

**College Writing II—42.102.251**  
**Spring 2011, T/R 9:30-10:45**

**Instructor:** Dina Bozicas

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**Office Phone:** (978) 934-2518

**Office Hours:** T/R 8:30-9:30, and 12:30-1:30; and by appointment

**E-mail:** dina\_bozicas@uml.edu. I will only read messages that clearly list the student’s name either in their address or in the subject line. If you miss a class, refer to the schedule at the end of this syllabus to see what you’ve missed; it’s quicker and easier than asking me via e-mail. Do not send papers or other work via e-mail without approval.

**Required Texts**

- *The Curious Researcher*. Bruce Ballenger. Longman, 2009.
- Copies of handouts distributed in class or on reserve in the Lydon Library.
- A college writing handbook. This can be any up-to-date college writing handbook, that offers rules of grammar. I will order handbooks for students who don’t have one.

All assignments are to be read and annotated before the class for which they are due, and the texts must be brought to class during the section in which we’ll discuss them.

**Other Required Materials**

- A notebook—you can use one notebook both for general notes and for your inquiry journal.
- A stapler. Papers that are not stapled will be downgraded. By the end of the semester, papers that are not stapled will be severely downgraded.
- A folder with pockets for your research portfolio.

**Additional Requirements for the Course**

- You will need to buy a ticket for the Off Broadway Players’ performance of *Rosencrantz and Guildenstern Are Dead*. Student tickets tend to be very inexpensive.
- You will need to submit all formal essays to turnitin.com
- You will need to have access to a printer, since all papers must be submitted in hard copy form on the day they are due.

**Course Description and Topic**

College Writing I introduced you to the writing process, and taught you to see yourself as an important member of the academic community. College Writing II will build on what you’ve learned: You will continue to explore writing as a process and as a way to learn, but will also begin to use research as a way to develop inquiry and become more fully invested in your academic community. Our topics this semester will ask you to explore several areas of inquiry: how you can use surveys to gauge an audience’s view of villains in film; how you can use archives, reality TV, and scholarly essays to understand the evolution of the American wedding; how you can gain an understanding of the culture of sports in America by summarizing a scholarly source; how you can find social, philosophical, or artistic meaning in urban spaces by stepping into the city (literally the city of Lowell); and how you can make meaning of a virtual place by visiting an on-line game or a social networking site. You will also be seeing a play (the Off Broadway Players’ performance of *Rosencrantz and Guildenstern Are Dead*); we will use this play as a way to explore the purposes of primary and secondary sources in the writing of a research essay.

All writing, formal and informal, you do this semester will be in some way related to the research process and also related to our broad course topics. On the surface this may sound limiting, but I assure you it is not. As you will discover, the research process is one that has your interests, your inquiries, and your purposes at heart—this process (specifically your inquiry journal) will help you discover your own research questions and plans. This may be very different from what you’ve understood in the past to be “the research process.” Part of what you’re doing this semester is making this course your own, making these topics your own, and fully stepping into your role as an academic investigator. Through your writing, you will learn to find and narrow your own areas of inquiry; explore, assess, and revise your ideas; develop and support a thesis statement; recognize and develop your own voice, style, and purpose; and understand your assumptions and audience. But you will also enter more fully into the academic conversation by working critically with primary and secondary sources throughout the course of the semester. Primary sources include archives and surveys, films and other media, site visits, and the play. Our secondary sources are the scholarly essays you will read over the semester. You will also find and evaluate your own sources, and perhaps conduct your own field research. Informal writing and mini workshops will include work with your inquiry journal, paraphrase as critical thinking, controlling quotes, observing, ranking, and note-taking, interviewing, creating surveys, synthesizing sources, opinions vs. ideas, and MythBusters: The Research Edition.

