

*The following is a work in progress!*

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

**Instructor:** Dina Bozicas

**Office:** Pasteur 416 (I may also have office space in O’Leary—TBA)

**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**

- Copies of handouts distributed in class or on reserve in the Lydon Library.
- Films, on reserve in the media center.
- *The Curious Researcher*. Bruce Ballenger. Longman, 2009.
- 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.

**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 cities topic this semester will ask you to explore social, philosophical, and artistic questions about urban spaces. It will ask you to step into the city (literally the city of Lowell, figuratively, the cities of our sources) and find your place there, your place in the urban environments themselves, and your place in the conversations about these environments.

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 topic. 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 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 this topic your own, and fully stepping into your role as an academic investigator. You will write several formal, analytical essays (in varying lengths) in which you practice different skills and methods of investigating an issue, problem, or question. In these essays, 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 some of our readings, films and other media, and site visits. 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 paraphrase as critical thinking, controlling quotes, observing, ranking, and note-taking, interviewing, playing with 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.*

### **Response Papers and quizzes (10%)**

You will be given a response paper for each topic based reading. Responses are due at the beginning of class and will not be accepted late. The response papers are to check that you are reading carefully enough, to help you explore the readings in depth, and to help you prepare for class discussion and formal papers. In-class responses (and possibly quizzes) are given at the very beginning of the class period and cannot be made up. Students who are late will not be given extra time to finish. Since even dedicated students sometimes need to miss class (and therefore may miss a response paper/quiz), I will drop the lowest response paper/quiz grade. All response papers written out of class will be collected in hard copy form on the day they are due and must also be submitted to turnitin.com.

### **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:

### **Summary of a Source (10%)**

This paper will be a short summary of a source we have read over the course of the semester. In it you will learn effective summary skills: how to rank a source's information, how to contextualize it and represent it fairly, how to avoid list-like writing, all while "reducing the scope" of the original. This paper will be focused, but will not require the same argumentative thesis you will need for all other essays.

### **Primary Source Paper (15%)**

In this short essay, you will describe and analyze a primary source, making an argument about its meaning. You will have a choice of the types of choices to work with (film, site visit, interview, archive, for instance).

### **Textual Analysis of a Single Source (15%)**

In your textual analysis, you will work with a single secondary source to write an essay that makes an argument about the source. You will practice close reading and use details from the text to support your argument.

### **Synthesis (15%)**

The synthesis is your "conversation" paper. Here you will be exploring two sources in relation to each other. You may choose to synthesize two secondary sources, or you may work with one primary and one secondary source. In either case, you will practice "reading" one source through the other, or using one source to shed light on the other. Ultimately, you will place the two sources in conversation with each other. Of course, you'll be expected to jump into that conversation as well!

### **Research Paper (20%)**

This will be a 5-7 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.

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

The final exam will be a paper on your research process. 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 up to 10%)

- 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 Times New Roman.
- **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. Papers that are clipped together or have “dog-eared” corners will not be accepted.
- 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.
- 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.

## **Deadlines**

All written work will be collected 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.

*I have not yet created the schedule for this course, but it will be inserted here.*

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.