

English 302.M15—Advanced Composition, Multidisciplinary

Spring 2012, TR 1:30-2:45, IN 330

Professor E. Shelley Reid

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Course Goals

This is a course designed to build on the writing and research skills you have learned in English 101 and other courses, and to introduce you to advanced problem-solving strategies for academic and post-academic writing, with special attention to strategies applicable to particular disciplines. As a General Education course, English 302 is designed to improve critical thinking skills that will be useful to you in many academic and professional settings.

As an advanced writing course, English 302 is designed to help you move from being a reader of scholarship to becoming a creator of scholarship. The course will emphasize *learning how to determine for yourself* what is required of you as a writer in a range of academic and professional scenes: we'll talk about this as ***solving writing problems***. In general, when you write for people in a particular discipline or profession, you need to attend to several elements:

- defining the *context*: for whom, why, and in what situation are you writing?
- identifying the *discipline* and *genre* expectations
- taking the right *approach*: will you summarize, explain, argue, work from a template?
- supporting your points with appropriate *evidence* and *development* strategies
- *reviewing* your writing in light of these needs and *revising* to better meet them
- *presenting* your writing using effective *style* and *media* choices

In particular, when you work on a problem with an advanced mindset, you need to be sure you have analyzed it from several points of view and picked up the nuances of the situation. This course will help you ***develop a range of flexible researching, writing and revising strategies*** so you can meet those expectations without compromising your own voice, convictions, or style.

Pre-Requisites

All students who register for English 302 must

- have completed a minimum of 45 credit hours,
- have earned credit for (or been exempted from) English 100 or 101 or equivalent, and
- have completed, if required by your program, at least 3 credits of gen-ed literature

Students as Scholars

This section of English 302 is participating in GMU's "Students as Scholars" program. Across campus, students now have increased opportunities to work with faculty on original scholarship, research, and creative activities, through their individual departments and the OSCAR office (<http://oscar.gmu.edu>).

Assignments in English 302 will help prepare you to be contributors to knowledge in your field, not just memorizers of facts: you will

- understand how knowledge is created and transmitted in a field/discipline
- understand key methods and conventions of scholarly research in your field/discipline
- articulate and refine your own question for scholarly inquiry
- situate your investigation in an ongoing context/conversation in your field
- and design a final project that adds new perspectives and/or data to the conversation

302-Multidisciplinary

All five versions of English 302—Business, Humanities, Multidisciplinary, Natural Sciences, and Social Sciences—will fulfill your advanced composition general education requirement. If you have a strong tie to your field of study (you live and breathe biology or art history), you may find that the version targeted to that area (natural sciences or humanities) is better suited to your needs. However, **302-Multidisciplinary will provide you ample opportunity to learn strategies for researching and writing in your field.** Moreover, since increasing numbers of students, majors, research projects, and professions are situated across several disciplines, 302-M may provide you with more flexibility to meet your academic and professional needs. If you have any questions, please see or email me outside of class.

The Upside-Down Class

In some classes, you listen to the teacher tell you things you need to know, and then you go home and solve problems or write essays on your own. We'll turn that model upside down: you'll gather information about what you should know via your prepwork at home, and in class we'll work on the hard problems together, give one another feedback and try out new skills.

Tools

- Texts:** *The Complete Persepolis* (Books 1 and 2) (Satrapi)
The Bedford Researcher, Fourth Edition (Palmquist)
Style: The Basics of Clarity and Grace, Fourth Edition (Williams & Colomb)
- Wiki:** This is a **Wiki-based course** with an intensive online component: you don't need any previous experience working with a wiki, but you'll need to have regular out-of-class access to an Internet-linked computer in order to meet assignment deadlines. And you'll need a little patience!
- Other:** It's a good idea to have a USB flash-drive (memory stick) or online cloud account (like Dropbox.com) to help you store files, so you always have a copy of your current draft in class.

Basic Grading Outline

10%	20 points	<i>Persepolis</i> Analysis Project	Due 2/25
35%	70 points	Researched Analysis Project + Research Landscape Report (10 points)	Due 4/8
15%	30 points	Collaborative Multidisciplinary Wiki/Webpage Project	Due 4/27
25%	50 points	Solving Current Writing Problems: Review-Revise-Reflect (20), Prepwork (20), and Participation (10)	
15%	30 points	Solving Future Writing Problems: Decoder & Sentence Solutions (9), Transformation (15), & Final Metacog (6)	

Instruction and Classwork Overview

The interlinked skills of active reading, researching, drafting, revising, and analyzing are best learned through repeated cycles of instruction, practice, feedback, and reflection. Most of our class sessions, face to face or online, will be **highly interactive** and involve a significant amount of focused student discussion, collaboration, and writing. You will be encouraged to find ways to connect class assignments with your other interests and activities. Since you will be involved in collaborative efforts to read, analyze, draft, and revise, other students will be depending on you during class.

This course also has an **online component** using our class Wiki, to provide you with peer and instructor support when you are not in the classroom, to motivate you to complete your writing assignments in regular steps rather than all-night brain-burners, and to prepare you for online and other public writing tasks beyond the classroom.

