

ENG-W 132
English Composition II
Spring 2017
TR 8:30 to 9:45am in KO 200
paulcook@iuk.edu

Instructor: Paul Cook
Office: KO 238-D
Office Hours:
Tuesdays, 11:30am to 1:00pm, and anytime by
appointment.



"The most difficult subjects can be explained to the most slow-witted man if he has not formed any idea of them already; but the simplest thing cannot be made clear to the most intelligent man if he is firmly persuaded that he knows already, without a shadow of a doubt, what is laid before him."

Tolstoy, 1894

Academic Writing, Research, & Fake News in the Digital Age

Welcome to ENG-W 132! ENG-W 132 builds upon the skills of critical reading and analysis introduced in ENG-W 131, with an added focus on researching and writing longer, more substantive arguments.

This course will develop your ability to plan, draft, and revise research projects; assess and choose appropriate information sources; and tailor your writing projects to specific audiences and purposes. You will develop a sustained research project with several related components (e.g., a research proposal, an overview essay, a literary analysis, a first draft, a research "plan-of-attack," etc.), and through this process you will come to see research and writing as dynamic, closely-related "tools" for exploring and making sense of our crazy world.

For example, our theme this semester is “fake news.” Many of our class readings and most of our discussions, activities, freewrites/quickwrites/“music writes,” and writing projects will be focused on fake news stories like [the infamous #PizzaGate](#), [concepts such as “digital polarization”](#) and [“filter bubbles.”](#) and important societal and political questions such as “How do we know what we know?” [“Which sources of information can be trusted in the digital age?”](#) “How can you reliably tell the difference between facts, theories, opinions, and outright lies?” “What do we *really* mean by ‘bias’?” And more.

In addition to learning a lot about how knowledge and information “works” (and *doesn’t work*) in the early-21st century, here are the practical skills you can expect to learn this term:

Learning Outcomes and Objectives
<ul style="list-style-type: none"> ▪ Demonstrate composing/research skills appropriate for an academic audience
<ul style="list-style-type: none"> ▪ Demonstrate skills in using the IU Kokomo library for locating a wide variety of sources, including discipline specific databases
<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the characteristics of scholarly sources
<ul style="list-style-type: none"> ▪ Integrate research smoothly and appropriately into a paper
<ul style="list-style-type: none"> ▪ Demonstrate clear understanding of the conventions of both MLA and APA documentation styles
<ul style="list-style-type: none"> ▪ Create a thesis/research question that is supported in a way that demonstrates control of the sources
<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the distinction between primary and secondary sources

Remember that writing, like any other skill or habit worth pursuing, requires hard work. Whether you were your high school valedictorian or in the bottom 1% of your graduating class, ***anyone can become a better, more proficient writer and reader.*** But, just like playing basketball, lifting weights, or running a marathon, growing your writing “muscles” takes dedication, patience, and frequent, repeated practice.

Part of my job this semester is to act as your “coach,” so to speak, which from time to time will mean motivating you, pushing you out of your comfort zone, critiquing your work, and so forth. I will always do so with a spirit of kindness and patience—all I ask is that you meet me (at least) halfway. I’m excited about learning more about each of you and your writing styles/processes.

Required Texts

All sections of ENG-W 131 and 132 use the course bundle available at the IU Kokomo bookstore. Here's the detailed information. Make sure you have purchased the bundle before the start of Week 2 or you will face a significant grade penalty.

Everyone's an Author, 2nd ed with Readings/ MLA Update

They Say, I Say, 3rd ed with MLA Update

Little Cougar Handbook or *Little Seagull Handbook*

The ISBN for the bundle is **978-0-393-63356-6**, and the cost is \$73.00 + tax at the IU Kokomo bookstore. I will frequently post required readings in Canvas in the Files tab in .pdf or .docx format. You are expected to download and print these readings, read them actively and carefully, and then bring them with you to class on the appropriate day.

Assignments and Grading

Reading Quizzes (10%): We will frequently have brief, 5-item quizzes during class to test your handling of the material and to determine whether or not you are staying on top of the readings. ***These cannot be made up for any reason.*** Be sure to be in class regularly and stay on top of our readings. For more info, see "Readings and How to Read Actively" below.

Class Participation (10%): See "Attendance and Participation" below for full details.

Freewrites & "Music Writes" (10%): Music is an ancient form of human expression that has the power to influence us—and how we think and write—in [a multitude of interesting ways](#). Each time we meet, usually for the first 10 minutes of class, we will get into the writing "habit" by listening to a song and doing a 5 minute or so freewriting exercise based on the song.

