

<p>ENG-W 132 Elementary Composition II Spring 2013 MW 4:00-5:15pm KO 179 (LAB) Telephone: 765/455.9229</p>	<p>Instructor: Paul Cook Office: KO 232 E-mail: paulcook@iuk.edu Office Hours: T, 10am-2:00pm and W, 2-3:00pm or by appointment</p>
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Writing, Research, and Work: An Exploration of the Working Life

“Hell, if you whip a damn mule he might kick you. Stay out of my way, that’s all. Working is bad enough, don’t bug me. I would rather work my ass off for eight hours a day with nobody watching me than five minutes with a guy watching me. Who you gonna sock? You can’t sock General Motors, you can’t sock anybody in Washington, you can’t sock a system.”
 --Mike LeFevre, Chicago Steelworker as told to Studs Terkel in *Working* (1972)

ENG-W 132 is the second semester of a two-semester writing sequence at Indiana University Kokomo. Building on what you learned in ENG-W 131, this course will give you the opportunity to further develop as a writer. You will also learn more about the fundamentals of academic writing, research, rhetorical analysis, and argumentation, and you will develop skills that will serve you well not only in your other college courses, but also in your future career and beyond.

This particular section of ENG-W 132 might be a bit different from other writing or English courses you’ve taken in the past in that it is designed around a central theme—*work* (hence the epigraph above). That is, all of our course readings, writing assignments, and class discussions revolve around the concept of work: your experiences with work, the difficulty of work (and the difficulties of finding work), balancing school and work, and so forth. You will learn how to be a better writer and a more sophisticated reader by thinking about, writing about, and critically reflecting on a familiar topic that (I hope) will be made somewhat *unfamiliar* by way of our readings and writing projects, as well as through our discussions in class.

Since learning to write and read well are skill sets or “capacities” and not content areas (like, say, learning how photosynthesis works or memorizing verb conjugations in French), and since learning to be a better writer is only accomplished through hard work and lots and lots of repeated practice and guidance (seriously: there really aren’t any shortcuts, no magic pills), my main job this semester is to provide you with what you need to succeed. This means giving you (1) compelling readings and provocative writing projects; (2) the space to think, write, and share your projects with others; (3) expert guidance and feedback on your work and ideas; and (4) time to research, invent, rethink, and revise.

Required Texts:

Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*. 7th ed. Upper Saddle River, NJ: Pearson, 2012. Print.

Hacker, Diana and Nancy Sommers. *A Writer’s Reference*. 7th ed. Boston: Bedford/St. Martin’s, 2011. Print.

(***Note: If you took ENG-W 131 on the IUK campus last semester and your class used the Oncourse version of this textbook, then you still have access to this text through Oncourse.)

Orwell, George. *Down and Out in Paris and London*. 1933. San Diego: Harvest, 1961. Print.

(***Note: this novel is not available in the IUK bookstore because it is widely available online and in many chain bookstores for well under \$10. I recommend that pick up a copy as soon as possible.)

Supplemental Readings: I will frequently post required readings to Oncourse; typically, these will be in .pdf format. You are *required* to print these .pdfs in their entirety, read them, and bring them to class with you on the appropriate days. I understand that this entails an extra cost, so you should budget these printing costs as a “fourth” required text.

You will also need...

*Some sort of portable data-storage device or an IU Box account on which you can save multiple drafts of your work.

**A sturdy notebook or binder in which to keep notes, essay drafts, handouts, and in-class writing exercises.

***A dedicated, two-pocket folder in which to submit your final portfolio at the end of the semester.

Assignments and Grading:

Over the course of the semester you will plan, develop, draft, and revise **three major essay assignments** that will form the core of your Final Portfolio. Here's the breakdown:

Final Portfolio (60%)

Your final portfolio will consist of the final drafts of three Writing Projects (WPs) and your Annotated Bibliography:

Writing Project #1: Summarizing with Purpose, 4-6 pages (15%)

Writing Project #2: Synthesis and Concept Mapping (APA project), 5-7 pages (20%)

Writing Project #3: Literary Interpretation (MLA project), 6-8 pages (25%)

*****A NOTE ON REVISION:** You will receive loads of feedback from me on your work over the course of the semester, but you will not receive grades on any of these writing projects until you have submitted your final portfolio. You are encouraged to *revise* each WP as many times as you think is necessary, but please note that "revision" is not the same thing as "editing" or "proofreading." (Don't worry: we'll spend *a lot* of time in class talking about revision.)

I am more than happy to look over your WPs and give you feedback and revision suggestions on your work as many times as you like (it's my job, after all!), so long as you meet these three criteria: (1) you must perform a significant *revision* each time we meet (i.e., no mere proofreading or editing); (2) you must submit your WP in advance and arrange to meet with me in person to discuss it (either during office hours, during class on a Draft Day, in a mandatory conference, or some other time by appointment); (3) when we meet to discuss your WPs, you must be able to talk specifically about the revisions you've made, why you've made them, and what further revisions you think need to be made (after all, you are the writer and the final authority on your own work).

