

# ENG 102: English Composition II

**Instructor:** Dr. Lisa Hager

**Location:** C 164

**Meeting Times:** P009 M/W 1:00-2:15 pm  
P011 M/W 2:25-3:40 pm  
P023 T/Th 3:50-5:05 pm

**Email:** [lisa.hager@uwc.edu](mailto:lisa.hager@uwc.edu)

**Office:** Westview 129

**Office Hours:** Tues noon - 2pm;  
Wed 10:30am - 12:30pm;  
by appointment

## Course Description

The goal of ENG 102 is to prepare you for the many writing situations that you will encounter in college and beyond. To this end, the course focuses on the areas of rhetorical knowledge and critical thinking, reading, writing, and research laid out in the English Department's Learning Outcomes for ENG 102 (see below). With each assignment in ENG 102, your writing will be assessed in terms of these outcomes.

Since writing strategies are the clear emphasis of this course, our readings will deal with issues of writing and reading so that we can learn from talking, reading, and thinking (as well as doing) writing. The idea here is become self-aware of one's writing process and rhetorical decisions in order to become a skillful and responsive writer.

As part of this awareness, you will also need to understand how to do effective research and integrate that research into your writing. Consequently, we will spend a significant portion of the course on research skills and working with sources in argumentative writing.

## Learning Outcomes for ENG 102:

### What you should be able to do after successfully completing this course?

#### Rhetorical Knowledge

##### *Audience*

- Understand and use formal academic tone with a clear understanding of audience and purpose
- Independently adapt a self-generated text's content, form, and style to a particular writing task defined by audience and purpose

##### *Rhetorical Situation and Purpose*

- Respond appropriately to different kinds of reading and writing situations
- Use conventions of format and structure appropriate to different kinds of reading and writing situations

##### *Form*

- Articulate how disciplinary and generic conventions shape the form of a text
- Read and write different kinds of texts

##### *Knowledge of Conventions*

- Demonstrate a command of standard written English, academic writing conventions, and make appropriate decisions about grammar, language usage, punctuation, word choice, and style
- Understand and avoid plagiarism or the appearance of plagiarism
- Cite research in an established documentation style

## Critical Thinking, Reading, Writing, and Research

### *Thinking*

- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand the relationships among language, knowledge, and power
- Consider multiple perspectives and identify bias
- Understand and evaluate logical reasoning and evidence

### *Reading*

- Understand data, its origins, and its inferences
- Identify the controlling idea of a text
- Grapple with and analyze complex, nuanced arguments and texts
- Paraphrase and summarize complex, sophisticated source material
- Analyze and evaluate the content, organization, and rhetorical appeals of an argument

### *Writing*

- Identify, narrow, and develop a topic appropriate to an assignment
- Construct a logical, well-supported argument
- Identify, generate, and refute counterarguments
- Distinguish between “reporting on” or regurgitating information and taking a position and supporting it using source material
- Synthesize and integrate source material
- Support a thesis using credible, appropriate, accurate, and sufficient source material

### *Research*

- Demonstrate a command of the research process including but not limited to:
  - Generate and develop a research question and thesis
  - Locate, evaluate, and synthesize secondary source material
  - Distinguish between primary and secondary sources and primary and secondary research
  - Effectively use the scholarly online databases, online library catalog, and other library resources

### *Processes*

- Demonstrate a command of multiple drafts to create and complete a successful text
- Develop successful strategies for generating, revising, editing, and proofreading
- Demonstrate the recursive writing process that permits writers to use later invention and rethinking to revise their work
- Understand the collaborative and social aspects of writing processes
- Critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part

## **Course Schedule**

The schedule of assignments for this course is available online through Desire2Learn (D2L) - <http://d2l.uwc.edu/>. Though the assignments for the next few weeks are pretty much set, be aware that I will revise the rest of the schedule extensively throughout the semester in order to respond to how the class is progressing. Thus, the schedule, as it currently stands, is more a guide than a “written stone” guarantee of what will be happening when in this class. I will always notify you when I make changes.

## **Required Texts**

For all online texts, you should bring in a printed copy of the text on the day it is being discussed in class.

- Andrea A. Lunsford's *The Everyday Writer with 2009 MLA Update*. 4th Ed. New York: Bedford/St. Martin's: 2009. ISBN-10: 0312594577 ISBN-13: 978-031259457

### **Grade Breakdown**

You are also responsible for keeping track of your grades in the Desire2Learn gradebook. I will not respond to emails asking for “progress reports” or if you can make a certain grade. It is your responsibility to check your grades periodically to make sure that they are correct.

While I am more than willing to meet with you to answer any questions you may have about my grading so as to improve your performance on future assignments, I will not change your grade after the fact. Do not come to me to ask for more points. Be aware that I will **not** discuss your grades or respond to emails regarding your grades after the second-to-last week of class.

