

English 102
Fall 2016
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Introduction

This course is a further exploration of composing as a process, that will challenge you to strengthen and refine your critical reading, writing, and revising abilities and will inform your experience with research. You will develop active and authoritative relationships to college texts, discussions and assignments. Your role in this course is as interpreter of what you read; the class and I will help you consider where your interpretations come from, how they might be expanded, extended, or even challenged. Our goal is to engage in activities of meaning making, such as interpreting, seeing and naming relationships, defining, opposing, and revising to gain a more active understanding of our texts, our experience and our surroundings. We will begin with what you know best and then move outward, interacting with what others know about your topic of inquiry, by working with each other, various texts, and reference materials from the library. This course emphasizes activities related to research – considering authors’ ideas and perspectives, synthesizing multiple ideas, discussing how and why ideas intersect and inform each other, questioning assumptions, drawing conclusions about your findings, and properly citing sources (MLA). A researched essay (a set including multiple revisions) is required in English 102.

Description

Hermann Hesse said, “Without words, without writing and without books there would be no history, there would be no concept of humanity.” This course is based on a sequence of related assignments that invites you to explore our unfolding humanity. What does it mean to be human? How do we know? To access greater complexity, we will unpack and explore several perspectives, including those from Biology, Social Psychology, Sociology, Literature, and the Arts.

Each text for this course serves two purposes. Simultaneously each text offers an idea related to our theme of humanity to consider while also presenting a particular composing move or version of “essay-ing” for us to examine and discuss. Your role is that of critical thinker and active writer and reader.

This exploration will put you in dialogue with several diverse authors and each other. A number of assignments will be read, discussed, and reviewed by your peers toward an active and thoughtful revision. You will complete several essays, some of which will contain other sources of information that will need to be cited. Responses to other students’ work should be analytical and supportive—this activity is based on cooperation and collaboration, not competition.

All assignments, required texts, notifications etc. are available on our course wiki:

<http://engl102-s16-grayson.wikispaces.umb.edu/>

You are responsible for **printing** all required texts, assignments, and student essays. (Your tuition covers 200 pages of copying/printing in Healey Library with your library card. Please make sure your ID has an active library bar code and current sticker today.) You must always have the required text (a printed hard copy in class with you; you will not earn credit or be allowed to view it on a laptop or phone). The good news is that printing only the chapters and/or articles we need saves you money. It is fortunate that we have access to these texts as pdfs. The cost of buying all of the needed books and anthologies would be very expensive.

It is very important that you check our wiki every day our class meets. I will post an assignment (most often due the next class) after every class. You may also be asked to interact with each other and me on the wiki from time to time. In addition to our “official” posted assignments, you will be asked to print, read, gloss, and thoughtfully respond to each others’ writing (student essays). Your active participation is essential.

Guidelines

- ◆ You must come to class regularly and on time with your text and assignment, ready to work. Any student with 4 or more absences that has fallen significantly behind should not expect to pass the course. Credit is earned for completed assignments, preparation for and engagement in class work, and drafting and revising essays.◆ Every assignment counts toward the final grade; all must be completed in the order in which they are intended.
- ◆ All assignments must be handed in on time. More than two late assignments will significantly lower your grade.
- ◆ The grade on late papers will be lowered by one step for each class period that the paper is late (an A becomes an A-, a B becomes a B-, etc.). If a student is absent, he/she must turn in a missed assignment on the day he/she returns to class unless he/she has been given prior approval. It is the student’s responsibility to explain the reason for late work to the instructor (instructors may ask that reasons be explained in writing). A reason does not EXCUSE the lateness; it EXPLAINS the lateness. The instructor may not have time to provide feedback on late work and is not required to do so; thus, by turning work in late, students may deny themselves the benefit of teacher commentary necessary for subsequent steps in the assignment.
- ◆ **No paper will be accepted more than a week late**—except for emergencies (with documentation) where I will make exceptions.
- ◆ **I do not accept essays and assignments via e-mail.** You may make arrangements to hand it in early, drop it in my mailbox before class (6th floor English Dept. Wheatley) or have a classmate hand it in for you, if you are unable to attend class when an essay is due.
- ◆ All drafts will be evaluated for strengths and weaknesses and will receive substantive feedback from me; your revisions will receive letter grades based on your successful engagement with this feedback. All revisions are due one week after you receive your draft with my comments, and the grade for the first revision as well as the grade for any further revision will count.
- ◆ **You** are responsible for getting the assignment if you miss class. Please swap numbers and e-mail addresses with two classmates for discussion/clarification. Our wikipage makes our essential information very accessible. Please stay up-to-date with all info.

- ◆ Keep **ALL** of your assignments in a folder, including drafts and peer reviews. You may be asked to review and reconsider some of your previous work. I may also want to look over the body of your work from time to time.
- ◆ Thoughtful and active class participation is expected; The consistency and quality of your participation is assessed weekly and can significantly influence your grade.
- ◆ Essays must follow conventional paper format; they must be typed, in 12 pt. Times New Roman, with 1" margins.. Your name, your instructor's name and the date you are handing it in must be on the paper. Daily assignments will be single-spaced, 12pt TNR, with 1" margins.
- ◆ You are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs. The Code is available online at: [http:// www.umb.edu/life_on_campus/policies/code/](http://www.umb.edu/life_on_campus/policies/code/)
- ◆ Please remember to save graded papers for possible inclusion in your WPR portfolios. http://www.umb.edu/academics/vpass/undergraduate_studies/writing_proficiency/ ◆ Section 504 of the Rehabilitation Act of 1973 offers guidelines and support for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, CC-2-2100, 617-287-7430. The student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.
- ◆ Please be aware of the course withdrawal and pass/fail deadline for this semester.

Your success in this course depends on your active participation. In addition to teaching many of the standard moves of critical reading and writing (e.g., paraphrasing, exemplifying, arguing, analyzing, defining, synthesizing, and others required by the WPR/Gen Ed and upper-level courses), Freshman English courses at UMB actively teach students how to develop, use, and reflect on the following:

- a range of pre-reading, reading and rereading strategies
- various methods and kinds of note-taking and annotation
- drafting and discovery techniques
- ways of providing productive peer response
- ways to use and reflect on teacher and peer commentary
- strategies for re-entering and revising your writing
- strategies for proofreading your work
- ways to recognize and address patterns of errors in your work (sentence-level editing)
- ways to increase awareness of audience and of your own reading and writing processes

By the end of this course you should be able to demonstrate successfully that you are able to:

- analyze readings critically
- thoughtfully express your point of view
- respond to a reading in terms of your own perspectives and experience
- thoughtfully incorporate the ideas of others into your work and cite your sources accurately
- substantially revise drafts in terms of content and organization

- write paragraphs that elaborate ideas and draw conclusions
- support positions with evidence
- connect ideas coherently within and between paragraphs, and punctuate sentence boundaries and self-edit

Over the next fifteen weeks we will develop a new community with each other where you will be both supported and challenged. I am looking forward to working with you. Please feel free to discuss with me any concerns you may have about this class at any point during the semester. My office hours (Wheatley-6th floor- rm 18) are Mondays, Wednesdays, and Fridays from 10-11am and Mondays and Wednesdays from 1-1:30pm or by appointment, but you may always reach me via e-mail at Karen.Grayson@umb.edu