

Academic Writing

English 101: Section 0602

Fall 2016

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Office Location: TWS 2210

Class time: MWF 2:00-2:50p
Class location: KEY 0124
Office Hours: W 3:00-4:00p

Course Description

Welcome to English 101 at the University of Maryland. “Academic writing” may sound like a course that introduces you to the kinds of writing expected of you throughout college, and in many ways, it is. However, as this course prepares you for the scholarly work necessary for numerous other classes. It also introduces you to a kind of writing and thinking that will enable you to become a critical thinker who may enter intellectual conversations.

To achieve these ends, this course is grounded in inquiry and rhetoric. Our goal is first to inquire, to determine what is known—and credible—about an issue. Then, we ask questions about what is known: How do we understand and define this issue? How might we evaluate it? What can we do about it? Engaging in this inquiry and responding to these questions leads to rhetorical practice. We use rhetorical skills to construct knowledge by creating arguments that are built on the foundations of what has already been said. Through questioning and research, we gain the knowledge to join conversations in effective ways.

In English 101, you will hone the skills of clarifying issues, asking questions, leveraging rhetorical strategies, entering into scholarly conversations, researching topics, using evidence, and engaging in peer review. Your work will be oriented by the following concept:

Inquiry. Inquiry is understood as learning through questioning. One tool you will use to inquire is *stasis theory*, a rhetorical concept with its roots in legal practice. Stasis theory offers a way of categorizing and analyzing what is at issue in a situation with a series of questions: whether something exists, how it is defined, what its causes are, what its effects or consequences are, how we value it, what we should do about it, and who has the right to act on these questions.

Rhetoric. Rhetoric is the study of effective language use in persuasive argumentation. Through rhetoric, we are attentive to issues of the rhetorical situation of any writing (its audience, purpose, writer, context, and genre), as well as the role of rhetorical appeals.

Writing Process and Reflection. Drafts, feedback, and revision are essential elements for any effective composition. By stepping back to reflect on your writing and your writing process, you learn more about who you are as a writer. In reflection, you gain the insights that enable you to assess your work and make productive changes towards improvement.

Research and Critical Reading. The work of researching academic sources allows you to enter the conversations of various disciplines. You will learn the types of sources that are acceptable for academic papers, as well as the methods for appropriately integrating them into your writing.

Learning Outcomes

Upon completion of an Academic Writing course, you will be able to:

- Demonstrate understanding of writing as a series of tasks (including finding, evaluating, analyzing, and synthesizing appropriate sources), and as a process that involves composing, editing, and revising.
- Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions, and how to evaluate its supporting evidence.
- Demonstrate facility with the fundamentals of persuasion, especially as they are adapted to a variety of special situations and audiences in academic writing.
- Demonstrate research skills, integrate your own ideas with those of others, and apply the conventions of attribution and citation correctly.
- Use Standard Written English and revise your writing for appropriateness. You will take responsibility for such features as format, syntax, grammar, punctuation, and spelling.
- Demonstrate an understanding of the connection between writing and thinking. You will use learn to read, inquire, and communicate in an academic setting.

Required Books

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: Norton, 2014. ISBN: 9780393935844

Inventing Arguments: A Rhetoric and Reader for the University of Maryland's Academic Writing Program. Boston: Pearson, 2014. ISBN: 9781269924757

Wysocki, Anne Frances and Dennis Lynch, *The DK Handbook*. 3rd ed. Boston: Pearson, 2014. ISBN: 9780205863792

Course Policies and Procedures

1. Participation and Attendance

You are expected to be prepared for class, participate in class discussions, have drafts when they are due, and complete in-class writing activities. Your active participation will contribute to your final grade. We will discuss the definition of active participation in the first class meetings.

Your work in English 101 will be based on skills that you develop in class. Thus, your attendance and participation are essential to your success in this course. If you miss class, it will be your responsibility to find out what you missed and what is necessary to make up the work.