Good writing is more frequently a result of **time and patience** than of inborn talent. Students who attend regularly, keep up with the small assignments, and block off extra time each week for thoughtful drafting and focused revising usually succeed in this class.

If you start to fall behind or feel overwhelmed, please let me know as soon as possible, so that we can find any necessary support or consider alternate approaches.

Other Grading Policies

Completion Policy: All three main projects must be accompanied by a draft, and must demonstrate significant revisions from early to final draft(s). You must complete those projects to earn a “C” or higher as a final grade.

Participation: This is a hands-on, minds-on, laboratory-like class. To participate, you need to come to each class having completed your reading and writing assignments. Beyond that, your participation will be measured primarily by your engaged, civil cooperation with your peers during class activities and your completion of online assignments during class. Students who contribute regularly to class discussions, by asking or answering questions, help all of us be better critical thinkers and problem solvers; so do students who will “go an extra mile” to help out a peer. These students will earn up to a two-point participation bonus.

Final Grades

In this class, assignments will be tallied on a 200 point final-grade scale:

194-200	A+
186-193	A
180-185	A-
174-179	B+
166-173	B
160-165	B-
154-159	C+
146-153	C (If you earn less than a “C,” you must re-take 302.)
140-145	C-
134-120	D

At term-end, I round all half-points up. If at that stage you are within 2 points (no more) of a higher grade, *and* I have seen clear evidence of you “going the extra mile” throughout the semester—making improvement as a writer, taking extra care with peer workshops, breaking a sweat with your revisions, enlivening class or online discussions—I reserve the right to give you the higher grade. There is no persuading me to do this with pleas or sad stories at the very end of the term or after the grade is recorded; my decision will be non-negotiable.

Explanation of Evaluations used for Prepwork & Review Assignments

Prepwork and Review assignments will be rated H, S, U, or 0.

An “H” or *Honors* rating = 100%.

An “S” or *Satisfactory* rating = 80%.

A “U” or *Unsatisfactory* = 60%.

All turned-in-on-time assignments that are at least close to the mark will earn H or S. If you average more H’s than S’s, you’ll be in the A- to B+ range overall.

Prepwork & Review assignments are **time-sensitive**—they are designed to prepare you for that day’s activities—so late work will drop one rating for each class meeting day late. (An “H” will become an “S” and an “S” will become a “U.”) Prep assignments that are not turned in or are turned in more than 4 class meetings late without advance arrangements will earn 0%. Only the first two Preps can be revised.

Prepwork and Review assignments are designed to help you learn how to solve critical reading and scholarly writing problems on your own—the core goal of this class.

Therefore, Prepwork and Review grades add up to **20% of your final grade**. The lowest Prep and lowest Review score will be dropped at the end of the term. However, each additional zero will lower your final grade 1%, and there may be no way to make that up. If you turn **something** in, you’ll likely earn 80% rather than 0% for that assignment. If you turn nothing in you will jeopardize your final grade.

Explanation of Evaluations used for Essays & Project Elements

A **“C” denotes a competent response** to an advanced writing assignment: the essay or assignment meets, to some degree, all the assignment requirements, and demonstrates that the author has put significant time and effort into communicating his/her ideas to his/her central audience. Essays in this range have a steady controlling idea, present some support, move from point to point in an orderly fashion, and contribute some new insights to conversations on the topic. Other projects demonstrate some awareness of the genre conventions and purposes, and some attention to content material and formal details. Final versions have been proofread to catch most major errors.

A **“B” marks a strong example** of advanced academic writing and thinking. In addition to meeting the “C” level requirements, an essay or project at this level demonstrates insight into the “gray areas” or complications of the topic, provides original or very thorough support that is tightly woven into the overall argument, reads smoothly at both the sentence and paragraph levels, and/or exhibits a personal “voice” or style. It demonstrates that the writer is a careful reviser and is conscious of his/her writing, his/her audience and purpose, and the generic and disciplinary conventions of the task. It engages the reader, and has few if any errors.

An **“A” identifies essays and projects that are an ease and a delight** for the reader—and that probably provided some moments of satisfaction for the writer. Even more than in a “B” assignment, it is easy to see that the author anticipates and responds to possible reader questions, uses a wide range of supporting evidence, engages the reader in a provocative conversation, pays attention to small details, takes risks as s/he writes and revises, provides unexpected insight, and/or uses language with care and facility. The apparent effortless of these pieces of writing usually conceals plenty of blood, sweat, tears, and hours that the writer spent researching, drafting, seeking feedback, and revising.

“D” and “F” level assignments do not meet the basic expectations of the assignment, and/or fail to meet the basic expectations of college-level writing overall.

Optional Revision Policies

Major elements of the Persepolis Project and Research Project may be re-revised after being graded, for a possible new grade—either through a Complete Revision or a Revision Memo.

