

English 2020

Intermediate Writing - Science and Technology

FALL 2010

Section 601 (CRN: 11256): TTh 5:30 – 6:45 pm

Section 603 (CRN: 11259): TTh 7:00 – 8:15 pm

LA 029

Instructor Information

Garrett R. Winn

Email: uvu2020@garrettwinn.com

Class Blog: <http://uvu2020.garrettwinn.com>

Telephone: 801-358-3738 (c) – call or text any time

IM: garrettwinn@gmail.com

Hours: By appointment or up to 30 minutes after class

Required Texts and Materials

- Green, S., & Lidinsky, A. (2008). *From inquiry to academic writing: A text and reader*. Boston: Bedford. ISBN-10: 0-312-45165-2; ISBN-13: 978-0-312-45165-3. (GL)
- Wysocki, A. F., & Lynch, D. A. (2009). *The DK handbook*. New York: Pearson. ISBN-10: 0-321-42053-5; ISBN-13: 978-0-321-42053-4. (DK)
- Paper folder with 3 rings (\$0.25).
- Note paper (with perforations, if in a notebook)

Recommended Texts and Materials

- Flashdrive or writable CD
- *Ender's Game*, Orson Scott Card

Course Description

“Emphasizes academic inquiry and research in science and technology fields. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.” (Utah Valley State College Catalog, 2010-2011).

Course Values

This course and 1010 aid you in the following writing and communicating values:

- Rhetorical Knowledge
- Critical Thinking, Reading, and Writing
- Writing Processes
- Knowledge of Conventions

Course Objectives

English 2020 introduces you to writing for the academic science and technology community; specifically, this course requires mastering the following aspects of information creation and design:

Research

- Select and refine a topic
- Apply effective research strategy, skills, and time management
- Conduct secondary research (and potentially primary)
- Critically evaluate and analyze sources for reliability
- Summarize, paraphrase, quote, and document a variety of sources accurately, effectively, and without plagiarizing

Writing

- Understand and apply effective audience assessment techniques
- Understand effective rhetorical forms of scientific and technical research writing (including proposals, process description, data analysis, and critique), and apply them appropriately
- Understand and use effective deductive and inductive logic
- Understand and use appropriate logical structures in your writing (sequential versus analytical -- including comparison/contrast, division/classification, and so forth)
- Understand and demonstrate principles of grammar, usage, and style
- Understand and demonstrate strong, effective writing style and voice
- Integrate effective graphics and visual rhetoric into your writing and presentations
- Apply writing skills in an extended research and writing project

Assignments and Grading

Course Assignments (1000 points):

Final Portfolio (550 points – 55%). You will turn in a final portfolio on the last day of class. This portfolio will be in two parts: hard copy and electronic.

You will revise each major paper and update them as appropriate for a portfolio. Note that your major paper grade is not official until you submit it in the electronic portfolio; if you write all the papers, but do not submit an electronic portfolio, you will fail the class.

You will receive up to 25 additional points as part of the portfolio itself.

Major Papers: There are five major papers that you will write in this course. They are all aimed at one single research question that you can explore over the course of the semester. Each one is worth a significant part of your grade. You will complete each of these papers well before the due date of the portfolio and get feedback from the class and from me. You can revise most of these papers up until the revision deadline. Major papers will be submitted electronically, along with electronic copies of sources.

Additionally, you should track what you learn from each paper and how your thinking changes over the course of the semester. This will help you complete your portfolio. The papers are as follows:

Rhetorical Analysis (75 points). This paper is similar to the Strong Response paper for 1010. The main difference is that you are only to analyze the rhetoric of a single academic source text. This text should be the first source for your culminating paper.

Analysis and Synthesis (150 points). For this paper, you will analyze how two separate academic texts (peer-reviewed and authoritative sources) work and how they fit together in relation to your culminating paper. This is also similar to the Summary and Strong Response paper in 1010, but it is much more intense.

Proposal (50 points) and *Annotated Bibliography* (50 points). You will look at 3-4 academic sources for the Proposal paper and 5-6 academic sources for the Annotated Bibliography. These papers are also similar to what you did in 1010, however I will expect much deeper and more annotation and analysis than was previously expected. I will be paying close attention to APA style.

