ENGL 102-189  
Winter 2019  
Rondolone

Professor: Dr. Donna Lynne Rondolone Office location: MacAlister 5054

Classroom: LinPlz 320 Office hours: M/Th 2:00-3:30; & by apt.

Class days/times: T 11:00-12:20 PM Email: dlr26@drexel.edu

**English 102: “Composition and Rhetoric II: Advanced Research and Evidence-Based Writing”**

*About the Course*

*Course Description*

Advances students’ development in the writing processes and the use of writing as a tool for inquiry. Promotes the critical evaluation and integration of information into students’ own writing as they research complex and open-ended issues. Continues review of grammar, style, and documentation conventions. Encourages collaboration and effective strategies for searching the Internet and library resources. Engages students in reflection and promotes positive attitude towards writing.

*Learning Outcomes*

In the First-Year Writing Program, we focus on two of the Drexel Student Learning Priorities: communication and self-directed learning. We encourage students to write clearly with a firm sense of their readers—the people with whom they are communicating. We believe that when writers connect with their readers about subjects of real concern to the writers, they will more readily continue to learn and practice writing on their own, an attitude we believe is fundamental to improving one’s writing. As a result, our students will use writing effectively in their personal, academic, and professional lives.

*Objectives of English 102*

In English 102, students will:

* Use research to enhance their understanding of topics that are meaningful to them.
* Find reputable information using Internet and library searches.
* Be able to integrate information from outside sources into their written work in an ethical manner.
* Write persuasive arguments appropriate to audiences both inside and outside of academia.
* Respond productively to their classmates’ writing.
* Improve their clarity, grammar and mechanics.
* Develop a more positive attitude towards writing.

*Required Texts*

Bullock, Richard. *The Norton Field Guide to Writing*. 5th ed. New York: Norton, 2016. Print. (The third or fourth edition will also work.)

Rosen, Gail and Kathleen Volk Miller eds. *The 33rd: An Anthology*. Philadelphia: Drexel Publishing Group, 2019. Print.

In addition, there will be various readings and videos about our course theme of **education**. These sources are available in the Readings folder on the course home page or on the Web.

*The Hybrid Course Format*

This is a “hybrid” course, which means that you will meet once per week with your professor for 80 minutes, and complete the remaining class time and coursework online, primarily using *Blackboard Learn* (*BbLearn*). Access BbLearn using the DrexelOne Portal, or by logging in at learn.drexel.edu.

On the left-hand side of the course home page (in the blue box), you’ll find virtual “folders” for each week’s activities; in these folders you’ll find all of the reading and writing assignments.

*Course Policies and Resources*

*Technology*

You must use BbLearn to access course materials and use a Drexel email account. Outside of the classroom, I will use your Drexel email account to inform you of any changes to class activities, etc. If you have trouble accessing Learn, your email, or with your computer, call the Help Desk at 215-895-2020; see <http://www.drexel.edu/irt/> for additional resources.

*Attendance*

Your participation is essential to your success in this class. Class participation means being present and prepared, and actively engaging with discussion, readings, and writing. Students who miss more than 10% of class meetings due to unexcused absences will have their grades reduced. A student who misses more than 20% of scheduled class time as a result of unexcused OR excused absences will fail the course. An excused absence is defined as one that is the result of a condition or circumstance beyond the student’s control, such as illness, a family crisis or emergency, or essential travel; an official university event (e.g., academics, athletics or performing arts); or a religious holiday. Normally, an absence will be excused only if there is some documentation verifying the circumstances that caused the absence.

**Chronic and/or significant lateness** may adversely affect your final grade.

**Sleeping** in class will incur the same penalty as an absence.**Texting or engaging in any other activity unrelated to this class** will incur the same penalty as an absence.

*Drexel University Writing Center*

The Drexel Writing Center (DWC) is staffed by Peer and Faculty readers who will help you develop as a writer through one-on-one consultations on current writing projects. The DWC website has more details: [www.drexel.edu/writingcenter](http://www.drexel.edu/writingcenter). The DWC is located in 0032 MacAlister Hall and can be reached at 215-895-6633.

*Drexel Office of Disability Resources*

Students with disabilities who request accommodations and services at Drexel need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVLs are issued by the Office of Disability Resources (ODR). For additional information, contact the ODR online at<http://www.drexel.edu/oed/disabilityResources/Overview/>. The ODR is located at 3201 Arch St., Ste. 210, Philadelphia, PA, 19104. Phone: 215-895-1401; TTY: 215-895-2299.

