

## English 200-026: Writing and Rhetoric Workshop II Spring 2008

Instructor: M. Rosatelli  
Date/Time: MWF 10-10:50  
Location: Hibbs 264

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### Overview of the Course

English 200 focuses on researched writing. In this course, you are asked to undertake a researched writing project involving several different writing assignments that conclude in a well-documented academic essay. In that final essay, your own voice and authority are informed and enriched by the ideas, examples, and methods of others. A strong researched essay becomes a conversation among writer, reader, and sources. From the careful and thorough researching and writing required in English 200, you will develop analytical, interpretive, and critical thinking skills necessary for, and transferable to, all disciplines in the academic community and beyond. You will also learn the importance of the principles underlying, as well as the proper practice of, academic documentation.

After exposure to, and participation in, stages of this course, you will be expected to:

- recognize that writing is thinking, not just the product of thought;
- increase and retain curiosity and initiative in searching for and developing knowledge and understanding;
- develop an awareness and control of argumentative and analytical writing processes;
- develop an academic argument appropriate to the needs of a particular audience;
- recognize the main claims and lines of argument in scholarly writing;
- summarize and appropriately represent complex arguments, with proper use of direct quotation and paraphrasing;
- demonstrate library and electronic research and source documentation skills;
- distinguish between scholarly and tertiary sources of information;
- participate in formal and informal workshop and peer critique.

### Core Textbooks and Materials

- *A Writer's Reference*, Diana Hacker, 6<sup>th</sup> edition
- *The Craft of Research*, Wayne C. Booth et al., 2<sup>nd</sup> edition

You also will need a VCU email account (your email ID and password give you access to Blackboard, the online component of this class) and a good *collegiate* dictionary.

### Course Requirements

**Final Researched Essay:** A minimum of 13 typed pages and a writer's memo with a Works Cited page (8-10 sources). The process drafts described below will guide you through the research and writing, and the final essay will be a combination and crafting of the process drafts.

English 200 affords you the opportunity to explore in depth a subject of particular interest. In the early weeks of the course, you will design a specific project suited to your interests. The final essay marks the culmination of your exploration. In it, you will present a clear main claim—that is, takes a position or stand—and supports that stand appropriately. Final essays are evaluated on the strength of the ideas and critical analysis of source work, thoroughness and presentation of research, demonstrated understanding of course material, and overall effectiveness in arguing and supporting a focused main claim.

**Note:** Your final portfolio (consisting of your final English 200 paper and a 2-3 page final reflective letter) will be read by a group of Writing Program faculty. Only final papers developed as a result of the English 200 course process will be considered for portfolio review. You must present developing drafts to me prior to the submission of your final paper. In order for you to pass the course, your portfolio must receive a "passing" review from the portfolio group. I am a reader in this group, and will be the one who assigns a specific letter grade of A, B, C, or D to all passing portfolios. A failing portfolio results in a failing grade in the class.

### **Process Drafts:**

Discovery process draft: An exploration of your topic and roadmap for your research.

Investigative process draft: 6-8 typed pages, incorporating and synthesizing material from 8-10 sources, including a writer's memo and Works Cited page. As a part of the preparation for this paper, you must read and conduct research consistently every week. You will prepare thorough **annotations** for 12-15 potential sources for their research essays.

Point Sentence Outline: A sentence-by-sentence roadmap of your paper.

Preliminary draft: A draft of the whole project, incorporating discovery and investigative drafts and including an identification of the claim.

**Research Tasks:** Students will complete the assigned research tasks that are posted on Blackboard.

**Note:** Written assignments should conform to the following specifications. *You may need to adjust your software settings to adhere to these requirements:*

- Times New Roman, 12 point
- Standard Word default margins
- Justification: left margin only
- Line spacing: double-spaced.
- Print: dark, and on one side of the page
- Graphics: in an appendix only
- Documentation: MLA, APA, Chicago, or style appropriate for the essay's topic.

All drafts must include a writer's memo.

### **Final Grade Components**

- One 13-15 page researched essay, 8-10 sources, process drafts: **60%**
- Workshops/Peer responses: 15%
- Weekly annotated bibliographies: 10%
- Participation/Attendance: 10%
- Research tasks: 5%

### **Grading in a Process Course**

Because this is a process course, individual process drafts will not receive *letter* grades. You will receive comments, suggestions, and guidance to help you design, implement, and develop your writing and research processes. Comments on individual pieces of writing are responses to the writing-in-progress toward the final essay.

### **Class and University Policies**

**Attendance Policy:** Students must come to every class prepared and on time. The instructor has the right to lower a student's final course grade as the sole result of his or her repeated absences and tardiness. **By University policy, students who miss more than nine classes in a course that meets three times a week, or more than six classes in a course that meets twice a week, will automatically fail.**

**Students with Disabilities:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require that VCU provide an "academic adjustment" and/or a "reasonable accommodation" to any individual who advises us of a physical and/or mental disability. If you have a physical or mental limitation that requires an academic adjustment or accommodation, arrange a meeting with me at your earliest convenience. Additionally, if your coursework requires you to work in a lab environment, you should advise the instructor or department chairperson of any concerns you may have regarding safety issues related to your limitation(s). This statement applies not only to this course but also to every other course in this University.

**Email Policy:** Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the University as needed. Mail sent to the VCU email address may include notification of

University-related actions, including disciplinary action. Please read the policy in its entirety:

<http://www.students.vcu.edu/rg/policies/email.htm>.

