College Writing and Research

English 102.30 College Writing and Research - 3 Credits

Instructor:

Ryan House
(Pronouns: he/him/his)

Email:

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Class Room:
NWQ B G558
Class Time:
M/W 12:30 – 1:45 pm

Office Location:

Curtain 292

Office Hours:

M/W 10am - Noon

Required Course Materials:

English 102 Hayden-McNeil Online Course Access Code
Supplemental readings will be provided.

Course Overview

English 102 further develops students' reading, writing and rhetorical abilities by applying them to new research experiences and concepts. The overarching aim of the course is to help students understand and put into practice the idea that research is a thoroughly rhetorical endeavor. As is the case with reading and writing, research is not a linear, rule-driven, or predictable activity. Instead, rhetoric teaches us that all reading, writing and researching involve making choices based on audiences, purposes, contexts, and needs. Rhetorical analysis--the ability to evaluate other writers' texts and choices based on their situations--is a fundamental skill in research: researchers must always think rhetorically about their own audiences, purposes, contexts, and needs in order to make sound decisions about their own use of sources, formats, evidence, data, claims, and their dissemination of findings, conclusions or arguments.

Course Goals:

Foundation for Research: Rhetorical Knowledge

English 102 will offer you multiple and varied opportunities to:

- Deepen your awareness of the ways that audience, purpose, context and other rhetorical and situational factors shape the creation, distribution, circulation and consumption of information.
- Understand and apply the concept that 'authority is constructed and contextual' based on who produces the information (why and for whom?), and who uses it (for what end?).
- Understand and apply the concept that all information sources entail varying capabilities and constraints.

Core Skills for Research: Critical Reading & Writing

English 102 will offer you multiple and varied opportunities to:

- Learn and practice purposeful, reading-for-research skills.
- Learn and practice how to read in order to assess the fit between an information source and a particular information need.
- Begin to develop your own authoritative voice in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and creating useful information for the common good.
- Synthesize information from multiple sources and organize information in meaningful ways.
- Develop in your own creation process an understanding that their research and design choices will impact the way their information can be used by others.

Practices & Dispositions for Effective Research

English 102 will offer you multiple and varied opportunities to:

- Learn, practice, apply, and reflect upon several new research tools, strategies, and heuristics, using both divergent and convergent thinking.
- Seek out help from multiple places and perspectives when gathering, assessing and assembling information (including librarians, peers, course instructor, writing tutors, and other researchers).
- Begin to understand how information systems (collections of recorded information) are organized in order to access relevant information more easily.
- Understand and apply the concept that 'information has value' through ethical attribution and use of others' ideas as acknowledgement of the labor and expertise that goes into creating research.
- Understand that most research extends beyond the academic world to the community at large - information creation may focus on personal or societal needs.
- Take risks, experiment, and try new things.
- Persist in the face of challenges and learn from failure.
- Resist the lure of easy answers, quick fixes, and simplistic solutions.
- Recognize, honor, and leverage the unique access to information that college provides.
- See oneself as a rhetor, researcher and contributor to the 'information marketplace'

The course is divided into four segments:
1. **Thinking Rhetorically about Research**
2. **Trusting the Top Ten (#disrupting)**
3. **Ethos in Action**
4. **Connecting Research to the Community**

Major Writing Assignments, which align with each of the above segments:

- **Comparative Rhetorical Analysis**, in which you will analyze the rhetorical choices made in two different texts addressing a similar topic—Milwaukee's relationship to Lake Michigan.
- **Research Process Thought Map**, in which you will study your own search habits, and reflect on and analyze your process of finding information.
- **Collaborative Mini-Genre Project**, in which you will work with other students to create different but related source types (or genres) and analyze/reflect upon how authority is constructed among them.
- **Research Project,** in which you will draw on scholarly genres to produce a usable information product for a public audience.

Feedback and Revision:

For each of these assignments, you will receive a grade and feedback from me within 10 days from the submission date. After receiving feedback, you have the *option* to revise the project for an improved grade. The deadline for submission for this revision is 7 days (1 week) from the day feedback is returned to you. This step is optional and not required for completion of the course. No late revisions will be accepted.

Submission of files:

All files must be MS Word documents (.DOC or .DOCX)! *No other file types will be accepted.*

Participation:

In-Class Activities:

In addition to reading responses and/or class discussion, I may ask you to complete a combination of writing activities: quizzes, group work, timed writing, rhetorical exercises, etc. These writing activities will allow you to try out rhetorical strategies and reflect on course content, and they are imperative to meeting the course goals. **Failure to participate can negatively impact your grade. These assignments cannot be made-up.**

Research Journals:

A research journal is a great place to write your thoughts about the primary and secondary source materials you are reading. It is a record of your questions about the materials and your tentative answers to those questions. Think of the journal as a roadmap of your intellectual journey through the sources.

During this course, you will be responsible for keeping a research journal. This can take any form you're comfortable with, but some options are OneNote, Ever Note, a Word document, or a simple notebook and pencil, but it should be something you can (and do) bring to class every day.

This journal will *not* be graded, but we will refer to it during conferences and some class meetings.

Peer Review:

For each of the formal writing assignments, you will be required to participate in peer review. Engagement with the writings of other students is a vital part of the learning process as it allows you to recognize in others' writing what may or may not work in your own. These peer review exercises will be graded and included in your participation grade for the course. **Peer Review cannot be made-up without prior arrangement.**

Attendance:

Attendance is vital to your success in this class. The course is collaborative in nature and requires extensive in-class work. Therefore, consistent attendance is integral to your learning. As your instructor, I want you to attend class. As students, you are responsible for communicating with me when you are absent; you are also responsible for the missed material (see course Make-Up and Late Work policies). Students are afforded 4 absences (equaling 2 weeks of class). Exceeding this amount can negatively impact your grade.

Lastly, make-up work is solely at the discretion of the instructor, and opportunities for make-up work may only be granted with prior authorization. In-class activities are impossible to make-up.

Late Work:

Due to the collaborative nature of this course, it is important to turn in assignments by their respective due dates so that you may participate in class activities. Work that is turned in late often misses opportunities for feedback, workshops, or revision – the backbone of this course. **Therefore, work submitted after the deadline will automatically incur a 10% deduction in grade, plus 10% for *every* day after the first that it is outstanding up to a maximum of 50%.**

Extensions:

Once per semester, students may request an extension of 48 hours on a major assignment if they feel they need extra time to complete it. This extension must be requested prior to the due date. No late penalty will be applied so long as the assignment is submitted by the extended due date.

Communications:

Students should maintain professionalism in any and all communications made to the instructor and/or fellow students. I reserve the right to request revision of any email that lacks a proper salutation, correct grammar and punctuation, professional tone, or proper signature before addressing any questions or concerns it may have posed.

Accommodations:

Accommodations and services are determined by the ARC counselor and the student through an interactive, individual process with consideration given to the disability documentation, past history, functional limitations, and student self-report.

Accommodations are listed on the Accommodation Plan which the student is expected to share with each instructor. It is recommended that the student meet with each instructor during their office hours to share the accommodation plan and discuss the accommodations needed for each class. The accommodation plan is updated each semester.

Academic Integrity:

UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents (UWS 14) and the UWM implementation provisions (Faculty Document 1686). Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts. The most common forms of academic dishonesty are cheating and plagiarism.