

Fall 2015

ENGL 1158

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University of New Orleans

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WRITING AS INQUIRY

Freshman Composition II
ENGL1158-003: TTh 8:00/LA226
K. Martin/Fall 2015

Office: LA 327 Phone: 280-6462 (This phone does not have a voicemail function.)
Office Hours: Tuesday/Thursday 11:00-12:30, Wednesday 9:30-12:30, and by appointment
E-mail: kmartin@uno.edu

Required Texts

The Curious Writer (Second UNO custom edition)
A notebook or journal to bring to each class
A *paper* folder with double pockets

Course Description

Through critical reading and writing, discussion, peer review, and process work, you will develop the skills necessary to express your own ideas across a variety of genres. This course will focus primarily on research and argument.

The process of writing your essays and projects will include a number of activities: pre-writing, journaling, discussing, evaluating your audience, determining your purpose, developing a focus, writing drafts, incorporating sources, refining your focus, revising your draft, editing your prose, and proofreading. Your final projects and essays should be interesting, thoughtful, well-written pieces of college-level prose. You will complete a series of connected, scaffolded assignments leading up to each of our three major projects; each part will make up the whole of your project.

Our course will embrace academic inquiry and broaden its scope to include working within different kinds of textual environments and genres, helping you build a more complex and comprehensive understanding of the purposes and applications of discourse.

Student Learning Objectives

After successfully completing this course, you should be able to

- Engage with each of the tasks associated with the writing process (pre-writing, writing, revision, proofreading and editing)
- Determine purpose and audience in your own and others' writing
- Understand how purpose, audience, and context affect writing style, voice, and tone
- Summarize, analyze and/or evaluate texts and other forms of discourse in multiple genres
- Apply appropriate rhetorical strategies for diverse writing situations
- Understand and apply the conventions of written and visual argument
- Perform research using library and non-library resources
- Incorporate source material successfully into your own work

Course Writing

All course writing must be submitted in the form required on the assignment sheet. For example, if an assignment is due in Moodle, I don't grade a printed copy; if an assignment is due in hard copy, I don't grade an emailed copy.

Long and Short Compositions:

The work in this class will be comprised of three projects, each culminating in a Long composition (LC). To prepare you to compose each project's LC successfully, you will compose a Short Composition (SC) designed to help you understand the genre in which you'll be writing. See weighted averages to understand how this work will figure into your final grade.

Process Work:

These major assignments will be supported with a number of activities, called process work (PW), which we will complete both in class and as homework (including fast writing, brainstorming, journaling, group work, sketches, drafts, peer review, workshops, research, and quizzes). **Process work includes not only predetermined assignments listed on the syllabus but any additional in-class writing and homework assignments given in class.**

Revision:

Your first two projects are eligible for revision as long as all of your process work was submitted on time. For instance, if your project required submission of a draft or a bibliography or interview questions, and any one of these assignments is not submitted, then your revision of the project is not eligible for consideration. I strongly encourage you to schedule a revision conference with me for each of the projects you revise. Revisions are graded only in the portfolio you submit at the end of the term, though I will be happy to give you extensive feedback about a revision in conference so that you can continue to work on it.

I offer one pre-revision conference and one post-revision conference for each graded composition in the two-week period after the original paper is returned to you. For instance, if you would like to revise a paper, you may schedule a conference to discuss your plans for the revision and to discuss the feedback on the paper. After you have completed your revision, you may schedule a revision review to discuss any remaining concerns about the revision process, and I encourage you to do so. I will give you lots of feedback about your revision in this conference and I encourage you to continue to revise the paper on your own or with the help of a tutor in the writing center. I don't allow the following, however: more than one revision review, review of more than one revision per conference, or multiple meetings at the end of the semester in a last-minute attempt to revise several papers at once.

Presentation

This class requires, in the final three weeks of the semester a ten-minute presentation incorporating your visual argument. This presentation cannot be made up. You must present on the day that you are assigned. If you are late to class on the day that you are scheduled to present, you will earn a presentation grade of zero if there is not time for your presentation.

Class Participation and Conferences

Class participation, brief writing assignments, and quizzes:

Your success in this class requires that you keep up with reading and writing assignments, think about them, and come to class prepared to discuss them. During each class period, I will give brief writing exercises, often graded, to help you focus on material. I may also give quizzes on assigned readings. Though I will forgive missing one such assignment, no makeup of these assignments is possible under any circumstance.

Conferences:

Although you will attend a mandatory writing conference around mid-term, I encourage you to schedule conferences with me and in the Writing Center (LA334, 280-7054) to discuss any stage of your writing process: getting started, drafting, researching, and so on. For guidelines about revision conferences, see “Revisions,” above.

Course Policies

Grading Guidelines:

- An “A” represents achievement that is outstanding relative to the level necessary to meet course requirements.
- A “B” represents achievement that is significantly above the level necessary to meet course requirements.
- A “C” represents achievement that meets the course requirements in every respect.
- A “D” represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
- An “F” represents achievement that fails to meet the course requirements to such a degree that it is not worthy of credit.

I will be giving you instructions on assignment sheets *and in our class discussion* that explain the requirements for each assignment. You are responsible for meeting all of those requirements, and you should expect to receive a grade below C if you do not. You are also responsible for contacting me in advance for clarification if you do not understand the requirements.

