

English Composition II

Technology and Education
ENG 102-01
MWF 8:00 8:50am
255 McMicken



Winter 09 10

University of Cincinnati



Instructor: Hannah Rule
rulehj@mail.uc.edu
212 McMicken, Desk 11
Office Hours: MWF 9 10am
& by appointment

Required Texts:

- *Allyn & Bacon Guide to Writing*, Ramage & Micciche, 0558170684
- *(The Student Guide to English Composition 101 & 102, 2009-2010, 9780738032283***)*
- Active UC email and Blackboard account, checked regularly
- *Printed* copies of all required readings, available on Blackboard under “Course Readings”
- *Commonplace* User’s Manual log-in information and link on Blackboard

Course Description:

ENG 102 continues the work of ENG 101 with a focus on argumentation, rhetorical strategies, and critical reading, thinking, and writing skills. Out of a set of readings on the relationship of technology to education, students will develop an independent research project that will exercise skills in thoughtful researching, critical reading and use of sources, persuasive and effective writing, and MLA documentation style. Students will also recast this project for public submission to *Commonplace*, an online publication written and edited by college students, while exploring the impact of audience, context, and circulation on their writing. In addition to submitting a manuscript to *Commonplace*, in the final weeks of the course students will serve as editors for the online publication, evaluating others’ submissions and determining whether they ought to be eligible for publication on *Commonplace*.

Course Goals:

- Understand the complexity of different arguments and kinds of arguments
- Understand and demonstrate the responsibility of the research writer to explore and expose multiple perspectives on a topic and to cite sources and report findings accurately
- Recognize that different writing situations/contexts require different writing strategies
- Explore and meaningfully respond to the complex relationships of technology and education
- Recognize that texts are in conversation with other texts and attempt to enter into that conversation through the research project

Course Requirements:

Commitment to the Course: You are signed up for a special pilot version of ENG 102: the opportunity to submit your writing for possible publication and to serve as publication editors is unique. But this opportunity also puts a lot of pressure on the course schedule: your research paper must be completed in week 6, you have an external deadline for submission for the *Commonplace* essay that you simply *cannot* be late on, etc. This course will be *demanding*, fast-paced, and a lot of hard work. It should also be interesting and uniquely rewarding. You should decide early in the quarter if you are up for this challenge.

Classroom Expectations: Please be courteous and respectful of everyone, particularly when we are sharing ideas, both written and verbal. Please keep cell phones, laptops, newspapers, work for other courses, and other distractions stowed away during class. Please be on time. Habitual tardiness is disruptive, particularly because we only meet for 50 minutes. Be prepared everyday to be an active participant as it is your activity writing, thinking, and speaking that is the real content of this course.

Attendance: Attendance in this course is mandatory. Should you have to miss a class, please notify me. When you return to class, it is your responsibility to find out what you have missed (from the syllabus, Blackboard, your classmates, then me). You are allowed four “free” absences to use as you see fit – reserve these for illness, travel, family emergencies etc. Use them wisely. **Absences beyond four will adversely affect your grade** – for every absence beyond four, one percentage point will be deducted from the final course grade. University approved absences (observation of a religious holiday, participation in a university-approved sporting or other event) will not count under this allowance with proper and prior notification and/or documentation. Illness will likely not be considered "excused" – count on getting sick during the quarter and reserve your absences. Also, please come to class on time. If you are habitually late, your tardy arrivals will begin to count as absences.

Course Assignments and Grades:

