

Course Syllabus: Composition II

Prerequisite: Successful completion of ENC 1101 or have passed an AP English Exam

Meeting: Online (ENC 1102.BW65)

Term: Summer B 2013

Instructor: Christopher R. Friend

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Office: Colbourn Hall (CNH) 306 D

Office Hours: In person or online, but by appointment.

Visit <http://friend.lattiss.com> for available times or email instructor for other options.

I. OVERVIEW

1.1. Course Description. In this course, we will explore the research process as one of genuine inquiry. During the semester, you will be expected to:

- ask challenging, open-ended questions requiring inquiry to answer;
- read carefully what others have said about those questions;
- create new knowledge about those questions using appropriate primary and secondary research methods, including library research, historical analysis, rhetorical analysis, survey, or interview; and
- join the existing research “conversation” on relevant topics.

You will use writing as a tool to help you learn each of the concepts listed above, and you will become more aware of your style and abilities as a researcher.

1.2. Course Outcomes. Through successful completion of this course and its activities, you should be able to

- read, analyze, and respond to difficult texts;
- understand texts as claims and test those claims;
- ask meaningful questions about the literacies required in the 21st century;
- use research and analysis to seek answers to those questions;
- convey written ideas and research findings effectively for various audiences and purposes; and
- explain writing-related concepts, including *intertextuality*, *genre*, *originality*, *plagiarism*, and *the technologies of writing and research*.

2. REQUIRED MATERIALS

- A reliable connection to the Internet. Please have backup plans/devices available. See Works Cited

3. GRADING & ASSESSMENT

Your grade in this course will be based on two holistic grades listed in Figure 1(b). Think of these like grades for a semester-long portfolio: the components work together to build the overall value of the whole. That value is what will be graded in this course. You will get consistent feedback throughout the semester to help ensure you are on-track for a successful grade. Additionally, each major project will have a specific assessment rubric, and every smaller assignment will have detailed completion guidelines that will be provided in class and available on Webcourses. The smaller assignments are designed to help you build toward your final project and should not be dismissed.

Please note the following distinctive characteristics about grading in this course:

- You can earn a D for an assignment or major component, but you cannot earn a D for this course. To pass, you must earn at least a C average.
- The grade of NC (no credit) can be assigned at the instructor's discretion only if you complete all course work on time, attended class regularly, and fail to produce satisfactory work for the class.

3.1. Grading Standards. Regular attendance, participation in all activities, and successful completion of all assignments (as defined by each assignment's assessment rubric) will earn you a passing grade of C, indicating that you have achieved the expected outcomes of the course. If you do not take part in all assignments and activities, you should not expect a passing grade in the course. If the quality of your work or your participation falls below acceptable standards (i.e. if you are heading for failure), I will be sure to let you know. Along more optimistic lines, grades of B or A are used for work that is good and excellent, respectively, surpassing the basic expectations. Assignment sheets will suggest ways to exceed those expectations, so you won't have to guess. If your performance exceeds basic standards, I will be sure to let you know.

Besides participation, all grades for this course come from products turned in at the end of the semester (see Figure 1(b)). This is by design, to allow you the chance to experiment and take risks as you progress through the course. If your research leads you down a dead-end, your grade will not be affected. In lieu of grades, you will receive constant feedback from your peers and instructor about what is and isn't working well with your research and various written products. Take the feedback seriously, and revise your work regularly throughout the semester so that your final portfolio best reflects your ability.

3.2. Expectations. This class will employ collaboration to a larger extent than is typical in a composition course. You will not be doing group projects, but you will be working with one another to learn from one another's work, progress, and feedback.

While enrolled in this course, you can expect these things from me:¹

- enthusiasm for research, teaching, and writing;
- clarity and thoroughness in assignments, goals, and expectations;
- personal interest in your learning and work;
- freedom to be creative with the products you create for this course;

¹The structure and approach of the Expectations section is adapted from the English 239 syllabus of Cheryl E. Ball, ISU.