**Plagiarism and Academic Integrity:** *The VCU Resource Guide* states: “Virginia Commonwealth University recognizes that honesty, truth, and integrity are values central to its mission as an institution of higher education. “Therefore, it must act to maintain these values, even to the point of separating from the University those who violate them. [The VCU honor system policy] describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. All persons enrolled in any course or program offered by VCU, and all persons supervising the learning of any student are responsible for acting in accordance with the provisions of this policy.”

VCU has recently revised its honor policy. Students should review that policy as described in the *VCU Resource Guide*, <http://www.students.vcu.edu/rg/policies/honor.html>. [Instructors who have taught 200 before—note this is a changed URL]. In this class, because coursework will be at times collaborative, particular issues of integrity arise. Students should not copy or print another student’s work without permission. *Any material from another source must be credited, whether that material is quoted directly, summarized, or paraphrased.* In other words, students should respect the work of others and in no way present it as their own.

**Student Conduct in the Classroom:** According to the *VCU Resource Guide*, “The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies, and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with their [sic] customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed.” Among other things, cell phones and beepers should be turned off while in the classroom. Also, the University Rules and Procedures prohibit anyone from having “...in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university...”

See the Faculty Guide for Student Conduct for more information

[\[http://www.students.vcu.edu/rg/policies/conductguide.html\]](http://www.students.vcu.edu/rg/policies/conductguide.html). Certainly the expectation in this course is that students will attend class with punctuality, proper decorum, required course materials, and studious involvement. *The VCU Resource Guide* contains additional important information about a number of other policies with which students should be familiar, including Guidelines on Prohibition of Sexual Harassment, Grade Review Procedure, and Ethics Policy on Computing. It also contains maps, phone numbers, and information about resources available to VCU students. *The VCU Resource Guide* is available online or through the Division of Student Affairs.

### **What to Know and Do To Be Prepared for Emergencies at VCU:**

1. Sign up to receive VCU text messaging alerts (<http://www.vcu.edu/alert/notify>). You’re your information up-to-date.
2. Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on campus classrooms.
3. Listen for and follow instructions from VCU or other designated authorities.
4. Know where to go for additional emergency information (<http://www.vcu.edu/alert>).
5. Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

### **Other points of interest:**

#### **Missed work:**

You can receive up to half-credit on late assignments that are completed and turned in by the next class. I only accept hard copies.

I reserve the right to lower your final grade for all late work.

#### **E-mail:**

I do my best to respond quickly to e-mails, but do not expect immediate responses (and do not expect responses over the weekend). I do not accept assignments via e-mail, the digital drop box, etc. unless otherwise specified. Please e-mail me if you plan on missing class.

**Writing Center:**

The writing center is a wonderful resource that should be used well *before* a deadline. The consultants in the writing center are trained to help you work through everything from finding a topic to clarifying your conclusion. They are not there to write your paper or hand you ideas. I strongly suggest that you take advantage of their resources throughout the semester.

**Weekly Coursework****Week 1**

**Jan 14:** 35 minute Diagnostic essay

**Jan 16:** Introductions, Syllabus review

**Jan 18:** Developing Research questions, research problems

**\*Jan 20 → Last day to drop**

**Week 2**

**Jan 21: NO CLASS**

**Jan 23:** Finding and developing topics, Intro to Research Tasks

\*Reference: Booth, Chapters 1-4

**Jan 25:** Topic Proposal Workshop

Due: Topic Proposals

**Week 3**

**Jan 28:** Meet in Library (3<sup>rd</sup> Floor Instruction Classroom)

\*Reference: Booth, Chapters 5-6

**Jan 30:** Searching for sources

Due: Any revised Topic Proposals

**Feb 1:** Introduction to Annotated Bibliographies, textual evaluation

Due: Bring three possible sources to class

**Week 4**

**Feb 4:** Introduction to Discovery Draft, discuss annotated sources

Due: 2 Annotated Bibliographies

**Feb 6:** Computer Lab/conferences, Hibbs 331

Due: 2 Annotated Sources

**Feb 8:** Computer Lab/conferences, Hibbs 331

Due: 2 Annotated Sources

**Week 5**

**Feb 11:** Workshop Discovery Draft

Due: Discovery Draft

\*Reference: Booth, Chapters 7-9

**Feb 13:** Arguments

Due: 2 Annotated Sources

Due: Any revised Discovery Drafts

**Feb 15:** Arguments, Pt. 2

Due: Research Tasks

Due: 2 Annotated Sources

**Week 6**

**Feb 18:** Presenting Sources. Introduction to Literature Review

Due: 2 Annotated Sources

**Feb 20:** Computer Lab/conferences, Hibbs 331

**Feb 22:** Computer Lab/conferences, Hibbs 331

**Week 7****Feb 25:** Workshop Lit Review

Due: Lit Review

**Feb 27:** Filling in the gaps**Feb 29:** Overview of Paper organization**Week 8****March 3:** Model essay for Point Sentence Outline.

\*Reference: Booth, Chapters 12-13

**March 5:** Writing a Draft**March 7:** Workshop Point Sentence Outline

Due: Point Sentence Outline

**Week 9****Spring Break!****Week 10****March 17:** Conferences**March 19:** Conferences**March 21: No Class****\*\*Last day to withdraw!****Week 11****March 24:** Style and Clarity

Due: First round drafts posted to Blackboard

**March 26:** Workshop**March 28:** Workshop**Week 12****March 31:** Workshop**April 2:** Workshop**April 4:** Workshop**Week 13****April 7:** Workshop**April 9:** Workshop**April 11:** Workshop**Week 14****April 14:** Workshop**April 16:** Workshop**April 18:** Workshop**Week 15****April 21:** Loose Ends**April 23:** Presentations**April 25:** Presentations**Week 16****April 28:** Final Papers and Reflective Cover Letter due