University of South Florida Sarasota-Manatee

ENC 1102.524– COMPOSITION II

SPRING 2015

Day and Time: Mondays/Wednesdays, 9:30am-10:45am
Room: SMC B336
Credit hours: 3
Instructor: Prof. Jackie Smith
Email: smithj5@sar.usf.edu
Telephone: 941.359.4630
Office/office hours: Rm. C342A, M, T, and R 8:00-9am and by appointment

REQUIRED TEXTS

- Gary A. Olson's website, Punctuation Made Simple: (https://lilt.ilstu.edu/golson/punctuation/intro.html)
- Purdue University’s Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/
- Assigned selections from Writing Spaces: An Open Textbook Project: http://writingspaces.org/
- Other reading selections, posted electronically on Canvas

Additional Materials:

- Folder(s) to hold all of your papers and drafts -- be prepared to keep everything you write -- even if I have already seen it / graded it
- Writing materials (paper / utensil) and your notebook computer (you must bring these to class every day)
- Electronic media on which to save all of your writing
- Access to word processing software (i.e. MS Word)
- An email account

COURSE DESCRIPTION

(A.A.) three hours per week. Pre-requisite: ENC 1101 or appropriate score on English placement test. College-level reading and writing. ENC 1101 helps prepare students for academic work by emphasizing expository writing, the basics of library research, and the conventions of academic discourse. The course emphasizes argument, research, and style. Through its emphasis on thinking rhetorically, providing evidence for assertions, creative thinking, and writing as a process, 1102 will prepare students for argument and research-based writing in academic settings. Both ENC 1101 and ENC 1102 explore the foundations of knowledge and learning as outlined by USF’s General Education Plan. Both courses teach students to think rhetorically, to understand and employ a variety of writing strategies, to conduct research, and to interpret, critique, summarize, and paraphrase texts. This course meets the 6,000 word Gordon Rule requirement.

GORDON RULE

This course meets the Florida State Board of Education Rule Number 6A-10.30. In accordance with this rule, students will complete six semester hours of English and six
semester hours of additional coursework in which the student must demonstrate college-level writing skills. A grade of C or better is required for credit in Gordon Rule classes.

COURSE GOALS

Communication
Prepare students for real-world situations that require powerful and effective oral and written communication in traditional and emergent media.

Critical Thinking
Develop critical, constructive, and reflective thinkers who analyze, interpret, evaluate, and decide what to believe and do.

COURSE OUTCOMES:

- Students will demonstrate composing processes through prewriting, drafting, revising, and editing individually and with peers in a range of media.

- Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, genre, medium, and message.

- Students will demonstrate critical thinking, reading, and writing skills to include locating, analyzing, and synthesizing sources, as well as integrating them with their own ideas.

- Students will demonstrate knowledge of conventions, such as appropriate tone, mechanics, and documentation in a variety of formats.

- Students will demonstrate the ability to work in electronic environments throughout the composing process: researching, drafting, reviewing, revising, editing, and sharing texts.

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for online discussions, additional readings, assignment submissions, and general course announcements.

Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours. Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

Information on how to use Canvas is available at: http://www.usfsm.edu/infocommons/students.php

Toll-free helpline: 866-974-1222

Live online help: http://usfsupport.custhelp.com/cgi-bin/usfsupport_cfg/php/enduser/chat.php
**TURNITIN**

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through CANVAS. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), prior to submitting work to Turnitin, students are requested to delete any personal information (e.g., name, address, telephone) from the work being submitted. This protects students from having personal information disclosed to vendors or other outside agencies.

**COURSEWORK & WEIGHTS**

- Research Paper, including (unless otherwise specified):
  - Planning (proposal, thesis/outline, rough drafts, peer editing)----------------100pts.
  - Annotated bibliography ----------------------------------------------- 150pts.
  - Scholarly article summary ------------------------------------------ 100pts.
  - Final version ---------------------------------------------------------- 350pts.

  - Final draft of the research paper must be 3,000 words in length.

- Research Presentation
  - Oral presentation, notes, references page --------------------------100 pts.

- Required weekly reader responses Discussion Questions------------------200 pts.
  - Worth a total of 200 points (10 points each entry, completed on Canvas)
  - Each original entry must be at least 250 words in length.
  - Each classmate response must be at least 100 words in length.
  - **Students must respond to the original prompt and to at least one classmate during each week of class in which a response is posted (10 weeks).**
  - **Reading quizzes, in-class exercises, or homework assignments may substitute for weekly responses, as needed.**

*All drafts must be typed and prepared with a word processing program (i.e. MS Word).*

(When applicable, use APA conventions.)

