EN 102-000

MWF 00:00am-00:00pm

English Building 000

Ms. Teacher Teacher

# Office Hours, Office Location, and Contact Information

* Office: Where you will hold your office hours/conferences
* Office Hours: X days/times and by appointment
* Email: xxx@ua.edu. Emails will be answered within 24 hours on weekdays and 72 hours on weekends. If I do not respond to your email within this time frame, please send a gentle reminder.

# Prerequisites

* Score of 3 on either AP English Exam (allows students to get placement credit for 101 and move directly into 102); OR,
* Successful completion of 101 with a grade of C- or higher

# Course Description

Continuation of students’ practice in rhetorical strategies, critical reading and thinking skills, composing processes, sentence-level conventions, and reflection skills. The course also emphasizes university-level research and source usage techniques. Intended for native speakers of English. Grades are reported as A, B, C, or NC (No Credit). A grade of C- or higher is required as a prerequisite for advancing to another English course at The University of Alabama. Offered each semester and in summer school. EN 102 does not apply as credit to the English major or minor.

Core Attributes: Freshmen Composition

Prerequisite(s): EN 101

# Student Learning Outcomes

By the end of the semester, you will

* Develop a repertoire of diverse rhetorical strategies that will enable you to assess and appropriately respond to each assignment’s genre, audience, and purpose, as begun in EN 101.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation, as begun in EN 101.
* Locate assignment-appropriate sources in the library and online.
* Synthesize ethically summarized, paraphrased, and quoted source material into academic arguments.
* Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process, as begun in EN 101.
* Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed, as begun in EN 101.

# Required Texts

* This section is automatically populated by the SUPE store.

# Other Required Course Materials

* [*Wavelength*,](https://wavelength.as.ua.edu/) the free e-text from UA’s First-Year Writing Program. No book purchase is required.
* Access to a computer and printer and daily access to email and BBL
* Pen or pencil
* Notebook with paper
* Folder or binder to store class notes, process writing, etc.

# Classroom Environment

One of the University of Alabama’s greatest strengths is our diverse student body. Together we represent regional, international, racial, gender, physical, cognitive, socio-economic, cultural, and religious diversity. Bringing these diverse perspectives together in the classroom is a valuable resource and opportunity for us to understand and learn from our campus community. To ensure that all perspectives/identities/worldviews are respected and valued in class, please note the following:

* Treat others the way you want to be treated. Recognize and value the diverse experiences, abilities, and knowledge each person brings to class. Help me foster a class environment where everyone feels empowered to learn.
* Please let me know if something said or done in the classroom, by either myself or others, causes offense or discomfort. Likewise, please let me know if something outside of class is preventing you from fully engaging with the course. Please offer your viewpoints!
* If you have a question or concern, chances are another student in the class is having a similar experience. By speaking up (either in class, privately via email or office hours, or anonymously) you are potentially helping your classmates. If you do not feel comfortable discussing the issue with me, please notify your advisor, a trusted faculty member, or a peer.
* When using a laptop or tablet in class, please stay focused on class work and don’t have material on your screen that could distract you or your classmates.
* As professional courtesy, please put cell phones away during classtime.
* To enhance the learning and engagement of this class, we will work with pen/pencil and paper regularly. If you have a specific need to use technology during these times, please speak to me outside of class.

# Attendance Policy

The First-year Writing Program makes reasonable allowances for absences. Please see the “Grading Policy” section of this syllabus and review the following information carefully:

* You may not miss more than six class meetings for fall and spring classes meeting three times a week, four class meetings for fall and spring classes meeting twice a week, or three class meetings for summer classes.
* The First-Year Writing Program does not distinguish between excused and unexcused absences. To succeed in this class, you must show up and complete the work as assigned.
* If you miss more classes, you will receive a course grade of NC (“No Credit”) for excessive absences. Your instructor is required to assign this grade except in rare cases warranting a policy waiver.
* If you have attendance-related accommodations through ODS, or if you miss class due to legitimate circumstances beyond your control (i.e., documented illness, a medical emergency, or a family funeral; activities at which you officially represent the University of Alabama), you should promptly communicate them to and document them for your instructor.
* You may appeal an attendance-related NC grade to the Director of First-year Writing after grades have been submitted.