<p>Weekly Reflections (10)</p>	<p>Each Friday morning, I will post some reflection questions in the discussion forum on Blackboard (find this under the “Weekly Reflections” tab). You will have the weekend until class (8am) the following Monday morning to post a 250 – 500 word response. In addition to your own response to the question(s), you will have to respond to at least two of your classmates posts each week (shoot for around 100 words in response – a sentence is <i>not</i> sufficient). I will record grades on the reflections each week and only notify you if you need to alter your posting behavior. You may, however, inquire about your reflection grades or any other course grades at any time.</p>	<p>10% 100 pts. (10 per post)</p>
<p>Writing on Readings (# to be determined)</p>	<p>With most of your reading assignments, you will be required to produce a small amount of formal, <i>typed</i> writing that deals directly with that reading (about a page, double-spaced). For each of these assignments, I will distribute and repost on Blackboard questions that you should respond to. Occasionally in lieu of these responses, we may compose in class. This in-class writing may take the form of a “quiz” about the reading. These will be scored an “A,” “B,” “C,” or zero. Points will be awarded at the end of the term, when the number of assignments/in-class writings is final.</p>	<p>10% 100 pts. (total)</p>
<p>Short Argument Paper</p>	<p>A short, more informal essay (2-3 pages) that makes and defends a claim, using evidence from one or more of the course readings. This paper will practice skills in using evidence, citing and documenting sources, developing a claim, and addressing opposing viewpoints. This paper will also help you commit to a topic for the research project. Details on this assignment to come.</p>	<p>10% 100 pts.</p>
<p>Source Analysis</p>	<p>Analysis of three main sources for the research paper. For each source, you will provide the MLA citation, explain where the source came from, summarize it, highlight major rhetorical strategies at work, explain how the source will be useful to your project, and finally you will list relevant quotations for use in the paper. In addition to this written work, you will be required to turn in a copy of at least some of the source text. More details on this assignment to come.</p>	<p>10% 100 pts.</p>

<p>Peer Editing for Commonplace</p>	<p>In the final two weeks of the term, you will be engaging in the peer review process with the <i>Commonplace</i> submissions from other students. Much of this review will be taking place in class. You will be required to produce an individual memo and a group consensus memo (memo = letter to author explaining the merits and faults of their submission, along with your publication decision). Much more to follow on this process.</p>	<p>10% 100 pts.</p>
<p>Research Project Portfolio</p> <p><i>Includes:</i></p> <ul style="list-style-type: none"> • Revised Research Paper (6-8 pages) • Revised Recast Submission for <i>Commonplace</i> (750-1000 words) • Research Reflection • Revision Reflection 	<p>The Research Project Portfolio, consisting of the revised versions of the two major essays and two reflections, will be due at the end of the term. <i>HOWEVER</i>, the research paper and the <i>Commonplace</i> submission essay both have “draft” due dates earlier in the term <i>that must be met in order to earn points in the portfolio</i>. In other words, essentially if you don’t follow the drafting process and/or don’t submit on time with either of these essays, you will more than likely not pass the course. More on the grading on this to come.</p> <p>The research paper is a 6-8 page paper that develops a position into an argument with a clear audience and purpose. Persuasion in this essay is mainly achieved by the use of an appropriately diverse and relevant set of sources (5-8). The first final version of the research paper will be due in week 6. I will give you comments towards revision, which you will have the rest of the term to complete (these papers will receive a “Revise” grade). If a first final version of this research paper is deemed insufficient, you will be asked to revise it <i>immediately</i> and resubmit it to me (these papers will be marked “Revise and Resubmit IMMEDIATELY”). You will keep doing this until your paper earns a “Revise” grade and then you will have the rest of the term to revise it for a grade in the portfolio.</p> <p>The essay for submission to <i>Commonplace</i> is a 750-1000 word re-imagining of your research project for a public audience of your peers. A draft of this essay will be due for in-class peer review. A final version of this essay will be due for submission and review to <i>Commonplace</i> by 2/26. Even though you will have submitted a polished version of this essay by that date, you may take the rest of the term to make any revisions to it for the grade in the portfolio. Please note: <i>if you don’t submit to Commonplace on time, you cannot pass the course.</i></p> <p>Finally, in the research reflection you will respond to several questions about the development of your project. And in the revision reflection you will consider what changes you made to the Research paper and the <i>Commonplace</i> Essay submission and why. There will be no</p>	<p>50% 500 points</p>

	draft requirements for these reflections; they are due with at the end of the term in the portfolio.	
TOTAL		100% 1000 pts.

Grades follow university's standard 10/100-point scale:

95-100=A; 94-90=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; Below 70=NP (not proficient)

A grade of NP for this course means that you have not passed ENG 102 and you will have to take it again. Though an NP grade will appear on your transcript, it will not factor in your GPA.

