

Section 04:
ASB 105, T/R 9:30-10:50
Section 03:
CFO 101, T/R 11:00-12:20
Section 07:
CFO 105, T/R 1:00-2:20

ENG 1023, FALL 2012

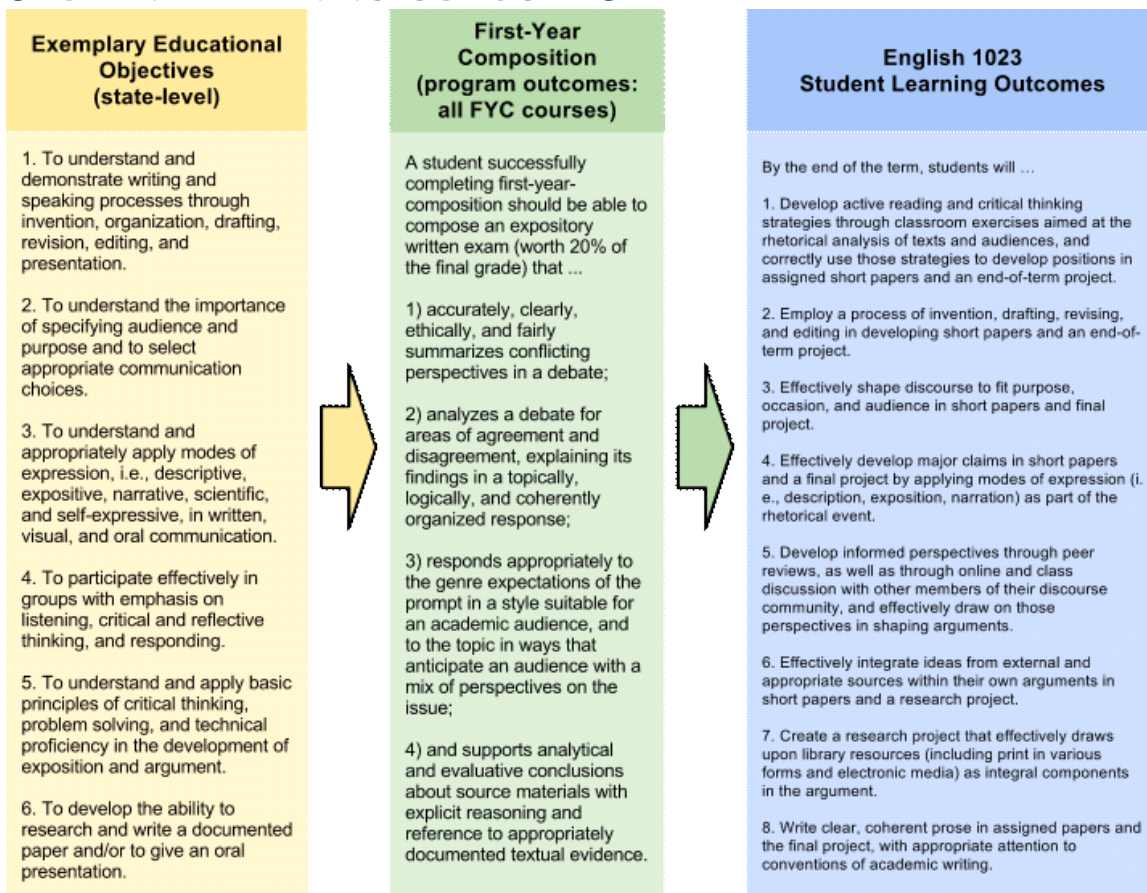
COURSE {CATALOG} DESCRIPTION:

COMPOSITION II. THEORY AND PRACTICE OF WRITTEN AND ORAL EXPOSITION AND RESEARCH IN TRADITIONAL AND ELECTRONIC ENVIRONMENTS; COMPOSING PERSUASIVE AND INVESTIGATIVE TEXTS BASED ON RESEARCH. PREREQUISITE ENG 1013 OR ITS EQUIVALENT. THREE LECTURE HOURS A WEEK. CREDIT: THREE HOURS.

In these sections of ENG 1023, you will deepen your research, reading, and writing skills while exploring gender roles and women's history. While this theme and our shared readings give us a focal topic, the real subject of the class is writing and improving the critical thinking and information literacy skills that will enable you to research, read and write more effectively.

