

ENG 121, Fall 2015

Critical Reading and Writing II

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Office Hours: Monday, 12:00-1:00
Office/Mailbox: Library, Lower Level

Section 01 F MN:
MWF 8:30-9:35 a.m.
Main Campus, Activities East, 222

Section 02 F MN:
MWF 9:50-11:00 a.m.
Main Campus, 43 Hawes St, Brookline 208

Food For Thought

Food. It surrounds us and is an integral part of our everyday life as well as a connection to tradition, religion, family, the earth and so much more. And, yet, we rarely think about it beyond the given. That's the very reason why exploring food as a topic of analytical inquiry is so fruitful (pun intended). We'll begin by exploring just a few topics that connect with food, but stretch far beyond what's on our plates. During this survey, you'll be developing, refining, and experimenting with your academic voice by writing a series of short essays using *They Say, I Say*. Then, we will explore the academic conversation by examining a series of related articles and adding your own research. Next, you will respond to and enter the conversation by writing a popular article based on your research. Finally, the course will culminate by taking your research into the real world and promoting action through an advocacy campaign proposal.

While the subject of food will unite all of the work we do this semester, this is not a class on diet or agriculture. This is a composition class whose primary goal is to help you improve as a writer and a thinker. So, while many of the assignments will ostensibly be about food, we will primarily be interested in using writing to generate new insights about the nature of what and how we eat. In the process, the class will help you develop and refine your academic voice by focusing your attention on the ways in which, regardless of content, we make and convey meaning with our words.

Learning Outcomes Statements

ENG 121 English 121 is a compulsory course in reading and writing that is designed to help you reach your full potential as a thinker and a writer. This course will help you develop your ability to think critically and express your thoughts accurately and eloquently. As a student in English 121, you will practice critical thinking by reading, analyzing, and writing arguments. You will also work on developing strategies for tailoring writing to persuade specific audiences, strengthening your copyediting skills, and using evidence and outside sources effectively. You will be required to complete frequent reading and writing assignments, which will include summaries, expository essays, and research papers. Writing and editing exercise will reinforce the skills needed to pass the WLCE and succeed at Wheelock College.

General Education English 121: Critical Reading and Writing II is a foundational part of your general education at Wheelock College. At Wheelock we believe that understanding written texts and communicating in written, visual, oral, and electronic form is critical to every academic discipline and profession and to success in private and public life. In order to ensure your success, we hope that by the end of your first year in college you will

1. Demonstrate rhetorically effective, accurate academic writing and communication across a variety of contexts, purposes, audiences and media;
2. Effectively generate, revise, edit, and proof-read written texts;
3. Develop abilities in critical reading across a variety of genres and media;
4. Develop skills in generating a logical argument and supporting it with evidence.
5. Develop and deliver effective oral presentations for a variety of audiences or settings;
6. Demonstrate research and information literacy skills by locating, evaluating, and synthesizing information.

Wheelock College Requirements and the WLCE

The WLCE (Wheelock Literacy and Communication Exam) measures the literacy skills necessary for entering into professional and civic discussion both inside and outside of the classroom. At the end of the semester, you will take both sections of the WLCE: (1) Copyediting, which assess grammar and mechanics, and (2) Critical Response, which assesses your ability to summarize another’s argument about a particular social issue and answer with a persuasive reply of your own to the issue. The WLCE serves two purposes:

1. It is a diagnostic that allows instructors to assess your strengths and weaknesses as a writer and then tailor their instruction to help you improve.
2. It is an assessment of the literacy skills taught in ENG 120/121, which reinforces the college’s commitment to producing students who are prepared for academic, professional, and civic life at and beyond Wheelock.

Your performance on the WLCE *does not* affect your grade in ENG 120/121. However, you must have passed the WLCE to enter into many required practica and to receive your degree. You will have multiple opportunities in this course to prepare for the WLCE mass administration at the end of the semester. If you do not pass the WLCE by the end of ENG 121, there are support systems available to help you pass.

General Course Requirements and Grade Distribution

Unit 1: Introduction to Critical Analysis (WA 1-4)	Three short position essays with the lowest grade dropped and a fourth essay that is a revision of a previous assignment.
Unit 2: The Academic Conversation (WA 5)	Literature review of 5 sources (3 from the textbook and 2 based on your own research).
Unit 3: Research that Promotes Action (WA 6)	5-7 page opinion piece for a popular publication of your choice based on your research from the previous unit.
Unit 4: Writing in the World (WA 7)	An advocacy campaign proposal based on your research, which will serve as the culmination of this course
Participation	Participation in classroom activities, such as discussions, group work, exploratory writing, peer review, etc., is crucial to your success. Participation also includes completing readings and discussion questions prior to class—you can’t participate in class if you haven’t completed outside work.