1. Before undertaking a **Complete Revision**, you must **schedule a Revision Conference** with me. You should come to this conference—face to face or electronic—prepared to explain your plan for your revisions and ask questions about your next steps.
2. **Complete Revisions** must themselves **demonstrate substantial change** to the focus, support, approach, or organization of the text in addition to comprehensive error correction, or they will be returned with no grade change. Substantial change may be thought of as change to at least 15-20% of the essay’s text; you must address **widespread issues** as well as providing

small fixes. Revised essays must, however, retain the original text's topic and approach; revision does not mean "write a new essay."

3. **Complete Revisions** will result in a new assignment grade: thoughtful revisions usually result in a 5-10% improvement, though some grades may improve by 10-20%.

4. You may instead choose to write a **Revision Memo**, to increase an essay's grade by up to 3% (B to B+, for instance). You must use standard memo form and style. In about 250 words, you should include actual examples of improvements you would make ("For instance, in paragraph 3 I would add two sentences about the research article I found on giraffes") along with explanations of why the changes would improve your writing. Memos that only repeat my comments or that provide vague ideas will earn no points.

5. **Complete Revisions and Revision Memos** must be **completed within two weeks** of the essay's return to you. You must resubmit the original assignment and instructor comments with the revision or the memo.

Class Participation

This is a collaborative, workshop- and participation-intensive class, so absences—in body or in mind—will affect your grade. (And we'll miss you!)

Your participation in each class meeting will be recorded as part of your final grade. You will not be able to "make up" any missed participation points, in-class writing, or group discussions. At the end of the term I reserve the right to increase or decrease the participation score by up to 10% in acknowledgment of steadily superior or half-hearted contributions.

You should be **actively present** in face-to-face meetings. Students who are dozing, texting or surfing unrelated websites, working on assignments for other classes, or unprepared for class (etc.) are not actively present and thus may lose class participation points. Any serious breach of good classroom conduct may cause you to lose all points.

Computer classrooms pose endless temptations; please try to resist them. Remember that your screen may distract others who might otherwise be learning something, and be aware that it's really not difficult for me to guess when you're not typing class notes.

Please **plan to be on time** for each face-to-face class. If you are frequently late, or if you are late posting to a Wiki Workshop, you may lose participation points. However, in an emergency ***I would rather have you come late than not at all.***

Late Assignments

Assignments are due at the start of class on the due date. If you need to, you may **email** me a copy before class to avoid the grade penalty, though you may still need to turn in a hard copy or WikiCopy. If you post or drop off a late assignment to my mailbox (Robinson A487), please send me an email so I know. Please do not place assignments near, on, or under my office door.

Generally, **late major assignments lose 5% immediately, and then an additional 5% of their value for each calendar day (5pm to 5pm) they are late.** A project due Wednesday at the start of class would lose 5% if turned in before 5:00 pm that day, lose 10% if turned in by 5:00 pm Thursday, and lose 30% if turned in the following Monday.

Lateness is not the end of the world. Sometimes, losing 5-10% of a 10% assignment (= 1 % of your final grade) in English 302 is a better choice than failing a calculus exam or driving 90 MPH on the interstate or having a nervous breakdown at 1:00 am. See also: Life Happens Pass.

Lateness due to Rare, Uncontrollable Natural Disasters will not usually incur penalties; it is your responsibility to provide explanation/documentation of such occurrences. (A cold is not rare, and a lack of parking spots is not a natural disaster.) Contact me as soon as possible if you are experiencing such a situation.

Computer Crises are neither Rare nor Natural, and most of them can be avoided or controlled with good advance preparation. Lateness due to electronic disasters will earn sympathy but will also earn the grade penalty. Please plan to back up your files, print as needed while in process, and print/post final assignments before the Very Last Minute.

Life Happens Pass: For any **ONE** assignment you may be up to **five calendar days late** without penalty. To qualify, you must **state in writing** at the top of the first page of the assignment that you are using your Pass. If you use Life Happens for a draft, you may lose peer review credit unless you arrange to make up that work.

University and Composition Program Policies

Students with disabilities

Students with documented disabilities are legally entitled to certain accommodations in the classroom. If you request such accommodation, you should present me with a contact sheet from the Office of Disability Services (703-993-2474). I will be happy to work with students and the ODS to arrange fair access and support.

GMU Nondiscrimination Policy

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. Mason shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

Dual Submission

The dual submission option permits students to submit a paper written for English 302 to meet the requirements of another course during the same semester (or vice versa). See me for more information about arranging this option if you're interested.

Composition Program Policy on Plagiarism

Instructors in the Composition Program recognize that learning to effectively—and ethically—blend one’s own ideas and analysis with information and evidence obtained from outside sources is a significant challenge for college writers in the twenty-first century. Students in composition classes must take responsibility for understanding and practicing the basic principles listed below.

To avoid plagiarism, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers **must**

- put quotation marks around, *and* give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, a baseball card, an interview, an encyclopedia, a CD, a movie, etc.
- *completely rewrite*—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, *and also* give an in-text citation for that information
- give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources and which are not “common knowledge” for the target audience
- give an in-text citation for any facts, statistics, or opinions which the writers *know* but which are not part of the “common knowledge” of their target-audience (this may require research to provide credible outside-source support)
- give a *new* in-text citation for *each element* of information—that is, a single citation at the end of a paragraph of outside-source information is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay.