# Outline of Topics

* Annotated Bibliography
* Researched Essay
* Remix + Analysis
* Final Reflection

# Exams and Assignments

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approx. Word Count | % of Final Grade | Due |
| Annotated Bibliography final draft | 1250-2000 words | 15% |  |
| Researched Essay final draft | 1000-1500 words | 15% |  |
| Remix + Analysis final draft | 500-750 words for analysis; remix varies | 15% |  |
| Final Reflection | 800-1200 words | 15% |  |
| Daily/Process work: includes in-class writing, drafts, peer review, reflections | -- | 40% | Throughout semester |

# Policy on Missed Exams and Coursework

* + Class discussions, group work, in-class writing, peer review, or other daily class work in a writing class cannot be reconstructed. Therefore, in-class work missed due to absence or tardiness cannot be made up.
  + Process work, drafts, journals, and other work submitted electronically must be turned in by the deadline. Talk to me before the due date if you have extenuating circumstances and need to request a possible extension.
  + One major paper (not including the final reflection) will be accepted up to a week late with no point deductions. Please let me know in advance of the deadline if you plan to take this one-time extension. Beyond that, late papers are penalized 5 points per day late, including weekends and non-class days.

# Grading Policy with A, B, C, No-Credit Policy

* Your papers will be graded A through F with pluses and minuses as necessary. “A” work is generally regarded as exemplary in terms of the outcomes shown on the first page of this syllabus. “B” work is considered advanced; “C” work is considered proficient; “D” work is developing; and “F” is unsatisfactory. Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” Work that is not done or not turned in is recorded as a zero. I will provide more specific grading criteria on assignment sheets and/or rubrics as needed. All major papers will be graded and returned before the next major assignment is due. Freshman-level proficiency in writing is required for a passing grade.
* Your final course grade will be based on your work (daily work, process work, and final papers) and your attendance. Per the attendance policy, you cannot miss more than two weeks’ worth of class (six periods for MWF, four periods for MW or TR) and pass. Final grades for the class below a C- are given a mark of No Credit (NC), which does not reflect on your GPA but will require you to take the course again, at a time when you can fully engage with the course.
* Paper grades can be converted to percentages like this: A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50.
* Final numeric grades will be converted to letter grades like this: 100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69 and below=NC

# Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Academic Misconduct Policy](https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/).

UA’s Academic Misconduct policy, shown below, includes the unauthorized use of text-generating artificial intelligence in this class as well as reusing essays originally written for other classes.

### Types of Academic Misconduct

Academic misconduct by students includes all acts of dishonesty in any academic-related matter and any knowing or intentional help, attempt to help, or conspiracy to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academic-related matter, exercise, or activity:

* 1. Cheating: using, attempting to use or assisting in the use of unauthorized materials, information, study aids, or computer-related information.
  2. Plagiarism: representing words, data, pictures, figures, works, ideas, computer programs or outputs, or any other work generated by someone else, as one's own. Self-Plagiarism: resubmitting your own previously submitted work without proper citation and permission from the current instructor to whom the original work is subsequently submitted.
  3. Fabrication: presenting as genuine any invented or falsified citation, data or material.
  4. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

For the complete policy, visit <https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/>

# Generative AI Tools

* + The use of text-generating AI should always be openly discussed with your instructor prior to the submission of any work.

# Emergency Communications Policy

If I have to cancel class for any reason, please check your UA email or look on our Blackboard Learn page for instructions. You may need to submit work or complete tasks to keep us on track for the semester.

# Writing Center

The Writing Center, located in 322 Lloyd Hall, is a wonderful resource for students. They do not proofread papers or write papers for you, but they can help with overall structure, organization, development, and mechanics. Take a copy of the writing assignment sheet and any work you’ve completed toward the assignment if you go. Go to <http://writingcenter.ua.edu/> for more information or to set up an appointment.

# Interest in English Major or Minor

If you are interested in becoming an  English major or minor, feel free to ask me for more information or drop by the Undergraduate Studies Office in English Building 103.  You can also check out our website: [www.english.ua.edu](http://www.english.ua.edu/).