*Academic Dishonesty*

All students must abide by Drexel’s policy about academic dishonesty. The policy can be accessed here:<http://www.drexel.edu/provost/policies/academic_dishonesty.asp>

*Add/Drop/Withdraw*

You will have until the end of the first week to add or drop a course. Please note that you are responsible for any work you miss in the late addition of a course. For more information on Add/Drop, please visit [Add/Drop](http://drexel.edu/drexelcentral/courses/adjustments/Adding%20and%20Dropping%20Courses/). Undergraduates have until the end of the 7th week of the term to withdraw. For details on the withdrawal policy, see [Withdraw](http://drexel.edu/drexelcentral/courses/adjustments/course-withdraw/)

*Grading*

Your final grade will reflect your completion of three graded formal writing assignments (an exploratory/reflection essay, an annotated bibliography, and a persuasive essay) and many informal writing assignments (discussion forum and blog post submissions) reflecting your participation in our writing community.

This class will include a great deal of reading and writing about other students’ texts.  The purpose of this kind of feedback is to let other members of our writing community know how you are experiencing their texts—and, of course, to let you know how others are experiencing your texts.

*F2F Class Participation*   
Your F2F class participation score will be based on attendance and completion of activities. I assign five points for each set of in-class activities (a “set” includes everything done preparing for and in class that day, including posting to the Writing Community blog). If you put a substantial effort into each activity, you’ll earn all five points for each class. If you do not seem to be putting much effort into our activities, I’ll assign a reduced number of points.

*Discussion Forum Participation*  
Your participation score will be based on your willingness to engage the prompt’s complexity and respond thoughtfully and sincerely to your classmates. If you put a substantial effort into each activity, you’ll earn all five points for each forum. If you do not seem to be putting much effort into these activities, I’ll assign a reduced number of points.

*Final Grade*  
Your final grade will be based on the following:

F2F Class Participation: 50 points (10 F2F class meetings at 5 points each)

Online Discussion Forums: 35 points (7 discussion forums at 5 points each)

Composition project 1: 40 points

Project prop and annotated bib: 25

Composition project 2: 50 points

Letter grades correspond to the following percentages:

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| A+: 97-100 | B+: 87-89 | C+: 77-79 | D+: 67-69 |
| A: 93-96 | B: 83-86 | C: 73-76 | D: 60-66 |
| A-: 90-92 | B-: 80-82 | C-: 70-72 | F: below 60 |

**Composition Projects**

**Composition Project 1: Personal Reflection on Education**

In this essay, consider the ways in which your experience with the educational system has affected you, for better or for worse. What aspects of your personal development—intellectual, artistic, social--has it advanced? What aspects has it hindered? By way of preparation, first read *Norton* chapters “Writing as Inquiry” and “Reflections”; then consider the perspectives articulated by the authors/educators we’ve read/viewed, and inform yourself of additional POVs retrieved from researching Drexel’s databases (use the Summon tool on the library’s home page: <https://www.library.drexel.edu/)>. Think of this essay as more than an end in itself: it will give you a forum for preliminary thinking about your research throughout this term. Your exploratory essay/personal reflection should be no longer than 1000 words.

**Research and Evidence:** This project will require evidence from about five sources. At least two of them should be sources you found on your own. You’ll discover that this requirement, instead of limiting you, will allow you to expand on your own ideas.

**Maximum Length**: No more than 1000 words, excluding citations.

**Format:** Place your name and the course/section number in the upper left corner.  Skip two lines and center your title above the essay proper.Double-space.

**Citation Conventions:** You may use either the MLA or the APA system of citation. See “Research and Citation Resources” in the Purdue OWL Web site: (<https://owl.english.purdue.edu/owl/section/2/)>.

**Project Proposal and Working Annotated Bibliography for Final Composition Project**

This assignment is an intermediate step towards writing the second composition project. Consider your thinking about education in your exploratory essay/personal reflection. Prepare by reading A&B, “Writing an Exploratory Essay or Annotated Bibliography” (in the Readings folder on the course home page). Narrow your topic for project 2 down to something that you can explore in depth within a 1500-word essay.

Project proposal: Your project proposal should include a detailed explanation of the specific topic you want to explore in your final composition project. It should explain your personal interest in the topic and why you think this topic is significant to others as well. In addition, your choice of topic should be based on an informed opinion: that is, your choice should be informed and already shaped, to some degree, by preliminary research that enables you to make a considered choice about your topic. By the time you write your proposal, you should already have compiled several reputable sources that you can include in your annotated bibliography.

Working Annotated Bibliography: Using the instructions in A&B, “Writing an Exploratory Essay or Annotated Bibliography” (in the Readings folder on the course home page), you will write an annotated bibliography that uses no fewer than five reputable sources, including at least one scholarly source. Your annotated bibliography must feature evaluative annotations. Furthermore, it should have a relevant title and an introduction that states the scope of your research. To find articles, and to determine whether they are reputable, review “Finding Sources” and “Evaluating Sources” in *Norton*. Your annotated bibliography should be no longer than 1200 words.

