class meetings) will result in 0 total attendance points (6% of the course grade).

Completion and timely submission of work

The course is a sequence of assignments that build on each other, not a set of separate tasks. To succeed, you therefore need to keep up with the sequence; if you are struggling and feel that you are unable to meet a deadline, please contact me so we can make arrangements to get you back on track. Otherwise, the following lateness policy will take effect:

- All work is due within the first 10 minutes of class, unless otherwise specified by a written assignment sheet.

- For reading responses, first drafts, and peer reviews (all of which are highly time-sensitive), I do not accept late work for credit, unless you have made prior arrangements with me.

- Second drafts may still be submitted (for reduced credit) up to the next class period following the due date, but please know that due to time constraints, I may not be able to provide the same quality of written feedback on late drafts.

- Project portfolios will be accepted up to a week late, but grades will be reduced one step for each class period it is late (e.g., an A- becomes a B+, or a C becomes a C-). If you have not submitted a final portfolio a week past the due date, I will grade whatever components of the portfolio are available in Blackboard; missing components will be given zero points.

Plagiarism < https://www.umb.edu/life_on_campus/policies/community/code >

Plagiarism—defined in this class as the use of someone else's written work as if it were your own, either through wholesale adoption of an entire text or the failure to give credit to the original source—is a violation of the UMass Boston code of conduct. Plagiarism can include copying and pasting text from the Internet, using a friend's work, or even submitting your own work to two different classes (called "self-plagiarism"). In this class, we will review how to appropriately credit source material in academic writing; however, if you ever have questions about how and when to cite sources, please do not hesitate to ask me. Instances of plagiarism are handled on a case-by-case basis, but in many cases plagiarism results in failure of the assignment or of the entire course. If you are feeling overwhelmed and are tempted to plagiarize in order to dig yourself out of a hole, don't; please see me so we can figure out how to address your concerns in a more productive way.

Ross Center for Disabilities <http://www.umb.edu/academics/vpass/disability/>

If you have a disability that may affect your performance in this class, please know that UMass Boston has resources that can help you succeed in your coursework. Please contact the Ross Center for Disabilities (Campus Center UL211) to receive official university services and accommodations; they will provide you with documentation that you then bring to all of your instructors.

Classroom Technology

I love my cell phone. You probably love yours, too. Sometimes, I'll ask you to use your phone or other device to do some rapid research in class. Otherwise, cell phones don't really have a role to play in this class (besides distracting us). Except in instances of disability accommodation, cell phone use is not permitted in class. If you must use your phone for an emergency, please excuse yourself from the room. Laptop computers and tablets are permitted for note-taking and in-class writing only; all other uses should be completed before or after class time. However, I may occasionally ask you to close all devices in order to secure your full attention.

Course Schedule *(Subject to change as needed. I will announce any schedule updates.)*

Tues, Jan 26: Introductions & Reflective In-Class Essay

    Nothing due

Thurs, Jan 28: What is literacy?

    Read syllabus

    Read Collins & Blot (PDF file in Blackboard)

    Post response on course blog

Tues, Feb 2: How does literacy shape and reflect who we are?

    Read Rose

    Post response on course blog

Thurs, Feb 4: How does literacy reflect and shape what we believe and value?

    Read Brodkey

    Post response on course blog

Tues, Feb 9: How does social context impact the uses and definitions of literacy?

    Read Carr

    Read Brandt

    Post response on course blog

Thurs, Feb 11: What motivates learning and literacy practices?

    Read Barton & Hamilton

    Read excerpt from *The Autobiography of Malcolm X* (p. 174-177)

    Post response on course blog

Tues, Feb 16: Peer Review

    Project 1: Draft 1 in Blackboard; bring a printed copy to class

    Formative Reflection due in Blackboard by the end of the day

Thurs, Feb 18: How do changes in technology impact literacy?

    Project 1: Draft 2 due in Blackboard

Tues, Feb 23: Primary vs. Secondary Sources; Review Citation Styles

    Read Alfano & O'Brien

    Post reading response in course blog

Thurs, Feb 25: Developing Research Questions

    Project 1: Final Portfolio due

Tues, March 1: Evaluating Sources for Relevance, Credibility, and Currency

    Project 2: Research Question & Proposal due

Thurs, March 3: Using Library Databases

    Library activities in Blackboard

Tues, March 8: Summarizing and Analyzing Scholarly Sources

    Project 2: Bring 2 scholarly sources to class

Thurs, March 10: Writing Analytic Annotations

    Project 2: Draft 1 due

Spring Break – No classes this week

Tues, March 22:

    Project 2: Formative reflection due

    Self-assessment update due

Thurs, March 24: Developing an "Original" Researched Argument

    Project 2 Portfolio due

Tues, March 29: Integrating Secondary Sources

    Read Graff & Birkenstein

    Post reading response on course blog

Thurs, March 31: Representing Primary Data

    Nothing due

Tues, April 5: Peer Review

    Project 3: Draft 1 due

Thurs, April 7 – *No class meeting (Dr. Bowen away at a conference)*

    Project 3: Formative Reflection due

Tues, April 12: Audience and Style

    Project 3: Draft 2 due

Thurs, April 14: Common Errors & Sophisticated Punctuation

    Read Truss

    Post response in course blog

Tues, April 19: Composing with Images

    Read Johnson-Eilola

    Post response in course blog

Thurs, April 21: Composing with Sound

    Project 3 Portfolio due

Tues, April 26: Project 4 Workshop

     Project 4: Planning Notes due in Blackboard

Thurs, April 28: Project 4 Workshop

Tues, May 3: Presentations of Alternative Abstracts

     Project 4 Portfolio due

Thurs, May 5: Presentations of Alternative Abstracts (continued)

Tues, May 10

     Self-Assessment Portfolios due