Your ability to make up any work will depend on two factors:

- 1) Whether your absence is excused or unexcused (see the University's statement on absences here: https://www.faculty.umd.edu/teach/attend_student.html)
- 2) Whether the work you turned in or the activity you missed during class constitutes a "major course event." **Rough draft workshops and final due dates of formal assignments constitute major course events.** This work is due on the date stipulated, unless an alternative arrangement has been agreed to in advance.

For MWF classes, you are allowed **up to six unexcused absences** without a significant penalty. Missing class sessions still means that you will lose participation points for the day. **For each additional unexcused absence beyond six, your final grade will be lowered by one full letter grade.** Thus, if you have earned an "A" average but exceed the allowed number of unexcused absences by one, you will earn a "B" in the course; if you have earned an "A" but exceed the allowed number of unexcused absences by two, you will earn a "C" in the course.

2. Late Papers

Papers are due on the date and time designated on the course syllabus, regardless of whether you attend class or have an excused absence. All assignments should be uploaded electronically to Canvas. **Late papers will be marked down one letter grade per day late, including weekends.**

3. Draft Workshops

We will have a draft workshop before each paper is due. Draft workshops enable you to develop two major writing skills that are integral to this course: 1) learning to critique your own writing and the writing of others, and 2) learning how to revise your work, given comments from your peers. Your participation in the workshop will be part of your grade.

4. Paper Format

Unless otherwise indicated, the standard format is as follows:

- double-spaced throughout (with no extra spaces between paragraphs)
- readable font (12 point, no italics except for titles or emphasis)
- one-inch margins on all sides, left justified
- your name, my name, and the section number for the course in upper left corner
- title of the paper center justified
- numbered pages

When citing information, please follow the **MLA style guidelines** appropriate for the situation.

5. Office Hours

Please stop by during my open, walk-in office hours to discuss any aspect of your writing, as well as questions you may have about class procedures. If my office hours conflict with your schedule, I am also happy to schedule another time to meet.

We will have two scheduled one-on-one conferences in my office (see the course schedule for conference days). These meetings are *mandatory*. If you cannot attend our scheduled conference, please email me at least 2 hours before our planned time. If you miss our conference without emailing, I will count it as a class absence.

6. Writing Center

Please consider visiting the tutors at UMD's Writing Center as a way to improve your writing. It is an excellent resource, and I offer extra credit participation points if you make at least one tutoring appointment.

The Writing Center offers both daytime and evening hours. Online tutoring is also available. You can make an appointment through the website below.

Website: <<http://english.umd.edu/academics/writingcenter>>

Address: 1205 Tawes Hall
(301) 405-3785
writadmin@umd.edu

7. Electronics Policy

Please turn off your cell phone during class. You are welcome to use your laptop or tablet for class-related writing and activities.

8. Academic Integrity

Plagiarism, whether it is submitting someone else's work as your own, submitting your own work completed for another class without my permission, or otherwise violating the University's code of Academic Integrity, will not be tolerated. You are expected to understand the University's policies regarding academic integrity. These policies can be found at the website of the Office of Student Conduct, www.shc.umd.edu. Please visit this website, click on the "students" link, and read the information carefully.

9. Accommodations for Students with Disabilities

Your success in the class is important to me. If there are circumstances that may affect your performance in class, please let me know. We can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

In order to receive official university accommodations, you will need to register and request accommodations through the Office of Disability Support Services. DSS provides services for students with physical and emotional disabilities, and it is located in 0106 Shoemaker on the University of Maryland campus. Information about Learning Assistance Services or Disability Support Services can be found at www.counseling.umd.edu/LAS or www.counseling.umd.edu/DSS. You can also reach DSS by phone at 301-314-7682.

Grading and Revision

Grades

The percentages of contribution to your final grade are as follows:

Discussion posts, participation, draft workshops	15%
Academic Summary	10%
Annotated Bibliography	10%
Inquiry Essay	15%
Digital Forum	15%
Position Paper	20%
Revision and Reflection Assignment	15%

Revision Policy

Revision Policy for Assignment #1: If you would like to rewrite the "Academic Summary" assignment to earn a higher grade (provided the assignment was completed on time and was not plagiarized), you may do so for this assignment only.