### **Course Objectives**

A number of the course objectives are mentioned above. In addition, as a result of College Writing II: You will further understand the importance of writing as process, including prewriting, drafting, revising, and editing. You will be able to recognize the purpose and audience for various assignments. You will also be able to recognize different rhetorical strategies, writing styles, and organizational schemes you can use in various writing situations. You will review and employ relevant grammar and mechanics, and style. You will see that peer feedback and collaboration are crucial elements in the writing process, and will also learn to assess your own writing precisely and honestly. In addition, you will learn to find, evaluate, and analyze various sources and manage various research tools, and you will learn proper documentation methods. You will come to understand academic honesty in its broadest sense, and will learn to recognize and avoid plagiarism.

## **Assignments and Grading**

### **Participation (10%)**

In-class discussion, activities, writing, and workshops will comprise your participation grade. You must be actively participating to get credit for participation—simply being in the classroom is not enough. To get an A for participation, students must approach the class seriously, thoughtfully, and respectfully, and engage in class and group discussions as well as all other in-class activities. *Carefully read “Attendance and Tardiness” and “Class Disruptions” in the Policies section below.*

### **Inquiry Journal (10%)**

You will keep a journal over the course of the semester exploring the topics we study and ways that you can find your own interests within those topics and in your formal essays. You will be given some informal journal entry assignments, but for the most part, you are expected to keep up with the journal yourself. We will discuss this in class and you will be given a rubric for it.

## Papers

Each of the formal essays listed below will be written in at least two drafts. Not all first drafts will receive written feedback from me, but all will be peer-workshopped and discussed before the final draft is due. When handing in the final draft of any essay, you must always include the earlier drafts of that essay as well. Bring the draft you are working on to all classes during that segment of the course. Save all first and final drafts of all papers. All final drafts of papers will be collected in hard copy form on the day they are due and must also be submitted to turnitin.com. You will be given detailed assignment sheets in class for each of the following:

### **Villain Paper (10%)**

This will be a short paper in which you describe and discuss the findings of your villain survey. It will need a thesis that is supported by evidence from the survey. The main purpose of this essay is to explore how you might use findings from a survey in your research writing.

### **Wedding Paper (15%)**

This essay will synthesize the Emily Post archives, a reality TV show, and a scholarly essay to create an argument about the evolution of weddings in America. As you will see, this paper need not be solely about weddings—it can use the topic of weddings to explore another issue.

### **Summary of a Scholarly Sports Source (15%)**

This essay will be a well-developed summary of a single scholarly source. In writing this essay, you will practice not only summarizing, but also paraphrasing and quoting. The reading you will summarize is an analytical essay about the culture of sports in America.

### **Site Visit Essay (15%)**

This essay requires you to conduct field research (a site visit to a real or virtual place) and then to make an argument about that place, based on your own research and the findings of a scholarly source. This is similar to what you will have done in the wedding paper, but it will be a longer essay and will use a different type of primary research.

### **Research Portfolio (20%)**

This will be a 6-8 page essay that draws on all the skills you've practiced this semester. You will need to make a clear argument in this essay, and support and explore that argument using specific evidence from primary and secondary sources, and your own store of knowledge. If your topic allows, you may be able to draw on some of the research writing you did earlier in the semester to use in this essay. The assignment sheet for this project will include a specific timeline.

### **Final Exam (5%)**

The final exam will ask you about a variety of primary and secondary sources, using *Rosencrantz and Guildenstern Are Dead* as our topic of study. Date, time, and location TBA.

## Formal Essay Format

(This format must be followed for all papers (first and final drafts) written outside of class. Papers that do not adhere to this format will be downgraded 10-20%)

- The heading on the first page must list your name, my name, the assignment (Essay 3, for instance), and the revision (first or final).
- All papers must have an original title (one you create—not the name of the work you are writing about and not the name of the assignment). Center it above your text. Use no special font or markers to set it off.
- All papers must be typed and double-spaced, using 12pt type.
- **Do not** skip extra spaces between paragraphs. In American English writing, paragraphs are signaled by indenting five spaces (tab) from the left margin.
- Use one-inch margins for all papers.
- Each subsequent page after the first must be numbered and have your last name on it.
- Papers *must* be stapled. Unstapled papers will be severely downgraded.
- First and final drafts must be carefully spell-checked and proofread for careless errors. Read your papers aloud to find careless errors—sloppy first drafts will not be accepted; sloppy final drafts will automatically drop one full letter grade or more.
- You must submit all supporting material requested for each paper. Required supporting material will be listed on each assignment sheet.

