

English 102W

Composition II

“Writing Link”

Fall 2007



Days/Time TR 11:30 a.m. - 12:45 p.m.
Location CBC C309
Section ENG 102W-W05 (Linked to Prof. Ian Dove's PHI 102W-W05)
Instructor Dr. Jeff Jablonski
Office FDH 624
E-mail WebCampus course mail
Phone 895-0947
Office Hours TR 1:00-2:30 or by appointment

Course Description

English 102 is designed to build upon the critical thinking, reading, and writing capabilities that students developed in English 101. Students learn the processes necessary for conducting research and for incorporating research material in writing. They learn how to evaluate and cite primary and secondary research sources; how to investigate, report, and document existing knowledge; and how to develop arguments and support them with sound evidence.

This particular ENG 102 class is also part of the “Writing Links” program, which combines, or “links,” two courses that satisfy General Education Core requirements. One course is always a first-year composition course (hence the name *writing link*). The other course comes from a number of different departments and can be either small (~24 students) or large (~50-60 students). In either case, instructors work together to share readings and assignments. The degree of sharing, or “linking,” depends on the subject matter, the size of the course, and the instructors' preferences. See <http://writinglinks.unlv.edu/defined.html> for more background on the goals of Writing Links.

Reasoning and writing are academic siblings. If you do one well, you are likely to excel at the other. Hence, the goal of this link is to lead you to be able to understand and critique the reasoning of others, while at the same time helping you in constructing defensible reasoning of your own. You are likely to be judged for the rest of your academic career, if not the rest of your life, on your reasoning and writing abilities. Thus, these skills are both the most fundamental and useful you will learn in college. Still, this is only a first (or second) class covering these skills. You will hone these skills for the remainder of your academic life.

This ENG 102/PHI 102 link aims to take advantage as much as possible of the similar goals for both courses. We (Prof.'s Dove and Jablonski) have planned for certain shared readings and assignments, though there will be still be several assignments that are specific to each class.

This class will be linked in the following ways:

- Examples from readings will be shared in both classes
- Student drafts will be reviewed/analyzed in both classes
- Elements of the final research paper will be shared in both classes

Grades will be handled in the following ways:

- Section-specific homework assignments will be graded separately (if it is assigned in only one section it will be graded by that section's instructor)
- The final paper will be graded separately in both classes
- Students will receive separate grades in both classes (your final grade may or may not be the same in both classes)

We believe this link will provide a more satisfying learning experience for you (but we caution that you must still apply yourself). We look forward to getting your feedback on how the link is working and how we can make it work better!

Required Course Text

Dialogues: A Rhetoric and Reader (UNLV Custom Edition) by Gary Goshgarian and Kathleen Krueger (the latest version that has the red cover)

Course Objectives

Specific skills and abilities you will learn in this course are to:

- Understand argumentation as a process that seeks to understand a range of views and that treats opposing views respectfully
- Use research, reading, and writing as tools for questioning, critical thinking, and informed communication
- *Critically* read and write with attention to the use of evidence
- Develop an understanding of the strategies of argument
- Analyze and evaluate reasons and evidence in arguments
- Design and implement appropriate research strategies
- Evaluate primary and secondary research sources
- Summarize, paraphrase, and synthesize research material
- Plan and organize a research essay
- Integrate and document research sources
- Address purpose and audience effectively in a research essay
- Evaluate the strengths and weaknesses of your own writings and those of others
- Revise through several drafts
- Use conventions of format, structure, and language

Course Requirements

Assignments include both out-of-class and in-class work and will include research, informal writings, drafts of essays, peer responding and editing, and assigned readings from the texts. To successfully complete ENG 102, you must:

- Write an in-class diagnostic essay during the first week of class
- Complete weekly reading assignments of approximately 30 to 50 pages
- Complete two online library research tutorials and submit the "passed" certificates
- Design research strategies and conduct library and Internet research
- Actively participate in in-class writing workshops and discussions
- Write at least one graded in-class essay (midterm/final)
- Take a writing skills assessment test (multiple-choice and essay)
- Write three argumentative essays (two no less than five to seven pages, one no less than seven to ten pages) that use evidence to support claims, including two that use research collected by the student

Assignment Descriptions

Your grade will consist of daily assignments, a researched-writing project, a graded in-class essay, scores from a writing skills assessment, and participation:

