



# University of New Haven

COLLEGE OF ARTS & SCIENCES

English

ENGL 1112 14

Academic Inquiry & Writing

Fall 2017

Meeting Times and Location(s): TR 8-9:15 a.m., HARI 209

Credit Hours: 3

Faculty Contact Information:

Adjunct Professor Cindy Wolfe Boynton

Phone: 203-214-7554

Email: CWBoynton@newhaven.edu

Office Hours: By appointment

## COURSE SYLLABUS

### Course Description

This seminar introduces students to the conventions of academic writing and the habits of critical inquiry they will need in university courses and beyond. Students read and annotate texts on a topic (or topics) selected by the instructor, develop original avenues of inquiry through classroom discussion, and transform their questions into well-supported academic arguments. Assignment sequences incorporate opportunities for research, drafting, revision, editing, and reflection to help students find writing processes that can be replicated in future courses and workplace projects that require only polished work. Because different disciplines and career paths present different scenarios for critical thinking and writing, this course also teaches students how to adapt the conventions of academic inquiry to a variety of contexts. 3 credit hours

### Required Text(s)/Materials/Supplies

- Syllabus/class guidelines
- All required readings noted on the class schedule. Some will be given to you as hard copy in class. ALL are available 24/7 via our Blackboard page.
- Access to the internet and our Blackboard, where you will find all required readings, assignments, the class Discussion Board, copies of all handouts given in class and, importantly, an online grade book. **The online grade book ensures you are ALWAYS AWARE OF YOUR GRADE and that, if needed, you can take immediate action to improve a less-than-desired average.**
- You will likely want to bring your laptop to class

Every student is required to read and acknowledge, in writing, his or her understanding of class guidelines, procedures, rules and syllabus, which are outlined here in hard copy, as well as available to you on our Blackboard class site.

After you thoroughly review this document, please read and sign the Class Contract, due as listed in the syllabus. Submitting a signed class contract is a homework grade.

### HOW THIS COURSE WORKS

Our class will consist of lectures, discussions, homework assignments, in-class writings and small group work. Attendance is essential to your success, as is making sure you are properly prepared. Thinking critically, overcoming writer's blocks, using works by other writers as learning tools, and recognizing the power of effective communication will all be stressed, with each student encouraged to develop his or her unique writing voice and abilities.

This course will require significant in-class and out-of-class commitment from each student. The University estimates that a student should expect to spend two hours outside of class for each hour she or he is in a class. For example, a three credit course averages six [6] hours of additional work outside of class.

## FORMAL PAPERS

In addition to Discussion Board posts, quizzes, the final exam and other assignments, you will write four formal academic papers this semester. Written instruction sheets for each essay are available on our Blackboard site and will be reviewed in class, per dates listed on syllabus.

## GUIDELINES FOR SUBMITTING ESSAYS

Unless otherwise instructed, all essays must be typed; double-spaced; and use a 12-point font. Do not include a cover page or add an extra space between paragraphs. Indent each paragraph. Margins should be no larger than 1". Submit essays and all assignments PER WRITTEN INSTRUCTIONS on each assignment sheet. **I strongly urge you to make a backup copy of all in- and out-of-class work. Hold on to all work until the end of the semester.**

Essays should also:

1. Be carefully proofread and spell-checked.
2. Include your name and a title.
3. Follow all guidelines specified in the assignment.
4. Be stapled so no pages are lost.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED unless previous arrangements have been made, and agreed upon, in advance. Assignments that DO NOT FOLLOW THE WRITTEN INSTRUCTIONS ON THE ASSIGNMENT SHEET WILL ALSO NOT BE ACCEPTED.

## GRADING CRITERIA FOR ESSAYS

What does each letter grade mean?

\* An "A" paper is an excellent essay free from careless grammatical, spelling and organizational errors. It begins with a clear thesis and includes seamless transitions between paragraphs, never losing sight of its focal point. It meets all assignment requirements and draws a logical conclusion that answers a problem stated in the thesis. It meets the length of the assignment; has an original point of view; is lively; and is interesting to read. It has no formatting errors and is turned in on time.

\* A "B" paper is a good essay with many of the qualities found in an "A" paper, but with one too many writing errors. It might be an "A" paper in all features, but it is too short. Often it lacks the depth, detail and originality seen in an "A" paper.

\* A "C" paper is an adequate essay. It may have errors, but not enough to hurt its clarity. It shows some of the qualities of an "A" or "B" paper, but it does not fully develop the idea. It is adequately organized but too vague or simplistic.

\* A "D" paper is inadequate. It may contain all or some of the following problems: too short, many errors, lacks clarity and focus, lacks organization, rambles or is too general.

