

# Composition II: Language and Identity

9:30-10:45 AM T/R FH 2640

Fall 2014

ENGL 1150.001



## Contact Information

**Instructor:** Sara Yaklin, Senior Lecturer

**Office:** 1400 F Field House

**Office Hours:** **M/W** 12-2; **T/R** 8-9:15 AM & 11-12:15: no appointment necessary; please stop in! Other times by individual arrangement

**Office Phone:** (419) 530-2394 (office hours only; use email for messages)

**Email:** sara.yaklin@utoledo.edu

## Course Information

**Text:** *Identity: A Reader for Writers*. Scenters-Zapico (2014). ISBN: 978-0-19-994746-1

**Description:** We will explore the concept of understanding identity in a variety of contexts, including **art, architecture, work, education and technology** ([hence the images on this syllabus](#)). Our primary purpose in this course is to examine how and why we write for an audience. Assignments will vary from traditional academic essays to other genres of writing; however, all assignments will continue expanding the skills you developed in Composition I (focus, rhetorical sensitivity, essay development, argumentation, research, citation, and revision). Significant time will also be devoted to the research process, including discussions on finding, evaluating, and incorporating research into texts, reviewing documentation practices, and establishing ethical practices for primary research (Adapted from Dept. of Language and Literature, Course Descriptions, 2014).

**Course Responsibility:** This is a blended course; **regular participation on class Blackboard site is required** and thus consistent online access. Other responsibilities include keeping up with assigned readings, taking notes, and allowing enough time for research, planning and drafting of assignments. I assign grades, but you are responsible for earning them.



## Learning Objectives

Since Composition II proceeds from and expands upon Composition I, previous Composition I objectives are assumed to be carried forward. Building upon this knowledge, students in 1150 will accomplish the following:

- Display ability to recognize context, audience and purpose by understanding the writing assignment and creating a thesis that establishes claims for both a main argument and intermediate arguments that support it (*TAG: 1) Rhetorical Knowledge*).
- Display a strong understanding of how task, content and genre work together in developing ideas in a text (*TAG: 1) Rhetorical Knowledge and 3) Knowledge of the Composing Process*).
- Be able to distinguish between background, primary, and secondary research sources, and use those sources appropriate for the genre in which they are writing and the audience for whom they are writing (*TAG: 1) Rhetorical Knowledge and 2) Critical Thinking, Reading, and Writing*).
- Use at least two different citation styles, and identify the disciplines for which they are appropriate. Display ability to use correct citation, footnotes, endnotes, and other documentation tools (*TAG: 5) Knowledge of Conventions*).
- Demonstrate the ability to work with advanced writing skills, such as synthesis, analysis, and summary while incorporating appropriate organizational structures (*TAG: 1) Rhetorical Knowledge*).
- As part of Composition Program requirements, all students must complete 7000 words in finished draft form (22-25 pages of writing).

## Final Grade Ranges

|                 |              |
|-----------------|--------------|
| 940-1000 = A    | 750-779 = C  |
| 900-939 = A-    | 700-749 = C- |
| 860-899 = B+    | 650-699 = D+ |
| 830-859 = B     | 600-649 = D- |
| 800-829 = B-    |              |
| 780-799 = C+    |              |
| 599 & below = F |              |

Please keep track of your grade throughout the semester using the MyGrades feature on Blackboard. This includes noting any missing assignments or eligibility/deadlines for the revision option (see next page).

## Assignments

## Point Value

|  |             |
|--|-------------|
| <b>Weekly writings</b><br>(In class and online)  | 200         |
| <b>Multimedia Project</b>  | 100         |
| <b>Research Project</b>  | 200         |
| <b>Collaborative Project</b>   | 100         |
| <b>Presentation</b>  | 50          |
| <b>Genre Writing Portfolio</b><br>including analysis, response<br>and critique pieces) | 250         |
| <b>Participation &amp; Preparation**</b>   | 100         |
| <b>Total</b>   | <b>1000</b> |

\*\*Full participation & preparation will be awarded for consistent and excellent engagement during class time (i.e. no napping, texting or other homework), familiarity with assigned readings for the day, and fewer than 3 missed classes and late arrivals. Simply showing up is not enough for full credit on this point.

## Class Policies

**Technical problems:** Please save or print a copy of this syllabus in case you have trouble accessing our course site during the semester and need to get in touch with me.

If you have technical issues with our class site, contact the Distance Learning staff at (419) 530-8835 or via e-mail on the Blackboard log-in page. Please also keep in mind an alternate computer access source (the open computer lab in Carlson library, for instance) for emergencies. All major assignments will have deadlines ranging from 5 days to 5 weeks, so plan to work on our class material sooner rather than later in case of computer problems.

**Plagiarism:** Using the ideas, words or research of another writer, intentionally or not, without due credit is considered plagiarism and carries severe penalties. A paper that is plagiarized in whole or in part will receive an F, the student producing it will receive an F, and the paper will be turned over to the administrative supervisors to determine further action. Plagiarism is grounds for dismissal from the University. The policy on plagiarism can be found in detail on pages 25 and 26 of The University of Toledo catalog.