GRADE	MIN. POINTS		
A	185		
A-	180		
B+	175		
B	165		
B-	160		
C+	155		
C	145		
C-	140		
NC	Unsatisfactory		
F	Partial/Poor		

(a) Grade Calculations

ASSIGNMENT	POINTS
Products (portfolio & genre presentation)	100
Process (participation & collaboration)	100
TOTAL	200

(b) Grade Distribution

FIGURE 1. Course Grading System

- critical feedback to help you improve your thinking and writing; and
- preparation to ensure a beneficial and productive semester.

If at any point you feel I am failing to meet any of those expectations, please let me know. Your feedback is the best way I can learn how to improve my teaching.

As we progress through the semester, your peers and I will expect these things from you:

- consistent attendance and active participation in class activities, both online and on-ground;
- informed contributions, based on sufficient preparation and consideration (i.e. doing the readings and research)
- an open mind, tolerant and curious about differences of opinion; and
- honest and polite commentary and feedback that helps your peers improve their work.

During class discussions and as you work on your assignments, keep in mind that I value these things in my students:

- thought-out and supported opinions;
- willingness to take risks and try new approaches to solving problems, as risks often create the greatest opportunities;
- creativity in how you respond to the challenges created and faced by this course; and
- excellence in your work, showing the best you can produce.

4. MAJOR ASSIGNMENTS

This course builds to a final project designed to persuade people to take action on a literacy-related issue (broadly defined) of your choosing. Each unit of study (see Figure 2, Course Assignments Overview) includes a major writing assignment designed to form, refine, and express your ideas toward that final project. For each assignment, you will receive a detailed assignment sheet with specific procedures, expectations, and an evaluation rubric. An abridged overview of each major assignment appears below.

4.1. Brainstorming Audit.

Task: Choose a potential issue or question you would like to research, based on the readings at the beginning of the semester. Document your decision and what led you to it.

Purpose: Show that you can:

- (1) identify a relevant, researchable problem;
- (2) specify what you wish to learn about the problem; and
- (3) document and properly cite the readings that led to your decision.

4.2. Research Proposal.

Task: Create a plan for conducting a semester-long research study.

Purpose: Show that you can:

- (1) identify a clear research problem or question,
- (2) create a plan of action for exploring your chosen issue,
- (3) show that your study is important and relevant, and
- (4) suggest a target audience for your findings.

4.3. **Secondary Research Report.** This assignment has two components that combine to document the situation and existing knowledge in which your research is taking place.

4.3.1. *Annotated Bibliography.*

Task: Create a list of sources related to the issue you are investigating.

Purpose: Show that you can:

- (1) identify a variety of sources related to your issue,
- (2) describe other people's research methods and claims, and
- (3) evaluate the validity of claims and arguments.

4.3.2. *Framing Synthesis.*

Task: Present your collection of sources as a cohesive whole.

Purpose: Show that you can:

- (1) explain the relationships among sources,
- (2) relate your sources to the question or problem you are researching,
- (3) identify the shape and nature of present conversation around the issue.

4.4. **Primary Research Report.** This assignment has three components that combine to move the existing knowledge on a topic forward, growing from the positions identified in the Secondary Research Report.

Task: Create knowledge about your chosen issue; determine how that information would best be used.

Purpose: Show that you can:

- (1) gather new knowledge about your chosen issue through appropriate primary research,
- (2) identify the people involved in the conversation,
- (3) examine their relation to the issue in a stakeholder analysis,
- (4) determine what genres are used by those stakeholders, and
- (5) make decisions regarding your chosen issue based on the items above.

4.5. Final Portfolio. This assignment combines the major assignments listed above into a single document that reflects your progress through the semester. The portfolio includes a Course Audit that serves as a cover letter, reflecting on the semester and directing readers to the accomplishments seen in your work. This assignment will:

- (1) demonstrate how your research this semester has met the desired Course Outcomes and
- (2) show self-awareness of your writing and research practices.

5. COURSE CALENDAR

Update calendar workfile; insert data here.