Researched Argument (200 points). As the culminating paper of the semester, you'll take all the things you have been doing all semester long and rally 8 sources in support of a claim (a thesis-driven argument). The main difference for this paper from other research papers you have probably written is that this one requires you to acknowledge the problematic nature of the issue and to argue your unique perspective.

Oral Presentations (150 points – 15%). You will present the findings from your research to the class. This is worth 100 points. You will also work as a group early in the semester to present on a to-be-announced topic, worth 50 points. 50% of your grade on these comes from you and your peers. You lose 5 pts for each one you miss or fail to evaluate.

Homework (100 points – 10%). In addition to your major papers, you will have other writing assignments that are meant to help you along the way to finishing your papers. These include a personal research narrative, blog comments, and various reports and memos. This also includes having drafts of your major papers ready for peer reviews. Each draft must have at least 50% of the final word count (90% for the final paper).

Class Work (200 points – 20%). We will do a lot of things in class. Class Work makes up 20% of your grade; therefore it is imperative that you make sure you are in class every day. In fact, I will take attendance every day. See the Attendance section of this syllabus for more information. I have broken down Class Work into the following areas:

In-Class Writing (50 points). We will regularly take time in class for free writing and for applying what we've learned that day. Each one is usually worth up to 2 points. These writing exercises **cannot** be made up, so make sure you are in class every day.

Reading Assignments and Quizzes (70 points). We will have various reading quizzes. These quizzes **reward** you for regular and prompt attendance, serious and attentive reading, and intelligent attention and participation in class. Quizzes are usually given at the beginning of class and cannot be made up.

Peer Reviews (80 points). Part of the purpose of this class is to teach you how to join a discourse community. This means that you are expected to be able to both give and take feedback. For all the major papers, you must provide a substantial review of someone else's work. The points for the peer reviews are split up as follows: 10 for rhetorical analysis, 15 for analysis and synthesis, 10 for proposal, 10 for annotated bibliography, and 35 for classical argument.

Grading Scale.

930-1000 = A	830-869 = B	730-769 = C	630-669 = D
900-929 = A-	800-829 = B-	700-729 = C-	600-629 = D-
870-899 = B+	770-799 = C+	670-699 = D+	0-599 = E

Resources

You need not write in a vacuum nor spend hours struggling with ideas writing your papers. There are many resources here to help you succeed.

- There are various computer labs available for your use on campus.
- You will be required to collaborate with classmates on one presentation this semester and you will work together often in class writing assignments and for peer reviews, so you should get to know everyone in the class. Feel free to share phone numbers and contact information with each other and even to set up study groups. This allows you to ask questions outside of class, get missed assignments or class notes, and work through tough reading assignments, among other things.
- The class blog can be a valuable source of information for you.
- The Writing Center is an excellent, and free, resource for you. Tutors are available to give you one-on-one help with writing assignments from any of your classes. I also give extra-credit when you go there (2 points for each time for a paper). Make sure that you bring your assignment sheet with you when you go so they know my expectations. Sign up for an appointment at the desk in LI 208 or call 863-8396.
- Writing help is available at the Online Writing Lab at <http://www.uvu.edu/owl>
- I am also a resource for you.

Class Policies

Email and Blog. I use email to communicate important information about the class. You should check your preferred email account often and regularly. I also use the class blog as a place to discuss assignments. You are required to check the blog at least 48 hours before each class for additional assignments and information (use an RSS reader).

Additionally, you will be required to join our class blog and participate in discussions there. There are a few required times when you must comment on the blog (these are already assigned as homework). But you must also post at least one other comment and respond to 5 of your peers' comments.

Grammar Mastery. You are responsible for your own competency in grammar, although we will have some class instruction on grammar issues.

Papers. All papers (drafts and final versions) as well as homework **must be typed**. Hand-written work will be returned, ungraded. I expect ALL assignments over one page to be stapled. Unstapled papers will be returned, ungraded. Please refer to the Paper Formatting Handout (available in class or on the class blog) for more information.

Saving Drafts. *Always* make and keep a copy of anything you turn in. As you are writing, it is smart to periodically back up the file to a safe location. Let me make myself a bit clearer – **SAVE EVERYTHING**.