Additional Important Stuff:

Late Policy or Missing Work: Bluntly: I don't accept late work. I have great disdain for late work. Do not turn things in late. Avoid at all costs not turning things in. There is a very precarious sequence of work we need to accomplish: short argument >>> source analyses >>> research paper >>> *Commonplace* Recast Essay >>> Peer Editing for *Commonplace*. You *cannot* afford to be late on *any* of these assignments. If being late with work is a regular habit of yours, revise it! *You must keep up with the pace of this course to be successful.* If you miss the deadline for a major assignment and too much time has passed, I will request that you drop the course. **Be on time with major assignments!**

Explanation of the NP: Because English Composition 101 and 102 are foundation courses, they both support the grade of NP or "Not Proficient." An NP is earned if a student has a final course percentage below a 70% or C-. An NP is not a punitive grade and does not affect your GPA (it does not adversely affect your GPA as an F would), but it does appear on your transcript and you must retake ENG 102 until you earn a C- or better.

Conferences: I strongly urge you to take advantage of my regular office hours to discuss your work in the course. There will be one required conference scheduled during the term. In addition to in-person meetings, I am always willing to answer questions/respond to concerns via email.

Formatting: Each assignment might require a different format for submission. You may need to bring a hard copy to class; you may need to submit through Digital Dropbox. I will always make this clear in class. For all assignments, please use MLA style documentation and formatting: e.g. 1-inch margins, reasonable font like Times New Roman, Garamond, Didot, etc., double-spaced, with proper MLA heading.

Plagiarism: In the Composition Program, any case of plagiarism can result in an automatic grade of F for the course and a letter in your college file explaining the incident. Part of the program's curriculum deals with strategies to avoid plagiarism; however, it is ultimately your responsibility to be sure that you have cited all your work properly and demonstrated academic honesty. Review the plagiarism statement in the *Student Guide*, p. 10.

Writing Center: Staffed by UC composition instructors, the Writing Center (257 McMicken) can assist you with any portion of the writing process. Please take advantage of this wonderful resource, for this or any other course in your time at UC. Appointments should be made but they also accept walk-ins. See p. 19 in the *Student Guide* for more information.

Phone: (513) 556-1347; Web: <http://www.artsci.uc.edu/english/writingCenter/index.cfm>

Students with Disabilities: Students with disabilities should present official documentation from the Disabilities Services office during the first two weeks of class so appropriate accommodations can be made.

Important Winter Quarter Dates: Add/Drop: Jan. 10th; Drop Only: Jan. 18th; Withdraw: Mar. 2nd

http://www

***Subject and LIKELY to change; updated schedules will follow
 ***Writing and Reading assignments are due ON THE DATE THEY ARE LISTED
 ***Updated 1/3

READING DUE

WRITING DUE

WEEK ONE: Course and Theme Introductions

M Jan. 4	Course Intro		
W Jan. 6	Introductions Course Concerns Discuss: exp. with tech and ed	Read and carefully review course syllabus and schedule; check out Blackboard site and other course materials	
F Jan. 8	<i>Commonplace</i> Direction of the course	Read Introduction and Chapter 1 in the <i>Commonplace User's Manual</i> (linked through Blackboard). Browse through the <i>Commonplace</i> publication read an article of your choice in full	IN-CLASS Writing on Reading #1 First Weekly Reflection and Response, posted on Blackboard (tab: "Weekly Reflections"). Instructions posted there. <i>Due by</i> <i>Monday, Jan. 11, 8am.</i>

WEEK TWO: Argument, Persuasion

M Jan. 11	The Basics: Reading, Writing, & Technology	Leibowitz, "Technology Transforms Writing" & "Literacy Debate: Online: R U Really Reading?"	Writing on Reading #2 questions posted on Blackboard
W. Jan 13	What does it take to be persuasive? What is argument?	<i>Allyn & Bacon Guide to Writing</i> , p. 378 395	*** <i>Potential IN-CLASS Writing on</i> Reading
F. Jan 15	Reactions and Rhetorical Reading	Bauerline pdf, from <i>The Dumbest Generation</i>	Writing on Reading #3 Second Weekly reflection and Response (<i>due by 1/11, 8am</i>)