**Research:** Your project proposal and working annotated bibliography should be based on several reputable sources, including at least one scholarly source.

**Format:** Place your name and the course/section number in the upper left corner.  Skip two lines and center your title above the introduction.

**Citation Conventions:** You may use either the MLA or the APA system of citation. See “Research and Citation Resources” in the Purdue OWL Web site: (<https://owl.english.purdue.edu/owl/section/2/)>.

**Final Composition Project: Exploratory Essay on What’s Wrong/Right with Education**

**Topic:** This project’s broad focus is education in general. Your challenge is to identify a relatively narrow topic within that broad focus that you’re curious about and to which you have some personal connection. As we work through the readings and videos during the first half of the term, reflect on your own experiences in school and how they have shaped you, for better or for worse. Identify a subtopic related to education that intrigues you enough to sustain you through a process of investigation. From your personal POV, what’s right and what’s wrong about our educational system?

For this assignment, review A&B, “Writing an Exploratory Essay.” Your discussion should integrate your own ideas, the ideas of your classmates, and the ideas in the sources you have been reading. Please pay particular attention to the section “Doing Research,” which explains how to use sources fairly and effectively. Your final project should be no longer than 1500 words.

**Research and Evidence:** This project will require evidence from between five to ten primary and secondary sources. You’ll find that this requirement, instead of limiting you, will allow you to expand on your own ideas.

**Maximum Length**: No more than 1500 words, excluding citations.

**Format:** Place your name and the course/section number in the upper left corner.  Skip two lines and center your title above the essay proper.Double-space.

**Citation Conventions:** You may use either the MLA or the APA system of citation. See “Research and Citation Resources” in the Purdue OWL Web site: (<https://owl.english.purdue.edu/owl/section/2/)>.

**Class Schedule  
(subject to change; information in the weekly folders will be more exact)**

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| **Week One** | **Assignments/Activities** |
| Tuesday  January 7 | Introduction  In-class writing: Writing Community Blog post |
| Online | Discussion Forum Week One  Before you submit your initial response, view “Neil deGrasse Tyson Applied Science to the Tooth Fairy”: <https://www.youtube.com/watch?v=BsR6sIsoWgU>  Submit your initial response no later than 11:59 PM on Thursday 1/9; submit your replies no later than 11:59 PM on Sunday 1/12. |

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| **Week Two** | **Assignments/Activities** |
| Tuesday  January 14 | Do these activities before you come to class:  Read “Writing as Inquiry” (323-26) and “Reflections” (256-63) in *Norton*  Read Gray, “Declining Student Resilience: A Serious Problem for Colleges” (<https://www.psychologytoday.com/blog/freedom-learn/201509/declining-student-resilience-serious-problem-colleges>)  Read Bash, “My Experience with the World’s Most Popular Drug” (in *The 33rd*, 24-27)  Bring these materials/assignments with you to class:  Your laptop  Your copy of *Norton*  Your copy of *The 33rd*  Activities we’ll do in class:  Small-group and whole class discussion  In-class writing: Writing Community Blog post |
| Online | Discussion Forum Week Two  Before you submit your initial response, read Mark Edmundson’s “Who Are You and What Are You Doing Here?” (<http://www.oxfordamerican.org/magazine/item/486-who-are-you-and-what-are-you-doing-here>) and William Deresiewicz’s “The Disadvantages of an Elite Education” ([https://theamericanscholar.org/the-disadvantages-of-an-elite-education/#](https://theamericanscholar.org/the-disadvantages-of-an-elite-education/); if the link doesn’t work, do a search using the author’s name and the article title).  Submit your initial response no later than 11:59 PM on Thursday 1/16; submit your replies no later than 11:59 PM on Sunday 1/19. |

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| **Week Three** | **Assignments/Activities** |
| Tuesday  January 21 | Do these activities before you come to class:  View Sir Ken Robinson’s three TED talks (<http://www.ted.com/speakers/sir_ken_robinson)>  Read Stein, “I’m a Professor Who Doesn’t Use Trigger Warnings. Here’s Why” (in *The 33rd*, 249-51)  Bring these materials/assignments with you to class:  Your laptop  Your copy of *The 33rd*  Activities we’ll do in class:  Small-group exploration of the Common Core’s writing standards [<http://www.corestandards.org/ELA-Literacy/WHST/introduction/>] and its development [<http://www.corestandards.org/about-the-standards/development-process/>])  Discussion of Stein essay in light of previously read/viewed sources  In-class writing: Writing Community Blog post |
| Online | Discussion Forum Week Three  Before you post your initial response, view Dan Pink’s TED talk on motivation <http://www.ted.com/talks/dan_pink_on_motivation#t-11328>) and John Cleese’s talk on creativity (<https://www.youtube.com/watch?v=Pb5oIIPO62g> .  It’s the one that’s 36:59 long).  Submit your initial response no later than 11:59 PM on Thursday 1/23; submit your replies no later than 11:59 PM on Sunday 1/26. |