Annotated Bibliography (15%)

Because research, the evaluation/use of sources, and accurate MLA and APA documentation play a central role in this course, you will compose and revise an annotated bibliography of 8-10 sources that you'll use in various WPs over the course of the semester. The Annotated Bibliography can be in *either* APA or MLA format (but not both), and you will submit it at the end of the semester along with your Final Portfolio.

Writer's Journals (freewrites, in-class writing [ICWs], and in-class activities [ICAs]) (15%)

Over the course of the semester you will keep a Writer's Journal (or "WJ"). Your Writer's Journal is where you will write all of your ICWs, ICAs, lecture notes, ideas, brainstorming, keywords (search terms), bibliographic entries, timelines/schedules, freewrites, musings, jottings—in short, *everything*. I will randomly collect WJs a couple of times over the course of the semester to get a sense of how you're doing and to make sure you're keeping up with ICWs, ICAs, and other activities. I recommend using a sturdy spiral-bound notebook (preferably one with pockets) that you *bring to class with you every meeting*. If you miss an ICW or ICA because you're tardy or absent, you **cannot** make up the grade. You will receive full-credit for attending class on drafting days.

Class Participation (10%)

See "Attendance and Participation" below.

Attendance and Participation:

While there will be *some* lecture in this course, this class is not a lecture-only course. It's important to the overall success of this course that you come to class regularly, complete all assigned readings, make time to reflect on and consider (even re-read) what you've read, and participate actively and enthusiastically in class discussions. Baseline ("C"-level) participation requirements are that you come to class every time we meet and complete all assigned readings. Contributing thoughtful comments and asking questions will raise your participation grade to a "B." Consistently contributing interesting and insightful comments and ideas and providing leadership in class discussions will earn an "A."

When you miss class, you miss important information and mandatory in-class activities (which cannot be made-up), and classmates miss your input and ideas. **If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day.** I reserve the right to change the course schedule at any time, and it is your responsibility to stay on top of these changes. If you feel comfortable doing so, swap cell numbers or e-mail addresses with the person next to you; this way, if ever you do miss class, you can find out what you missed with little to no trouble.

Your course grade will drop by one letter grade (10%) if you miss more than 10% of our classes (**or 4 class periods**); you will fail the course if you miss 25% of our classes (**or 8 class periods**).

Late Assignments:

Late work will not be accepted under any circumstances. If a *bona fide* emergency (e.g., a death in your immediate family, long-term hospitalization, arrest or incarceration, etc.) forces you to miss class, please let me know as soon as is reasonable so that we can discuss your options.

Tardiness:

Our class starts and ends at the scheduled times. Sometimes I'll begin class with a freewriting exercise or some other kind of informal graded exercise. If you arrive late and miss the freewrite, you will receive a zero. Freewrites and other ICWS and ICAs cannot be made up.

Grades:

A standard ten-point scale (A+=97-100; A=94-96; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+=77-79; C=74-76; C-=70-73; D+=67-69; D=64-66; D-=60-63; F=everything else) will be used. If you have a question about a grade you receive on an assignment, please feel free to discuss it with me in office hours or by appointment. Please remember that you must complete ENG-W 131 with a grade of **C or better** (not C-) to satisfy requirements for the School of Arts and Sciences and move on to ENG-W 132.

Office Hours:

Please feel free to drop by during my office hours or make an appointment for another time. I want to discuss your work with you, and utilizing office hours is an excellent way for us to address any concerns you might have about the class, your progress or performance, and/or any other questions you might have.

Oncourse and E-mail:

We will be using Oncourse to (a) keep track of graded assignments, (b) complete assignments, (c) participate in discussion forums, (d) post and download important documents and information, and (e) communicate with each other over the course of the semester. When possible, please use the messaging service in Oncourse to send messages to me. (This is the best way to get in touch with me, although sending e-mails directly to my IUK e-mail address is fine, too.) I will also frequently send out class e-mails through Oncourse covering everything from changes in the schedule to announcements regarding instructor illness or inclement weather, so please get into the habit of checking our class's Oncourse page frequently (at least every other day or so). If you have any questions about how to access or use Oncourse, please don't hesitate to let me know. **With very few (if any) exceptions, anything I hand out in class will also be**

posted to Oncourse. I check e-mail and Oncourse every day, but as a general rule, I do not respond to e-mails over the weekend.

Office of Disabilities Services:

If you have a documented disability, please make sure you have submitted and received all necessary paperwork and that you let me know as soon as possible so that the appropriate arrangements can be made.

Academic Honesty and Plagiarism:

“A student must not adopt or reproduce idea, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a.) quotes another person’s actual words, either oral or written; (b) paraphrases another person’s words, either oral or written; (c) uses another person’s idea, theory, or material unless information is common knowledge.” Source: Indiana University Code of Student Ethics. (Note that “intent” is not a factor here.)