I will choose the tunes for the first few weeks, but then I want you folks to get in on the action. I will even open a Discussion space in Canvas where we can share ideas for songs and YouTube videos. By the end of the term, we will have developed a "playlist" and quite a lot of freewriting!

Short Writing Assignments (SWAs) and In-class Projects (20%): Throughout the semester, we will have short(er) writing projects, such research proposals, professional emails, group projects, handouts/worksheets, and so forth. In a sense, this category is sort of like a "catch-all" category for writing assignments that don't fit neatly into the other categories. For instance, as we are drafting and researching WP#2, I may ask you to do a first draft or a "zero draft" that will count as a SWA. All SWAs will be graded on a ten-point scale (8 = 80, 9 = 90, etc.). For more information and a complete grading rubric for these kinds of assignments, see the "Short Writing Assignments and In-class Projects" handout in the Files tab in Canvas. We will likely have around 8-10 SWAs and in-class assignments (combined_ over the course of the semester.

Major Writing Projects ("WPs") and the Final Portfolio (45%):

Over the course of the semester you will plan, develop, draft, and revise **three major essay/research assignments** that will form the core of your **Final Portfolio**, which you will submit at the end of the term (**Sunday, 4/30 before 11:30pm EST**). Each WP will have its own assignment sheet and grading rubric. For more information, see the WP assignment sheets in the Files tab in Canvas. Here's the breakdown of the individual WPs:

Writing Project #1: Summarizing and Responding, 4-6 pages (15%)

Writing Project #2: Literary Interpretation (MLA project), 5-7 pages (15%)

Writing Project #3: Synthesis and Concept Mapping (APA project), 5-7 pages (15%)

*****IMPORTANT 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 will give you a "pencil grade" on the draft that you submit to Canvas so that you have an idea of how you're doing.

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 either in person or "virtually" to discuss it (either during office hours, during class on a Drafting/Revising Day, in a mandatory conference, via Canvas, 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).

Writing Conference on WPs (5%): Each of you will have a 15-20 minute individual writing conference with me in which we will go over one (or more) of your WP drafts, discuss revision options for the Final Portfolio, and chat in general about your overall performance in the course. Remember: you're welcome to visit me in my office, in the Fitness Center, in the hallway, or wherever else you can find me as often as you like during the semester, but the writing conference is a mandatory, graded conference, and there will be a significant grade penalty if you miss your writing conference with me. These writing conferences will occur in **Weeks 12, 14, and 15** (see the Course Schedule below for more information), though we may move these up to an earlier point in the semester if such a move becomes necessary.

=100%

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.

Readings and How to Read Actively

The weekly reading assignments in this course will be challenging, quite long, and likely different from texts you've read before. These readings will require you to practice patient, careful, *attentive* reading. You may not yet be accustomed to doing this kind of "active reading," but we will learn how to do it together.

Here are some of the basic principles of active reading:

When you come across a word you don't understand, look it up in an online dictionary (the ***Oxford English Dictionary*** is best and free for IU students through [the IU Kokomo library homepage](#)) when you find a concept or reference with which you're unfamiliar, look it up on **Wikipedia** and read the entry until the passage you're wrestling with starts to make sense. Mark any and all passages in your books that you would like to discuss in class, that you think are particularly noteworthy, or that don't make sense to you. We will discuss these passages together in class. In short, you will need to read closely, carefully, and *slowly*.

You should expect to *read*—in the manner I've just briefly described—between *15 and 25 pages* each week. And a few times the reading load will be heavier. Please get into a weekly if not daily reading habit that works for you and stick to it. This will be key to your success and learning in this course. If ever you have any questions or concerns about our readings, please don't hesitate to let me know.

Attendance and Participation

While there will be some lecture in this course, this is definitely *not* a lecture-only course. Ongoing, stimulating class discussions and in-class group activities are vital to the success of this course and to your overall learning experience. In short, it's important that you come to class each time we meet, complete all assigned readings each week, take time to reflect on what you've read (and then go back and re-read), take careful notes on the readings (in your notebook and textbook), ask questions, and participate actively and enthusiastically in class discussions and in-class exercises.

When you miss class, you miss important information, activities, ideas, ICWs, instructions, videos, interactions, etc. that simply can't be "made up." (It's sort of like missing a party or celebratory dinner and then asking everyone to reconstruct the experience for you in words or emails. Like other social phenomena, classroom learning just doesn't work that way.)

Furthermore, when you miss class, your classmates and I 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 ever you do miss class, you should use the "Questions about the Course" Discussion in the "Discussions" tab in Canvas to find out what you missed. See "**Getting in touch with me...and each other**" below for more information.