\* An "F" paper is off topic and/or poorly written.

## Grading

Your overall grade will be calculated as follows:

Final version of academic papers 1-3	25%
Research presentations	10%
Homework assignments	20%
Quizzes and other in-class work	20%
Class participation and attendance	10%
Final exam/paper 4	15%
Total	100%

Grades are assigned by the following scale:

<u>Undergraduate Scale</u>			
Grades			Letter Equivalent
97	to	100	A+
94	to	Less than 97	A
90	to	Less than 94	A-
87	to	Less than 90	B+
84	to	Less than 87	B
80	to	Less than 84	B-
77	to	Less than 80	C+
74	to	Less than 77	C
70	to	Less than 74	C-
67	to	Less than 70	D+
63	to	Less than 67	D
60	to	Less than 63	D-
		Less than 60	F

### Course Outline/Schedule

Date	In class	Work due
T Aug 29	Introduction to the course and each other Watch: How to Use Rhetoric to Get What You Want Ethos, logos and pathos; purpose and audience	
R Aug 31	Review rhetorical analyses of 32 Million Word Gap Structure of an academic essay Review paper 1 assignment	Signed Class Contract Online syllabus quiz Read: What is Rhetoric? and 32 Million Word Gap Complete rhetorical analysis of 32 Million Word Gap
T Sept 5	Discuss Trial by Fire In-class writing response to Trial by Fire	Read and annotate Trial by Fire * How to annotate a text handout in Course Content
R Sept 7	Review rhetorical analyses of Trial by Fire Review essay plan assignment for paper 1	Complete rhetorical analysis of Trial by Fire
T Sept 12	Finding and narrowing a topic, with focus on paper 1	
R Sept 14	Quiz on readings Review essay plans for paper 1	Essay plan for paper 1 Read Shitty First Drafts, Thesis Statements and On Topic Sentences
T Sept 19	Peer review of paper 1 draft	Paper 1 first draft Read Responding to Other Students' Writing
R Sept 21	Discuss readings, including POV In-class writing response to readings Review paper 2 assignment	Read Now Is the Time to Talk About What We Are Actually Talking About, Letter to My Son and Black Lives Matter: A Commentary on Racism and Public Health

T Sept 26	Discuss and review rhetorical analyses	Chose one of the 3 readings from last class and complete rhetorical analysis
R Sept 28	Continue with 3 race readings How to develop a research question, including review of homework assignment	DB post: What connections can you make between our 3 readings on race? Consider all aspects of rhetoric -- including content, structure and purpose — and focus on those that interest you most.
T Oct 3	Discuss research question, sources for paper 2 Sign up for one-on-one meetings Oct 10 and 12	Research question, sources for paper 2
R Oct 5	Library visit	Paper 1 final version
T Oct 10 & R Oct 12	Library to work on paper 2. You MUST: <ul style="list-style-type: none"> <li>- Sign in with CWB at start of class</li> <li>- On assigned day/time, meet with CWB – be prepared!</li> <li>- Sign out with CWB at end of class</li> </ul> If you don't both sign in and out, you will be marked absent!	
<b>NO MIDTERM EXAM, BUT THIS IS WHERE MIDTERM GRADES WILL BE DETERMINED</b>		
T Oct 17	Peer review of paper 2 draft Creating a strong thesis statement-topic sentence structure, with a focus on paper 2	Read Coming to Terms and Forwarding and Countering DB post on Coming to Terms and Forwarding and Countering Paper 2 first draft
R Oct 19	Quiz on Establishing Arguments and Logic in Argument Writing The art of the argument essay Review argument assignment	Read Establishing Arguments, Logic in Argument Writing and Does Facebook Make Us Lonely
T Oct 24	Fall Break – Enjoy the day off!	
R Oct 26	Review argument thesis and “expert” interviews Diagram an argument essay	Paper 4 thesis and write-up of “expert” interviews you conducted
T Oct 31	Review argument writing plans Review paper 3 assignment	Argument writing plan
R Nov 2	Meet in library <ul style="list-style-type: none"> <li>- Sign in with CWB and receive research topic assignment</li> <li>- Sign out with CWB at the end of class</li> </ul> If you don't both sign in and out, you will be marked absent!	Read The Research Paper and Coming Up with a Research Topic Online quiz on readings
T Nov 7	Using research topic assignment to develop a research question for paper 3	Research topic assignment from library
R Nov 9	Structure and elements of a research paper, including annotated bibliography Sign up for one-on-one meetings Nov. 14 or Nov. 16 Review final exam/paper 4 assignment	Research question and sources Read Annotated Bibliography
T Nov 14 & R Nov 16	Library to work on paper 3. You MUST: <ul style="list-style-type: none"> <li>- Sign in with CWB at start of class and receive any instructions</li> <li>- On assigned day/time, meet with CWB – be prepared!</li> <li>- Sign out with CWB at end of class</li> </ul> If you don't both sign in and out, you will be marked absent!	
T Nov 21	Workshop paper 3 writing plans Editing essays and paragraphs, part 1	Paper 3 writing plan