- **Daily Assignments (30%):** You will be accountable for various daily assignments, including answers to reading questions, brainstorms/freewrites, drafts, peer review notes, etc.
- **Research Project (25%):** This assignment consists of a eight- to ten-page research report based on a topic you select and sources you collect. This assignment will be written in standard MLA or APA format.
- **Annotated Bibliography (15%):** Your finished annotated bibliography will include a minimum of 10 *relevant* sources related to your research proejct, 50% should be from academic journals, and it should include some points of view that challenge or in some way differ from you working claim.
- **Midterm/Final (10%):** The midterm and final will consist of a timed in-class essay based on sources provided beforehand. You can drop the lowest score of the two essays. No make-ups will be given for the midterm or final for any reason.
- **Writing Skills Assessments (10%):** UNLV participates in a national standardized test that measures students reading, writing, and thinking skills, including basic knowledge of conventions of spelling, grammar and punctuation. You must take this 2-part exam which consists of multiple-choice questions and/or a timed essay. You will receive a score for each part, which comprises 10% of your grade. Some sample questions will be provided beforehand.
- **Participation (10%):** You are expected to keep up with the workload, attend each class, and actively participate in the daily discussion and exercises, which include group discussion, review of readings, in-class individual or small group exercises, and peer review sessions.
- **Attendance:** Poor attendance or excessive lateness can negatively affect your grade. You are allowed two absences. Your final grade will be lowered a half-letter grade for every absence after two classes (see "Attendance" section).

Course Grades

Your final grade in the course will be figured according to the following:

Daily Assignments:	30%
Research Project	25%
Annotated Bib:	15%
Midterm/Final:	10%
Writing Skills Assessments:	10%
Participation:	10%
Total:	100%

Major assignments will be graded on the standard letter-grade scale with plusses and minuses. Final grades will be determined on a percentage basis. Your overall grade and project grades are based on the following percentages:

A = 100 – 92 %	A- = 91 – 90 %	B+ = 89 – 88 %	B = 87 – 82 %	B- = 81 – 80 %
C+ = 79 – 78	C = 77 – 72 %	C- = 71 – 70 %	D+ = 69 – 68 %	D = 67 – 62 %
D- = 61 – 60	F = 0 %			

Grade to Points Conversion

Use the following table to convert your letter grade on a particular assignment to the corresponding point value out of the total 100 points for the course. For example, on an assignment worth 5 points, an "A-" earns 4.5 points (90% x 5 = 4.5).

	5	10	15	20	25
A	5.0	10.0	15.0	20.0	25.0
A-	4.5	9.0	13.5	18.0	22.5
B+	4.4	8.8	13.2	17.6	22.0
B	4.1	8.2	12.3	16.4	20.5
B-	4.0	8.0	12.0	16.0	20.0
C+	3.9	7.8	11.7	15.6	19.5
C	3.6	7.2	10.8	14.4	18.0
C-	3.5	7.0	10.5	14.0	17.5
D+	3.4	6.8	10.2	13.6	17.0
D	3.1	6.2	9.3	12.4	15.5
D-	3.0	6.0	9.0	12.0	15.0
F	0.0	0.0	0.0	0.0	0.0

Assignment Submission Requirements

All writing assignments must be typed or word-processed unless otherwise noted. Final essays must be formatted according to MLA or APA guidelines, meet the length requirements for the assignment, and, when requested, be accompanied by drafts, copies of research material cited, and any other exercises as noted. These materials must be organized and submitted in a two-pocket folder or submitted electronically (or both, when requested).

Electronic submission: When electronic copies are requested, include your last name as the first part of all filenames, e.g.: jones_essay1; jones_draft1; jones_research_log. Electronic submissions will generally occur through **WebCampus**.

Late Assignments Policy

Late work will not be accepted without prior approval from the professor. Late work will be downgraded accordingly.

Attendance Policy

Attendance is mandatory. *You are allowed to miss only two class periods.* Your final grade will be lowered one half letter grade for each absence after two. If you miss more than six classes you will fail the course.

The two absences cover all circumstances, excused or unexcused, including unavoidable absences due to illness or emergencies. You are expected to notify your instructor beforehand if you know you will be missing a class. Exceptions will be made only with credible documentation of a medical or family emergency.