This semester, you will write: 1) a rhetorical analysis of the media item of your choice, analyzing how it depicts gender; 2) a research portfolio (proposal annotated bib, and review of lit) on the unsung heroine of your choice; and 3) an article for a class-authored website, using your research to teach others about the women we've researched. As an inspirational introduction to our final project, we'll take a field trip to the [National Cowgirl Museum and Hall of Fame](http://www.cowgirl.net/) in Ft. Worth.

STUDENT LEARNING OUTCOMES:



REQUIRED TEXTS & MATERIALS:

The required texts for this course are *Gender Roles: A Cross-Cultural Perspective*, and *The St. Martin's Guide to Writing* (which you should have from earlier courses in the Composition sequence). We will also read some selections from *The Craft of Research* (available electronically through the TWU library). Other readings will come from freely available internet sources. We'll spend most of our time in portfolio 1 reading from *Gender Roles*, to practice the kinds of close, critical reading I'll expect of you as you move into your research portfolios. During those later projects, you'll be doing your own research and reading (mostly) sources you locate; we'll then turn our attention to selections from the two handbooks, which should help you develop various aspects of your work.

You will also need access to the following:

- flash drive, Pioneer network storage, or internet cloud service (*i.e.* *Dropbox.com*, *Google Docs*, *lcloud.com*) for keeping copies of your drafts
- internet access outside of class (for accessing the course website, *Blackboard*, and other links I provide for the class)
- Pioneer Portal (for email purposes)

COURSE WEBSITES/PREPARING FOR CLASS:

I have established two interlinking websites to help you succeed in this course. Because I believe growth as a writer is at least partly linked to writing for a real audience, these sites exist publicly, on the internet. They are, however, linked to in Blackboard. You can therefore access course materials directly by visiting <http://pioneerpens.wordpress.com/> or surf to them by logging into Blackboard.

Take some time to familiarize yourself with these sites. You will find there a class plans page, writing assignments (as they are released), announcements from me, and lots of resources to help you complete those assignments. (If you are ever absent, please don't email me and ask, "What did I miss?" Check the class plans page!)

The class plans page details what should be read, written, or prepared to hand in for any given class day. Readings are due on the date listed. You **MUST** bring your readings to class an aid in discussion. If they are digital, that's easy—we'll have computers in front of you—but you may still wish to print them out so that you can make notes on them as you read, engaging more deeply and critically.

The class plans page will become more complete as we progress. At present, you will find listed all readings for the first project cycle, due dates for all major projects, and tentative reading assignments for portfolios 2 and 3. **DO NOT** print this page out and expect it to remain the same. I plan the long term only tentatively; we may need to adjust things to better meet your needs as a community of learners. You'll need to keep an eye on what's coming up. I will end each class by highlighting what should be done for the next, and pledge you will always have at least a week or two's worth of detailed assignments set up ahead of time, so you can budget your time and get things done!

YOUR COURSE GRADE:

You will complete three major writing assignments this term (and lots of smaller, less formal works that help you build up to these assignments). Each links to and supports the next. Most assignments will start in class, and progress outside of class is expected. In-class writing, peer collaborations, and peer reviews throughout the prewriting, writing, editing, and even “post writing” processes for each formal assignment will require that you come prepared to participate, and ready to collaborate with fellow writers, having completed the reading and/or writing assignments due for each class meeting.

This semester, you will write: 1) a rhetorical analysis of the media item of your choice, analyzing how it depicts gender; 2) a research portfolio (consisting of a proposal, an annotated bibliography, and a review of literature) on the unsung heroine of your choice; and 3) an article for a class-authored website, using your research to teach others about the women we’ve researched.

Your course grade will be the sum of the following activities and writing projects:

- Portfolio 1 (rhetorical analysis + reflective overview, due 9/27): 20%
- Portfolio 2 (research portfolio + reflective overview, due 11/6): 20%
- Portfolio 3 (contribution to class-authored webzine, using your research + reflective overview, due during final exam period): 30%
- Presentation: 10%, due dates vary. (Towards the end of this term, you will give an “in progress” presentation, sharing with your classmates your research and your first steps toward the article you’ll write for portfolio 3. This will ensure you all get a chance to learn about each other’s research, and give YOU a chance to try it out on a live audience before publishing your article online. Also, this will help you learn more about communicating purposefully with a different type of audience, in a different mode and genre.)
- Discussion Facilitation: 10%, due dates vary. (Once this term, you will be responsible for helping me facilitate class discussion. As part of this, you will be expected to bring in questions related to current readings or assignments that you think will help get things going. We will sign up for discussion facilitations during the first week of classes.)
- Participation: 20% (You are expected to be prepared for, and engage fruitfully in, class activities, in class and online discussions, draft and peer revision workshops, and conferences.)

