

## English 1164-007 English Composition II - Spring 2016

Instructor: Michael Healy

Meeting Time: MWF 10:00-10:50 in ASH 181

Office Hours: M/W 12-1 p.m., in ASH 194 or by appointment. (Please come see me!)

Phone: office: 554-2699      Weather: 554-2255

Mailbox: ASH 192

E-mail: [mjhealy@unomaha.edu](mailto:mjhealy@unomaha.edu) - Best way to reach me. I will respond within 24h M-F

Class Twitter: @englcomp- do feel free to follow.

### Specific Objectives for English 1164

- **Reading**—This is a writing class and you will read a lot. You will improve your ability to closely and critically read a text, analyze its argument, connect it with other texts, and use reading to inform your writing.
- **Discussion**—This class works best with a community of active participants and collaborators. Be prepared to contribute your ideas in small groups and large class discussion. Being active involves respectful contribution and attentive listening. You will be expected to pay attention to the conversation and to become a part of it.
- **Writing**—To write clearly and effectively, in a variety of genres and modes, demonstrating critical thinking, mindfulness, and audience awareness. We will read, discuss, and write in order to develop as a community of writers. You will be expected to write several drafts, provide and receive feedback during workshops, and explore revision as a means to develop your ideas into better and more effective drafts. By the end of the semester you should be able to structure an essay with a clear thesis, sufficient evidence, effective sentence fluency, and standard conventions.
- **Research**—Developing academic research skills. Utilizing library resources, academic databases, other scholarly sources.
- **Citation**—Further develop and utilize proper citation style in MLA or APA format.
- **Style**—Further develop academic style, sentence fluency, usage, and mechanics.
- **Process**—To further develop and reinforce your understanding of writing as a recursive process that can be used to discover, generate, and explore ideas; organize and present information and evidence; revise texts, and designs for clear communication.
- **Rhetorical Awareness**—To be able to select the best available means in any composing situation, considering audience, purpose, medium, and genre.
- **Thinking**—To advance your conception of academic writing as a means to explore, evaluate, and communicate ideas, as well as to challenge or extend the thinking of others.
- **Reflection**—We will use reflection to become more attentive and aware of ourselves and how we relate to each other. We will reflect on our reading, writing, discussion, revision, and process throughout the course to better prepare an understanding of these concepts and skills in other contexts.

### Required Texts and Materials

*Writing Arguments: A Rhetoric with Readings*. Ramage, Bean, and Johnson, eds. Concise 7th Edition. Pearson, 2016.

*St. Martins Handbook*. Ed. Lunsford. 8<sup>th</sup> ed. Bedford-St. Martins, 2015.

Active use of your UNO electronic accounts, including g-mav, Blackboard, Box (box.unomaha.edu), and other class sites as needed. If you do not have access to the Internet from home, plan to spend time in one of the computer labs on campus. If necessary, email your work to yourself or use a flash or thumb drive. No excuses for not being able to access your work.

Additional Resources: The Online Writing Lab (OWL) at Purdue University.  
<https://owl.english.purdue.edu/owl/>

### Teaching Philosophy

Writing is not just putting words onto paper. It is getting out the stuff of thought, playing with it, and finding the best way to say our thoughts. The act of writing allows us to enter into a conversation with a context, audience, and history; writing is something active and alive. In order to produce our best writing we need to understand and utilize revision and collaboration as invaluable pieces in this process.

I look forward to reading your writing as it often surprises me and helps me make new connections to the world. **You are successful when you seek out what you want to know, what needs to be said, and how best to say it.**

### Attendance and Student Responsibility

I expect you to be on time and attend every class. Since we will meet twice a week, your attendance is necessary in order for you and your classmates to benefit from the workshop environment. I will allow six (6) absences, two full weeks of class meetings, for any reason. **If you miss more than six (6) class periods, your grade will be lowered, up to and including not earning credit for the course.** If this will be an issue, consider withdrawing from the class and taking ENGL 1164 during a different semester or format.

Come to all class periods with assigned work completed and ready to discuss. Come to workshops with drafts completed, copies for your peer group, and ready to discuss. Workshop and peer review are vital to the success of this class and the revision process, therefore the workshop days count heavily towards the class participation grade. **Be sure to show up and to be prepared for the workshop days, 9/21, 9/28, 10/21, 11/18, 12/7, and 12/16 (Our scheduled final).**

**Conferences count toward your revision points for each essay.** Please be respectful of my time (and yours!) and come to conferences with a copy of your essay to work on. Conferences will generally be held on the Tuesday and Wednesday of the week they are scheduled.