R Nov 23	Thanksgiving Break – Gobble, gobble!	
T Nov 28	Meet in library to work on paper 3 - Sign in with CWB - Sign out with CWB at the end of class If you don't both sign in and out, you will be marked absent! Meet one-on-one with CWB as needed	Annotated Bibliography
R Nov 30	Peer review of paper 3 draft Editing essays and paragraphs, part 2	Paper 3 first draft
T Dec 5	Research presentations	
R Dec 7	Last regular class Research presentations	Paper 3 final draft
Week of Dec 14	Final exam/paper 4 presentations	Paper 4

### **2017-2018 Academic Calendar**

Please refer to the Academic Calendar for major dates and deadlines.

### **UNIVERSITY POLICIES & ACADEMIC REGULATIONS**

The following policy excerpts have been taken from the Student Handbook. Follow the link to view the policy in its entirety.

**Add/Drop Policy:** See add/drop dates in the Academic Calendar.

**Attendance Policies:** From the Student Handbook: Students are expected to attend regularly and promptly all their classes, appointments, and exercises. The instructor has the right to dismiss from class any student who has been absent more than two weeks (pro-rated for terms different from that of the semester). A dismissed student will receive a withdrawal (W) from the course if they are still eligible for a withdrawal per the university *Withdrawal from a Course* policy, or a failure (F) if not. A student who is not officially registered in the course is not permitted to attend classes or take part in any other course activities. Students absent from any class meeting are responsible for making up missed assignments and examinations at the discretion of the instructor.

#### **ATTENDANCE**

Be here. Be on time. Your active participation is an important part of this class, so attendance is crucial. Missing classes may lower your grade. Please don't contact me with an explanation unless you are going to be absent for an extended period of time.

#### **BEING LATE**

We begin class at the time noted in the catalog, the time you agreed to by signing up for this class. Habitual lateness is disruptive and will result in a lowered class participation grade and, thus, a lower course grade. Please be considerate of your classmates. If you **MUST** be late, enter the class quietly and take a seat in the back of the class.

#### **MAKING UP WORK**

If you're absent from class, speak with a classmate about what you missed and consult the syllabus. Do not call or e-mail me and say "What did I miss?"

#### **SOME COMMONSENSE GUIDELINES FOR CLASS**

Without agreed-upon guidelines, no community can function effectively. In order for all of us to get the most we can out of this class, the following terms are non-negotiable:

1. Complete the work assigned for each class in order to be considered present. This means that you will have completed the reading and writing assignments prior to the start of class.

2. Carefully review the syllabus, assignment sheets, and other handouts distributed to the class. Class time will not be wasted reviewing basics (e.g. "is this typed?") that are included on these documents. **THE SYLLABUS IS YOUR GUIDE TO CLASS SUCCESS!** Look at it regularly.

3. Be respectful. All members of our classroom community should be given a fair and full hearing.

4. Read, know, understand and carry out the behaviors and expectations listed in the Class Contract. **THIS INCLUDES ACCEPTABLE USAGE OF CELLPHONES AND OTHER ELECTRONIC DEVICES IN THE CLASSROOM.** Details about this policy are included in the Class Contract.

5. Should you fail to follow these guidelines or otherwise behave inappropriately, I will instruct you to leave the class, you will be marked absent, and you will not be permitted to make up that day's work.

## **GETTING HELP**

If you have questions about, or problems with, a particular assignment or any aspect of this course, I urge you to schedule a conference with me. I am happy to work with you individually and/or refer you to needed resources.

## **AN IMPORTANT NOTE**

These guidelines and the class syllabus serve as a contract between us, detailing what to expect from the course and what's expected of you. Consult them regularly. Be sure to take time to carefully read **ALL DOCUMENTS** related to this class and share your questions and concerns.

## **Religious Observance Policy for Students**

The University of New Haven respects the right of its students to observe religious holidays that may necessitate their absence from class or from other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence, although in academic courses they are responsible for making up missed work. Note: Instructors should try to avoid scheduling exams or quizzes on religious holidays, but where such conflicts occur should provide reasonable accommodations for missed assignment deadlines or exams. If a class, an assignment due date, or exam interferes with the observance of such a religious holiday, it is the student's responsibility to notify his or her instructor, preferably at the beginning of the term, but otherwise at least two weeks before the holiday.