Required Texts

- *They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein
- *Food Matters* edited by Holly Bauer

Additional readings will be made available online through Moodle.

Moodle Moodle will be the homebase for this course—you will submit assignments here, find your homework, readings, and reminders here; and you should look here before asking any questions. Moodle will also be my main way of contacting the class as a whole through the announcements feature. You can find Moodle by going to wheelock.mrooms3.net or through the Wheelock Portal and using your Wheelock username and password to login. I recommend bookmarking this site and checking here frequently!

A Note on Grading This course will use a rubric to evaluate all written work as well as class participation. For a breakdown of the grading and the rubrics, see the end of this syllabus.

Office Hours and Conferences I am available by appointment in the lower level of the Library or by appointment. Please do not hesitate to come by during office hours or set up an appointment. Office hours are an excellent opportunity for you to work with me before, during, and after your writing projects. I encourage you to take advantage of this opportunity, especially prior to completing assignments. Talking through ideas is often integral to the writing process and is often likely to generate more complex and developed analysis.

During the semester, I will require conferences outside of class-time. I will always work with you to set up these appointments so they will not conflict with your other academic responsibilities.

Classroom Policies

Attendance Regular attendance and participation are crucial to success in this course. Classes will be held at the appointed time (seriously, at the actual time class is supposed to start—you are late if you are walking in *at* the stroke of the clock) and attendance is mandatory. If you arrive more than 15 minutes late, you will be marked absent and it will be unexcused. **As per department policy, every absence lowers your final grade by one third of a letter grade; however, this penalty is not triggered until your third absence. For example, if you have a B average at the end of the semester but you have missed three classes, then your final grade will be a C. If you missed four classes, your grade would be a C-. Since arriving on time is just as important as being in class, two late appearances count as one absence.**

It is your responsibility to be familiar with college policies regarding what is and isn't counted as an excused absence (as explained in your handbook). If you know you will miss an upcoming meeting, it is your responsibility to notify me in advance (though notification does not necessarily mean the absence is excused).

Participation Writing workshops, peer review, in-class writing and discussion are the main components for your success in this course, and you will benefit from regular and enthusiastic participation in and out of the classroom. I will alert you if I feel as though you are not adequately participating. Inadequate participation could include failure to bring appropriate texts to class, insufficient or incomplete preparation for participation in peer review, failure to participate in in-class writing exercise, or inappropriate behavior during class discussion. As affirmed by department policy, failure to participate actively in these activities could lead to a significant reduction of the final course grade.

Late Work Late work will not be accepted. Please note this is a change from the previous semester. Work must be turned in at the start of class on the day it is due, either to Moodle or as a hard copy. Any variance in this policy will be at my discretion.

Technology in the Classroom Cell phones must be turned to silent prior to coming into the room and remain in backpacks/purses until the conclusion of class. In general, this also applies to laptop computers and tablets. This policy insures that we are all present for the duration of the class—it's disrespectful to you, your peers, and me if someone is distracted with a computer. During peer review and writing days, computers will be used, but I'll let you know ahead of time. If you would like a laptop provided for you, please let me know ahead of time and we can make arrangements.

Diversity and Inclusion Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socio-economic status, or national identity. Issues of diversity may be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students.

Academic Misconduct Academic misconduct will not be tolerated, and includes traditional textual plagiarism and its manifestations, including self-plagiarism, falsifying work or academic records, cheating, substitution of work or the work of another, actively participating in or condoning these activities with others, appropriating creative works of art in whole or part (images, sounds, lighting designs, audio tracks, scripts, etc).

It is important to understand how plagiarism takes different forms:

1. **Fraud.** Borrowing, purchasing, downloading or otherwise obtaining work composed by someone else and submitting it under one's own name.
2. **Insufficient citation.** Writing one's own paper but including passages copied from the work of another (regardless of whether that work is published or unpublished or whether it comes from a printed or electronic source) without providing (a) footnotes, endnotes, or parenthetical notes that cite the source *and* (b) quotation marks or block indentation to indicate precisely what has been copied from the source.
3. **Patchwriting.** Writing passages that are not copied exactly but that have nevertheless been borrowed from another source, with some changes, by paraphrasing another writer too closely, whether or not the source is cited properly.