<b>Category</b>	<b>Percentage</b>	<b>Point Value</b>
Email/ Editorial/ Academic Essay	15	75
Research Project: Process Analysis and Solution Proposal	20	100
Research Project: Annotated Bibliography	10	50
Research Project: Synthesis Essay	30	200
Daily Grades (reading quizzes and other short assignments)	15	75
Participation	10	50
<b>Total</b>	<b>100</b>	<b>500</b>

<b>Point Values</b>	<b>Percentages</b>	<b>Letter Grade</b>
500 – 450	100 – 90	A
449 – 400	89 – 80	B
399 – 350	79 – 70	C
349 – 300	69 – 60	D
299 – 000	59 – 00	F

## Explanation of Letter Grades

Below is the general meaning behind the grades I assign to your papers. You should use the statements to determine how you might work toward a higher grade:

- A** You did what the assignment asked for at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
  
- B** You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.
  
- C** You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.
  
- D** You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.
  
- F** An E is usually reserved for people who do not do the work or do not come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

## **Assignments and Other Requirements**

### **Quizzes**

**10 points each**

#### **Part of Daily Grades Category**

To ensure that everyone is keeping up the reading assignments, I will give quizzes at the beginning of class on a fairly regular basis. If you are reading the texts as we progress through the semester, you should do fine. The quizzes will be pop-quizzes and will hence occur without warning. Also, if you are absent (non-excused) or more than five minutes late to class meeting which there was a quiz, you will receive a zero for that quiz.

### **Email/ Editorial/ Academic Essay**

**15% (75 points)**

For this assignment, you will choose a topic that is currently being debated in the school or local papers. Once you have decided what your position is on the topic, you will write an email to a friend, a newspaper editorial, and academic essay conveying your argument. The goal here is to change your writing and argumentative style to suit each rhetorical situation and audience.(s) All editorials will be submitted to the newspaper of your choice.

### **Research Project**

The central assignment of this course is an argumentative research project in which you will choose a local issue/problem to which you would like to offer a solution. We will discuss topic selection at length as you begin this project but be aware that you cannot choose over used and/or emotional topics like gun control, euthanasia, abortion, and marijuana legalization. Your topic must be narrow enough for you to propose a workable solution.

#### **Process Analysis and Solution Proposal**

**2-3 pages**

**15% (75 points)**

In this part of the project, you will explain the implications of your topic, namely how it is a problem. You will start with its causes and move to its effects. Having analyzed your issue, you will then propose a solution to your problem in the form of a proposal. In this proposal, you must effectively explain how your solution solves your problem and how this solution may be implemented

#### **Annotated Bibliography**

**2-3 pages**

**10% (50 points)**

Now that you have laid out many of causes and effects of your topic, you will research the larger issue associated with this problem. You will then evaluate the sources that you have located and read in terms of their contribution to the conversation regarding your issue.

#### **Synthesis Essay**

**5-6 pages**

**20% (100 points)**

The Synthesis Essay is culminating part of this project. In your essay, you will use all of the above parts to craft a sustained, argumentative essay that explains your issue, discusses its implication, and suggests a solution. In addition, you will use your research as evidence to back-up your claims.

## University and Class Policies

### Attendance

Students have four absences to use for any reason. I do not require any permission note. After the given four absences, a student's final course grade begins to be reduced 1/3 grade (A- to B+, for instance) for each additional absence. After four absences, there are no excused absences. So use your four absences wisely. You are responsible for information and materials you miss. You should obtain notes from classmates. While I will not repeat an entire class time for a student who misses, I will, however, discuss generally what we did in class and important points we covered.

If you are surfing the web, emailing, or talking on the phone during class time, you will be marked absent; cell phones must be turned off during class. Although sometimes unavoidable, arriving to class late is rude. Students habitually arriving to class late (more than four late arrivals) will begin to accrue absences, one absence for every two lates. In the same context, students are to remain for the entire class. Therefore, leaving the class early will count as a late arrival.

Regular attendance is required, and you should plan to be here for every session. More than three absences during the term will lower your final grade in the course one to three full letter grades. I will take attendance every day.

UW-Waukesha English Department guidelines state that students cannot miss more than **nine classes** and still expect to pass the course. This policy includes all "excused" absences as well, which means you should save your absences for true emergencies—illness, a funeral, a religious holiday, sick children, unavailable childcare, etc.

### Student-Teacher Conferences

I strongly encourage you to see me during office hours (or through appointment) to discuss specific questions about any paper (preferably after peer workshop). While I will read sections of any paper before the final due date, I will only give feedback as directed by a specific question from the concerned student (i.e. "Is my thesis clear enough?" "Does this paragraph do a good job of supporting my thesis?" etc).

### Additional Help with Assignments

You are strongly encouraged to make use of the writing tutors in the Study Center, who will gladly read a draft of your essay and give you helpful feedback. You can also work with a writing tutor via e-mail with the UW-Waukesha Online Writing Lab; instructions are located at <http://waukesha.uwc.edu/academics/owl/>.