If you’re already a major or a minor, you can join EMMA, the English Majors & Minors Association. For more information, send an email to [ua.emmassociation@gmail.com](mailto:ua.emmassociation@gmail.com) or connect through Facebook:  [www.facebook.com/groups/EMMAssociation/](http://www.facebook.com/groups/EMMAssociation/)

# Wellness Resources

College can be a stressful time. If you or someone you know is facing a challenging time or dealing with academic or personal stress, anxiety, depression, or other concerns, we strongly encourage and support you to seek assistance or to help friends find the care that they may need by reviewing the [Campus Resource List for Students](https://alabama.app.box.com/s/nz3gs827kx538255typ9hm5owd7x0yj8).

If you are experiencing a personal crisis and need urgent assistance, you can also contact the following resources:

**Counseling Center**

Monday-Friday during routine Center hours (205-348-3863).

Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak with the on-call counselor).

You may also text BAMA to 741-741 to text with a trained volunteer.

**Women and Gender Resource Center**

Monday-Friday during routine Center hours (205-348-5040).

Weekends, holidays, after-hours: contact UAPD at 205-348-5454 and ask to speak to the on-call advocate for the WGRC.

# Please see the official class syllabus on Simple Syllabus for all official policies including the following:

* Online Proctoring and Room Scan
* Controversial Topics
* Notification of Changes
* Statement On Disability Accommodations
* Turnitin
* Severe Weather Protocol
* Pregnant Student Accommodations
* Religious Observances
* UAct Statement

Class Calendar

Any necessary changes will be announced in class and posted to BBL.

# Week 1

## **Wed 1/10**

### in-class:

* Syllabus and introduction to class.

## **Fri 1/12**

### in-class:

* [The Rhetorical Situation](https://openenglishatslcc.pressbooks.com/chapter/the-rhetorical-situation/); review the rhetorical situation
* Interest inventory

# Week 2

## **Mon 1/15**

### No Class: MLK Jr. Day

## **Wed 1/17**

### in-class:

* Continue brainstorming.
* Write mini-memoir or work on research proposal.

## **Fri 1/19**

### in-class:

* Continue work on mini-memoir/research proposal or introduce annotated bibliography
* Mini memoir or research proposal due by the end of class (or by the beginning of next class)

# Week 3

## **Mon 1/22**

### prep before class:

* Mini-memoir or research proposal due to BBL before class time (if not turned in last class)

### in-class:

* Introduce the annotated bibliography
* Introduce MLA works cited entries

## **Wed 1/24**

* Practice summary skills
* How to prevent academic misconduct; importance of writing your own summaries
* How to use Turnitin
* Show the “Ask a Librarian” Feature on the Libraries Website

## **Fri 1/26**

### in-class:

* Practice evaluating sources
* Practice writing evaluation paragraphs for annotated bibliography

# Week 4

## **Mon 1/29**

### prep before class:

* Submit searching at the library worksheet

### in-class:

* Crafting effective research questions
* Generating key words
* Begin to locate and evaluate sources for annotated bibliography

## **Wed 1/31**

### in-class:

* Work on locating, evaluating, and reading sources
* Refine research question and search terms depending on what’s available
* Review summary skills

## **Fri 2/2**

### prep before class:

* Submit two library sources to BBL before class begins (attach the pdf or other full-text file of the source)

### in-class:

* Create MLA work cited entries for the two sources submitted for homework
* Read and annotate the two sources, then write a summary and an evaluation paragraph for the two sources.

# Week 5

## **Mon 2/5**

### prep before class:

* Submit a citation, summary paragraph, and evaluation paragraph for 1 new source to BBL before class starts (this means that you’ve now found 3 sources)

### in-class:

* Synthesizing sources

## **Wed 2/7**

### prep before class:

* Submit a citation, summary paragraph, and evaluation paragraph for 1 new source to BBL before class starts (this means that you’ve now found 4 sources)

### in-class:

* Continue synthesis and looking for patterns among sources

## **Fri 2/9**

**Draft #1 of Annotated Bibliography Due to BBL before class begins**

### in-class:

* Peer review

# Week 6 (Conference Week)

## **Mon 2/12**

## **Wed 2/14**

## **Fri 2/16**

### prep before conference:

* **Submit a revised draft (draft #2) of the annotated bibliography to BBL before your conference day/time**

### in-class:

* Teacher-student conferences take the place of regular class meetings this week.