Final drafts will be graded according to the following categories:

- Focus
- Development
- Organization
- Style
- Conventions (grammar, spelling, usage, punctuation)
- Creativity/originality

The specific criteria for the categories will be explained for each stage of the research project, distributed via Canvas as instructional handouts and discussed in class. Also, rubrics for each stage of the assignment (i.e. proposal, annotated bibliography, rough drafts, final draft), as well as the Discussion Questions, are available on Canvas.
**Revision:** Current writing theory and practice advocates a process approach to writing in which revision of writing over multiple drafts is a major component. In each of the major paper assignments, you will complete subsequent drafts. After the completion of an individual draft, you will receive revision assignments that you must follow and complete on time in order to earn full credit for your work. Know that failure to significantly revise between drafts and/or complete all the drafts for an assignment is grounds for failure for the paper.

**ASSIGNMENT DESCRIPTIONS**

**Reading response discussion questions (DQs):** You will post electronically via Canvas a series of responses (20 original and classmate responses total) to the assigned readings for the class. Generally, original responses will be due by 11:59 p.m. EST on the Saturday following the week for which the readings are assigned. Reading responses should be prepared using a word-processing program and then copied and pasted onto the discussion board provided online via Canvas. Each original entry should contain approximately 250 words, and you will need to post at least one response to a classmate’s post that is at least 100 words long. The classmate responses are due by 11:59 pm EST on the Sunday following the week for which the readings are assigned. Please note that the readings and your responses to them are a MAJOR component of the course.

*What you should discuss in your entries:* Anything you found interesting, puzzling, intriguing, annoying, confusing, exciting, troubling, thought-provoking, etc., about the content of the selections you have just read, as well as thoughts about the writing style and/or contexts of the selections you have read. Comments making connections between reading selections on the reading list for this course and/or linking these readings to reading you have done elsewhere are also welcome.

*What you should NOT discuss in your entries:* Whether you liked the selection or not, whether you were bored or not, and other irrelevant and/or unsupportable claims based purely on individual preferences. The DQs will be important to me because it will indicate the care with which you have done the reading, which is an essential part of this course. The writing style for the entries can be relatively informal (first person and contractions are acceptable), but I still expect clarity, coherent organization, and correct grammar, spelling, punctuation, and mechanics.

**Research Project (with Oral Presentation):** This is a multi-part project consisting of a project proposal (about 200 words – informal, part of your planning), a ten-item annotated bibliography (minimum 2,000 words including bibliographic citations), scholarly article summary, rough drafts, and a final draft proposal/research essay (minimum 3,000 words) plus references page. You will choose a problem that is important or interesting to you and propose a solution to it. Then, you will research/explore and develop an organized, coherent argument that is defended with evidence from at least ten external sources, including books, articles, essays, videos, surveys or polls, interviews, credible websites. The USF library should serve as your primary resource. Wikipedia, fun though it may be, is not a credible source and should be used for exploration purposes only, not as a documented source. You'll be using APA format and documentation. Throughout this project, you'll develop a thesis and offer a solution to your topic, supporting your claims with published, authoritative information.

*The Oral Presentation* portion of this assignment requires at least ten slides (using Power Point or Prezi), and you should plan to speak for 7 to 10 minutes.


GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Final draft-research paper</td>
<td>35%</td>
</tr>
<tr>
<td>Planning-research paper</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Scholarly article summary</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion questions</td>
<td>20%</td>
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<tr>
<td>Research presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<table>
<thead>
<tr>
<th>Weighted-percentage Grade</th>
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<tbody>
<tr>
<td>100-97 = A+</td>
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<tr>
<td>96-93 = A</td>
</tr>
<tr>
<td>92-90 = A-</td>
</tr>
<tr>
<td>89-87 = B+</td>
</tr>
<tr>
<td>86-83 = B</td>
</tr>
<tr>
<td>82-80 = B-</td>
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<tr>
<td>79-77 = C+</td>
</tr>
<tr>
<td>76-73 = C</td>
</tr>
<tr>
<td>72-70 = C-</td>
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<tr>
<td>69-67 = D+</td>
</tr>
<tr>
<td>66-63 = D</td>
</tr>
<tr>
<td>62-60 = D-</td>
</tr>
<tr>
<td>59-0 = F</td>
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</tbody>
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USFSM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.
D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

H. Sexual Misconduct/Sexual Harassment Reporting: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
Counseling Center and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599
List of off-campus resources:
Hope of Manatee: 941-755-6805
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
First Call for Help- Manatee: 941-708-6488
Sarasota & North Port 941-366-5025
H. Instructor Copyright
Students may not sell notes or other course materials.

ATTENDANCE

Attendance is mandatory. Unexcused absences will result in one grade off for whatever assignment was due on the day of the absence. Also, for each unexcused absence after three on a twice-a-week schedule, one grade level will be taken off your final grade (e.g., for four unexcused absences, a “B” becomes a “C”; for five, the “B” becomes a “D,” and so on). Excused absences (due to illness, emergency, religious holiday, etc.) need to be cleared with your instructor. You will not be penalized for excused absences; however, excessive absences, even if excused, may adversely affect your grade. Please use your absences wisely.