Check Blackboard regularly. This is my main avenue of communication with you. All assignments, the syllabus, schedule, and additional class materials will be posted on Blackboard. All assigned work is to be posted to the appropriate assignment page by the time that it is due. If you need assistance with using Blackboard, please let me know. There may be activities on Blackboard during the times that class is canceled due to inclement weather or instructor absence.

Short writings of 300-500 words will be due prior to class. Specific assignment criteria will be posted on Blackboard and the short writings should be submitted to the assignment page prior to the start of class. Bring an electronic or paper copy of your short writings to class for writing work and to facilitate discussion.

Specific criteria for each assignment will be provided in class and on Blackboard. **You must turn in ALL major projects to pass this class.** In addition, several drafts of each project will be due in class for review and revision before the due dates listed.

**All files must be saved in .doc(x) or .rtf format.** Back up all of your work through email, Box, or other cloud storage throughout the semester. Save all versions of your paper to include in your

### Major Assignments and Due Dates

	DUE DATE	POINTS
Technology and Identity	Sep 30	150
Food	Nov 2	150
Unlearning	Nov 30	150
Final Portfolio	Dec 16	325
Short Writings	-----	150
Participation*	-----	75
Total		1000

\*Participation is heavily weighted towards participation within the writing groups, workshops, and peer response.

### Course Requirements and Grading

Projects are due on the indicated dates, no excuses! If a paper or project is turned in late, the grade will be lowered.

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. **Please read pp. 8-9 of *From the Heartland* carefully.**

### Grading

The course grade explanations are listed below, as designated by the UNO Faculty Senate in the undergraduate catalog. Simply attending class and turning in all work does not guarantee an "A" or even a "C." Here is the course grading scale:

Outstanding	A+ = 97-100%	A = 93-96%	A- = 90-92%
Proficient	B+ = 87-89%	B = 83-86%	B- = 80-82%
Satisfactory	C+ = 77-79%	C = 73-76%	C- = 70-72%
Below Standard	D+ = 67-69%	D = 63-66%	D- = 60-62%
Failing	F = Below 60%		

\*\*\*Please note: I do not give grades; you earn them. Work accordingly!\*\*\*

### **Writing Center**

I encourage you to visit the Writing Center (ASH 150) to work on your papers at any stage of the writing process, whether you are gathering ideas or revising a draft. The Writing Center offers assistance to writers at all levels. Be sure to bring your assignment. To make an appointment stop by ASH 150, Call (402) 554-2946, or visit [writingcenter.unomaha.edu](http://writingcenter.unomaha.edu)

### **Revision Policy**

Revisions may be completed for the three major essay assignments. However, you must first receive permission to revise the assignment. A written plan for how and what you will revise must be submitted to me by email or in person. This plan must be both specific and thorough. I suggest that you have a conference with me to develop this revision plan. Upon approval of the plan, you may revise your assignment. Revisions will only be accepted if they are accompanied by the original, graded assignment and the approved revision plan. These revisions may be completed at any time during the semester as long as they are turned in by noon on Friday 12/12.

### **Emergencies**

In case of inclement weather, class is only canceled if UNO is closed. If I have an emergency and need to cancel class, I will notify you by Blackboard and email by 10am.

### **Plagiarism**

Never let it appear that ideas and information gleaned from other sources are your own. The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.” Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

If you have a question about using or citing another writer’s work, DO NOT GUESS. Check with your instructor or a consultant at the UNO Writing Center. Bring a printout of the original source and your paper to the consultation.

### **Disability Accommodations**

Accommodations are provided for students who are registered with Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: [www.unomaha.edu/disability](http://www.unomaha.edu/disability)

### Fall 2015 Preliminary Course Schedule

Key: FTH = *From the Heartland*, BB = BlackBoard, PK= *Portfolio Keeping: A Guide for Students*

SW = Short Writing (300-500 Words)

The schedule for weeks 1-7 is complete to help guide your studies.

Major due dates are scheduled for the whole semester.

I will provide a full version of the schedule for Weeks 8-17 by the end of September