If you miss class for any reason, you are still responsible for the material and content of the class and for any assignment given for the next class.

Lateness. Repeated late arrivals or early departures may translate to absences. Please arrange your schedule so that you can arrive on time and stay for the entire class period.

Absences Due to Religious Holidays. Any student missing class quizzes, examinations, or any other class work because of observance of religious holidays shall be given an opportunity during the semester to make up missed work. The make-up will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays that do not fall on state holidays or periods of class recess.

Absences Due to University Activities. University policy as stated in the Undergraduate Catalog is: “Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up any assignments or examinations missed as a result of this event. It is the responsibility of the student to provide official written notification to the instructor of the course at the earliest time possible of his or her intention to participate in a university sponsored event, but no less than one week prior to the date of the missed class” (62).

WebCampus

This course will be using Webcampus for instructor-student communication, out-of-class announcements, electronic submission of drafts and assignments, and perhaps group discussion.

When you are not in class, use the **Webcampus Discussion tool** when you have a question about an assignment, such as what pages to read, what questions to answer, when an assignment is due, etc. By posting your question to the Discussion tool of Webcampus, other students can see and respond to your question, perhaps sooner than the professor. Students who post questions and responses to the discussion board will receive extra credit toward the Participation grade.

Use **Webcampus Mail tool** when you want to contact the instructor about a personal matter related to your status in the course, e.g., a question about your grades or if you are going to miss a class.

If you are not familiar with WebCampus, you can learn more about it via the “WebCampus” link of the Quickfind menu on the home page of UNLV. You can also find more information at Campus Computing Services at <http://ccs.unlv.edu/scr/support/webcampus/>

Make sure your browser preferences are optimized for Webcampus. If not, you may have problems using Webcampus. See http://www.unlv.edu/infotech/WebCT/webcampus_prep.htm

Special Accommodations for Disability

The UNLV Disability Resource Center houses the resources for students with disabilities. If you have a documented disability that may require accommodations, you will need to contact Disability Services for coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137. Their numbers are: 895-0866/Voice, 895-0652/TDD, and 895-0651/Fax. For additional information, please visit <<http://www.unlv.edu/studentlife/drc>>.

Plagiarism/Academic Dishonesty

Academic dishonesty, including plagiarism (using the words or ideas of another, from the internet or any other source, without proper citation of the source), constitutes grounds for failure of the assignment and possibly the course. If you are caught in an act of academic dishonesty, you will be reported to Student Affairs.

Turning in the same work in more than one class, or when repeating a class, is considered academic dishonesty unless permission is received in advance from the instructors.

Writing Center

One-on-one or small group assistance with writing is available free of charge to students at the Writing Center, located in the Central Desert Complex, Building 3, Room 301. Although walk-in appointments are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. When you go to your appointment, take a copy of your assignment and any writing that you may have completed on the assignment. See the Writing Center’s website for more information <<http://writingcenter.unlv.edu/>>.

ENG 102 / PHI 102 Writing Link

Fall 2007 Schedule - August 28 to December 18

Note: This schedule is subject to revisions, adjustments, and other updates through the semester. Your instructors will notify you of significant changes and updates, but it is your responsibility to stay informed of schedule changes.