UNIT	WEEK	DATE	READINGS/HOMEWORK (BEFORE CLASS)	GUIDING QUESTION (DURING CLASS)
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5.1. Changes. Material in the preceding schedule is subject to change at the discretion of the instructor. Students will be notified of any changes in class. If relevant, changes will also be reflected on Webcourses.

5.2. Final Exams. Because this class includes a portfolio that documents your progress over the semester, as well as a project you create as a result, there is no final exam as such. However, class will meet on exam day to celebrate our accomplishments and share our projects. Your project presentations during exam periods take place in the regular classroom at these times:

- 9:30 class: Friday, 26 April 2013, 7:00 a.m. to 9:50 a.m.
- 10:30 class: Monday, 29 April 2013, 10:00 a.m. to 12:50 p.m.

6. POLICIES & MISCELLANEA

6.1. Attendance. Your attendance is mandatory, and your success in this course depends on your active engagement. If you are absent more than three times, I will recommend that you drop the class; more than six times, and you risk failing the course. If you must be absent, it is *your* responsibility to complete the day's activities and contact your peers to determine what you missed and how you need to recover. Any absence will cause you to forfeit the points for any participation or activities for those days. (Note that because major papers are collected online, absence from class will not affect the deadline or score for online submissions.)

Absences due to University-sponsored events—such as music performances, athletic competitions, debates, and some conferences—can excuse you from certain minor assignments (but not major papers). When participating in school-sponsored events, submit a Program Verification form to your instructor no later than the day you return to class. Absences due to religious holidays should be discussed with the instructor during the first week of the semester.

Please note that major assignments will be submitted online, so attendance (or lack thereof) does not affect your ability to submit work. You are still expected to turn in your work regardless of whether you are in class that day.

6.2. Gordon Rule. Composition II (ENC 1102) is a Gordon Rule class, meaning that you will be writing at least four major assignments, and you must earn a “C” or better to earn credit for the course. The assignments that contribute to your final portfolio meet this Gordon Rule requirement.