**Attendance:** A sign-in sheet will be available before the start of each class time. It is your responsibility to sign in legibly. If you arrive late, please see me AFTER class (not during) to get your name on the sheet. Do not sign in other people. I use the sign-in sheets to verify attendance with the registrar's office and financial aid, as well as to determine grades for attendance/participation during midterm and at the end of the semester. **Only registered students may attend class.**

## Student Support

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or if you believe you have a disability and want to find out about requesting academic accommodations/adjustments in this course, please contact Student Disability Services:

(419) 530-4981  
TTY: 419.530.2612  
Rocket Hall 1820



**Submission of Assignments:** All class assignments must be submitted to me **as an attachment** via our class Blackboard site under Assignments. Each assignment will have its own dropbox for submission. Likewise, each assignment guideline sheet will have specific day and time deadlines. Attachments must be sent as Word or Rich Text File documents in order to ensure compatibility; documents sent in unreadable formats will be counted as late and must be resubmitted for credit. Do not send pdf, page (Mac), Works or WordPad files. Directions for submission in the dropbox are available on Blackboard under the Support Services tab.

**Late Work:** Each out-of-class assignment will have a set deadline for submission on Blackboard; work submitted after this time will lose 10 points for each day it is late. This includes work that is turned in minutes after the deadline. Late deductions may be waived with approved documentation. It is the student's responsibility to contact me with the appropriate documentation within a week of missing the assignment. Assignments will not be accepted for any credit more than a week beyond the initial deadline without university-approved documentation that covers the week-long absence. In-class writings and online writings can only be made up in the event of an excused and documented absence. Exceptions may be possible in the case of extraordinary and compelling circumstances; it is the student's responsibility to seek me out in a timely fashion to discuss exceptions.

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## Class Policies (Continued)

**Revisions:** Work that receives less than a “C” grade (74 or below) may be revised and turned in for a higher grade, unless the deductions were due to late submission or missing draft workshops. Students have one week from the time the graded copy is returned to make arrangements with me about revising; **you must contact me before submitting a revision.** This is so that I can ensure you understand my markings on your graded copy and we can discuss the necessary changes. If a revised copy is submitted, I will combine the previous grade with the revised grade for a final grade. For instance, an assignment that originally received a “D” and is revised at a “B” will have a final recorded grade of “C.” Thus, the revision policy does not wipe the slate clean, but it does allow each student a chance for a higher grade on the work.

**Peer Workshops, Conferences and Additional Help:** Many major assignments will go through multiple drafts and at least one peer workshop. Failure to participate in workshops will result in a loss of 10 points from the final grade for the assignment. Likewise, failure to schedule or attend ON TIME a conference during the sessions noted on the course schedule will result in a 10 point deduction from the final grade for the assignment (20 points for the research project).

Throughout the semester, you may also choose to submit a rough draft at any stage of the process to me via **Blackboard email** for individual feedback. Please allow me **at least** 24 hours or more to respond and plan ahead to give yourself enough time to make corrections before the deadline. Drafts sent less than 24 hours before the deadline will not receive a response. If you are seeking individual feedback from me, please indicate in your e-mail what sorts of concerns you have about your draft to help me better respond. **DO NOT submit rough drafts in the assignment dropbox; the dropbox is for final copies only.**

Finally, you may meet with me any time during my office hours or another mutually convenient time to discuss your work, and I encourage you to take advantage of this opportunity.

## Assessment, Response Time and Communication

**Performance Assessment:** Grades will be determined by completing assigned work in full and by the quality of the work produced. In short, writings will be evaluated based on 1) how well the assignment completed its objectives; 2) the clarity and focus of the writing style; 3) the appropriateness of the work in terms of audience, purpose, structure and delivery. Please see also the grading rubric on our class Blackboard site for more details.

Each assignment will have specific guidelines and requirements. Failure to meet these minimum standards will result in a failing grade, regardless of the technical proficiency of the writing.

**Participation Assessment:** as noted, your regular attendance and participation is expected. If you do have a university-approved reason for missing a deadline or class, contact me as soon as possible to discuss making up the work. This is your responsibility. Please see the link: [http://www.utoledo.edu/facsenate/missed\\_class\\_policy.html](http://www.utoledo.edu/facsenate/missed_class_policy.html) for a list of university-approved absences and examples of appropriate documentation.

**Response Time: Graded Work:** Generally it will take 7-10 days from the assignment deadline for me to respond to your major writings and post a final grade. This is because I read each piece several times and make extensive comments to aid in your writing progress. Once the assignment is graded, I will upload it to the My Grades feature with the point total; clicking on the points for that assignment will allow you to open the attached copy with my feedback. You will always have your previous work graded and returned before submitting a final draft for the next major assignment.

**Email:** I check email regularly (2-3 times a day) although not hourly, so please think ahead if your question conflicts with a deadline. If your question regards information I have already stated, I will direct you to the appropriate source (syllabus, Blackboard, class notes) rather than repeating myself. All your communication with me, whether through in-class assignments or e-mail, **is practice for writing in your career field** and should remain professional; I will extend the same courtesy in communicating with you. This includes using capitalization, punctuation, full sentences, appropriate tone and language, and clarity of explanation. With every writing, envision your audience. Imagine I am grading everything and consider how you want to present yourself as a student this semester.

**Looking forward to a great semester!**