Revision is a major part of this course and a major element of strong writing practice. You will revise your papers after draft workshops. I am also happy to discuss your paper before the due date. In addition, your final assignment asks you to substantially revise an essay you've submitted. Since there are many opportunities for you to revise your work, **there will not be possibilities for additional revisions to essays after they have been returned.**

Course Assignments

Academic Summary. Summary is an element of good critical reading, which is, in turn, the cornerstone of academic writing. With this assignment, you take the first step in learning many skills crucial to successful academic writing, including clarity and concision, effective and ethical use of sources, and the interconnection of reading and writing. 300 words.

Annotated Bibliography. This assignment will enable you to identify sources that will propel your inquiry. You will identify and annotate five sources. Each annotation should (1) cite the text of your choice in perfect MLA format; (2) summarize the text; (3) evaluate the validity and rhetorical appeals used; (4) discuss how the text will help you gain a deeper sense of the issue and contribute your investigation. Approx. 200 words per annotation.

Inquiry Essay: You will enter an academic conversation by identifying a topic for research that connects in some way to your academic, personal, or civic interests. You will stasis theory to investigate your topic and to learn the debates within it. A major part of this project is to explore how listening to the ideas of others can inform, expand, and complicate your understandings of the topic. The goal of this essay is three-fold: 1) to argue for the exigence and importance of this issue, 2) to raise important questions about the issue, and 3) to investigate possible responses to these questions. A research session at McKeldin library will introduce you to the skills of finding and evaluating worthy sources. 4-5 pages.

Digital Forum: You will move from writing to academic audiences in analog form to writing to popular audiences in digital form. Extending the work of the Inquiry essay, you will identify a conversation within your issue and three different ways stakeholders engage it. You will create three “stakeholder pages” that describe these positions, as well as an “About” page and a “Required Reading List.” This list of annotated sources should 1) offer your audience additional information about your issue, and 2) extend your research base by annotating five new sources that take up your issue. Approx. 1800 words.

Position Paper. This paper is the culmination of the inquiry and exploration you have conducted throughout the semester. Your goal is to compose an essay that offers the argument you find most persuasive within the issue you’ve been examining. Your job is to take a position within this debate, refute competing positions and alternatives, and organize your ideas effectively. This paper is directed to a specific, academic audience, and it should include a bibliography of approximately 15-20 sources. 8-10 pages.

Revision and Reflection Assignment: Through reflection and revision, you are able to think critically about your identity as a writer, your writing process, and the feedback you’ve received. You will revise an assignment of your choice (Inquiry Essay or Digital Forum). Your reflective memo will discuss the *substantive* revisions you made to this essay, your understanding of academic writing, and your progress as a writer over the course of the semester. Reflective Memo 2 pages. Revision 4-5 pages.

Course Schedule

IA: Inventing Arguments

TSIS: They Say/I Say

DKH: DK Handbook, 3rd edition

INTP: Interpolations: <https://www.english.umd.edu/academics/academicwriting/interpolations/>

Day	Session Objectives	Reading Due	Writing Due
Week 1 Day 1 M 8-29	Introductions; Discuss Syllabus and Assignment Sequence; Course Objectives		
Day 2 W 8-31	Rhetoric and Argument; Academic Conversations; Summary Assignment	Duffy, "Virtuous Arguments" https://www.insidehighered.com/views/2012/03/16/essay-value-first-year-writing-courses <i>IA</i> "The Core of an Argument," 60-73 <i>TSIS</i> xiii-15	Discussion Board #1 Due at 1:30pm
Day 3 F 9-2	Summary and Critical Reading	<i>IA</i> , "Exigence," 370-373 <i>TSIS</i> 30-51 <i>DKH</i> "Summarizing the Words of Others," 176-177	
M 9-5	Labor Day—NO CLASS		
Week 2 Day 4 W 9-7	Summary and Revision	Bartholomae, "Inventing the University" (ELMS)	
Day 5 F 9-9	Draft Workshop: Academic Summary	<i>INTP</i> , Nesbitt, "Consider the Lobster" <i>DKH</i> 264-268, 540-559 (ELMS)	Academic Summary Draft Due at 2:00pm
Week 3 Day 6 M 9-12	Reflect on Summary; Introduce Inquiry Essay and Annotated Bibliography assignments; Set up conferences for semester topics	<i>INTP</i> , Geller, "Examining Predictive Genetic Testing Using Huntington's Disease as a Model" <i>IA</i> "Inquiry and Argument," 1e (red) 359-362, 2e (yellow) 340-342	Assignment #1: Academic Summary Due at 11:59pm
Day 7 W 9-14	Discuss Inquiry; Prepare for McKeldin Library Research	<i>INTP</i> , Lulli, "Are You at the Mercy of the Music You Listen To?"	Discussion Board #2 Due at 1:30pm