### Submission of Work

Late work: All assignments are due in your class time (collected after roll is taken) on the given due dates. Work turned in late is docked ten percent for every calendar day it is late. Work turned in after class on the due date is considered one day late. If you will be absent on a day that written work is due, submit your work via a friend on the due date (by the beginning of class) or submit it earlier. See me if you believe you have truly extenuating circumstances.

Note: print your documents before the due date. Printers, computers, and computer disks are notorious for failing just before an assignment is due. Therefore, a broken printer, computer or disk that fails is not an extenuating circumstance; they do such things regularly.

Keep multiple copies of all work in multiple locations!

### Participation

This is a class in communication, so your participation is essential. Get involved. Volunteer. Question. Probe. Expect also to engage regularly in a variety of in-class activities and exercises—oral, visual, electronic, and written; individual and collaborative. Bring in at least one "extra" to share during the semester. Share relevant ideas and observations. Bring in copies of relevant clippings and articles. Offer your own experiences. Make connections between what we're discussing in this class and what you hear elsewhere—for example, what's going on in other classes, what you hear at conferences, what you hear in our colloquia, what guest speakers say, and so on.

I will evaluate your participation throughout the term. You are to participate actively in review and editing workshops: whenever a workshop is scheduled, you are to have assigned materials ready for the workshop. These materials are due at the beginning of class; a student without materials for a workshop receives a mark against participation on that date.

### **Format of Essays**

Drafts must be typed and double-spaced with one inch margins using 12 point Times New Roman font. Each paper should have in the upper left-hand corner of the first page your name, my name, the course number, and the date. Your last name should also appear next to the page number in the upper right corner of each page. Give each of your formal papers a descriptive title. Papers without adequate Works Cited Sheets and appropriate internal citations, or papers with excessive mechanical problems (more than three errors per page) will be given a grade of 'X' until the student has conferred with me and the problem has been solved. Students who do not meet with me to change the 'X' grade will receive a 0 for the paper. Papers must be turned in at the beginning of the class in which they are due. Late papers will not be accepted. Students must also print out two copies of their final essays, one to be turned in, and one for their own records.

### **General Checklist for Final Submission of Papers**

Turn in all hard-copy papers in a two pocket folder with the following:

- That paper's final draft. (Stapled)
- That paper's first draft. (Stapled)
- The notes taken and emails received during peer workshop. (Stapled)
- Any items specific to the assignment as detailed on the individual assignments' requirements sheets

\*\*Any final draft submitted without rough drafts, peer workshop notes, or the research journal will be docked 10 points per missing item. In regards to stapled items, you will be docked 5 points per unstapled item. It is your responsibility to have all items stapled before class; I do not carry a stapler with me.

### **Discrimination and Harassment**

No form of harassment or discrimination is allowed in this class including but not limited to gender, class, age, ability, religion, sexual orientation, and ethnicity.

### **Americans with Disabilities Act (ADA)**

If you require accommodation to compensate for a disability, please speak with me outside of class so that we can identify an appropriate course of action. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon, preferably in the first week of the semester.

Also, Judy Becker in Student services would like to talk to you to make sure that if you need special parking, or any other services, she can arrange them for you.

### **Academic Honesty**

The Board of regents, administrators, faculty, academic staff, and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

### **Assessment**

The UW Colleges-wide assessment program was established to enhance the quality and effectiveness of the curriculum, programs, and services of the institution. The institution-wide assessment activities focus on analytical, quantitative, and communication skills because they are of primary importance in the general education of our students. This semester, students in some composition courses will be assessed on communication skills, specifically the ability to communicate clearly, precisely, and in a well-organized manner.

Each department also conducts assessment activities that address discipline-specific learning goals. This year, the English Department is focusing on what students learn in literature courses, specifically the skills of reading with complexity and for multiple meanings. (Last year, the department assessed composition courses, and those who aren't teaching literature will be re-assessing their composition courses this year.)

**Signed Student/Instructor Agreements**

**\*\*PLEASE READ, SIGN, AND RETURN THESE STATEMENTS TO DR. HAGER\*\***

I affirm that I have read the entire syllabus and policy sheet for Dr. Hager's ENG 102 class and understand the information and the responsibilities specified.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

**DIRECTIONS:** Read carefully and check **all** that apply.

I give my instructor, Dr. Lisa Hager, permission to use copies of the work I do for this course, ENG 250:

- as examples in this and other courses
- as examples in presentations and in print and electronic publications

Please indicate how you want to be acknowledged:

- Please use my name both in the acknowledgements and with my actual document.
- Please use my name in the acknowledgements section but use an appropriate pseudonym with my actual document.
- Please use a pseudonym both in the acknowledgements and with my actual document.
- Please use my work, but do not acknowledge me in any way.
- I do not want my work used as examples in any situations.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Permanent Address