WEEK THREE Sources, MLA, Beginning to Persuade

M. Jan. 18	NO CLASS MLK, Jr. Day		
W. Jan. 20	Using Evidence MLA refresher	<i>Allyn & Bacon Guide to Writing</i> , Chapters 22 and 23 (p. 611 642)	*** <i>Potential IN-CLASS Writing on</i> Reading
F. Jan. 22	Reactions and Rhetorical Reading	Carr, "Is Google Making Us Stupid?"	Writing on Reading #4 Short Argument Paper due to Digital Dropbox, 8pm Third Weekly Reflection and Response (<i>due by 1/25, 8am</i>)

WEEK FOUR Finding an Argument, Finding Research

M Jan.	Moving towards the research paper	<i>Allyn & Bacon Guide to Writing</i> , Chapter 20 (p. 573 588)	Writing on Reading #5
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25	Evaluating Sources		
W. Jan. 27	Tentative Library Day	<i>Allyn & Bacon Guide to Writing</i> , Chapter 21 (p. 592 – 604)	***Potential IN-CLASS Writing on Reading
F Jan. 29	Tentative Library Day		Fourth Weekly Reflection and Response (<i>due by 2/1, 8am</i>)

WEEK FIVE Texts in Conversation

M Feb. 1	How do we use texts?		Source Analysis Due by 8pm to Digital Dropbox
W Feb. 3	How do texts use texts?	<i>Allyn & Bacon Guide to Writing</i> , p. 643 – 651	Writing on Reading #6
F Feb. 5	How do texts use texts?		Fifth Weekly Reflection and Response (<i>due by 2/8, 8am</i>)

WEEK SIX Research Writing

M Feb. 8	MLA Workshop		
W Feb.10	Shifting Contexts: Academic Writing Public Writing Means of Persuasion		
F Feb.12	Shifting Contexts: Academic Writing Public Writing Means of Persuasion	<i>Commonplace User's Manual</i> , Chapter 2	Research Paper DUE to Digital Dropbox, by 8pm Sixth Weekly Reflection and Response (<i>due by 2/15, 8am</i>)

WEEK SEVEN Writing for *Commonplace*

M Feb.15	NO CLASS MEETING go to your scheduled conference		
W Feb.17	Public Persona	<i>Commonplace User's Manual</i> , Chapter 2.5 & <i>Commonplace Essay</i> , "Think Pink? Or Think Profit?" by Devon Ody	Writing on Reading #7
F Feb.19	Persona & Audience		Seventh Weekly Reflection and Response (<i>due by 2/22, 8am</i>)

WEEK EIGHT Writing for *Commonplace*

M Feb.22	<i>Commonplace</i> Workshop/Practice Review Session		Commonplace Recast DRAFT due – hard copy in-class for review
W Feb.24	<i>Commonplace</i> Workshop		
F Feb.26	Submitting to <i>Commonplace</i>		Commonplace Recast Essay due (details on submission to follow) Eighth Weekly Reflection and Response (<i>due by 3/1, 8am</i>)

WEEK NINE Peer Editing for *Commonplace* + Revisions

M Mar. 1	Becoming a CP editor	<i>Commonplace User's Manual</i> , Chapter 4	Writing on Reading #8
W Mar. 3	CP peer review process		
F Mar. 5	CP consensus workshop		Ninth Weekly Reflection and Response (<i>due by 3/8, 8am</i>)

WEEK TEN Peer Editing for *Commonplace* + Revisions

M Mar. 8	Drafting Memos		
W Mar. 10			Individual and Group Memos Due
F Mar. 12	Wrap-up Course Evaluations		FINAL RESERCH PORTFOLIO DUE in-class, 8am Short Final Reflection, no responses required*** (<i>due by 3/15, 8am</i>)

EXAM WEEK: March 15 – 20; we will *not* meet during exam week.