Day 8 F 9-16	Research Session at McKeldin Library, 6 th floor, room 6103		
Week 4 Day 9 M 9-19	Annotated Bibliography assignment, MLA citation	<i>IA</i> "Stasis Theory," 1e (red) 392-394, 2e (yellow) 359-360 <i>INTP</i> , Sankar, "No Big Deal" <i>DKH</i> "Finding Ideas," 3e (blue) 39-75, 4e (green) 58-96	Discussion Board #3 Due at 1:30pm
Day 10 W 9-21	Conference Day for Assignment #2 and Topic Exploration		Assignment #2: Annotated Bibliography Due at 11:59pm
Day 11 F 9-23	Stasis Theory	<i>IA</i> "Stasis Theory— Identifying the Issues," 1e (red) 392-394, 2e (yellow) 371-373 <i>TSIS</i> "And Yet," 68-77	
Week 5 Day 12 M 9-26	Academic Integrity and Source Use	<i>DKH</i> "Summarizing, Quoting, Paraphrasing," 3e (blue) 174-185, 4e (green) 188-203	
Day 13 W 9-28	Draft Workshop: Inquiry Essay	<i>IA</i> Murray, "Making Meaning Clear," 1e (red) 475-481, 2e (yellow) 463-469	Inquiry Essay Draft Due at 2:00pm
Day 14 F 9-30	Rhetorical Analysis Strategies	<i>IA</i> "Writing a Rhetorical Analysis," 1e (red) 382-389, 2e (yellow) 361-370	
Week 6 Day 15 M 10-3	Logos and Rhetorical Situation; King's "Letter from Birmingham Jail"	<i>IA</i> "Logical Structure of Arguments," 1e (red) 74-89, 2e (yellow) 67-87 <i>IA</i> King, "Letter from Birmingham Jail," 1e (red) 643-656, 2e (yellow) 542-553	Assignment #3: Inquiry Essay Due at 11:59pm
Day 16 W 10-5	Ethos, Pathos, and Kairos; "Letter from Birmingham Jail"	<i>IA</i> "Moving Your Audience," 1e (red) 111-123, 2e (yellow) 104-119 <i>IA</i> King, "Letter from Birmingham Jail," 1e: 643-656, 2e: 542-553	