Revision. You may revise all of the major papers. The original with my comments must accompany the revision, it must be a *substantial* rewrite that addresses more than just grammar issues, you must include a paragraph or more in an attached cover note that addresses what changes you made (or didn't make), what process you went through, and why this deserves to be re-graded. You may revise as much and often as you want up to the revision deadline. You can also revise after that point for the portfolio.

Attendance/Class Participation. I expect you to attend class and to be on-time. If you are going to miss, I expect you to let me know beforehand -- except for rare emergencies -- because that is part of due diligence and respect to the community. If you miss class, get the information you missed from your peers and then try me. I will not answer requests that do not indicate an attempt to contact peers first. Additionally, I am not responsible for informing you about missed work.

You will be allowed 3 unexcused absences without penalty (3 tardies count as 1 unexcused absence). After the third, 3 percentage points will be DEDUCTED from the final grade for each additional unexcused absence. For example, one additional absence (4 total) drops an 85% (B) to an 82% (B-). Excused absences include documented illness, family emergencies, and University-sanctioned activities (such as athletics). Business travel may be considered, as well.

In addition, any student who misses more than 8 class periods will automatically fail the course. On the other hand, I will give **25** points extra credit for perfect attendance.

It is always better to talk to me BEFOREHAND to discuss your options if you have to miss class for any reason.

Missing and Late Policy. Homework and other assignments are not accepted late for credit. If you miss an in-class writing, you will not be able to make it up. Contact me *in advance* if for some good reason you will be unable to turn work in on time. The dog ate my computer and such excuses will not be accepted (see Saving Drafts). A teacher draft may be turned in late, but it probably won't be returned to you in a timely manner.

Acceptance and Anonymous Use Policy. By continuing in this class after receiving this syllabus, you signify that you agree to all these policies and expectations. Violation of any of these policies may result in your immediate expulsion from the class and an unexcused absence for the day, all at the teacher's discretion.

In addition, you agree that I can use your papers as examples for future classes that I teach. I will anonymize the paper so no identifying information is shown.

University Policies

ADA. If you have any disability that may impair your ability to successfully complete this course, please contact the UVU Accessibility Services Department (LC 312, www.uvu.edu/asd/; 863-8747). Academic accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department.

Course/Lab Fees. All students in English 1010, 2010, and 2020 classes are assessed a \$1.00 photocopying fee upon registration. These fees allow students to receive approximately twenty copies each per semester (in addition to syllabus and tests).

You were also charged a \$13.00 lab fee upon registration for this course. This fee helps defray the extra expenses of a computer classroom, including equipment maintenance, account services, and printing supplies. You are allowed to use the printer in the lab during class, as well as the computers, when appropriate. Note that I do not tolerate computer use while I am lecturing or during class group work (unless the group work explicitly requires computer use).

Withdrawal Procedures. Should it be necessary to quit attending this or any other class, you must officially withdraw through the Registration Office no later than Sept. 15 or risk a failing grade. A UW (Unofficial Withdrawal) is equivalent to an E (failing grade) on your transcript.

Plagiarism/Academic Honesty. Plagiarism involves dishonesty; it is the theft of another's intellectual property. Plagiarism occurs when any of the following happen:

1. Students buy papers, hire others to write papers for them, or simply allow or request someone to write a paper for them and then claim the work is their own.
2. Students copy, quote, paraphrase, or summarize a source without properly documenting it, either intentionally or unintentionally.
3. Students submit work that has been submitted and evaluated for credit in another course without making major alterations or modifications to meet the specific requirements of the present course, but claim that the paper is an original work for the current course.

Students who plagiarize will face a penalty ranging from failure of the assignment to failure of the course. To avoid being suspected of plagiarism, submit work that is entirely your own and give credit to any sources used. Please refer to the English department's policy at <http://www.uvu.edu/english/student/plagiarism.html> for additional information and help.

Course Schedule

You will notice that we have a fairly detailed syllabus through the end of the semester. But just as each of us are unique individuals, so this class is a unique class; I won't jam this unique class into the rigid structure of the syllabus. While we will cover the course material, I believe that a teacher ought to be competent enough to not merely and dogmatically follow the rote path of a syllabus, but when necessary address students' questions that don't come in the planned sequence. So please consider the syllabus as fairly rigid and prepare for class accordingly (especially regarding your assignment due dates and your readings); but please also consider the syllabus as a point of departure to address concerns about the subject that make more sense to be addressed outside the anticipated sequence. That is, "Form Follows Function" -- a fundamental theorem of technical and scientific research writing.