ENG 102-01

Weekly Reflections Instructions

Each Friday, some questions will be posted on the Discussion Board forum (located on Blackboard under the “Weekly Reflections” tab). You will have the weekend, until the start of class the following Monday to 1) post a response to the posted questions of 250 – 500 words and 2) read and respond to at least two of your classmates posts (shoot for around 100 words – a sentence in response is not sufficient). Grades are recorded weekly, but I will only notify you of your grade if you need to change something about your posting.

Weekly Reflections represent 10% of your final grade.

To post and respond using Blackboard’s Discussion Board:

- 1) Click on “Weekly Reflections” tab.
- 2) There you will see a list of forums, named for the corresponding week (e.g. Friday of the first week of classes you will see “Week 1 Reflection” followed by some questions).
- 3) Click on the appropriate week’s forum.
- 4) To make your own, new post: click on “THREAD +”; this will take you to a screen that looks much like email. Put in an appropriate title, and write your response. When you are done, click “Submit” at the bottom of the screen. You will then see your post listed when you open that week’s forum.
- 5) To respond to your classmates: scan the list of posts (remember, if you post early in the weekend, there may not be anyone to respond to yet; you may have to check back later in the weekend). Click on the post title. If you wish to make a response to this post, click “Reply” in the top bar. This will take you to an identical email-like composing screen. Type your reply and click “submit” as above. You will see your reply listed under the original post title.

Please email me at rulehj@mail.uc.edu for further assistance.

Writing on Readings INSTRUCTIONS

Reading assignment and questions for response will be posted here for every reading assignment, as listed in the syllabus. Remember that in addition to Writing on Readings that you do at home, occasionally we will respond in class on a reading (these responses may take more of a "quiz" form). These dates are also listed in the course schedule.

Writing on Readings represent 10% of your course grade. They are scored A, B, C, or zero (or 10, 9, 7, or 0 points).

For each Writing on Reading you do out of class, please *type* (you *CAN* *handwrite* *IF* you have very *clear handwriting*) a careful and thoughtful response to the posted questions. Sometimes you will respond to several questions, sometimes you will choose which question you want to respond to. Please keep response around 250 words, around 1-page double-spaced. I **MUST** have a hard-copy (no email submissions accepted) by the start of class on the due date. Late Writing on Readings will not be accepted.

If you are not in class on a day an out-of-class Reading on Writing is due, you *may* email it to me the night before. If you miss an in-class writing on reading, you cannot make it up.

Short Argument Paper Assignment Description

Winter 2010, ENG 102-01

DUE: to Digital Dropbox, Friday Jan.22nd, by 8p.m.

This is a short essay (2-3 pages) that makes use of the elements of classical argument. It is not a traditional academic essay because of its length, and because it will not require an introduction and conclusion.

- 1) Rather your paper's first sentence should make a claim.
 - This claim should be arguable (see p.381 in *A&B Guide*)
 - It should be in direct response to an issue/question/idea from one of the class readings
- 2) Then you will, in one or two body paragraphs, develop one or two reasons in support of the claim.
 - You will support these reasons with textual evidence from at least one of the course readings.
 - You will thoroughly develop the paragraphs, fully explaining the connection of the evidence to the reason
 - You will cite the source(s) with proper MLA format (see Ch. 23 in *A&B*)
 - You will incorporate sources effectively into your paragraphs (see Ch. 22 in *A&B*)
 - You may locate an additional source if you wish, but you need to use at least one of the readings from the course
- 3) Finally, you will write a paragraph that offers a potential counterpoint, counterargument, alternate view, or possible objection to your claim and reason(s) and responds to that objection (see p. 392 in *A&B*)

Other Requirements

- The paper should be formatted using MLA style: double spaced, proper heading, name and page # headers, reasonable font etc. (there are plenty of examples of what your document should look like see the *Student Guide* or p.643 in A&B)
- It must include a works cited page information for you to create works cited entries for the course texts will be provided (or is already provided on the readings)
- This paper is a practice run for the research paper: in a sense, not only is it an exercise in classical argument, it is also a test of your ability to use and incorporate sources and to cite and document sources using MLA style. Please refer to Ch. 22 and 23 in the *A&B Guide* as you are composing this paper.