While different disciplines may have slightly different citation styles, and different instructors may emphasize different levels of citation for different assignments, writers should always begin with these conservative practices unless they are expressly told otherwise. Writers who follow these steps carefully will almost certainly avoid plagiarism. **If writers ever have questions about a citation practice, they should *ask their instructor!***

Instructors in the Composition Program support the George Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Honor Council. All judgments about plagiarism and assignation of penalties are made after careful review by the Honor Council.

Prof. Reid’s Addendum: I firmly believe that whatever writing you produce on your own in this class will be superior in several ways to any writing that you copy from another source. If you don’t share this belief, or you find yourself in a bind and copying other writing seems like the best or only way out, please **stop a minute**, breathe deeply, and consider sending me an email. I’d *much* rather work something out with you up front than file charges afterwards.

Five Wiki Commandments

- **You shall be early:** Be early in logging in, early in posting your writing, early to add a lively comment or provide feedback—please don't make everyone else wait on you!
- **You shall treat your peers' documents as classified information:** These documents are entrusted to you and to you alone; you will not share them with others nor keep copies of them for yourself after the workshop is done.
- **You shall treat your peers as intelligent, hardworking, sensitive humans:** Sharing writing is risky business, so while it is important to give specific suggestions and to offer alternate views, remember to critique the idea rather than the person. Remember that humorous teasing—"You're so stupid! Just kidding!"—often doesn't seem that funny when it comes in a class posting on a public page.
- **You shall represent yourself modestly:** You will endear yourself to your peers by indicating that your comments are not to be taken as The Final Word.
- **You shall think twice before you hit "save":** Although the dialogue is "Friday Casual," the wiki is still a public, classroom situation, so if you or any other human could be hurt, embarrassed, or legally liable, don't post those words here.

Three Technology Reassurances

1. **Give tech a chance:** Be patient, try new things, and stay optimistic wherever possible.
2. **Remember the Ten-Minute Rule:** If something goes weird, and you spend 10 minutes trying to de-weird it but fail, **STOP**. Call tech support (993-8870) or a friend, or email me, and go to a back-up plan for getting most of the work done or turned in.
3. **Don't Panic!** There's another way, a solution, an option. Together, we'll figure it out.

An Email In Time . . .

I spend a lot of time on email, and would much prefer to answer your question when you have it than to have you forget the question or have it turn into a large frustration! Please, though,

- use or include your **GMU address** in the email; for privacy reasons, I will respond only to that address.
- put the **course number**—"Eng 302"—in the Subject line, along with a short description of your reason for writing.
- take the extra minute to be **professional** through the Three S's:
 - Use a **Salutation**: "Dear Prof. R."
 - Be **Specific**: Explain what you are sending or what exactly concerns you
 - Add a **Signature**: "Thanks, Ali M."

Otherwise, I may get frustrated as I read, and that benefits nobody. I do read email daily, but I don't always respond immediately in a busy week. If your question is **time-sensitive**—you need a response soon to meet a deadline—please indicate that in your message. If I don't get back to you over a weekend, please send me a quick reminder in case I've forgotten.

University Information

Important Dates, Spring 2012

- Last Day to Add a Course: January 31
- Last Day to Drop a Course: February 24
- Last Day for Selective Withdrawal: March 30

The University Writing Center: Robinson A 114

Since you will be writing a lot in this course, you may want to visit the University Writing Center (<http://writingcenter.gmu.edu>) for assistance. Their services are free to all registered students.

The Writing Center is one of the best resources you will find on campus. They have an outstanding website that offers a wealth of online resources for student writers. You can also schedule a 45-minute appointment with a trained tutor to help with any phase of the writing process. They also offer expert, short- or long-term assistance to students whose first language is other than English. And all students can obtain assistance with papers online by visiting the online writing center at <http://writingcenter.gmu.edu/owl/index.html>, (allow yourself at least 2-3 days to receive a response). You can make an appointment via their website.

Learning Support Services: SUB 1, Rm. 3129

LSS provides study skills workshops and individual study skills counseling to help students improve their academic skills. Their Academic Counseling Program provides individual support to students with learning differences such as attention deficit disorder or learning disabilities. The Tutor Referral Program maintains a roster of undergraduate and graduate students available to provide fee-for-service tutoring assistance. The services are confidential and open to all George Mason University students free of charge. Visit their website at <http://caps.gmu.edu/learningservices/>.

Career Services: SUB 1, Rm. 3400

The Career Services office is not just for last-semester seniors: they provide assistance to students at all levels who are seeking internships, completing résumés, completing graduate school applications, or just trying to decide what their future professional options are. Visit their extensive website, including their résumé-builder, at <http://careers.gmu.edu>, or stop by to browse their Career Library.