## Class Policies

### Attendance and Tardiness

Consider this class too important to miss. This is a workshop/activity/discussion-based course, so you need to be here to make the class work. Since sometimes circumstances get in the way of your being able to attend class, having up to two absences won't hurt your participation or course grades (unless you are absent on a day a draft is due—see “Deadlines,” below, or you miss more than one response/quiz). *However, you should not think of these as two “free days”:* *These two absences are what you use if you're ill, you have an accident, you have jury duty, etc.* Three to four absences will have a significant impact on your participation grade. For five absences you will get a zero for participation and your course grade will drop a letter in addition. Having six or more absences means you fail the class, since you will have missed a substantial portion of the course. Missing this much class time means you have not fulfilled the course requirements. In addition, not bringing the necessary book or reading to class, not being prepared, or being more than 20 minutes late may also be considered absences. Students who know they will need to leave early or come in late for a particular class should let me know. Students with chronic medical conditions or who need to miss due to religious holidays should also let me know.

### Accommodations

If you have a documented disability that will necessitate academic accommodations, please notify me so that we might make appropriate arrangements. Disability Services is in Cumnock Hall, C6, and their phone number is (978) 934-4574. You can also email them at [disability@uml.edu](mailto:disability@uml.edu).

### **Class Disruptions—turn off all cell phones before class begins**

Any student who is disrupting the class through excessive talking or whispering, texting, inappropriate comments or insults, or disrespectful, aggressive, or threatening behavior may be asked to leave the room. This will count as an absence whether or not the student leaves, and will affect the student's participation grade. Any student who continually disrupts the class (even through whispering) will be given a warning. If the student continues to disrupt the class he/she will receive a failing participation grade, and may have his/her final course grade dropped up to 20% in addition. Students who text in class can expect their final course grade to drop 5% (approximately ½ letter grade) for each incident after their first warning.

### **Turnitin**

The final drafts of all formal essays must be submitted to turnitin on the day they are due. This turnitin submission is in addition to handing in the hard copy at the beginning of class on the due date. You will be given detailed instructions about signing up for turnitin, and the daily schedule will list reminders to submit your work to this service. Papers that are handed in as hard copies, but not submitted to turnitin will be treated as follows: if not submitted to turnitin before I begin grading, paper will be placed in an "end of semester" file to be graded by the final exam; if that paper is not submitted to turnitin by the last day of class, the paper grade will convert to a zero, even if you handed in the hard copy to me on time.

### **Deadlines**

All written work will be collected in hard copy form at the beginning of class on the day it is due. Late *first* drafts will result in a zero for workshop participation, and the student won't receive feedback from me. In addition, the final paper grade may drop up to 10%. The student must work on a first draft at The Write Place (you need the tutor's written comments on it) to avoid grade reduction. Late *final* drafts will automatically be marked down ten percent for each class they are late. If I do not have a final draft within a week of the due date I will not accept it and the student will receive a zero for the assignment. This cannot be made up. If you are having trouble completing an assignment, talk to me *before* the due date. If you know in advance that you will be out on the day a first or final draft is due, hand in your paper early.

### **Academic Dishonesty**

You can find the university policy regarding academic dishonesty at:

[http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

That policy states "Academic dishonesty is prohibited in all programs of the University. Sanctions may be imposed on any student who has committed an act of academic dishonesty.... Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, and facilitating dishonesty." Plagiarism includes directly copying a source without acknowledging that source, summarizing or paraphrasing someone's ideas without acknowledging the source, or submitting a paper that has been written by someone else. We will work this semester on recognizing and avoiding plagiarism, and how to research and write responsibly. Students who accidentally lift wording or ideas from texts will work with me extensively to avoid such unintentional plagiarism. For a first instance of intentional academic dishonesty, the student will receive a zero on the assignment with no chance to make it up. For any subsequent instances, the student will be given a course grade of FX (non-deletable failure).