Criteria for Evaluation

This paper will be evaluated on your execution of the elements of classical argument, effective use of sources, development of supporting paragraphs, consideration of opposing viewpoint, mechanics (spelling, grammar, “readability”), and MLA formatting and documentation.

Looking Forward

Ideally, you would pursue the same general topic for this paper and the research paper; this way, you’d already have some material you could incorporate into that longer researched argument. Consider this as you decide on the topic you want to argue in this paper.

Research Paper

ENG 102

The research paper is a 6-8 page paper in which you develop a position with a clear audience and purpose in mind. Persuasion in this essay is mainly achieved by the use of an appropriately diverse and relevant set of sources (5–8 sources are *required*).

At the center of the research paper should be an issue, problem, or uncertainty you perceive, something that you’re both interested in and want to find out more about. The *Student Guide* elaborates nicely on this: “the foundation of strong research writing makes all the difference: learning how to ask researchable questions that are complex (i.e., not sufficiently answered by “yes” or “no”), compelling, and motivated by a genuine desire to know something. Research writing, in other words, it not a “data dump” or a simple transcription of what others have said about your topic. It is an act of inquiry motivated by a question or set of questions that have some tension” (217).

Basic Requirements: 6-8 pages, MLA formatting, in-text citations, and Works Cited page, uses 5-8 sources, topic/direction approved by instructor.

Criteria for Evaluation: does the paper ask and try to answer a **complex question**? Does the author **use sources effectively**? Does the author fully **develop** each paragraph/idea? Does the author present the argument in a **clear structure**? Does the author use **MLA citation** completely and correctly? Is the paper generally **readable** with few grammar, spelling, or punctuation errors?

DUE DATES: A first final draft of the research paper will be due to Digital Dropbox by **FRIDAY, FEB. 12th by 8pm.**

I will read and comment on the papers and give you one of two possible “grades”: your draft will be marked either “**REVISE FOR PORTFOLIO**” or “**REVISE AND RESUBMIT IMMEDIATELY.**”

If you receive “revise for portfolio” this means that you’ll have the rest of the term to work on the paper, preparing it for inclusion in the Research Project Portfolio (see syllabus for more information about the portfolio). Your research paper will earn a grade at the end of the term, when I grade the final portfolio.

If you receive a “revise and resubmit immediately” this means that you will have a certain number of days to make improvements to the paper and resubmit it to me for further comments. You will continue to do this until your draft receives a “revise for portfolio” grade. **ONLY RESEARCH PAPERS THAT HAVE EARNED “REVISE FOR PORTFOLIO” WILL EARN A GRADE IN THE FINAL PORTFOLIO** (in other words, if you don’t complete this draft in a timely manner, you will earn a zero on the research paper, even if a version of it is included in the portfolio).

Source Analysis Assignment

ENG 102

Due: **HARD-COPY** due in-class, Monday Feb. 1st
100 pts/10% of final grade

This assignment asks you to gather and consider in-depth **three major sources** you will use in your Research Paper.

For *each* source, you will list the following information

Correct **MLA citation** works cited entry, then...

- 1) **Context:** where does the source come from? How have you determined it to be credible?
- 2) **Summary:** what is the source’s main argument?
- 3) Important **Rhetorical Strategies:** how involved is the author in what’s being said? Does the author wish to persuade, inform, entertain, etc? What kind of evidence does the author provide? ETC.
- 4) **Usefulness:** How will this source be useful to your argument? What will discussing this source in your work add to your argument?
- 5) **Useful Quotations, Notes, Paraphrases, Reactions:** take this space to do some initial note-taking and reactions to the source that could be incorporated into your paper

In addition to this written work, **you will need to include a print-out of about the first page of each of the sources** (I’d like to be able to see the title and at least a couple paragraphs or more of the body of the source).

Length and format: You’ll probably need around a page for each source; you do not need to double space; please do use a list-format like this:

Smith, Mary. "Cheese is Delicious." *Important Food* 26: 1 (1996): 355-378. *Academic Search Complete*. Web. 25 May 2009.

Context: I found this article searching with the terms Mrs Macke suggested and in a database she thought was good for our topics. Etc. etc.