General Education

This course is part of the GMU General Education Program, which is designed to help students prepare for advanced work in their major field and for a lifetime of learning. For more information on the mission of the General Education Program, consult the University Catalog or visit <http://provost.gmu.edu/gened/>.

English 302M15 — Reid — Assignments

Persepolis Project: Look More Closely (10% of final grade)

For this project, you will build on writing tasks with which you are already familiar to increase your awareness of the active reading, critical thinking, drafting, reviewing, revising, and editing steps that are involved in academic writing. You will craft a specific argument that helps readers see more about a text they're familiar with, and attend to secondary source material. Increased awareness of how scholars balance previous scholarship with new ideas will lead to better problem-solving skills with advanced reading and writing tasks.

Essay Expectations

Draft a 1000-1500 word essay that *analyzes* in depth a *small aspect, element, scene, or angle* of the graphic text *Persepolis*. Your analysis must make use of one approved secondary source to aid your interpretation, incorporating specific paraphrases/quotations from that source as *data*, as a *lens*, and/or as a *foil*. (We'll discuss these terms in class.) Your essay must make an argument that reasonable readers could disagree with, and you should indicate how *seeing this part your way* will affect a reader's understanding of the whole book. You should

- Assume your audience has already read/seen *Persepolis*: you may summarize or describe small bits of it here and there to support your analysis, but try not to spend more than two sentences at a time just giving plot summary
- Advance your own interpretation—what do you see when you look closely that isn't immediately obvious, and why is that important?—rather than only repeating or discussing others' ideas
- Integrate and thoroughly analyze direct quotations or other specific examples from an approved scholarly source
- Use academic vocabulary as necessary, but don't get overly thesaurus-ized
- Include the features of a formal analysis essay: title, introduction/conclusion, well-organized paragraphs, in-text citations and works cited page (MLA or another appropriate standard format)

Prepwork

See Wiki: Assignments Page for more information. All Prepwork posts to your Prepwork Page unless specified.

Prep 0: Persepolis three-by-three log and Solving Writing Problems log

Prep A: Personal response (200-300 words posted to the discussion page) + SWP log

Prep B: "Complications" response (200-300 words posted to the discussion page) and Comment on Personal (100+ words on the discussion page) + SWP log

Prep C: Annotate your article (hard copy or e-copy upload); Comment on Complications (100+ words to discussion page); propose 5 research interests

Prep D: Reading analysis "says + does" of your article + sample Persepolis paragraph + SWP log

Review, Revision, & Reflection Work

See Wiki: Assignments Page for more information. All Review assignments post to your or your peer's workshop page unless specified.

Review 1: Analyze the current features and challenges of your Persepolis draft to guide your reviewer

Review 2: Complete an individual review and comment on a peer's workshop draft

Review 3: Revise about one paragraph of your draft, with explanations and further questions

Review 4: Analyze the problems you solved as you drafted and revised your Persepolis essay

Researched Argument Project: Complications, Controversies, Changes (35% of final grade)

Assignments in this folder are designed to expand your critical reading, analysis and argumentation skills as you assemble information and persuasive moves that will help you convince an audience to respond when you present a clear argument. You will find, evaluate, learn from, and mine a range of academic and other credible source material. You will then craft an original, focused argument that contributes a new perspective to a conversation in your field, integrating source material in order to demonstrate that you understand the complexity of the ongoing conversation and to support your own arguments and contributions to that conversation.

Researched Argument Essay (30% = 60 pts.)

Draft a 1500-2100 word essay (5-7 pages) that draws on a familiarity with a current conversation/situation in order to persuasively argue a nuanced position. You should **choose an issue** that

- has relevance to your major field and/or long-term professional interests
- involves a complicated definition, value judgment (what's best?), cause/effect, or problem/policy
- is being discussed at least in part by scholars publishing in professional or scholarly sources
- is narrow and focused enough that you can "dig deep" rather than just touching the surface
- allows you to make a specific argument and respond to alternate views convincingly
- allows you to include non-text elements and/or draw from non-text research
- prepares you to write a two-page (or equivalent) Transformation directed at a specific audience

Think small: The angle you take and the recommendations you make should be modest in scope, even if the general information you're interested in has national or global connections.

Add something new to the conversation: This is not a general-audience "position paper," so generalized topics—particularly topics about which people hold very unchangeable opinions, such as the death penalty, abortion, gun control, environmental protection, violence, freedom of speech, whether Martians have rights, etc.—or topics that most people already agree on (Shakespeare should be taught in schools; nurses should all try to be ethical) are not usually appropriate.

Get in touch with your inner geek: This should not be a paper you could've written in high school, but an argument that draws on your insider knowledge in your field as well as the research you've done. A high school student, for instance, might write about Twitter's popularity generally, but a math major or systems engineer might discuss ways to model its network usage, a conflict analysis major might discuss the challenges of communication in social media across cultures, and an entrepreneur might recommend strategies for mobilizing it in a small business.

Write like a scholar: Your essay should cite sufficient source material to be persuasive, including scholarly sources and including at least one credible opposition or alternate-view source. It should follow scholarly expectations and use a citation style appropriate to your field. Eventually, it should be thoroughly proofread and polished.

