

College Writing 2

ENGL 42.102 Southwick 402
Office hours: Monday 1:00 – 2:00, 4:45 – 5:45 p.m.
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How to *How to*: Maps, Recipes, Patterns and Directions An Examination of Process

Course goal—Student learn to inquire, construct arguments supported by research, write various types of essays, complete a major research project, present a group project and enjoy the writing process

Objective—Students write five different essays including two argumentative, one research paper, create and present a ‘How to’ project PowerPoint, as well as keep a Writer’s Journal, post on class discussion board on Blackboard

Textbook— Ballenger, Bruce P. *The Curious Researcher: a Guide to Writing Research Papers*. New York: Pearson Longman, 2007.

By the end of this course, students will be able to do the following

- Shape concise essays which include generalizations supported by specifics
- Write thoughtful, clearly, identifiable thesis statements
- Employ clear, concrete, specific, and appropriate language
- Compose standard, correct sentences, free of fragments
- Write organized paragraphs with clear transitions
- Create texts free of errors in capitalization, punctuation, usage, and spelling
- Use a variety of expository and persuasive organizational strategies
- Apply revision and editing strategies
- Develop the following research skills: (1) use library resources; (2) distinguish between primary and secondary sources; (3) appropriately use direct quotations, paraphrases, and summaries of secondary sources; and (4) correctly document those sources

OUTCOME ~ PROJECT PLAN ~ NEXT ACTION For example: Cake ~ Recipe ~ Buy ingredients, mix and bake

'Now' is the operative word. Everything you put in your way is just a method of putting off the hour when you could actually be doing your dream. You don't need endless time and perfect conditions. Do it now. Do it today. Do it for twenty minutes and watch your heart start beating. **Sam Ewing**

Where are you? Where have you been? Where do you want to go? With whom do you want to travel? How do you intend to get from here to there? What do you want to do there? Why do you want to go? When can you leave? Do you want to be found?

In our modern world, there are numerous tools and gadgets available to help us navigate through our daily lives. Global Positioning Satellite (GPS) devices, maps, and online driving directions are all natural choices for travelers, but who created those first maps? How does one understand geography through cartography? How does this navigation relate to us? How are the biological systems of the human body connected? How does the study of anatomy aid an artist AND a physician? How do you instruct another regarding playing World of Warcraft? Or cooking chocolate mousse? How does one become a principal violinist performing at Carnegie Hall? How does one learn how to knit or weave a blanket for a newborn? It's all about the process— the how to of how to.

Essays will include writing:

- An interview with a professor or educator
- A historical sketch about the day you were born
- A survey compiled into a report
- A persuasive speech
- A letter from a notable person to you

The above strategies will culminate in a major research project focused on a topic of your choosing. This project requires the synthesis of writing and argumentation by providing substantive empirical support in the way of research, both online and at the library, and first hand research.

Month	Date	Topic	Written assignments due on Thursdays	Writing Style and/ or Strategy
January	24, 26	Review syllabus	In class writing sample	Free writing
Jan. – Feb.	31, 2	A. Where are you?	<i>Interview a peer</i>	<i>Primary research</i>
February	7, 9	B. Where have you been?	<i>Birthday sketch</i>	<i>Primary and Secondary research</i>
	14, 16		Introductions and conclusions: Creating bookends.	Attention grabbers Revision
	23	No class Monday C. Where do you want to go?	Conduct a survey, report on the results	<i>Primary research</i>
Feb. – Mar.	28, 2		Using quotations and paraphrase	“They say... I say”
March	7, 9	D. With whom do you want to travel?	Write a compelling biography	<i>Secondary research</i>
	8, 10	E. Do you want to be found?	Write a persuasive speech	<i>Secondary research</i>
	14, 16	Spring Break		
	21, 23	What’s the hook?	Creating an effective thesis statement	Discovering your purpose, Revision
	28, 30	They say. I say.	Reading and reacting	Personal response
April	4, 6	What are you curious about?	Biography, historical sketch, 3 focus points. Write prologue.	Personal response
April	11, 13	A. Research	Introduction, conclusions, bibliography	Brainstorm <i>Secondary research</i>
	20	No class Monday B. Research	Conduct an interview or survey	Transitions, revision, organization
	25, 27	C. Research	Epilogue. Major research paper due.	<i>Primary research</i> Transitions, revision
May	2, 4	D. Research/ Teach a lesson	Connecting the parts Graded: PowerPoint presentations.	<i>Primary and secondary research</i>
	9	Teach a lesson continued.	Graded: PowerPoint presentations.	Incorporating visuals
	11	Final exam		