Summary: In this article,AND SO ON!

Evaluation: I will be grading your source analysis on the quality and relevance of the sources you've chosen as well as the extent to which you've considered and *read* the source and its relationship to your research argument.

Commonplace Essay ENG 102

Like the research paper, the *Commonplace* essay will have a couple due dates before its final due date in the Final Research Portfolio. This essay is a piece of writing designed specifically for the audience of *Commonplace* that is generally around 750 – 1000 words. Its specific conventions and requirements will be determined by course discussion about the CP publication.

Here are its draft and submission requirements:

1. Draft of CP essay (2 hard-copies) for in-class peer review – due **Monday Feb. 22nd**
(you will receive brief comments from me on this draft as well)
2. FINAL version for submission to *Commonplace* – due **12:00am, Friday, Feb. 26th**
Submit to Digital Dropbox
NO LATE SUBMISSIONS ACCEPTED – external deadline
If you do not submit your paper on time,
your CP essay will not be graded in the Final Portfolio
3. Final version of CP essay for Final Research Portfolio – due **Friday, March 12th**

The *Commonplace* Essay in the Final Research Portfolio will be graded on the extent to which it is successful in meeting the conventions and expectations of the CP publication (but *NOT* on the success of its submission status) and the extent to which the author considered her audience, purpose, ethos, style (that is, made strong rhetorical choices).

A Note about the Review Process: When you submit your CP essay to me, I have to make an editorial decision, moving only 8 essays ahead for peer review in another Composition section (not all 8 are guaranteed to receive letters). These essays will come back to me with sets of four letters – 3 individual memos and 1 group letter – that will reveal the editorial decision. *At no point during the course will you know of your status with CP.* After your work for the course has been graded (I will not read the results myself until I have graded portfolios), I will notify those students whose work was reviewed of the results and have you come in to hear about the next steps (in exam week or during spring break).

Peer Editing for *Commonplace* ENG 102

In the final two weeks of the course, you will be placed in a group of 3-4 students and will review and evaluate a CP submission manuscript to make a recommendation for its publication. In class we'll engage in a number of activities that will help you do this. In your group you will be responsible for producing an

individual memo and for participating in the composition of a group memo that reports and fully explains your decision on the manuscript: Accept with minor revisions, Revise and Resubmit, Reject.

Full participation in this part of the course is extremely important: CP is depending on you as an editor to complete your obligation. Here are the requirements for the course grade (100 pts. or 10%):

- ATTEND class, especially Friday March 5th and Monday March 8th this is when you'll be working as a group to come to a consensus on the manuscript and writing the memo. **YOUR GROUP NEEDS YOU.**
- Draft of an individual memo, hard-copy due **Friday, March 5th**
- FINAL individual memo electronic version, **Wed. March 10th**
- FINAL group memo electronic version (these will be combined into one file and submitted to Digital Dropbox), **Wed. March 10th**

ENG 102

Public Writing

Optional Extra Credit

We have been working all quarter with the difficult goal of publishing your writing on Commonplace. But aside from Commonplace, there are infinite places to present your writing online. This extra credit project gives you the opportunity to do so!

- 1) Find a place online where you can **post an excerpt of your Commonplace writing** consider comment spaces on news sites, blogs, Facebook, forums, etc. Look for places that are related to your topic.

If your project is within the technology and education topic, see PBS Frontline's *Digital Nation: Life on the Virtual Frontier* at: <http://www.pbs.org/wgbh/pages/frontline/digitalnation/participate/>
Here, they are actually asking for your stories in a variety of formats (browse this site very cool!)

- 2) **Watch to see what happens** note when you posted, where you posted, what you posted, why you posted it. And then wait to see if anyone responds to what you've written (often it's hard to "be heard" in these virtual spaces don't fret if no one responds). Record and consider any responses your writing receives.
- 3) **Do a write up for me** include answers from question 2. If possible, include a link so I can see your work. Then answer the following: do you regularly post your writing online? If so, in what form and where? How did it feel to put your writing out there? Do you think your voice can be heard out there online? Does posting your writing online make you feel as though you're voicing your point of view and being heard?