Research Landscape Report (5% = 10 points)

Part 1—Breadth: Annotated Bibliography of 8-10 credible sources

Part 2—Depth: Annotations, content-analysis, and genre/field-analysis of a single key source

Part 3—Trends/Gaps: Three-paragraph "literature review," explaining two trends and one complication/gap

See the Wiki Assignments page for additional content and formatting information.

Prepwork (see the Wiki Assignments page for more information)

Prep E: Propose your project—What/why, how, when, what else, what scholarly moves?— + SWP log

Prep F: Do some background research, summarize key factors, and note sub-issues; + SWP log

Prep G & H: Research Logs 1 and 2, tracking your search for reliable, relevant source material

Prep I: Log and improve your sentences based on assigned readings, + SWP log

Review, Revision, & Reflection Work (see the Wiki Assignments page for more information)

Review 5: Explain how elements of your draft meet the essay goals and demonstrate disciplinary scholarship

Review 6: Provide commentary to on two peers' drafts

Review 7: Create a revision plan regarding essay-, paragraph-, and sentence-level improvements

Review 8: Analyze the problems you solved as you drafted and revised your essay

Disciplines Project Assignments: 15% of final grade

Assignments in this folder are designed to increase your awareness of how disciplinary influences affect thinking and writing and how cross-disciplinary conversations can be fruitful. You will also develop strategies for writing collaboratively, and for designing a multimedia, multigenre resource.

Working with a team, you'll create your own wiki to provide information and/or recommendations about a complicated problem (or part of one) to an audience of interested nonspecialist peers. Each person will contribute to the wiki-resource based on a perspective from his/her academic discipline: these contributions will require some scholarly as well as some surface-web or popular-source research. As a team, your goal will be to integrate that information into a cohesive site (not just a collection of separate-discipline pages).

Cross-disciplinary Wiki Resource (12% = 24 pts.)

With your team, create a wiki-resource based on a common problem. This is not an "all about" wiki: you should narrow your topic to a particular focus and then clearly have a point, a recommendation, an angle, and/or a lively discussion. ***Your wiki should include, overall,***

- an introduction/overview that explains the issue/concern and gives an overall response/analysis
- at least 3 cross-linked pages, organized by elements of the *topic*, not just by person/discipline
- references to at least one scholarly and two non-scholarly sources per team-member (cited)
- links, visuals, graphics, and/or other common elements of online resources (cited as necessary)
- about 1000-1500 words, with information synthesized, fluidly written, edited, and accessible

You and your peers will need to

- choose an issue/question/problem that you can each, from your disciplinary backgrounds, contribute to—and then decide how to integrate those perspectives into a cohesive analysis
- design a plan of action, complete your research, complete 3 reports, and create and polish your wiki

Six points of this grade is dependent on your teamwork: If the team wiki is brilliant and earns 18/18, but you get abducted by aliens and are late with all your work, your grade may be no higher than 18/24 (C). Up to an additional 5 points may be deducted if you entirely fail to complete your part of the wiki-work. (Note that someone who *takes over* the team and "does it all herself" may also lose teamwork points.)

Originality Note: The team is responsible for ensuring that all material is originally written or that sufficient credit is given (even if formal citations aren't being used). A site with plagiarized or heavily paraphrased and unattributed material will earn a grade penalty, even if just one person succumbs to temptation.

Team Reports (3% = 6 pts.) (see the Wiki Assignments page for more information)

Team Plan: A topic/issue/focus note, timeline & list of who-does-what, and contingency plan

Discipline Map: A textual and/or visual representation of how team members' disciplines interact

Team Analysis: What did different disciplines add to the project? What other writing problems got solved?

Final Prepwork (see the Wiki Assignments page for more information)

Prep J: Analyze the disciplinary features (content and structure) of one of your wiki sources

Prep K: Propose your Transformation project using our Decoder model

Prep L: Compare/contrast the features of your Prep J source with that of another team member

Final Review, Revision, & Reflection Work (see the Wiki Assignments page for more information)

Review 9: Create a combined revision plan for your Discipline and Transformation projects

Review 10: Write a memo to a sophomore in your field outlining key elements of writing in that field

Solving Future Writing Problems Assignments: 15% of final grade

These assignments are designed to help you see—and show your classmates—how your problem-solving and writing skills can be used beyond the English 302 classroom, which is ultimately the goal of this class.

Writing Task Decoder and Sentence Solver Presentations & Quiz (4.5% = 9 pts.)

Decoder: In a 3-4 minute presentation, you will use our seven-part decoder strategy to show how a writer might start to solve a writing problem. You may choose a writing assignment from another (current or previous) class or a writing task from your workplace, community, or personal sphere. Engage us in your writing world!

- Quickly describe the writing task as it was presented to you. Then, using our rhetorical terminology and strategies, briefly explain how a writer might interpret and plan for the *context, discipline, genre, approach, development, evidence, and presentation* of this text.
- Discuss two or three of the more interesting or challenging elements in more depth: what needs most of the writer's attention, what options will the writer have, and what might work best?
- Finish with a comment about possible strengths/challenges you bring and writing strategies to follow

Sentence Solver: In a 2-3 minute presentation, guide us through the key features of two sentences: one from your own writing this semester, and one from a professional/academic text.