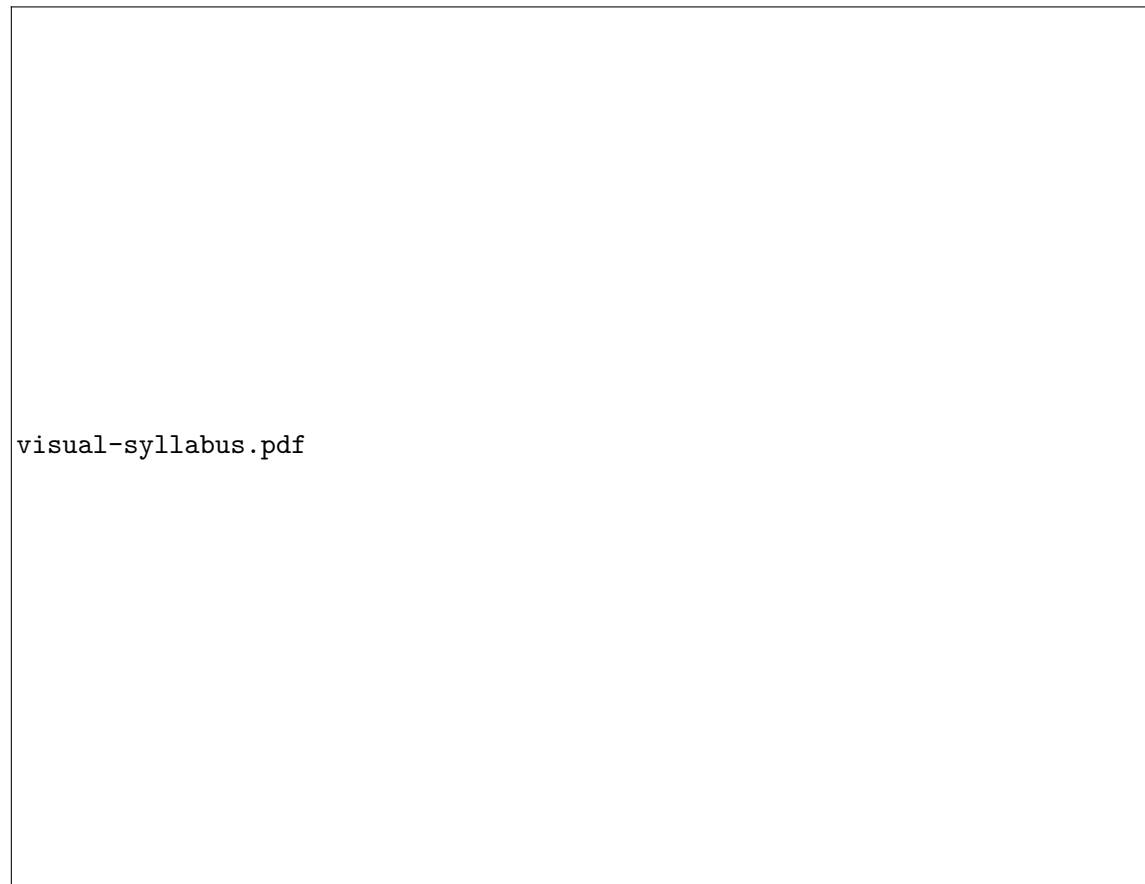


FIGURE 2. Course Assignments Overview

6.3. Etiquette. In short, the members of this class, both the instructor and the students, are expected to behave courteously and professionally in all interactions. Under that umbrella statement, the following general guidelines should be followed in any class here at the University of Central Florida (UCF).

Tolerance: Many of our discussions in class will be driven by opinions and based on challenging material. Since we are all writers, everyone in class will have personal experiences and viewpoints that can contribute meaning to the conversations. All participants are expected to treat others with dignity and respect and are expected to refrain from insensitive comments, including racist, ageist, sexist, classist, homophobic, or other disparaging and unwarranted views.

Timeliness: Students are expected to be ready for class at its designated time just as much as you expect the instructor to dismiss class by the designated time. Should you arrive to class late for any reason, please do so with a minimum level of disruption. If you need to leave class early for any reason, please notify the instructor in advance and be as non-disruptive as possible when leaving.

Cellphones: As a courtesy, all cellphones should be silenced during this or any other class. Should your phone accidentally create a distraction during class, you should take action to eliminate the distraction without adding to it.

Computers: You will need to use your computer in class regularly to collaborate with others and complete your assignments. Having the discipline of shutting off distractions (such as Facebook, chat applications, etc.) improves your ability to focus and participate meaningfully.

Messages: Grammar, spelling, and punctuation reflect your abilities as a writer. Keep in mind that emails and discussion posts you write for this class are being read by an English teacher in a composition course. I do expect you to use care and consideration when corresponding, even if the intended audience is your peers. As a courtesy to any recipient, any email you send should begin with a salutation and end with a closing. If asking a question about an assignment, be sure to indicate which assignment you are asking about. Your instructor tends to be scatter-brained and appreciates the clarity.

Email: As a UCF student, you have access to a Knights Mail account, which will be the primary method of communication for course-related announcements and information. You should check your mail at least three times a week; daily is preferable. Your instructor strives to reply to messages within 24 hours. If you email him a question, be sure to check for a response before your next class meeting.

6.4. **Computer Reliability.** Save everything, and save often. Computer problems are regular part of life, and I expect you to prepare for them rather than use them as an excuse for late work. Every semester, your instructor has had at least three students sustain a complete hard drive failure, losing all their work. Such failures are unpreventable, but they are recoverable, if you plan ahead. Working backups and protection from Windows viruses are essential to avoid the most common catastrophes. A free Dropbox account (<http://dropbox.com>) provides convenient and automatic backups, allows you to access your files from any networked computer in case disaster befalls yours, and preserves old versions of files so that if a file is deleted or altered, a previous copy can be restored.