## **Sunday 2/18**

### Annotated Bibliography Due to BBL by 11pm

# Week 7

## **Mon 2/19**

### prep before class:

* See BBL for reading assignment

### in-class:

* Self-assessment of the annotated bibliography
* Introduction to the researched essay
* Reverse outline the sample research essays

## **Wed 2/21**

### in-class:

* Introduction to thesis statements
* Draft thesis statements and workshop those drafts

## **Fri 2/23**

### in-class:

* Synthesis and integrating sources
* Quotations and in-text citations
* Outlining for the researched argument

# Week 8 – Midterm Grading

## **Mon 2/26**

### prep before class:

* Outline due

### in-class:

* Peer review outline
* Topic sentences
* Thesis reminders and supporting the thesis

## **Wed 2/28**

### in-class:

* Transition sentences
* Summaries and paraphrases (and using in-text citations with these)
* Balancing source usage and original ideas

## **Fri 3/1 Midterm Grades submitted by 11:59pm**

### in-class:

* Introduction and conclusion
* Continued work on quotations, summaries, paraphrases, and in-text citations

## **Sun 3/3**

**Draft #1 of Researched Essay Due to BBL by 11pm**

# Week 9 (conference week)

## **Mon 3/4**

## **Wed 3/6**

## **Fri 3/8**

### in-class:

* Teacher-student conferences take the place of regular class meetings this week.

# Week 10 SPRING BREAK

## **Mon 3/11 No class**

## **Wed 3/13 No class**

## **Fri 3/15 No class**

# Week 11

## **Mon 3/18**

### in-class:

* Getting back to the essay after Spring Break
* Reflection and revision plan
* Work on revising based on conferences

## **Wed 3/20**

### prep before class:

* **Submit a revised draft (draft #2) of the researched essay to BBL before class begins**

### in-class:

* Peer review

## **Fri 3/22**

### in-class:

* Revision work or additional peer review

## **Sunday 3/24**

### Researched Essay Due to BBL by 11pm

# Week 12

## **Mon 3/25**

### in-class:

* Self-assessment of the researched essay
* Introduction to the remix + analysis assignment

## **Wed 3/27**

### prep before class:

* See BBL for reading assignment (sample remixes and analysis essays)

### in-class:

* Brainstorm potential remix approaches
* Look at sample remixes and analysis essays

## **Fri 3/29**

### prep before class:

* Submit a remix proposal to BBL before class begins

### in-class:

* Discuss remix ideas and talk through the rhetorical decisions that will go into the remix projects
* Look at examples of texts like students’ remix projects
* In-class work on remix projects

# Week 13

## **Mon 4/1**

### in-class:

* Look at additional examples
* Brainstorm approaches to remix projects

## **Wed 4/3**

### in-class:

* Remix draft presentations
* Work on remix projects

## **Fri 4/5 Honors Day – No class**

# Week 14

## **Mon 4/8**

### in-class:

* Remix draft presentations
* Continue work on remix

## **Wed 4/10**

### in-class:

* Remix draft presentations
* Continue work on remix
* Begin brainstorming for analysis essay

## **Fri 4/12**

### prep before class:

* **Draft remix due to BBL before class begins**

### in-class:

* Remix draft presentations
* Peer review remix

# Week 15

## **Mon 4/15**

### prep before class:

* Complete the Library Skills Post Test

### in-class:

* Remix draft presentations
* Work on analysis essays –outline and begin drafting

## **Wed 4/17**

### prep before class:

* **Draft analysis essay due to BBL before class begins**

### in-class:

* Remix draft presentations
* Peer review analysis essay

## **Fri 4/19**

### in-class:

* Revisions to Remix + Analysis or additional peer review

### Remix + Analysis Due to BBL by 11pm

# Week 16

## **Mon 4/22**

### prep before class:

* Be able to access to all your previous essays in class

### in-class:

* Self-assessment of remix + analysis
* Introduction to reflection final assignment
* Brainstorming for reflection final

## **Wed 4/24**

### in-class:

* Process writing for reflection final
* Feedback sessions on process writing

## **Fri 4/26**

### in-class:

* Process writing for reflection final
* Feedback sessions on process writing

# \*\*Final Exam Due\*\*

### --day, April or May x, 2024 by x am

Submit to Turnitin in Blackboard