

**English 102**  
Spring 2018  
Grayson

Office hours: W-1-18  
MW 12-1:30pm, F 12-1pm

## Course Description

Composition II is designed to build on your previous knowledge (in most cases, as developed in English 101) by using *writing as a means of developing new knowledge*. We will use writing for a variety of purposes: inquiry, learning, critical thinking, communicating, and—most of all—reflecting on your own learning. In particular, you will develop strategies for shaping and pursuing your own lines of inquiry by conducting academic research on writing, rhetoric, and/or literacy.

Research in this course means genuine inquiry, and I invite you to join the research “conversation,” to read theories and perspectives of others in the field of composition and then jump in and contribute with some authority. You are expected to ask difficult questions and to fully explore them using appropriate primary and secondary research methods.

Key terms related to our composition course:

inquiry	reflection	revision	discourse community	genre
	rhetorical situation	audience	context	purpose

You will explore the process of research writing and related considerations (different genres, different disciplines, different rhetorical choices). You will analyze different concepts and theories related to this process and then have the opportunity to test these claims and theories yourself. You will examine moves authors have made in their research and will reflect on your observations, generate an inquiry, and write a scholarly argument about an aspect of composition, rhetoric, and/or literacy that interests you.

All assignments, required texts, notifications etc. are available on our course wiki:

<http://engl102-s18-grayson.wikispaces.umb.edu>

You are responsible for **printing** all required texts, assignments, and posted student essays. Your tuition covers 200 pages of copying/printing in Healey Library with your library card. **Please make sure your ID has an active library bar code and current sticker today.** You must always have the required text (a printed hard copy in class with you; you will not earn credit otherwise). The good news is that printing only the articles and essays we need saves you money. It is fortunate that we have access to these texts as pdfs. The cost of buying all of the needed books and anthologies would be very expensive.

It is very important that you check our wiki every day our class meets. I will post an assignment (most often due the next class) after every class. You may also be asked to interact with each other and me on the wiki from time to time. In addition to our “official” posted assignments, you will be asked to print, read, gloss, and thoughtfully respond to each others’ writing (student essays). Your active participation is essential.

## **Course Objectives**

- Consciously and purposefully use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts, and for other self-determined purposes, using different strategies for reading and composing to suit these various purposes.
- Identify how texts build new knowledge through drawing relationships between assertions and evidence, and learn how to build knowledge by composing evidence-based assertions of your own.
- Use strategies of summary (minimal), paraphrase, interpretation, synthesis, response, and critique to compose texts that integrate the writer’s ideas with those from appropriate sources.
- Locate and evaluate primary and secondary research materials for relevance, credibility, and currency.
- Know how (and why) to seek out, to give, and to act on productive feedback to works in progress through experiences with the collaborative and social aspects of writing processes (e.g., reviewing peers’ work).
- Understand that different rhetorical situations and discourse communities place different demands on writers, and respond to those demands by making deliberate choices--such as adapting common genre and/or design features.
- Continue to develop knowledge of linguistic structures, including grammar, punctuation, and spelling in the context of composing and revising practices.
- Be able to use a citation style systematically, while still understanding that other conventions exist for other writing contexts.

## **Technology Requirements**

Please bring your own hard glossed copies of the readings to class. You must print these readings so that you can readily annotate them. Mobile phones (small screens) are not recommended for reading the complex texts we will use in this class, so please do not rely on your smartphone as a reading device.

Because this class will involve a lot of writing, please come to class ready to write each day, with a pen or pencil and a notebook. You will sometimes be permitted to write with digital devices (computers, tablets or phones), but please bring "old-school" pen and paper options to every class.

Sometimes, I'll ask you to use your phone or other device to do some rapid research in class. Otherwise, phones don't really have a role to play in this class (besides distracting us). Except in instances of disability accommodation, cell phone use is not permitted in class. If you must use your phone for an emergency, please excuse yourself from the room. Though I may occasionally ask you to close all devices in order to secure your full attention, laptop computers and tablets are permitted in class for note-taking and in-class writing; other uses (Snapchat, Instagram, Twitter, email, work for other courses, etc.) should be completed before or after class so that we can make the most out of our time together.

## **Resources**

### The Writing Nook

The English Department offers free tutoring for all composition students. These tutors are graduate and advanced undergraduate students at UMass Boston. They are available to help writers of any ability, with any aspect of their writing projects (including everyone's biggest writing challenge: procrastination!). To make an appointment, please register at <https://umb.mywconline.com/> and sign up for 30- or 60-minute sessions. You can also stop by the Writing Nook in Wheatley-6-0048 for a walk-in session, depending on tutor availability.