Date	Class Topics	Readings Due	Assignments Due
Th 8/26	Introductions, Reflection Class Blog		
T 8/31	Academic Writing and Reading Academic Conversations Handling Complexity	GL Introduction GL Ch. 1	Writing Process (email) Email me your email address Questionnaire (class)
Th 9/2	Annotation Rhetorical Analysis Overview Summary and Analysis	GL Ch. 2 DK 88-101 _(review)	Research History (class) Blog reading comments (blog)
T 9/7	Claims Memos and Letters	GL Ch. 3 DK 116-129 _(review)	1 source (class) Summary of a source (email)
Th 9/9	Editing Thesis Statements	GL Ch. 10 DK 102-103	RA Thesis (class)
T 9/14	Library Day (LI 207) Finding Sources Evaluating Sources	DK 38-77 _(review)	Research Study Guide (class) Rhetorical Analysis Draft
Th 9/16	Peer Reviews Synthesis Overview Paper Formatting		Peer Reviews Interview Memo (class)
T 9/21	Research Questions Problematizing Issue Generation	GL Ch. 4 DK 20-23, 26- 27, 34-37, 80-86	Rhetorical Analysis Teacher Draft Research Questions (class) 2 sources (class)
Th 9/23	Analysis and Synthesis Narrowing a Topic	GL Ch. 7 DK 28-33	Issue Generation (class) Strong Response (email)
T 9/28	Primary Research	GL Ch. 11 DK 78-79	Synthesis Notes (email) Analysis and Synthesis Draft
Th 9/30	Peer Reviews Proposals Overview Planning Research Projects	GL Ch. 4 _(review) DK 24-25	Peer Reviews
T 10/5	Reviews of Literature Categorizing Group Presentations		Analysis and Synthesis Teacher Draft Bring Junk Mail (class) Group Presentations
Th 10/7	Group Presentations		Review of Literature (email) Group Presentations
T 10/12	Peer Reviews Group Presentations		Proposal Draft (class) x2 Group Presentations
Th 10/14	FALL BREAK (no class)		
T 10/19	Annotated Bibliographies Library Research Review	GL Ch. 6	Proposal Teacher Draft
Th 10/21	APA Style Day	GL Ch. 7 DK 421-452 (Review)	Memo on major style (email)
T 10/26	Incorporating Sources Quote, Summary, Paraphrase Rhetorical Appeals	GL Ch. 8 _(preview) DK 144-145, 308-325	Annotated Bibliography Draft All sources so far (class)

Th 10/28	Peer Reviews		Peer Reviews
T 11/2	Researched Arguments Thesis Statements	GL Ch. 5 DK 146-147	Annotated Bibliography Teacher Draft
Th 11/4	Visual Rhetoric Logical Fallacies	GL Ch. 8 DK 226-231	Visual Examples (class) Thesis Draft (class)
T 11/9	CARS and more Guiding your Reader	GL Ch. 9	Introduction Draft (class and email)
Th 11/11	CONFERENCES		Research Narrative (class)
T 11/16	Grammar and Language Day Paper Formatting	DK 248-299, 464-623 (review all)	Blog grammar example Researched Argument Draft
Th 11/18	Peer Reviews CONFERENCES		Peer Reviews Research Narrative (class)
T 11/23	CONFERENCES		Researched Argument Teacher Draft Research Narrative (class)
Th 11/25	THANKSGIVING BREAK (no class)		
T 11/30	Portfolios Public Speaking	GL Ch. 10 (review) DK 232-233, 304-305	Blog video link Teacher Revision Deadline
Th 12/2	Oral Presentations		Oral Presentations
T 12/7	Oral Presentations		Oral Presentations
Th 12/9	LAST DAY OF CLASS Oral Presentations		Oral Presentations
T 12/14	FINAL EXAM DAY (Regular Class Time) Oral Presentations		Oral Presentations Final Portfolios