Fraud is academic misconduct and will be dealt with according to the procedures established at Emerson. Insufficient citation and patchwriting may be an intentional attempt to deceive but they may also be unintentional—and will be dealt with according to the circumstances.

Student Success Resources

COMPASS Referral System COMPASS (Community Partnership for Student Success) is a comprehensive approach to student success designed to respond effectively to the needs of students by connecting them to the appropriate supports in our Wheelock community. This referral system provides an opportunity for instructors and staff members to alert advisors and the Student Outreach Task Force to concerns they have about students. The COMPASS referral system is an important tool that creates opportunities for you to discuss your progress and utilize appropriate resources such as faculty, academic advisors, academic support, Student Life, Athletics, and

the Counseling Center. You will know if a COMPASS has been submitted for you if you receive an email from compass@wheelock.edu.

Mid-semester Evaluations This assessment system provides faculty the opportunity to report the progress of each student in their class at mid-semester (applies to full semester classes only). Each faculty member will enter a “grade” of “satisfactory” or “unsatisfactory” on My Wheelock at mid-term in order to indicate your progress in meeting the goals and objectives of the class. This will allow you to assess your progress in each class and seek out appropriate support if necessary. These assessments will not appear on your transcript or be part of your official record.

Academic Support Services Wheelock College provides free academic support services to all students.

- *Peer Tutors* provide academic support with understanding course content or with general academic skills, such as time management, note-taking, or reading strategies. Peer tutors are available on a drop-in basis most afternoons and evenings until 10:00 p.m. in Library 205. For question regarding the Peer Tutoring Program, or to request a study group, please contact Julia Mears at (617) 879-2179 or at jmears@wheelock.edu
- *Writing Consultants* work with students on all types of writing assignments at any stage of the writing process on a drop-in basis most afternoons and evenings until 10:00 p.m. on the lower level of the library. Drop in, or if you have specific questions, contact Jenne Powers at (617) 879-2122 or at jpowers@wheelock.edu
- *Faculty and Peer Coaches in Oral Presentation* are available to all students. Faculty coaches offer in-class coaching for oral presentations and increased class participation. Peer coaches offer students individual and small group preparation for oral presentations, outside of class time. Students can contact the peer coaches with questions or to set up a coaching time at thespeakingcenter@wheelock.edu. Faculty and students can contact Marianne Adams at madams@wheelock.edu for in-class coaching or for specific questions.

Disability Services It is the policy of Wheelock College to provide appropriate, reasonable accommodations to students who have documented learning, physical, cognitive, or psychiatric disabilities. Students with disabilities are encouraged to meet with the course instructor. To receive appropriate accommodations students **must** request services. To make an appointment with Rachel Buday, Coordinator of Disability Services, please go to <http://mycompass.wheelock.edu>. If you have questions regarding disability services, please contact Rachel at rbuday@wheelock.edu or at (617) 879-2030.

Course Calendar and Important Dates

Unit 1: Introduction to Critical Analysis (Weeks 1-5)

WA 1: Presenting a Text	Friday, September 11
WA 2: Responding to a Position	Monday, September 21
WA 3: Creating an Interplay	Monday, September 28
WA 4: Revision	Monday, October 5

Unit 2: The Academic Conversation (Weeks 6-9)

WA 5.1: Finding Sources	Wednesday, October 14
WA 5.2: Summarizing Sources	Wednesday, October 21
WA 5.3: Synthesizing Research	Friday, October 30
WA 5.4: Revised Literature Review	Wednesday, November 4

Unit 3: Research that Promotes Action (Weeks 10-13)

WA 6.1: Developing Your Perspective	Friday, November 6
WA 6.2: Writing for an Audience	Friday, November 13
WA 6.3: Presenting Your Position	Monday, November 23
WA 6.4: Revised Op-Ed Research Article	Monday, November 30

Unit 4: Writing in the World (Weeks 14-16)

WA 7.1: Advocacy Research	Friday, December 4
WA 7.2: Developing Advocacy Campaign Presentation	Week of December 7-11
WA 7.3: Advocacy Campaign Proposal	Wednesday, December 16

**These dates may change based on the needs of the class

WLCE

Copyediting	Friday, October 16 in class
Critical Response and Copyediting if needed	Wednesday, December 16 at 9:00 am, location TBA

A Note on Formatting Your Work We will follow standard practice for academic writing; therefore, all papers should be submitted utilizing the following guidelines (unless otherwise stated):

- Typed, using 12pt font, double-spaced with 1” margins. Font must be legible to instructor and peer reviewers.
- Work-in-progress and final papers should use citation format appropriate to the assignment. Most assignments will be formatted according to MLA guidelines.
- Instructions for some citation formats can be found here:

- owl.english.purdue.edu
- Wheelocks' knowledgeable and friendly tutoring staff and librarians
- Work-in-progress and final papers must meet the minimum page requirement. Those that do not will be marked down or returned for completion.
- Final revision of writing assignments should be proofread carefully.