Day 17 F 10-7	Rhetorical Analysis Wrap-Up; Introduce Digital Forum	<i>IA</i> "Analyzing Arguments Rhetorically," 1e (red) 158-176, 2e (yellow) 154-174	Discussion Board #4 Due at 1:30pm
<i>Week 7</i> Day 18 M 10-10	Creating Stakeholders	<i>DKH</i> "Understanding Your Audience," 3e (blue) 246-249, 4e (green) 266-269	
Day 19 W 10-12	Audience and Required Reading List	<i>TSIS</i> "So What?" 92-101 <i>DKH</i> "Starting to Write for an Audience," 3e (blue) 250-251, 4e (green) 270-271	Discussion Board #5 Due at 1:30pm
Day 20 F 10-14	"About" pages; Academic and Popular Styles	<i>DKH</i> "Styles Readers Expect in Different Settings," 3e (blue) 276-7, 4e (green) 296-297	Draft "About" page
<i>Week 8</i> Day 21 M 10-17	Digital Forum; Stakeholder Position Page #1	<i>IA</i> , "Definition and Resemblance Arguments," 1e (red) 224-255, 2e (yellow) 220-247	Draft Stakeholder Position Page #1
Day 22 W 10-19	Analyzing Visual Arguments	<i>IA</i> , "Analyzing Visual Arguments," 1e (red) 177-189, 2e (yellow) 88-103	
Day 23 F 10-21	Drafting Stakeholder Pages; Ethical Arguments	<i>IA</i> , "Evaluation and Ethical Arguments," 1e (red) 287-312, 2e (yellow) 278-303	Draft Stakeholder Position Page #2
<i>Week 9</i> Day 24 M 10-24	Drafting Stakeholder Pages; Alternative Views	<i>IA</i> , "Responding to Objections and Alternative Views," 1e (red) 126-155, 2e (yellow) 121-152	Draft Stakeholder Position Page #3
Day 25 W 10-26	Draft Workshop 1: Arguments	<i>DKH</i> "Styling Paragraphs," 3e (blue) 280-281, 4e (green) 300-301	Complete Draft of Digital Forum
Day 26 F 10-28	Draft Workshop 2: Style	<i>INTP</i> , Jachja, "Are We Contributing to Digital Manipulation in Social Media?"	Complete Draft of Digital Forum
<i>Week 10</i> Day 27 M 10-31	Introduce Position Paper	<i>INTP</i> , Friedman, "Rethinking National University Rankings"	

Day 28 W 11-2	Causal Arguments; Taking a Position; Coordination and Subordination	<i>IA</i> "Causal Arguments," 1e (red) 256-286, 2e (yellow) 248-277 <i>TSIS</i> "Ain't So/Is Not," 121-129 <i>DKH</i> "Using Coordination and Subordination," 3e (blue) 296-297, 4e (green) 316-317	Assignment #4: Digital Forum Due at 11:59pm
Day 29 F 11-4	Proposal Arguments; Transitions	<i>IA</i> "Proposal Arguments," 1e (red) 313-348, 2e (yellow) 304-338 <i>DKH</i> "Transitions Between Paragraphs," 3e (blue) 286-287, 4e (green) 306-307	
<i>Week 11</i> Day 30 M 11-7	Responding to Objections and Alternative Viewpoints	<i>TSIS</i> "As a Result," 105-120 <i>IA</i> King, "Letter from Birmingham Jail," 1e: 643-656, 2e: 542-553	
Day 31 W 11-9	Using Evidence and Incorporating Sources	<i>IA</i> "Using Evidence Effectively," 1e (red) 91-110, 2e (yellow) 88-103 <i>DKH</i> , "What Counts as Evidence," 3e (blue) 148-157, 4e (green) 162-171	Discussion Board #6 Due at 1:30pm
Day 32 F 11-11	Research Session at McKeldin Library, 6 th floor, room 6103		
<i>Week 12</i> Day 33 M 11-14	Arrangement; Introductions and Conclusions; Set up Conferences	<i>IA</i> "Classical Structure of An Argument," 1e (red) 60-62, 2e (yellow) <i>DKH</i> "Concluding and Introductory Paragraphs," 3e (blue) 282-285, 4e (green) 302-305	
Day 34 W 11-16	Revising and Rewriting	<i>DKH</i> "Misplaced and Dangling Modifiers," 3e (blue) 476-477, 4e (green) 454-455 <i>TSIS</i> "But Don't Get Me Wrong," 129-138	