Wk	Day	PHI 102 Assignments	ENG 102 Assignments
1	T Aug 28	Read <i>Logic of Real Arguments</i>, ch. 1	Course Introduction
	R Aug 30	Read ch. 2	Read <i>Dialogues</i> ch. 1 <ul style="list-style-type: none"> • Read pp. 3-16 • Do <u>not</u> read Tannen's essay pp. 16-20 • Read "Sample Arguments for Analysis" pp. 20-25 In-class diagnostic essay <ul style="list-style-type: none"> • Based on "sample arguments" pp. 20-25, so be familiar with Lewis and Finkelman articles
	F Aug 31	HW #1 (on WebCampus)	
2	T Sept 4	Read ch. 2 Read Handout #1 (on WebCampus)	Do questions 1-5a on p. 20 <ul style="list-style-type: none"> • Address both sample arguments in answers for 1-5a Discuss Lewis and Finkelman arguments Return in-class diagnostic essays
	R Sept 6	Read ch. 3 Read Handout #2 (on WebCampus)	Read <i>Dialogues</i> ch. 2 <ul style="list-style-type: none"> • Read pp. 28-42 • Do questions 1-7 pp. 42 (for "sample argument pp. 43-44) • Read "Sample Arguments for Analysis" pp. 46-48
	F Sept 7	HW #2	
3	T Sept 11	Ch. 3 Handout #3	Write a <u>dialogue</u> between Sole and Carter (pp. 46-48) and your own <u>deliberation</u> on the merits of the dialogue.
	R Sept 13	Ch. 3 Handout #4	Read <i>Dialogues</i> ch. 7 <ul style="list-style-type: none"> • Read pp. 184-201 • Do questions 1-8 pp. 201-202 • Do <u>not</u> do pp. 202-207
	F Sept 14	HW #3	
4	T Sept 18	Ch. 4 Shark Project	Read "Logical Fallacies" pp. 49-60 <ul style="list-style-type: none"> • Do question 2a-1 p. 61
	R Sept 20	Ch. 4 Handout #4	Read <i>Dialogues</i> ch. 6 <ul style="list-style-type: none"> • Read pp. 164-182 • Do questions 1-5b p. 183
	F Sept 21	HW #4	
5	T Sept 25	Ch. 5 Handout #5	Read <i>Dialogues</i> ch. 4 <ul style="list-style-type: none"> • Read pp. 85-120 • Do exercises 1-7 pp. 120-122
	R Sept 27	Ch. 5 Handout #5	Read <i>Dialogues</i> ch. 5 <ul style="list-style-type: none"> • Read pp. 123-148
	F Sept 28	HW #5	
6	T Oct 2	Ch. 6 Handout #5	Read <i>Dialogues</i> ch. 3 <ul style="list-style-type: none"> • Read pp. 62-83 • Do questions 1-6 p. 83 (do <u>not</u> do 7-8)

Wk	Day	PHI 102 Assignments	ENG 102 Assignments
	R Oct 4	Ch. 6 Handout #5	<ul style="list-style-type: none"> Brainstorm an interest inventory (handout) Choose a topic, do some preliminary Internet research on your topic, formulate a list of questions, formulate a working claim Discuss topics for research paper
	F Oct 5	HW #6	<ul style="list-style-type: none"> Read Dialogues ch. 9 pp. 252-277 Complete library online tutorials Meet in library for orientation (location TBA)
7	T Oct 9	Ch. 7 Handout #6	One annotation for research project (summarize, reflect, analyze, evaluate, argue with source, see Dialogues ch. 2)
	R Oct 11	Ch. 7 Handout #6	One more annotation for research project
	F Oct 12	HW #6	
8	T Oct 16	Ch. 7 Handout #6	Read ch. 23 Brainstorm arguments for midterm issues (develop pro/con or yes, but... lists)
	R Oct 18	Mid-Term Exam	Mid-Term Exam
9	T Oct 23	Ch. 8	Two more annotations
	R Oct 25	Ch. 8	Two more annotations
10	T Oct 30	Handout #7	Writing skills assessment, part I
	R Nov 1	Handout #7	Writing skills assessment, part II
	F Nov 2	HW #8	<i>Final day to drop or withdraw from classes without refund or change from credit to audit. Drops must be processed by 5:00 p.m.</i>
11	T Nov 6	Ch. 10	Due: Annotated bibliography
	R Nov 8	Ch. 10	Write audience analysis (questions 1-4 p. 89) based on your topic (assume primary audience is "general reader," see <i>Dialogues</i> p. #)
	F Nov 9	HW #9	
12	T Nov 13	Handout #8	Write an Outline for paper including plans for beginning, middle, and end of essay
	R Nov 15	Handout #8	Complete 50 minutes of writing
	F Nov 16	HW #10	
13	T Nov 20	Handout #9	Due: Draft (8-10 pp.) Peer Review
	R Nov 22	Thanksgiving Recess	
14	T Nov 27	Ch. 11	Editing (style) handout
	R Nov 29	Ch. 11	Editing (mechanics) handout
	F Nov 30	HW #11	
15	T Dec 4	Handout #10	Due: Final Paper
	R Dec 6	Handout #10	
	F Dec 7	HW #12	
16	T Nov 11	Final (10a.m.)	Final Exam