“Double dipping,” or submitting a writing project for two or more courses (whether they’re IUK courses or not), constitutes plagiarism and will result in a grade of zero and possible disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I’m more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply submitting the same essay for multiple classes is not acceptable under any circumstances.

Knowing the boundaries between acceptable and unacceptable uses of other’s work, texts, or ideas can be tricky sometimes, and we will spend significant time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

Writing Center (Library KA 128)

Don’t forget to utilize the Writing Center that your tuition dollars have already gone to support! The IUK Writing Center is open Monday through Thursday, 9am to 7pm, Friday, 10am to 2pm, and Saturday, 12:30-4:30pm. Remember, many of IUK’s very best students understand that seeking out a response to one’s writing is a necessary part of the learning/writing process. Several of the staff who presently work in the Center have or are currently working toward a teaching license, and many are graduate students. Stop by or call for a 30 minute appointment: 455-9425, Option #1.

You can now instant message the tutors your quick questions (grammar, citing, etc.) using campus contacts. Visit our website at <http://www.iuk.edu/writing-center> where you can

- Ask a more detailed question online by using Ask a Tutor email option.
- See a list of *Grammar Girl* podcasts on hundreds of usage and other English language concerns.
- Discover which helpful documents and other sources are available at the Center.
- Find out when your favorite tutor is scheduled to work.

Course Schedule

(Schedule, readings, and due dates subject to change at instructor’s discretion with advance notice. Readings are “due” on the dates on which they are listed.)

KEY	
CR	<i>The Curious Researcher</i> (Ballenger)
WR	<i>A Writer’s Reference</i> (Hacker and Sommers)
OC	Oncourse reading (.pdf)
H	Handout (in class)
DO	<i>Down and Out in Paris and London</i> (Orwell)

WEEK 1: Course Introduction

January

M 07: Course Introduction (expectations and ice-breakers)

W 09: Writing a working autobiography

WEEK 2: Reading about Work

M 14: Read OC, excerpts from *Working* and WR, pp. 67-72

W 16: Read OC, Bousquet, "Students Are Already Workers" (pp. 125-36) and WR, pp. 72-73(WP #1 assigned)

WEEK 3: Summarizing with Purpose

M 21: **No class (MLK, Jr. Holiday)**

W 23: OC, Bousquet, "Students Are Already Workers" (pp. 136-46) and OC, "The Art of Summarizing" from *They Say, I Say*

WEEK 4: Writing Project #1 (Summarizing with Purpose)

M 28: Read OC, Bousquet, "Students Are Already Workers" (pp. 146-56) and CR, pp. 1-12 and pp. 113-14

W 30: **Draft of WP #1 due** and Read CR, pp. 12-21(Annotated Bibliography assigned)

WEEK 5: Conferences (Group A) **No Classes**

February

M 04: Group A Conferences (mandatory)

W 06: Group A Conferences (mandatory)

WEEK 6: Library Research

M 11: Read CR, pp. 23-37 (WP #2 assigned)

W 13: Library Day #1 and read CR, pp. 38-49

WEEK 7: Research Strategies that Work

M 18: Read CR, pp. 51-68 (WP #1 returned with feedback)

W 20: Read CR, pp. 69-84 and read OC, excerpts from Ehrenreich *Nickel and Dimed*

WEEK 8: Writing Project #2 (APA)

M 25: Library Day #2 and read CR, 101-13

W 27: **Draft of WP #2 due** (Assign WP #3) and read CR, pp. 115-31 and OC, excerpts from Ehrenreich, *Nickel and Dimed* (cont.)

WEEK 9: Conferences (Group B) **No Classes**

March

M 04: Group B conferences (mandatory)

W 06: Group B conferences (mandatory)

WEEK 10: Spring Break

M 11: **No class (Spring Break)**

W 13: **No class (Spring Break)**

WEEK 11: Drafting

M 18: Read DO, pp. 5-121 (WP #2 returned with feedback)

W 20: Read DO, pp. 121-42 and CR, pp. 143-54

WEEK 12: Writing Project #3 (MLA)

M 25: Read DO, pp. 142-74 and Drafting Day

W 27: Read DO, pp. 174-213

WEEK 13: Independent Study & Research (work on revising Writing Projects)

April

M 01: **No class** (Work on revising Writing Project #3)

W 03: **No class** (Work on revising Writing Project #3)

WEEK 14: Literary Research

M 08: **Draft of WP #3 due** and read OC, excerpts from Bowe, et al., *Gig: Americans Talk about Their Jobs*

W 10: Read CR, pp. 154-73

WEEK 15: Literary Research, cont.

M 15: Read CR, pp. 173-84 and OC, excerpts from Bowe, et al., *Gig: Americans Talk about Their Jobs* (cont.)

W 17: Read CR, pp. 185-201

WEEK 16: Revision

M 22: Read CR, pp. 201-220 (WP #3 returned with feedback)

W 24: Last day of class; course evaluations, wrap-up and review; etc.

***** Final Portfolios Due (60%) on Monday, April 29th at 4:00pm (during Final Exam period)**

There is no Final Exam! Have a great summer!