6.5. Helpful Resources.

6.5.1. *Writing Center.* The University Writing Center (UWC) provides free help for students writing papers for class. Consultations can help with planning, drafting, or revising your papers. Consider using the UWC's free services, particularly in the early stages of planning a document. Learn more at <http://uwc.ucf.edu/> or by calling 407-823-2197. Please note that the weeks of midterms and finals can be very busy there; you are strongly encouraged to make a reservation. A link to the UWC appointment scheduler is available in Webcourses.

6.5.2. *Knowledge Commons (in the library).*

6.6. **Plagiarism.** Students at UCF are expected to act with integrity, in terms of both classroom behavior and intellectual property. For details, please see the Golden Rule Student Handbook, section UCF-5.008.1.e. Violations of this ethical cornerstone will result in disciplinary action, which can include any of the following:

- loss of credit on an assignment

Revise for online

Write this content

- a “Z grade” for the course (see <http://z.ucf.edu> for details)
- loss of credit for the course
- removal from the University

In an effort to protect the integrity of your work and ensure it is not re-used by others later, your instructor may ask that your assignments be submitted to Turnitin.com by their deadlines.

In this course, we will be discussing the use of outside texts for writing in and out of the classroom, specifically the use of source documentation/citation/attribution. If you have questions about correct documentation of sources, consult a writing handbook (such as *The Everyday Writer: A Brief Reference* by Andrea Lunsford), the style guide for the citation system you are using (such as *MLA handbook for writers of research papers* by Joseph Gibaldi), the UWC (see Section 6.5.1), or your instructor during office hours. Use of outside sources without proper credit, turning in work that is not your own, or assisting others to do either are each considered plagiarism and are subject to the above consequences.

6.7. Accommodations. At UCF, we are committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has 1) registered with Student Disability Services (SRC Room 132, phone 407-823-2371, or TTY/TDD 407-823-2116), and 2) met with the instructor to request accommodations.

More personally, I am dedicated to incorporating inclusive practices for all students within the classroom, as well as providing for specific accommodation requests. Beyond the provisions of Student Disability Services, please feel free to contact me with any suggestions and/or requests you have regarding the accessibility of information and/or interactions in this course. I am always interested in these types of suggestions, as they may not only meet a specific student's needs, but could be employed to make the overall class more accessible and inclusive for all students.²

6.8. UCF Allies. Your instructor is a UCF Ally for the lesbian, gay, bisexual, transgendered, and questioning (LGBTQ) community on campus. All UCF Allies offer acceptance, support, and a safe space for anyone who is LGBTQ or is working with issues of sexual identity. Allies answer questions and hold discussions in an open and non-judgmental way, and they can refer you to campus and community resources, as needed. All UCF Allies have attended a training workshop to learn about oppression, heterosexism, homophobia, the coming out process, and the benefits and responsibilities of being an Ally. Your instructor occasionally helps facilitate these workshops, so you are especially welcome to reach out to him to discuss any related issues. Feel free to visit during office hours or contact him by email. For more information about the UCF Allies program, visit <http://allies.sdes.ucf.edu/faq>.

6.9. Instructor's Research. For the purposes of conducting research or improving his teaching practices, your instructor may use your work anonymously as an example in other classes, in workshops and lectures, or in publications. For example, I might quote from one of your assignments in a journal article or conference presentation, without revealing your identity. If you do **not** wish your work to be used in this manner, let me know in writing (via email is fine) within one week after the date your final grade is available. (This date is listed on UCF's Academic Calendar.) Your course grade will not be affected by your decision to

²The second ¶ in the “Accommodations” section is adapted from the syllabus of Barbi Smyser-Fauble, ISU.

permit or deny my use of your work. You can ensure my impartiality by notifying me after the date grades are due, which is also listed on UCF's Academic Calendar.³

7. WORKS CITED

Gibaldi, Joseph. *MLA handbook for writers of research papers*. 7th ed. New York: Modern Language Association of America, 2009. Print.

Lunsford, A.A. *The Everyday Writer: A Brief Reference*. 4th. Bedford/St. Martin's, 2010. Print.

³The "Instructor's Research" section is adapted from the syllabus of Beth Rapp-Young, UCF.