## **Writing Assistance**

**The Write Place, located in the Centers for Learning, Southwick 321 (x2292) and the 3<sup>rd</sup> floor of O’Leary Library (x2941)**

Tutors are available (for free) to help you at any stage in the writing process. They will help you generate ideas, organize and revise, understand grammar, avoid plagiarism, or with any other difficulties you may have with your writing. (The one thing they won’t do, however, is simply proofread/edit your paper for you.) Everyone from freshmen to graduate students uses this service, and tutors will help you with any writing; it need not be a class assignment. If you think you will need help with a paper, make an appointment as soon as you can—The Write Place tends to fill up quickly.

## **Daily Schedule**

(Subject to change. You will be notified in advance of changes. You are expected to check this schedule regularly to see what is due and have the work done before class.)

## **MythBusters: What is Research?**

- 1/25 Introduction to course and syllabus; write diagnostic essay; keeping an inquiry journal
- 1/27 Reading due: Ballenger, pages xx-xxi, 1-4, 27-39, 143-161 (notetaking techniques)  
In class: MythBusters about research and research papers; conducting interviews

## **Villains in Film, Conducting Surveys**

- 2/1 Reading due: Ballenger, pages 99-113  
Assignment given: survey and villains paper  
In class: film villains, compile survey
- 2/3 Writing due: surveys  
In class: discuss and write about surveys
- 2/8 Writing due: first draft of survey and villains paper  
Reading due: Ballenger, pages 7-17  
In class: workshoping and assessing your writing

## **Archival Research and Weddings**

- 2/10 Writing due: final draft of villains paper, include first draft, and submit to turnitin  
Also due: your updated inquiry journal  
Assignment given: wedding paper  
In class: archival activity: Emily Post vs. “Bridezillas”
- 2/15 Writing due: first draft of wedding paper (only primary sources included)  
Reading due: “Romance, Magic, Memory, and Perfection”  
In class: discuss scholarly source and your own writing, discuss integration of scholarly source into your primary source essay
- 2/17 Reading due: Ballenger, pages 211-219, 259-270

Also due: bring wedding paper back to class

In class: workshopping and assessing your writing, quoting and citing

2/22 Writing due: final draft of wedding paper, include first draft, and submit to turnitin

Also due: your updated inquiry journal, discuss areas of inquiry and interest

### **Sports, Summary, Paraphrase**

2/24 Reading due: scholarly essay on sports, summary handout

Assignment given: summary essay

In class: discuss sports essay and how to summarize analytically

3/1 Writing due: first draft of summary essay

Reading due: Ballenger, pages 126-131

In class: summary workshop, work on paraphrasing, citing paraphrases

3/3 Writing due: your updated inquiry journal

In class: discuss interest and possible research topics, finding and evaluating sources

### **Site Visits to Real and Virtual Places**

3/8 Writing due: final draft of summary essay, include first draft, and submit to turnitin

Reading due: observation handout

Assignment given: site visit essay

In class: observation activity (in the classroom and on campus)

3/10 Reading due: Ballenger, pages 115-125, 134-143 (“Virtual Friendship...”)

In class: discuss notetaking, Rosen’s essay, watch excerpts from “*South Park: You Have 0 Friends*” and discuss synthesis with Rosen

***Spring Break: Please note that since the site visit essay requires a good deal of “leg work,” this week would be a good time to do some of the primary research you will need to do. Luckily this research is fun! Have a good break!***

3/22 Reading due: either “Befriending Ogres and Wood Elves” or “Cities for Sale”

In class: group discussion of your reading, present reading to the other group

3/24 Writing due: first draft of site visit essay, include extensive primary source notes

In class: site visit essay workshop

3/29 Reading due: Ballenger, pages 259-270 (yes, again) and 275-306, read text carefully and familiarize yourself with works cited entries

In class: summarizing, paraphrasing, quoting review, citing sources in text and in a works cited page, avoiding plagiarism (yes, again)