Day 35 F 11-18	Draft Workshop: Position Paper		Position Paper Draft Due at 2:00pm
<i>Week 13</i> Day 36 M 11-21	Conference Day 2: Position Paper	<i>DKH</i> "Parallelism," 3e (blue) 298-299, 4e (green) 318-319	
W 11-23 through F 11-25	Thanksgiving Day Break Observed--No Class		
<i>Week 14</i> Day 37 M 11-28	Introduce Revision and Reflection Assignment		
Day 38 W 11-30	Revising Strategies	<i>IA</i> "Thirteen (Lucky!) Strategies for Revision" 1e (red) 505-508, 2e (yellow) 492-494	Assignment #5: Position Paper Due at 11:59pm
Day 39 F 12-2	Reflective Writing	<i>IA</i> , "Reflective Writing and the Revision Process," 1e (red) 509- 518, 2e (yellow) 502-507	
<i>Week 15</i> Day 40 M 12-5	Stylistic Revisions	<i>IA</i> , Sommers, "Revision Strategies of Student and Experienced Adult Writers," 1e (red) 495-504, 2e (yellow) 482-491	Discussion Board #7 Due at 1:30pm
Day 41 W 12-7	Draft Workshop: Revision; Style	<i>IA</i> , Harris, "Revision," 1e (red) 452-469, 2e (yellow) 441-457	Draft Revised Assignment
Day 42 F 12-9	Draft Workshop: Revision and Reflective Memo		Complete Draft of Revision and Reflective Memo Due at 2:00pm
<i>Week 16</i> Day 43 M 12-12	Course Wrap-Up		Assignment #6: Revision and Reflection Assignment due 12/16

University Mandated Attendance Policy for English 101 (cont. from p. 2)

Unexcused or “discretionary” absences. Discretionary absences should be viewed not as “free days” but as days you may need to deal with emergencies. You may miss two full weeks of class without substantial penalty—you will, however, lose participation and attendance points for those missed classes. For *each* unexcused absence after two weeks, your final grade will be lowered by one full letter grade. This means that if you have an A average but have one absence more than two weeks of unexcused absences, you will earn a B in the course.

Excused absences. The University excuses absences for certain reasons (illness, representing the UMD at certain events, religious observance, and the death of an immediate family member), provided the cause of absence is appropriately documented (see below).

Religious observances. The University's policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed because of individual participation in religious observances. Students are responsible for obtaining material missed during their absences. Furthermore, students have the responsibility to inform the instructor of any intended absences for religious observances in advance. The student should provide written notification to the professor within the first two weeks of the semester. The notification must identify the religious holiday(s) and the date(s).

Documentation Requirements to Justify an Excused Absence for Illness. The University's policy is to excuse class absences that result from a student's own illness. The procedure and documentation required for an illness to be an excused absence differs depending on the frequency of the absence.

For a single class meeting missed: If you miss only one class meeting for illness, you may submit a self-signed note to the instructor (that is, a note from a health care provider is not required for a single class missed, and the Health Center will not provide written excuses for a single absence). Each note must also contain an acknowledgment by the student that the information provided is true and correct; in this way, it must follow the Code of Student Conduct or may result in disciplinary action. Such documentation will NOT be honored as an excused absence if the absence coincides with a Major Scheduled Grading Event, which for ENGL 101 is a paper due date. If you know you will miss class, make an effort to alert your instructor and make arrangements in advance. Also, your documentation must be presented to the instructor *upon returning to class*.

For Multiple but Non-Consecutive Meetings Missed: If you will miss more than one class meeting for a medical concern, but these will not be consecutive, you should provide documentation from a health care provider upon returning to class after the first of these absences that details future dates to be missed OR provide a note from a doctor that states specific dates missed (the note must state specific dates, rather than broadly name a time frame; that is, for example, documentation must say the student missed class on 9/12, 9/16 and 9/20 for a medical concern, rather than saying the student may have missed class repeatedly between 9/11-9/21).

For Multiple Consecutive (more than one in a row) Meetings Missed OR an Absence Involving a Major Grading Event: If you will have a prolonged absence (meaning more than one absence for

the same illness) or have missed a class involving a major grading event, you are required to provide written documentation of the illness from the Health Center or from an outside health care provider *upon returning to class*. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information need be provided on this note.

Absence due to participation in a University Event: If your absence is not due to an illness but is, rather, due to your participation in an official University event, you must provide documentation for this absence prior to the absence; the documentation should be an official form from the University.