This optional project will be **due in the Final Research Project Portfolio**, due on the last day of class. Successful completion is worth 20 extra points to be added to your final grade.

ENG 102

Final Portfolio Reflections

For these two writing assignments, you will reflect on the work you've done this quarter.

Final drafts of the reflections are due in the Final Research Project Portfolio, due on the last day of class.

You are to complete BOTH of these reflective essays; each is worth 10% of the Portfolio grade.

RESEARCH REFLECTION 1-2 pages

Use the following questions to guide your thinking (you do not need to answer them all in your response choose a set of questions or a few from this list that are interesting to you):

- How did you become interested in the topic you researched?
- What was challenging about the research process? What was rewarding about it?
- What writing process did you use to generate your research paper? How was that process different or similar than how you've written similar work in the past? What would you do differently next time?
- How did you conceptualize recasting your research interest into the Commonplace essay? What changes did you make in writing the CP essay?
- Which essay do you think is more effective in delivering your point of view? Why?

REVISION REFLECTION 1-2 pages

Use the following questions to guide your thinking about any revisions you chose to make to your papers.

I'd like everyone to answer this first question:

- **Describe why and how much you decided to revise perhaps you decided to leave your CP essay as is, or you totally rewrote your research paper. Describe what motivated you to revise or not revise.**

And please draw on the following as you see fit:

- Describe in detail the biggest/most substantial revision you made to either paper: what did you do? Why did you do it? How do you think it improved the paper?
- If you had more time with these essays, what changes would you make?
- Choose a specific place in one of the papers that you changed a lot. Compare the old version to the new and describe how the effects of that portion of the paper have changed.

ENG 102

Research Project PORTFOLIO INSTRUCTIONS

It's extremely important that you follow these directions please review this carefully and be sure that your materials appear in the order specified.

- 1) Get a two-pocket paper folder (this doesn't have to be new feel free to reuse a folder, just make sure it's able to contain all the papers)
- 2) Gather the following ALL DRAFTS and review work, and the final versions of the Research Paper, the Commonplace Essay and the two reflections. Make sure to STAPLE each version of each draft, especially the final versions. Keep the final versions separate from the drafts.
- 3) Now you're ready to being filling up the folder:

LEFT SIDE of folder

RIGHT SIDE of folder

<p>Bottom: Any Drafts of Research paper MUST include instructor-reviewed draft</p> <p>Top: Any drafts of the Commonplace essay MUST include peer-review and instructor-reviewed draft</p> <p><i>Be sure that each draft is stapled. If you include draft work you've done on your own, please note that on the top of this work.</i></p>	<p>Bottom: FINAL VERSION of Research Paper</p> <p>Middle: FINAL VERSION of Commonplace Essay</p> <p>Top: FINAL VERSIONS of Research Reflection Letter and Revision Reflection Letter</p> <p>Very Top: <i>OPTIONAL: permission to print your work in next year's Student Guide—just fill out the form on pg. 13 of the Student Guide and indicate which papers we can use (contact me if you do not have this form).</i></p>
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NOT GRADED, BUT REQUIRED drafts

GRADED FINAL VERSIONS!!!

Further Requirements and Reminders:

- 1) **Page Length:** Research paper 6 – 8 pages, Commonplace, probably around 750 – 1000 words
- 2) **MLA Formatting, In-text Citations, and Works Cited:** be sure that the **RESEARCH PAPER** contains complete and correct formatting, citations, and a Works Cited page. I will grade this.
- 3) Your portfolio is scored out of 500 points (50% of the final course grade). The research paper and the CP essay will each be worth 40% of this grade, while the reflections will be 10% each; however, clear effort and investment in the revision process throughout the term can also factor into the grade.
- 4) Remember: a score of Not Proficient on your portfolio *can* earn you an automatic NP for 102.

Remember that the organization and presentation of your portfolio and the care you demonstrate in putting it together will likely contribute to your credibility (especially with members of the portfolio team who have never met you). Make a good first impression by following directions, stapling each draft, making sure your final copies are not crumpled or poor copies.