### **Crafting Your Research Essay**

**Note: the research assignment sheet will contain a more detailed schedule**

- 3/31 **Meet in the Lydon Library**  
Reading due: Ballenger, pages 61-98  
Assignment given: research portfolio
- 4/5 Writing due: final draft of site visit essay, include first draft, and submit to turnitin  
Also due: your updated inquiry journal  
In class: inquiry conferences
- 4/7 Writing due: your inquiry journal  
In class: inquiry conferences
- 4/12 Writing due: research proposal  
Reading due: Ballenger, pages 39-59  
In class: the research process, discuss topics, seeing the Off Broadway Players' performance of *Rosencrantz and Guildenstern Are Dead*
- 4/14 Reading due: Ballenger, pages 169-210  
Also due: sources for approval  
In class: writing for knowledge, writing your way into the conversation, your audience, using sources analytically
- 4/19 Reading due: Ballenger, pages 221-256  
Also due: sources for approval  
In class: revision, using research from previous essays, voice and tone, precise language
- 4/21 Writing due: first draft of research essay, bring all sources with you  
In class: conferences
- 4/26 Writing due: bring research draft and sources back to class  
In class: conferences
- 4/28 Friday Class Schedule: We will not meet
- 5/3 Writing due: Research portfolio, include all portfolio contents, and submit to turnitin

**The End: *Rosencrantz and Guildenstern Are Dead***

- 5/5 **Our last class meeting (classes end 5/9)**  
In class: discuss *Rosencrantz and Guildenstern Are Dead*, discuss final exam (exam will be about the play), course evaluations

**You will be advised of date, time, and place of final exam**

**Grading Rubric—College Writing I and II**

The following shows what is expected for each level of writing. In general, level 4 corresponds to A work and level 1 corresponds to D or F work. Note: A paper need not show all characteristics of a level to be graded at that level. I grade according to where the paper seems to fit most in terms of its content, organization, style, and grammar.

#### 4—Highest Honors/Outstanding Work

Level 4 work is original and insightful; it explores patterns and connections and it is heavily concerned with implications and significance. In addition:

- It is well argued and well organized, with a clear, argumentative thesis
- It is well developed with specific, concrete evidence that the writer uses to support and thoughtfully discuss the thesis
- It has logical and meaningful transitions that contribute to a fluent style of writing
- It has few, if any, mechanical, grammatical, spelling, or diction errors
- It demonstrates command of a mature, unpretentious diction
- It uses source material in a mature and meaningful way, and documents the source material correctly

#### 3—Basic Honors/Good Work

Level 3 work reflects a command of the material and a strong presentation, but lacks the insight found in Level 4 work. It shares most characteristics of Level 4 work, but:

- It may have some minor weaknesses in its argumentation
- It may have some minor lapses in organization and development
- It may contain some sentence structures that are awkward or ineffective
- It may have minor mechanical, grammatical, or diction problems
- It may be less distinguished in its use of language
- It may use source material in a less mature manner, but it discusses meaning of the material, and it documents the sources correctly

#### 2—Adequate Work

Level 2 work is of good overall quality but exhibits a lack of insight as well as either deficiencies in the student's command of the material or problems with presentation. This level work is competent and average. Compared to Level 3 work, it may have a weaker thesis and less effective development. In addition:

- It may have serious shortcomings in its argumentation
- It may contain some lapses in organization
- It may have poor or awkward transitions
- It may have less varied or monotonous sentence structures
- It may have more mechanical, grammatical, and diction problems
- It may have more serious problems with use of source material, such as relying on sources too heavily or not discussing the meaning of quotes; however, it documents the sources correctly

#### 1—Unsuccessful Work

Level 1 work corresponds to grades of D or F. A grade of D or F indicates significant problems with the student's work, such as shallow understanding of the material or poor writing. In addition, it exhibits some of all of the following (with an F showing more examples or more problematic examples of these characteristics):

- It presents no clear thesis
- It displays major organizational problems
- It lacks adequate support for its thesis
- It includes irrelevant details
- It includes confusing transitions or lacks transitions altogether
- It fails to fulfill the assignment
- It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction, or syntax which impedes understanding
- It has serious problems with use and documentation of source materials, including plagiarism

0—Papers will receive a zero if they were intentionally plagiarized or if they were not handed in.