- Identify key elements of each sentence: subjects/characters and verbs/actions, independent and dependent clauses, modifier phrases.
- Point out a couple of strengths or weaknesses of the sentences, and demonstrate a revision of one sentence.
- You should project a document (doc, pdf, ppt) to assist with each presentation. Presentations may be informal, but they should be clear, concise, and engaging: convince us this is fascinating stuff!

A **Decoder/Specialist Quiz** during the final exam period will let you demonstrate that you can apply these strategies to unfamiliar situations—that is, that you can solve writing problems beyond this class.

Transformation (7.5% = 15 pts.)

Good scholars write important documents for readers who exist outside of universities—but they’re rarely long researched essays full of quotations and citations, line after line of text discussing the abstract elements of an issue. It’s crucial for you to be able to represent the final conclusions and best elements of a long thinking-and-reasoning process in a format that is immediately accessible to another audience.

- You may need to communicate with readers who can apply your knowledge to improve their own life
- You may need to write for readers who have the ability to respond directly to your proposals so you can gain funding or receive employment
- You may need to write for readers to motivate them to join with you to improve the world around you

Transform (part of) the work you did for your researched argument essay into a 300-600 word intensely edited document (or equivalent). You need to adapt your work for *a specific, real audience* (specific enough to have a mailing address or fit into a room) and angle it to a *specific purpose* that goes beyond “hey, you should know this.”

You may draft a letter, flyer, magazine article, oral presentation, web page, report, proposal, podcast, white paper, poster, demonstration, petition, performance, cartoon, lesson, video, or other “text” that you believe will catch and hold your audience’s attention—and move them toward useful action.

You may focus on a single angle of your overall research or address the whole issue. Your project should be free of credibility-crushing errors. You’ll share it with your peers at the exam; they’ll vote for Best in Show.

Final Metacognitive Report (3% = 6 pts.)

Metacognitive means “thinking about thinking.” We all know people who can, through talent or luck, do something exceptionally well—but who can’t explain to anyone else how or why they did what they did. In order for schools, communities, organizations, corporations, and families to carry on, they also need people who act based on a plan and can show someone else how that plan works.

For you to have continued success as a scholar and writer, you have to be able to duplicate—or even improve upon—the work you’ve done in this class and elsewhere. You have to be able to think (and write) about your thinking (and writing). Your “final exam” for this class, then (in about 500 words) is to explain a few key steps in the process you engaged in while planning for and drafting your major researched argument project, some of the features of that project that demonstrate “best practices” in your field, and how your writing helps move the scholarly conversation forward.

Specific instructions will be provided on the Wiki: Assignments page at the end of the term.

English 302M15 :: Reid :: Spring 2012—Initial Class Schedule (Please check the wiki for updates.)

<i>Date</i>	<i>In-class goals</i>	<i>Reading due for class</i>	<i>Writing due for class/workshop</i>
Tues. 1/24	Introductions; Solving advanced writing problems; SNaRe		
Thurs. 1/26	Retraining your brain Noticing as readers Rules vs. rhetoric	Persepolis: 1-25 Wiki: 10 Metaphors Wiki: Lamott, “SFDs” BR: xv-xxiii	<i>Prepwork 0: Two-column log + SWP Log</i>
Tues. 1/31	Models of “originality” Writing for academic audiences Decoding Project 1	Persepolis: 26-93 Wiki (E-Res): McCloud Wiki: Bunn, “RLW” Wiki: Class Notes 1 (posts 1/28)	<i>Prepwork A: Personal Response on Persepolis Page + two-column log on Prepwork Page + SWP Log</i>
Thurs. 2/2	Scholarly Reading: Annotation + Backgrnd, Lens, Data, Foil (Scholars:SLOs 3+6)	Persepolis: 94-153 BR: Ch. 2 + 4 Wiki: Naghibi/O’Malley, Six Bits	<i>Prep B: Complications Response + Comment 1 on Persepolis Page + SWP Log</i>
Tues. 2/7	Scholarship in a discipline Finding complications Advanced analysis	Persepolis: 155-245 Wiki: Reader’s choice essay (must be approved by 2/6) Wiki: Class Notes 2 (posts 2/4)	<i>Prep C: Comment 2 on Persepolis Page + Guided Annotation with Three Connections + 5 Research Issues</i>
Thurs. 2/9	Conversing with scholars Source ethics & citations Writing with writers	Persepolis: 246-341 BR: Ch. 1 and Ch. 15	<i>Prep D: Reading Analysis + paragraph +SWP Log</i>
Tues. 2/14	Review Workshop: Partners	Wiki: Class Notes 3 (posts 2/11)	Persepolis analysis draft <i>Review 1: Persep. Early Guide</i> Post to Wiki Workshop page
Thurs. 2/16	Revision Workshop Decoding Decoders & Researched Argument	Wiki: Sign up for a conference BR: Ch. 14 & 17	<i>Review 2: Persep. Peer Review 2</i> <i>Review 3: Persep. Sample Revision</i>
Tues. 2/21	Disciplinary Complications Advanced Research 1: Prepare & gather	BR: Ch. 3 & 8	<i>Prep E: Proposal + SWP Log</i> <i>Decoder Presentations 1, 2, 3</i>