Your course grade will drop by one letter grade (10%) if you miss more than 10% of our classes (**or 4 class meetings**); you will fail the course if you miss more than 25% of our classes (**7 class periods**). If a *bone fide* emergency forces you to miss several class periods, or if you have a nonrefundable vacation

package or something, you need to speak with me as soon as possible. Excessive, annoying lateness will not be tolerated.

***At midterm, each of you will receive a class participation grade (5% of the final grade) and some feedback from me on your participation and (if appropriate) how you can improve your grade by the end of the semester. At the end of the semester, you will receive another class participation grade (5%).

Late Assignments and Tardiness

Late work will not be accepted under most circumstances. If a *bona fide* emergency forces you to miss class, please let me know as soon as is reasonable so that we can discuss your options. ***Excessive lateness to class will not be tolerated under any circumstances.*** If you are unable to make it to class before or at 8:30am each Tuesday and Thursday morning, then you should consider taking another section of ENG-W 132. Each time you come to class late, I will mark you as such in the Attendance tab in Canvas. **Showing up late to two classes = one absence.** Keep track of your absences and tardiness in the Attendance tab so that you don't get into trouble. Excessive lateness will also negatively impact your class participation grades (see "Attendance and Participation" above).

Phones and other distractions

Here's the straight dope on mobile devices, folks: ***be courteous and sensible*** with your smart phones, laptops, tablets, and other mobile devices. You might think you have to be imminently available to everyone in your social network, family, neighborhood, whatever, or that you constantly have to be checking your email, texts, Facebook, Twitter, Instagram, Pinterest, or whatnot, but you really don't.

There are important, practical advantages to be gained by "unplugging," by experiencing the passage of time as well as conversation and interaction the way previous generations did: face-to-face and in real-time. [Research suggests](#) that students who leave their mobile devices and laptops in their bags actually perform better academically. Opportunities to unplug from the matrix are increasingly rare; let's pledge to use our time together this semester for discussion, reflection, and exploration, not SnapChat, Candy Crush Saga, and idle Facebook stalking.

******We will use the computers in our computer lab throughout the semester for a great many purposes, but please do not log on until I tell you to do so.***

Getting in touch with me...and each other

You will have several avenues of communication for this course:

- If you have **general questions about the course** (assignments, due dates, course policies, etc.), please post your questions on the "Questions about the Course" Discussion in the "Discussions" tab. I will check this Discussion regularly (usually twice a day from Monday through Friday and at least once on the weekend) and answer any questions you may have. If you have a question that concerns the entire class, please use this space.

- “The Coffee House Lounge” site in the Discussions tab will be an **informal space for you to meet your fellow students** and get to know one another over the course of the semester. This is a **social gathering place**. I will not monitor this site on a regular basis unless students express concern to me about the content being posted.
- If you have questions of an **individual or personal nature** that you do not wish to share with the rest of the class, you can contact me by sending a message through the message center in Canvas (in the “Messages” tab). ***This is the best way to get in touch with me.*** You are also always welcome to visit me in my office (during and outside of office hours) or even call me in my office during office hours (765/455.9229).
- I want to discuss the class and your work with you, and using my 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 of your questions about the course material and your projects and interests.

Technical Requirements

This course requires that you have access to the IU Kokomo computer network, access to the Canvas course management system, and some basic familiarity with Canvas. The IU Kokomo Instructional Technology department (IT) provides guidelines for hardware and software for all students. This course requires primarily word processing (MS Word 2007, 2010, 2013, or 2016), printing capabilities, and access to Canvas. [Click here for free downloads and discount prices on hardware and software exclusively for IU students.](#)

Students should contact the [IU Kokomo Helpdesk](#) with any and all technical questions. The Helpdesk offers superb technical support to faculty, staff, and students for all IT-related requests. The Helpdesk provides assistance to users, as well as maintains a tracking system that places each user’s request into a queue. You can send an email request to the Helpdesk at kohelp@iuk.edu or call 765/455.9315. Local phone and walk-up support at the Helpdesk in the Library is available Monday through Friday from 8:00am to 5:00pm. If you’re having any technical difficulties, please contact both me and the Helpdesk right away so we can get your problem solved.

Student Disability Assistance

Students requiring accommodations for disabilities or special needs should contact [the IU Kokomo Office of Disability Services](#). If you have a documented disability on file with the Office of Disability Services, it is important that you let me know as soon as possible so that we can discuss arrangements for your success in this course.