_____ Project One: Profile with Research (30 points)

_____ 15 points LC
_____ 10 points SC
_____ 5 points Process Work

_____ Project Two: Researched Academic Argument with Personal Narrative (30 points)

_____ 15 points LC
_____ 10 points SC
_____ 5 points Process Work

_____ Project Three: Visual Argument with Presentation (35 points)

_____ 20 points LC
_____ 10 points Presentation (SC)
_____ 5 points Process Work

_____ Class Participation: 5 points

Attendance, tardiness, deadlines:

Please remember that you are responsible for all work that is assigned or is due on a day that you are absent from class. Missing more than three classes will result in a five-point deduction from your final grade for each day missed. Arriving to class late is disruptive and may result in your missing quizzes for which no make-ups are allowed. If you arrive after roll call, you must request at the end of the same class that I mark you present. Otherwise, you will be counted absent for the entire class. Although I will happily mark you present a few times per semester, I reserve the right to deny your request if tardiness is excessive. By “excessive,” I mean more than three instances in a semester or any single instance in which you have missed more than 20 minutes of class.

You may turn in one SC or LC, except for the presentation, of course, or the final assignment, one class period after its due date—no explanation is necessary. Any additional late essays will not be accepted or reviewed in your final portfolio. Since we discuss process work in class on the day that it is due, turning it in late will result in missing the valuable opportunity to receive feedback on these effective building blocks for your longer assignments and will render the project ineligible for consideration in your portfolio.

Classroom Conduct:

You are expected to treat faculty and fellow students with respect. Any actions that purposefully distract the class will not be allowed. Respect for the opinions of others is very important in any environment, especially when you are voicing opposition to those opinions, which you are encouraged to do in this class. It is likely, in fact, that you may not agree with much of what is expressed in the classroom. Regardless of the topic of discussion or the casual nature of the exchange, courteous behavior and responses are expected at all times. Disrespectful statements or actions, whether directed at your classmates or at me, will be reported to the Office of Academic Affairs. Sexual harassment, including but not limited to making inappropriate comments to your classmates or me, will not be tolerated. Texting or working on your laptop computer or other devices (unless you have permission from ODS) during class will result in being counted absent for class and/or a deduction from your class participation grade. I will not interrupt class or speak to you individually to remind you of this policy, nor will I warn you about being counted absent or jeopardizing your class participation grade.

Moodle/UNO email:

Every UNO student has a computer account and access to Moodle. It is a requirement of this course that you use this resource. Please check your UNO email daily.

Office of Disability Services:

Please contact the Office of Disability Services in UC 260 if you have a disability that requires accommodation. I will cooperate with them in accommodating you, but you must first register with in this office.

Dropping the course:

If you stop attending class, please make sure to formally drop the course in the registrar's office. If you stop attending class without dropping the course by 10/14, you will receive a final grade of F.

Academic dishonesty:

Any case of academic dishonesty, including but not limited to plagiarism or cheating, will be handled according to departmental and university regulations and may result in failure of this course. A plagiarized paper will result in a grade of zero for the assignment without opportunity for revision. A zero on any graded composition results in a failing grade for the course.

Course Schedule*

Note: The following schedule is tentative. I will supplement the major reading assignments listed with sample essays and other brief reading assignments. You are responsible for all changes or additions announced in class, whether or not you are present for class on the day of an announcement. Though the due dates listed here indicate the week that each assignment is due, your assignment sheet for each assignment will list the exact due dates.

*Complete all reading assignments by the date they are listed.

** CW = *The Curious Writer*, CR = *The Curious Researcher* (the second half of the book)

Week of

Aug 20	Course Introduction/Personal Introductions Process Work : Writing as Inquiry
Aug 25	The Focused Profile <u>Reading:</u> CW: Chapter 1 and Chapter 4, CR: Chapter 1: The First Week <u>Process Work (PW):</u> Prewriting exercises for The Focused Profile (SC 1)
Sept 1	The Focused Profile <u>Reading:</u> Example essays on Moodle, CR: Chapter 3 pp. 104-116 and Chapter 4, pp. 173-182 <u>PW:</u> Interview Notes Due, Drafts due on Moodle
Sept 8	SC 1: Profile Due The Profile with Research <u>Reading:</u> CR: Chapter 2: The Second Week, App A: Guide to MLA Style, pp. 221-330 <u>PW:</u> Research questions
Sept 15	The Profile with Research <u>Reading:</u> Example essays (tba), CW: Appendix B: The Annotated Bibliography <u>PW:</u> Bibliography
Sept 22	The Profile with Research <u>Reading:</u> CW: Chapter 14: The Writer's Workshop <u>PW:</u> Drafts of Profile with Research due on Moodle
Sept 29	LC 1: Profile with Research Due Personal Narrative As Argument <u>Reading:</u> CW: Chapter 3: The Personal Narrative <u>PW:</u> Drafts of The Personal Narrative due on Moodle

Oct 6	SC 2: Personal Narrative As Argument Due Narrative Argument with Research <u>Reading:</u> CW: Chapter 7, Writing an Argument <u>PW:</u> Focus statement
Oct 13	Narrative Argument with Research <u>Reading:</u> CW: Chapter 7, Writing an Argument (cont.), CR: Chapter 4: The 4th Week <u>PW:</u> Structure for exploring/Structure for argument/Drafts on Moodle
Oct 20	LC 2: Narrative Argument with Research Due Visual Argument <u>Reading:</u> CW: Chapter 6, Writing a Proposal
Oct 27	Visual Argument <u>Reading:</u> Appendix C: The Annotated Bibliography <u>PW:</u> Writing Exercises, TBA
Nov 3	<u>Reading:</u> CR: Chapter 5, The Fifth Week
Nov 10	Presentations <u>Reading:</u> CW: Revision Strategies
Nov 17	Presentations <u>Reading:</u> Appendix A: The Writing Portfolio
Nov 24	Presentations <u>PW:</u> Drafts of Visual Argument Paper due on Moodle
Dec 1	Presentations LC 3: Visual Argument Paper Due Portfolios Due
<u>Final Exam:</u>	Tuesday, December 8, 7:30-9:30 a.m.