<i>Date</i>	<i>In-class goals</i>	<i>Reading due for class</i>	<i>Writing due for class/workshop</i>
Thurs. 2/23	Narrow & Contextualize a Question (Scholars: SLO 4 & 6) Sources lead to sources	Wiki: Class Notes 4 Online: Read Source 1, post to wiki BR: Ch. 5 & 7	<i>Prep F: Background and Subdivide + SWP Log</i> <i>Decoder Presentations 4, 5, 6</i>
Fri. 2/24	Friday Project Due Date		Persepolis Analysis Revision <i>Review 4: Solving Persep. Problems</i>
Tues. 2/27	Advanced Research 3: Landscape of sources	BR: Ch. 9, 10 & 11 Find and read sources	<i>Prep G: Research Log 1</i> <i>Decoder Presentations 7, 8, 9</i>
Thurs. 3/1	Advanced Research 4: Analysis & Synthesis Paragraph workshop	Find and read sources	<i>Prep H: Research Log 2</i> <i>Decoder Presentations 10, 11, & 12</i>
Tues. 3/6	Argument & Counterarg. Citation & Conversation Outline workshop	Wiki: Class Notes 5 BR: Ch.12 & 13	<i>Landscape Report, Part 1: Breadth</i> <i>Decoder Presentations 13, 14, 15</i>
Thurs. 3/7	Summary & Paraphrase Imitation workshop		<i>Landscape Report, Part 2: Depth</i>
		SPRING BREAK	
Tues. 3/20	Non-text elements Raising the review bar	Wiki: Class Notes 6 Wiki: Williams, Punctuation BR: Online tutorials/exercises	<i>Landscape Report 3: Trends/Gaps</i> <i>Decoder Presentations 16, 17, 18</i>
Thurs. 3/22	Outline workshop Sentence workshop	Style: Lessons 1, 2, & 3 Wiki: Graff & Berkenstein	Research Project Sketch + Parag <i>Prep I: Sentence Log, 3 topics + SWP</i>
Tues. 3/27	Workshop: scholarly research conventions (SLOs 5, 6, & 7)	Wiki: Sign up for conferences	Research Project 75% Draft <i>Review 5: Discipline & Asgt. Features</i> <i>Review 6: Peer Commentary by Wed.</i>
Thurs. 3/29	Revision Workshop Sentence shapes	Style: Lessons 4 & 5	<i>Review 7: Revision Plan</i> <i>Decoder Presentations 19, 20, 21</i>

<i>Date</i>	<i>In-class goals</i>	<i>Reading due for class</i>	<i>Writing due for class/workshop</i>
Tues. 4/3	Team project set-up Editing & Sentence solvers	Wiki: Class Notes 7 Style: Lessons 6 & 7	Research Project 90% Draft: Annotated Copy Online + Paper Copy
Thurs. 4/5	Team Work: wiki set-up, team plan, discipline map		<i>Review 9: Source/Parag/Sentence Research project hard-copies?</i>
Fri. 4/6	Friday Project Due Date		Research Project + Annot's: Online <i>Review 8: Solving Scholarly Problems</i>
Tues. 4/10	Decoding Revisited Team Work	Wiki: Class Notes 8 Wiki: Devitt, "Genres" Wiki: R. Williams	<i>Prep J: Disciplines Source Analysis + SWP Log Sentence Solvers, Group A</i>
Thurs. 4/12	Visual rhetoric Team Work	BR: Ch. 18 & 19 Find and read sources	<i>Prep K: Transformation Proposal Sentence Solvers: Group B</i>
Tues. 4/17	Advanced review options Team Work		Disciplines Project Sketch <i>Sentence Solvers: Group C</i>
Thurs. 4/19	Advanced Critical Reading: Disciplines & Contexts (SLOs 2 & 7)	Wiki: Second-choice Essay	<i>Prep L: Comparison Chart Sentence Solvers: Group D</i>
Tues. 4/24	Disciplines: In-class workshop		<i>Sentence Solvers: Group E Disciplines 75% Draft</i>
Thurs. 4/26	Transformation: In-class workshop	Bring/post assignment instructions from another class	Transformation 75% Draft <i>Review 9: Revision Plans, Fri. 11:59p</i>
Tues. 5/1	Solving Writing Problems	Bring/post current Transformation draft	Disciplines Project <i>Indiv. Report, Wed. 11:59 pm</i>
Thurs. 5/3	Beyond English 302		<i>Review 10: Discipline/Genre Analysis</i>

Thurs., May 10: Final Exam Period: Decoding + Sentence Quiz; Metacog; Final Draft Transformation