Academic Honesty and Plagiarism

“A student must not adopt or reproduce ideas, 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 some 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

Don’t forget to utilize the Writing Center that your tuition dollars support! The IU Kokomo Writing Center is an excellent resource for any writing assignment from any class. The Writing Center is open Monday to Thursday, 9am - 7pm; Friday, 10am to 3pm; and Saturday, 12:30 to 3:30pm. [For more information on the Writing Center, click here.](#)

Remember, many of IU Kokomo’s very best students understand that seeking out a response to their writing is a necessary part of the learning/writing process. Stop by or call for a 30-minute appointment: 765/455.9425, Option #1.

You can now instant message the tutors your quick questions (grammar, citing, etc.) using campus contacts. Here are just a few of the services offered by the Writing Center:

- 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.

Sexual Misconduct

As your instructor, one of my primary responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with Beth Barnett, Room KC 234, Kelley Student Center, 765-455-9553. [More information about available resources can be found here.](#)

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on

campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student’s privacy is of utmost concern, and all parties involved will only share information with those that need to know to ensure the University can respond and assist.

Course Schedule

Schedule, readings, and assignment due dates are subject to change at instructor’s discretion with advance notice via Canvas. Readings are “due” on the dates next to which they are listed. To access the IU Kokomo Spring 2017 academic calendar—plus the Final Exam schedule—[click here](#).

Texts
EA = <i>Everyone’s an Author</i>
TS = <i>They Say, I Say</i>
LC = <i>The Little Cougar Handbook</i>
H = handout (.pdf in Canvas or in class)
TBA = to be announced in class/Canvas announcement

WEEK 1: Course Introductions

January

- T 10: Course introduction (expectations and ice-breakers); introductions: getting to know each other.
What are we going to learn this semester? What is “fake news”? Why should we care?
How to write a professional email for school and work (SWA 1), EA, pp. 61-62
- R 12: Quiz #1: Syllabus quiz in class. ***Textbook bundle must be purchased no later than F, 1/13.***

WEEK 2: Thinking Rhetorically/What Is *Rhetoric*?

- T 17: Read EA, Ch. 1 & 2 (SWA 2)
R 19: Read EA, Ch. 3 and TS, Introduction (pp. 1-15)

WEEK 3: The Basics of Academic Writing & the Writing Process

- T 24: EA, Ch. 4 and TS, Ch. 1 (SWA 3)
R 26: EA, Ch. 7 and 10

February

WEEK 4: *WP#1 (Summary and Response)

- T 31: Carr, “World and Screen” (EA)
R 02: Carr, “World and Screen” (SWA 4) and TS, Ch. 2

WEEK 5: The Arts of Summarizing and Quoting

T 07: Carr, "World and Screen" and TS, Ch. 3

R 09: Carr, "World and Screen" (**SWA 5: 1st draft of WP#1 due in Canvas!**)

WEEK 6: Peer Review on WP#1

T 14: Peer Review (SWA 6)

R 16: Preview Martin, "The Egg and the Sperm" (EA) and poetry/short fiction TBA (H)

WEEK 7: *WP#2 (Literary Analysis)

T 21: Martin, "The Egg and the Sperm" (EA) and poetry/short fiction TBA (H)

R 23: Martin, "The Egg and the Sperm" (EA) and poetry/short fiction TBA (H)

March

WEEK 8

T 28: Martin, "The Egg and the Sperm" (EA) and poetry/short fiction TBA (H)

R 02: Martin, "The Egg and the Sperm" (EA) and poetry/short fiction TBA (H) (**SWA 7: 1st draft of WP#2 due in Canvas!**)

WEEK 9: Peer Review on WP #2

T 07: Peer Review (SWA 7)

R 09: Newman, "To Siri, with Love" (EA)

WEEK 10: Spring Break

T 14: **No class**

R 16: **No class**

WEEK 11: *WP#3 (the APA Project)

T 21: *The Onion*, "Nation Shudders at Large Block of Uninterrupted Text" (EA)

R 23: *The Onion*, "Nation Shudders at Large Block of Uninterrupted Text" (EA) and SWA 8 (TBA)

WEEK 12

T 28: **No class (conferences)**

R 30: SWA 9 (TBA)

April

WEEK 13

T 04: Reading TBA

R 06: **(SWA 10: 1st draft of WP#3 due in Canvas!)**

WEEK 14: Peer Review on WP#3

T 11: Peer Review

R 13: **No class (conferences)**

WEEK 15

T 18: **No class (conferences)**

R 20: Reading TBA

WEEK 16: Course Wrap-up and Review

T 25: Course Evaluations and Info on Final Portfolios

R 27: Revision Workshop on Final Portfolios

*****Final Portfolios (45%) due in Canvas before 11:30pm EDT on Sunday, 4/30.**