You will receive MUCH more information on each assignment, as well as the evaluation criteria, as the course progresses; you will, in fact, have a hand in developing the rubric I will use to grade your work. In general, though, your work will be graded on your focus, development and arrangement of ideas, ethical use of research, attention to audience, appropriateness and correctness of language use, and integration of visual and design elements as appropriate to the form or genre of the writing project.

You will hand in all assignments electronically, emailing me and attaching all components of the portfolio. Assignments are due before class time on the due date.

FIELD TRIP!

As an inspirational introduction to projects 2 and 3, we'll take a field trip to the [National Cowgirl Museum and Hall of Fame](http://www.cowgirl.net/) (<http://www.cowgirl.net/>) in Ft. Worth. This is NOT a required trip, and will not be an element in your grade, but I hope you'll make time to go! I'm working on transportation and a guided tour now. The *tentative* trip date is the morning of Friday, October 5th. TWU will cover transportation and your admission fees, but depending on how long we stay you may want to pack a lunch. Stay tuned for more information!

CRITICAL THINKING & READING DISCUSSIONS:

You may be asked from time to time to respond semi-formally to questions on Blackboard, most likely in the Discussion Board forums, or to posts on our course blog. These questions will give you a chance to practice your writing while thinking about assigned readings in the course or other materials we are discussing. Taking these activities seriously can help you learn better: We learn more about what we read (and what we think) if we have to write about it. Keep in mind, also, that some of the discussion postings you write may become part of the revision/portfolio packet you submit at the end of the term.

When you respond to the questions, keep the following criteria in mind. A good response will...

- respond completely to the question;
- respond to, amplify, complicate, or refute statements that other students have made;
- reveal that you've carefully considered multiple perspectives on the issues you're discussing;
- anticipate objections that readers might raise against what you're saying;
- be submitted on time (by whatever the deadline for the posting is);
- be coherent and understandable by interested readers, although it might have usage, spelling, or punctuation errors.

ATTENDANCE & PARTICIPATION:

For you to earn credit in this course, your attendance is required by the FYC program and the university. **NOTE:** As TWU policy states, you may fail this course as a result of excessive absences (i.e. missing the equivalent of 2 or more weeks [**4 days**] of class). You should consider, however, that missing any number of class meetings could negatively impact your performance: *Missed tests, quizzes, exercises, peer reviews, in-class essays and the like cannot be made up.*

If you must miss class, you should keep several points in mind:

- Excused absences include only those absences for "student illness, serious illness or death in the student's immediate family, official school activity, or recognized religious holiday" (*TWU Student Handbook* 143).
- You must provide *documentation* of your absence to the Office of Student Life for verification.
- Absences do not exempt students from completing the required course work. (See "Late Assignments" above.)
- "Excessive absences, even if documented, may result in a student failing the course" (*TWU Student Handbook* 144).
- To be considered *present* for a class session, please come to class prepared, show

up on time and stay throughout the meeting, remain engaged in class activities, avoid distracting others, receive items that are distributed during class, and submit any work that is collected at the end of class. Although I do not wish to become a “police officer” in the classroom, I do reserve the authority to count as absent, at my discretion, students who are excessively late, who distract others (through cell-phone use, off-task computer use, chit-chat), who are distracted (listening to music on ear-buds), or who are significantly unprepared (for instance, who come to peer reviews without a completed draft). Students who are habitually late or who habitually slip out of class early may accrue one absence for every three such instances. My goal, when I enforce these rules, is to ensure you and the students around you are in the best possible environment for learning.

Excessive absence (missing four or more days of class) may result in failing this course.

Whenever you must miss class, pay me (and yourself!) the courtesy of keeping in contact, preferably ahead of time and definitely before the next class meeting. You can...

- call me in my office @ 940-898-2159
- leave a message and your contact number with the FYC secretary @ 940.898.2341 OR
- e-mail me @ dlackey@twu.edu.