## **Withdrawal from a Course**

See the [Academic Calendar](#) for the final date to request a withdrawal for this term. Students wishing to withdraw from a course **MUST** officially do so by completing the [online](#) form or by submitting a [course withdrawal form](#) to the registrar's office. This request must be submitted to the Office of the University Registrar (and signed by the International Services Office if you are an international student). The grade of **W** will be recorded, but the course will not affect the GPA.

## **Incomplete (INC) Grade Policy**

A grade of Incomplete (**INC**) is given only in special circumstances and indicates that the student has been given permission by the instructor to complete required course work (with the same instructor) after the end of the term. In the absence of the instructor a student should contact the Department Chair.

## **Academic Integrity Policy and Procedures**

The University of New Haven expects its students to maintain the highest standards of academic conduct. Academic dishonesty is not tolerated at the University. To know what it is expected of them, students are responsible for reading and understanding the statement regarding academic honesty in the [Student Handbook](#). Please ask me about my expectations regarding permissible or encouraged forms of student collaboration if there is any confusion about this topic. Please ask me about my expectations regarding permissible or encouraged forms of student collaboration if there is any confusion about this topic.

The [Dean of Students Office](#) offers a range of support to students. It answers questions, provides information about and referrals to campus resources; assists in students' adjustment to the University; promotes programs which address student needs, concerns and interests; and helps students in resolving problems of any type.

## **Commitment to Positive Learning Environment**

The University adheres to the philosophy that all community members should enjoy an environment free of any form of harassment, sexual misconduct, discrimination, or intimate partner violence. If you have been the victim of sexual

misconduct, we encourage you to report this. If you report this to a faculty/staff member, they must notify our college's Title IX coordinator about the basic facts of the incident (you may choose to request confidentiality from the University). If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Title IX Coordinator, Caroline Koziatek, at (203) 932.7479 or [ckoziatek@newhaven.edu](mailto:ckoziatek@newhaven.edu). For more information visit **Title IX at the University of New Haven**.

### **Reporting Bias Incidents**

At the University of New Haven, there is an expectation that all community members are committed to creating and supporting a climate which promotes civility, mutual respect, and open-mindedness. There also exists an understanding that with the freedom of expression comes the responsibility to support community members' right to live and work in an environment free from harassment and fear. It is expected that all members of the University community will engage in anti-bias behavior and refrain from actions that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem. (**Reporting Options**)

## **UNIVERSITY SUPPORT SERVICES**

The University recognizes that students can often use some help outside of class and offers academic assistance through several offices.

### **Centers for Academic Success and Advising (CASA)**

The Academic Success Center provides a wide range of academic support to day and evening undergraduate students beyond their first year of college.

### **University Writing Center**

The mission of the Writing Center (an expansion of the Writer to Writer peer-tutoring program) is to provide high-quality tutoring to undergraduate and graduate students as they write for a wide range of purposes and audiences. Tutors are undergraduate and graduate students studying Biology, Communications, Criminal Justice, National Security, Engineering, English, Environmental Science, Finance, Forensic Science, Legal Studies, Marine Biology, Music, Nutrition, and Psychology. We are here to work with you at any stage in the writing process; just bring in your assignment, your ideas, and any writing you've done so far. To make an appointment, you can register for an account with our scheduling site at <https://newhaven.mywconline.com> or visit us in person at our desk on the first floor of Peterson library (just to the left after you enter the library).

### **Center for Learning Resources (CLR)**

The Center for Learning Resources (CLR), located in the Peterson Library, provides academic content support to the students of the University of New Haven using metacognitive strategies that help students become aware of and learn to apply optimal learning processes in the pursuit of creating independent learners CLR tutors focus sessions on discussions of concepts and processes and typically use external examples to help students grasp and apply the material.

### **Accessibility Resources Center**

Students with disabilities are encouraged to share, in confidence, information about needed specific course accommodations. The Accessibility Resources Center, located in Sheffield Hall, is responsible for and committed to providing services and support that serve to promote educational equity and ensure that students are able to participate in the opportunities available at the University of New Haven. Accommodations cannot be made without written documentation from the Accessibility Resources Center.

### **Counseling & Psychological Services**

The Counseling Center offers a variety of services aimed at helping students resolve personal difficulties and acquire the balance, skills, and knowledge that will enable them to take full advantage of their experience at the University of New Haven.