Grading—50% of your final grade will be based on the 5 essays. 20% of your final grade is based on your research project. 10% of your final grade is based on your final presentation and 10% is based on your end of term assessment. 5% of your grade is based on your writing journal, which includes reflections written about of class, and in-class writing. 5% of your grade will derive from weekly posts on the Blackboard. * Please see the rubrics at the end to understand the system I will use.

Deadlines—Essays must printed and submitted at the beginning of the class on the day that they are due. Late submissions will not be accepted and will be awarded a ZERO.

Revisions—Please consider revising any and all of the essays during the semester; however, each revision is due within two weeks of its return to you. You cannot revise your writing journal or the final presentation. Revisions may be partial or complete in nature. I.e. if you receive your grade and choose to start over, you may do so OR you may choose to revise based on my comments and the rubric provided with each assessment.

Attendance—You must initial the attendance sheet at the beginning of each class. You are allowed 4 unexcused absences. After the first five minutes, I will highlight blank spaces with yellow. 3 late arrival equal one absence. Your overall grade will be reduced for each absence over 4.

Format for essays—please use on ALL your papers

This information should be single-spaced and appear on the upper left hand corner of the first page of your essay.

Page numbers should appear in upper right hand corner.

Your name

Date (the day that you hand in your work)

Essay type (e.g. biography, historical sketch, etc.)

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Title should appear centered and bold two lines below author information.

Subtitle, if you choose to use one, in italics

Body of essay should be doubled space. Always indent first line of each paragraph. Margins are 1” all around. Please print, staple and bring to class.

By using the rubrics below, you can better understand how you earned your grade.

Grading relies on building blocks. Be mindful that one missed essay will automatically lower your possible grade to an A- or 90. If you are not confident of your writing, you should hand in whatever you have completed so that you have the opportunity to revise and raise your final grade.

Rubric for essays—50% of final grade, 5 essays total

- Rubric will be provided when essay is assigned
- *Sample rubric below.*

Introduction (1point): Anecdote of your special day. Dialogue ___ Characters ___ Geographical Setting ___	
Paragraph 2 (1 pt): News item	
Paragraph 3 (1 pt): Social, economic, political trends	
Paragraph 4 (1 pt): Arts and culture trends	
Conclusion (1 pt): Relate back to your opening story	
Content (3 points) : Demonstrates thorough research	
Grammar/ spelling (1 pt):	
Bibliography(1 pt): minimum 3 sources required	
Creativity: Extra points (possible 1 extra point):	
Final score:	

The Centers for Learning and Academic Support Services provide many resources, including tutoring in writing: <http://class.uml.edu/>. In accordance with University policy and the ADA, I will provide accommodation for students with documented disabilities. If you have a disability, please contact the Office of Disability Services as soon as possible. Please note that their office has moved to NORTH campus, Cumnock Hall C6, phone: 978-934-4574, e-mail: Disability@uml.edu. This documentation is confidential.

Behavior policy: In this class, and in all classes at the University of Massachusetts, Lowell, students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom. Examples of inappropriate behavior include: text messaging, listening to music, cell phone use (other than the campus alert system), late arrivals, early departures, use of laptops for other than class purposes, disrespectful comments or behavior, intentional disruptions, failure to follow faculty directives. Students in violation of these standards may be asked to leave class and/or be referred to the Dean of Students for disciplinary action.

Plagiarism policy: “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).