Remember: If something comes up and you must miss class, please keep me informed. Before our next class, check our online Class Plans page and ask *your classmates* what you missed. I’m afraid I cannot repeat missed material for every individual who is absent; there are too many absences and too few hours in the day to do so. You will find an overview, at least, on the class plans page, and should fill in the details by checking with classmates. I recommend making friends with one or two classmates and exchanging contact information.

LATE WORK:

As a rule, the first-year composition program does **not** accept late assignments. Absence is not an excuse for late work. If you must miss class when an assignment is due, turn it in *prior* to the due date. I may accept a late assignment, but only in extremely extraordinary circumstances and with prior approval. However, even with approval, your grade on the work may be reduced half a letter-grade for each class day the assignment is late.

DROPPING THIS COURSE:

(For freshmen enrolling fall 2007 or later): Students may drop a course without penalty *before* the census day of each regular semester. However, *after the census date*, freshmen enrolling fall 2007 or later (at TWU or any Texas public higher education institution), are allowed only 6 unexcused drops during their undergraduate academic careers. Drops after the census day will count toward the 6-drop limit unless they are supported by timely, appropriate documentation and excused by the university review process. Drop forms are available in the Registrar’s Office and require the signature of the student, instructor, and academic advisor.

EMAIL CORRESPONDENCE:

Instructors in the first-year composition program only reply to emails sent from TWU accounts. Also, emails are written communication, and you should be aware of your audience. Craft a subject line that reflects the main purpose of your message, use appropriate language, and sign your name (first and last) as well as indicate your class by section, day, and time. I will make every effort to reply to emails in a timely fashion during the week; however, I do not normally respond to student emails on weekends.

THE TEMPTATIONS OF TECHNOLOGY:

Access to technology greatly benefits our work, as this allows us to write in the ways that mirror our “real” work practices. Access to a variety of meaning-making and information tools help us explore the boundaries of what is necessary, expected, and possible. The beauty of the lab (and the other technological tools you likely carry on your person, like cell phones, iPods, and more) is that you CAN multitask, reading and writing and researching and publishing and (etc!) right there at your computer.

These tools, though, can easily slip from being tools to being toys that distract you from the work of this class. I expect that you will spend your class time on task, and engaged in the work of our class. You are welcome to use whatever tools you have to accomplish that; however:

- Please refrain from exploring unrelated websites, random Facebooking, Tweeting, checking your email, doing work/research for other courses, chatting with online friends, YouTube-ing, and the like.
- Please silence your cell phone and other noise-making gadgets before class begins. You MAY use your phone to research, take notes (etc.) if necessary, but texting, game playing, and the like are NOT permitted during class time.
- Please refrain from using your iPod or other MP3 player during lectures and group activities. (You are welcome to listen, with headphones at a moderate volume, during drafting workshops and the like.)

DIVERSITY, ACADEMIC FREEDOM, AND CIVIL DISCOURSE:

In a diverse setting such as a college campus, we come into contact, perhaps for the first time, with people who may be different from ourselves in terms of their identities, whether that be defined by their race, ethnicity, gender, sexual orientation and/or religion. This is a tremendous opportunity for us to learn from and about each other.

However, because of our diverse backgrounds and life experiences, because writing is our thoughts made public, and because so much of our course will be discussion based, it is quite possible that we will disagree from time to time with other members of our community. I ask that we treat all members of our community, and their ideas, with respects. We should approach our disagreements as chances to learn logic, argumentation, critical thinking skills, and people skills. Respecting and accepting difference is vital to your success in this class, on this campus, and in the global community.

THE WRITE SITE:

I encourage you to visit TWU's writing center The Write Site, which is located in CFO 129. The Write Site is open Monday through Thursday from 9-4 pm and from 9-1 pm on Fridays; its services are **free** to TWU students. At the Write Site you can schedule up **to two 30-minute appointments per week or one 50-minute appointment** to work with a writing consultant, who can assist you with any phase of the writing process. As you meet with a consultant, you'll discover ways not only to improve the assignment you're currently working on, but also realize how to improve as a writer. To make an appointment, call 898-2341 or go to go CFO 131. You can also receive online assistance from a Cyber Tutor by visiting the TWU On-Line Writing Lab at owl@twu.edu.

ACADEMIC INTEGRITY:

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries' "Quick Links" under "Research Help" (<http://www.twu.edu/library/literacy/index.htm>).

In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

DISABILITY SUPPORT POLICY:

If you think you will need reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how the course requirements and activities may impact your ability to fully participate.