Grade Distribution

Unit	Assignments	% of Final Grade
Unit 1: Intro to Critical Analysis (WA 1-4)	WA 1-3: three-paragraph position essays (lowest grade is dropped) WA 4: revision of previous essay	10% 15%
Unit 2: The Academic Conversation (WA 5)	Assignment Sequence (WA 5.1-5.4) Literature Review (WA 5.4)	10% 15%
Unit 3: Research that Promotes Action (WA 6)	Assignment Sequence (WA 6.1-6.3) Op-ed for mass publication (WA 6.4)	5% 20%
Unit 4: Writing in the World	Assignment Sequence (WA 7.1 and 7.2) Advocacy Campaign Proposal (WA 7.3)	5% 10%
Participation	Overall course participation as laid out in rubric	10%

Grading: A=93-100, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D=60-69, F=0-60 (failing)

Evaluative Rubric: Participation

Excellent A-Range	Superior communication skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; student demonstrates enthusiasm and takes initiative, particularly during group activities.
Good B-Range	Good communication skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities
Satisfactory C-Range	Adequate communication skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities
Poor D-Range	Limited communication skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities. Performance may be marked by other flaws: consistent tardiness; disruptive; etc
Negligible F-Range	Weak communication skills; little to no preparation for class; little evidence of reading assignments (this includes not buying the course texts or not making up missed material); never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities

Evaluative Rubric: Written Work

	Organization	Voice	Language	Development of Ideas	Genre Conventions
Excellent A-Range	The paper is flawlessly held together with a strong internal logic that does not lend itself to needless repetition.	Writer adopts a mature, respectful tone that is unique in its style.	Exceptional diction, sentence structure variation, and vivid imagery combine to make the paper both easy and enjoyable to read; no typos.	Writer presents a well-defended analysis/argument; the paper is anchored by a strong, debatable thesis that is supported with valid textual evidence and interpretation.	The paper exhibits understanding and mastery of genre elements discussed in class; writer shows awareness of conventions and responds accordingly.
Good B-Range	The paper flows nicely from paragraph to paragraph and topic to topic with few jarring moments or questionable moves.	Writer presents the subject in their own voice with only minor intrusions that do not seem to fit.	Few problems with precision and repetition but nonetheless an adept use of language; few typos.	The writer crafts a unique proposition and supports it with textual evidence.	The paper successfully includes genre conventions as discussed; writer attempts to respond to conventions.
Satisfactory C-Range	Reader is generally orientated to where he/she is in the paper but occasionally feels formulaic; writer occasionally announced what they are doing.	Writers either tends to take over the paper or obscure the subject or is conspicuously absent; writer doesn't feel comfortable in his/her own academic voice.	May exhibit problems with awkward phrasing or cagey (i.e. apprehensive) approach but acceptable for a beginning writer; occasional typos.	The writer fulfills the basic assignment: writer provides a standard proposition and evidence, though the conclusions may be less than unique.	Paper shows an attempt at using genre conventions; rhetorical awareness is still developing.
Poor D-Range	Paragraphs seem to be islands of isolated information without an obvious connection between them; often announces intentions.	Writer adopts inappropriate tone that hinders the progress of the paper; reads more like spoken language than written, college-level writing.	Awkward phrasing, repetition in sentence structure, or inappropriate diction mar the paper, making it difficult to read at points; lots of typos	Writer does not fulfill the basic requirements of the assignment.	Genre conventions as discussed are used sparingly; writer has not developed rhetorical awareness at this point.
Negligible F-Range	Reads like it was written in a moment's notice.	The voice of the paper suggests plagiarism or is suspiciously unlike the student.	An accumulation of distracting errors make it very difficult to read.	Writer submits a plagiarized paper.	Paper does not follow any of the conventions discussed and/or is written in a different genre.