### Students with Disabilities

This syllabus and other class materials are available in alternative format upon request. If you have a disability that may affect your performance in this class, please know that UMass Boston has resources that can help you succeed in your coursework. Contact the Ross Center for Disability Services (Campus Center UL211) to receive official university services and accommodations; they will provide you with documentation that you then bring to your instructor. Should you need accommodations in this class (e.g., flexible due dates, changes to attendance requirements, etc.), I ask that you please contact the Ross Center within the first few weeks of class, if you have not already done so.

## **Policies**

### Attendance & Lateness

This class is carefully sequenced so that most lessons are taught and modeled through in-class activities. In order to succeed, regular and on-time attendance is essential. Repeated absences and late arrivals to class will very likely affect the quality of your work and hence the grades you

receive. In addition, frequent absences and lateness will negatively impact your grade according to the following policies:

You must come to class regularly and on time with your text and assignment, ready to work. Any student with 4 or more absences that has fallen significantly behind should not expect to pass the course. A pattern of missing class, being late, disruptive behavior, and/or a lack of preparation and active participation will significantly threaten your grade. If you miss class you are still responsible for any work that was due during your absence, and for communicating with me or with your tutoring supervisors about your absence. Absences should be used for unplanned emergencies, including illness, travel delays, family emergencies, etc.

While everyone runs late now and again, regular tardiness is a more significant problem for your learning and for our classroom dynamic. If I notice you are regularly late for class, I will start counting the days you are late as absences.

Exceptions to this policy, such as accommodations for disability or chronic illness or frequent attendance in official University activities, can be arranged; students with disabilities should first consult the Ross Center (see below) and then speak with me.

#### Assignment Deadlines (Late Work)

Unless otherwise stated in writing, all assignments are due by the start of class. If you believe you will need an extension, you must reach out to me *before* the day the assignment is due; otherwise, I may not accept your work for credit.

**I do not accept essays and assignments via e-mail.** You may make arrangements to hand it in early, drop it in my mailbox before class (6th floor English Dept. Wheatley) or have a classmate hand it in for you, if you are unable to attend class when an essay is due.

The grade on late papers will be lowered by one step for each class period that the paper is late (an A becomes an A-, a B becomes a B-, etc.). If a student is absent, he/she must turn in a missed assignment on the day he/she returns to class unless he/she has been given prior approval.

No paper will be accepted more than a week late—except for emergencies (with documentation) where I will make exceptions. Timely communication with me in a circumstance like this is essential. Before a potential extension is granted, we will need to communicate and go over the documentation. If an extension is granted, we will also create a plan to get you back on track.

The instructor may not have time to provide feedback on late work and is not required to do so; thus, by turning work in late, students may deny themselves the benefit of teacher commentary necessary for subsequent steps in the assignment.

## Academic Honesty

All students are accountable to the definitions and the regulations concerning Academic Honesty contained in the UMass Boston Code of Student Conduct. Plagiarism—defined in this class as the use of someone else’s written work as if it were your own, either through wholesale adoption of an entire text or the failure to give credit to the original source—is a violation of the UMass Boston code of conduct.

Plagiarism can include copying and pasting text from online sources, restating someone else’s idea without acknowledging its original source, using a friend’s work, asking someone else to write an assignment for you, or even submitting your own work to two different classes without permission (called “self-plagiarism”). In this class, we will review how to appropriately credit source material in academic writing, and we’ll talk about why researchers and scholars care so much about citations. If you ever have specific questions about how and when to cite sources, please do not hesitate to ask me, or check with a composition tutor!

Mistakes in source citation will happen, and in such cases I will simply help you revise the error. However, instances of deliberate plagiarism (e.g., passing off whole paragraphs or essays as your own original work) will be reported to the Chair of the English Department and will likely result in failure of the assignment or even the course. If you are feeling overwhelmed and are tempted to plagiarize in order to dig yourself out of a hole, don’t; please see me so we can figure out how to address your concerns in a more productive way. Asking for an extension is always a safer route choice than plagiarizing.

## Incomplete (INC) Final Grades

Incompletes are rarely offered, as they are reserved for students who are unable to complete a small portion of the course at the end of the term due to an extreme circumstance such as illness. Incompletes are not allowed to replace a significant amount of coursework or absences. If you are awarded an Incomplete, you must sign a contract with your instructor outlining the work to be done and work due dates. Although an INC automatically turns into an F after a year, your Incomplete work will typically be due before the year’s end.

Over the next fifteen weeks we will develop a new community with each other where you will be both supported and challenged. I am looking forward to working with you. Please feel free to discuss with me any concerns you may have about this class at any point during the semester.

My office hours (Wheatley-6<sup>th</sup> floor- rm 18) are Mondays and Wednesdays from 12 -1:30pm, and Fridays 12-1pm and or by appointment, but you may always reach me via e-mail at [Karen.Grayson@umb.edu](mailto:Karen.Grayson@umb.edu)