Date	Today's Class	Reading Due	Writing Due
<b>Week 1</b> 8/24	Introductory Materials Prep Chapters 1-2 Present Chapter 1 Materials in Class Assign Profile		
8/26	Profile and Portfolios Discussion of Chapters 1 and 2 Assign Portfolio Proposal	FTH Ch. 1 (p.1-14 ) FTH Ch. 2 (p. 15-27) PK - Portfolio Keeping - Introduction (p. 1-8)	SW1 - Profile Due (300-500 Words)
<b>Week 2</b> 8/31	Discuss Marche Prep <i>Digital Nation</i> Introduce Genre as Social Concept Assign - You are what you tweet	FTH - "Is Facebook Making us Lonely" Marche (p. 293-305) PK - Ch 1-2 (p. 11-18)	SW2 - Facebook (300-500 Words)
9/2	No Class - Instructor Out of Town Watch <i>Digital Nation</i> SW 3 - Due Online by 9/9		
<b>Week 3</b> 9/7	No Class - Labor Day		
9/9	Discuss Digital Nation Voice and Style Discuss Portfolio Readings Prep	FTH - "Introducing Peep Culture" Niedzwiecki (p. 306-321)	SW 3 - <i>Digital Nation</i> - 1 Chapter (300-500 Words) SW 4 - Peep Culture (300-500 Words)
<b>Week 4</b> 9/14	Discussion - The Image Culture PIE, Drafting, Using Box Assigning - Portfolio Proposal	FTH - "The Image Culture" Rosen (p. 322-343) PK - Ch 3-4 (p. 20-32)	SW 5 - Image Culture

9/16	Discussion, Schedule Conferences, Introduction to Workshopping	BB - "Government Surveillance" <i>Last Week Tonight</i> - YouTube Link PK - Ch 5-6 (p. 34-42)	<b>PORTFOLIO PROPOSAL DUE</b> - Created Box Folder and Shared with Instructor via Email Due - You are what you tweet - invention exercise
<b>Week 5</b> 9/21	Discussion - Workshop Assign - Revision Exercises, Revision Readings (BB), Portfolio Proposal	BB - "Shitty First Drafts" BB - "Praise, Question, Wish"	<b>FIRST DRAFT OF PAPER 1 DUE</b> - 3 copies for Workshop
9/23	Discussion - Revision, using feedback, style Conferences and Revision	BB - Revision Readings	
<b>Week 6</b> 9/28	Revision and Editing Peer Review and Workshop	Revision Vs. Editing Readings - BB	<b>REVISED 2ND DRAFT OF PAPER 1 DUE</b> - 3 Copies for Workshop
9/30	Revision, Editing, Proofreading, Revision Start of the Food Unit	FTH - Introduction to Food Unit	<b>REVISED DRAFT OF PAPER 1 DUE - ONLINE</b>
<b>Week 7</b> 10/5	Discussion, writing exercises	FTH -	SW - 6
10/7	Discussion, Writing exercise	FTH -	SW 7 -
<b>Week 8</b> 10/12	Discussion	FTH -	SW 8 -
10/14	Discussion	FTH -	SW 9

<b>Week 9</b> 10/19	No Class - Fall Break		
10/21	Workshop, Peer Review, Sign up for Conferences		<b>DRAFT OF PAPER 2 DUE</b> - Bring 3 Copies for Workshop
<b>Week 10</b> 10/26	Workshop, Drafting, Revision, Conferences	BB - Revision Readings	
10/28	No Class Meeting - Instructor Out of Town for Conference		
<b>Week 11</b> 11/2	Introduction to Unlearning Unit Literacy Timeline Activity	BB - "Coming into Language" and "Superman and Me" FTH - Introduction to Unlearning Unit	<b>REVISED DRAFT OF PAPER 2 DUE - ONLINE</b>
11/4	Introduction to Unlearning Unit Literacy Timeline Activity	FTH - "White Privilege" McIntosh (p. 389-397)	SW 10 - "White Privilege"
<b>Week 12</b> 11/9		FTH - "The Trouble We're In" - Johnson (p. 431- 453)	SW 11 - "The Trouble We're In"
11/11	Discussion, Watch Medora	FTH - "The Role of Stereotypes" Dyer (p. 408-415)	SW 12 - "The Role of Stereotypes"
<b>Week 13</b> 11/16	Watch Medora		Due - Literacy Narrative

11/18	Workshop, Peer Review, Sign up for Conferences		<b>DRAFT OF PAPER 3 DUE</b> - Bring 3 Copies for Workshop
<b>Week 14</b> 11/23	Workshop, Conferences	BB - Revision Readings	
11/25	No Class - Thanksgiving Break		
<b>Week 15</b> 11/30	Discussion, Assign Final Revision and Final Portfolio Assignment	BB - Excerpts from Graphic Memoirs PK - Portfolio Readings Ch 7-8 (p 45-62)	<b>REVISED DRAFT OF PAPER 3 DUE - ONLINE</b>
12/2	Discussion Revision Exercises	BB - Creative Nonfiction Essays PK - Portfolio Readings Ch 9-11 (p 63-79)	
<b>Week 16</b> 12/7	Peer Review Workshop		<b>DRAFT OF MAJOR REVISION DUE - Bring 3 copies for Workshop</b>
12/9	Workshop		
<b>Week 17</b> 12/16	Portfolio Presentation - During Final Exam Time Wednesday 12/16 - 10AM		<b>FINAL PORTFOLIO DUE</b>