LATENESS, CELL PHONES, AND OTHER DISRUPTIONS
Tardiness to class is unacceptable, although I understand that it is unavoidable in rare situations. Due to this, you will have one “freebie” tardy (no later than 15 minutes), in which your tardiness for that day will not affect your grade. After that, each tardy, in which you arrive to class after attendance has been taken (but no more than 30 minutes late), will count as half an absence. If you should arrive at least 30 minutes late, you will be counted as absent for the day.

Any work that you miss due to tardiness will earn a zero on any day you are late, or on any day that your cell phone makes any sort of appearance during class time, or on any day I look over your shoulder and notice you doing anything that isn’t directly related to what we are doing in class. Zeros add up quickly.

Please note that computers must be closed and not in use during class lectures.

LATE WORK
Late work will be penalized in this way: the work will receive one grade off for each class period late. Even if you do not understand an assignment, it is important that you complete it on time.

Please note that late work will not be accepted for a grade if it is turned in later than three weeks after it originally was due or if it is turned in after the last day of the semester (i.e. the last day that we meet as a class).

INCOMPLETE POLICY
Incompletes are granted only by the direction of the instructor.

WITHDRAWAL POLICY
In accordance with the University of South Florida policy, as stated in the college catalog, students may withdraw from any course, or all courses, without academic penalty, by the withdrawal deadline listed in the University of South Florida academic calendar. This semester, the withdrawal date is Saturday, March 21. Students should take responsibility to initiate the withdrawal procedure but are strongly encouraged to talk with their instructors before taking any withdrawal action. In addition, students should note that faculty may also
withdraw students for violating policies, procedures or conditions of the class, as outlined in individual class syllabi, and such action could affect financial aid eligibility.

FORMAT OF ESSAYS
All papers to be turned in for a grade must be typed and organized according to APA guidelines (please see your textbook for clarification). Choose either a 12pt. font in either Times New Roman or Arial (black ink, please). Substantial points will be deducted from papers that do not strictly adhere to formatting guidelines.

GRAMMAR MECHANICS
I expect that you will take it upon yourself to use the list of resources listed under Required Texts and Resources if you are having difficulty with some aspect of grammar. If you find that you need help beyond what those resources offer, please see me so that we can make arrangements for you to get additional help. Do not depend on your peers to edit your work. At this point in your writing careers, there should be no excuses for making the same grammatical errors over and over again in your writing. Of course, the Writing Center offers help with grammar, mechanics, and other writing issues. Please don’t hesitate to schedule an appointment with a writing tutor.

ACADEMIC INTEGRITY POLICY
Plagiarism is stealing. Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

STANDARDS OF CONDUCT
Students are expected to abide by all USF Student Handbook guidelines.

THE PUBLIC NATURE OF CLASS WRITING AND DISCUSSIONS
Please consider every piece of writing you do for this class to be public property. Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

All writing for this class must be written for this class: To pass this class all major writing assignments must be completed, and all writing for this class must be written for this class. Reusing a paper you wrote for another class, or back in high school, constitutes academic dishonesty.

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Readings assigned-more selections TBA</th>
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<tbody>
<tr>
<td>1</td>
<td>Syllabus, course overview, Canvas</td>
<td>Ch. 12</td>
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<tr>
<td>Jan. 5</td>
<td></td>
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<tr>
<td>2</td>
<td>Review of ENC 1101 content</td>
<td>Ch. 11</td>
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<tr>
<td>Jan. 12</td>
<td>Proposal essay assigned</td>
<td></td>
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8
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<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment(s)</th>
<th>Chapter</th>
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</table>
| 3    | Jan. 19 | Proposal for essay due (including working thesis statement)  
DQ 1  
MLK, Jr. Day-Jan. 19 (no class) | Ch. 19 |
| 4    | Jan. 26 | Library orientation-TBA  
In-class research  
APA discussion  
DQ 2 | Ch. 20 |
| 5    | Feb. 2 | In-class research  
APA discussion  
DQ 3  
Annotated bibliography due |       |
| 6    | Feb. 9 | In-class research  
APA discussion  
DQ 4  
Summary of scholarly article due | “Annoying Ways People Use Sources” (online) |
| 7    | Feb. 16 | APA discussion-in-text citations  
Outline due  
DQ 5 | Ch. 20 |
| 8    | Feb. 23 | Discussion of argument/purpose for writing  
DQ 6 | Ch. 9 |
| 9    | Mar. 9 | DQ 7  
Intro. and conclusion paragraphs due | Ch. 14  
Anne Lamott essay (online) |
| 10   | Mar. 16 | DQ 8  
Body paragraphs due | Ch. 16 |
| 11   | Mar. 23 | Revising  
DQ 9 | Ch. 18 |
| 12   | Mar. 30 | Editing  
Discussion of peer editing process  
Peer editing-complete rough draft due | Ch. 15 |
| 13   | April 6 | Discussion of presentations/tips |       |
| 14   | April 13 | Research Paper due-final draft  
Presentations |       |
| 15   | April 20 | DQ 10  
Presentations |       |
| 16   | April 27 | Presentations  
Loose ends  
Final Exam Week |       |