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| **Week Four** | **Assignments/Activities** |
| Tuesday  January 28 | Do these activities before you come to class:  Write a well-developed draft of composition project 1  Bring these materials/assignments with you to class:  Your draft of composition project 1  Your laptop  Activities we’ll do in class:  Peer review of composition project 1  Read A&B, “Writing an Exploratory Essay or Annotated Bibliography” (in the Readings folder on the course home page)  Review assignment description of project proposal/annotated bibliography and composition project 2  Begin drafting project proposal/annotated bibliography  In-class writing: Writing Community Blog post |
| Online | Submit final draft of composition project 1 to the Turnitin dropbox on the course home page no later than 11:59 PM on Thursday 1/30. |

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| **Week Five** | **Assignments/Activities** |
| Tuesday  February 4 | Do these activities before you come to class:  Participate in a Blackboard Collaborate Library Session  Read Wexler, “Elementary Education Has Gone Terribly Wrong” (in the Readings folder on the course home page)  Bring these materials/assignments with you to class:  Your laptop  Your latest revision of your project proposal  Your copy of *The 33rd*  Activities we’ll do in class:  Review of citation systems  Collaborative research  Drafting of annotated bibliography  In-class writing: Writing Community Blog post |
| Online | Discussion Forum Week Five  Before you post your initial response, read Tate, “Halfway Back Home” (in the readings folder on the course home page)  Submit your initial response no later than 11:59 PM on Thursday 2/6; submit your replies no later than 11:59 PM on Sunday 2/9. |

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| **Week Six** | **Assignments/Activities** |
| Tuesday  February 11 | Do these activities before you come to class: Finish drafting your project proposal and annotated bibliography  Bring these materials/assignments with you to class: Your laptop  Your draft of your project proposal and annotated bibliography  Activities we’ll do in class:  Peer review of your project proposal and annotated bibliography  In-class writing: Writing Community Blog post |
| Online | Submit final draft of project proposal and annotated bibliography to the Turnitin dropbox on the course home page no later than 11:59 PM on Thursday 2/13. |

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| **Week Seven** | **Assignments/Activities** |
| Tuesday  February 18 | Do these activities before you come to class:  Review A&B, “Writing an Exploratory Essay or Annotated Bibliography” (in the Readings folder on the course home page)  Read Marcelis, “What’s the Point of Same-Sex Education?” in *The 33rd* (62-71)  Bring these materials/assignments with you to class:  Your laptop  Activities we’ll do in class:  Small-group and whole-class discussions  In-class writing: Writing Community Blog post |
| Online | Discussion Forum Week Seven  Before you post your initial response, read Griffin, Bolkan, and Goodboy, “Academic Dishonesty Beyond Cheating” (in the Readings folder on the course home page). Submit your initial response no later than 11:59 PM on Thursday 2/20; submit your replies no later than 11:59 PM on Sunday 2/23. |

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| **Week Eight** | **Assignments/Activities** |
| Tuesday  February 25 | Do these activities before you come to class:  Write your first draft of final composition project  Bring these materials/assignments with you to class:  Your first draft of final composition project  Your laptop  Activities we’ll do in class:  Construction of mental map (Text2Mind Map)  In-class writing: Writing Community Blog post |
| Online | Discussion Forum Week Eight  Before you post your initial response, read Blum, “The Curiosity Box” (in the Readings folder on the course home page). Submit your initial response no later than 11:59 PM on Thursday 2/27; submit your replies no later than 11:59 PM on Sunday 3/1. |

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| **Week Nine** | **Assignments/Activities** |
| Tuesday  March 3 | Do these activities before you come to class:  Revise your first draft of the final composition project into a well developed second draft  Bring these materials/assignments with you to class:  Your laptop  Your second draft of the final composition project  Activities we’ll do in class:  Peer review of composition project 2  In-class writing: Writing Community Blog post |
| Online | Submit final draft of final composition project to the Turnitin dropbox on the course home page no later than 11:59 PM on Thursday 3/5. |

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| **Week Ten** | **Assignments/Activities** |
| Tuesday  March 10 | Do these activities before you come to class:  TBA  Bring these materials/assignments with you to class:  Your laptop  Activities we’ll do in class:  Course evaluations  In-class writing: Writing Community Blog post |
| Online | Discussion Forum Week Ten  Submit your response no later than 11:59 PM on Thursday 3/12. |