ENG 102: College Writing II (3 cr.)
Term: October 25 – December 12
(3 credits)

The mission of Siena Heights, a Catholic University founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment that respects the dignity of all.

Professor:	Aubrey M. Crosby
Email:	acrosby@sienaheights.edu (primary)
Office:	Virtual Office Space (via Zoom)
Office Hours:	**Schedule by appointment.**
	NOTE: Emails received after 9p are not seen until the next day.

Course Opens: Oct 18   Order Books By: Oct 20   First Assignment Due: 11:59p., Oct 25

Early Log-In Policy: The course is available to you one week prior to the scheduled term start so that you can complete required pre-course work (Orientation Materials on Canvas). **These orientation assignments must be complete by the start of the course, or in worst case scenarios, by the end of Week 1.** Failure to do so may result in withdrawal from the course.

ENG 102 Course Syllabus

Click any of the links below to be taken to that section of the syllabus.

WELCOME TO ENG 102!

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COURSE DESCRIPTION

ENG 102 builds from what you've learned and practiced in ENG 101, with an additional emphasis on developing your summary, critique, and synthesis writing skills. Throughout this course, you will be asked to read and write essays which require critical and analytical reading as well as the practiced integration and synthesis of multiple scholarly sources. You will be expected to document and cite all research and use of external sources, and you will be expected to present a sustained scholarly discussion on a topic or issue.

I have designed this course to be open and encouraging, and in return, I ask you all to be open, kind, and encouraging with each other and with the course material.

COURSE PREREQUISITES

To complete this course, you must have taken and passed the following courses:

- ENG 101: Reading and Writing I (or equivalent)

REQUIRED TEXTBOOKS and MATERIALS

Most of the course materials you will need will be provided to you through Canvas. You are also required to purchase the following book:

- *Essential Writing Skills for College and Beyond* by C.M. Gill. ISBN: 9781599637594.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- Recognize and apply strategies of critical reading (when engaging with college-level and advanced-level texts), such as: understanding and interpreting the ideas, information, and situations reflected in a range of texts and analyzing, evaluating, and synthesizing those ideas.
- Evaluate and critique evidence and effectiveness of sources in a range of texts.
- Identify, recognize, and apply conventions of academic essay-writing purposefully (including paragraphing techniques, attention to tone, style, grammar, punctuation, and other sentence-based mechanics, etc.).

- Develop written works which are expository in nature (informative, exploratory, explanatory, etc.) or argumentative-based (problem solution, cause-effect, etc.)
- Clearly communicate the goals and purposes of a writing project.
- Develop strong habits of pre-writing, drafting, revision, and editing in successive drafts of increasing quality.
- Apply strategies of synthesis, summary, response, and critique in order to balance and integrate differing perspectives, opinions, and beliefs in own writing.
- Develop qualified and appropriate claims in written work, supporting them with effective logic, credible reasoning, and/or source-based evidence.
- Develop the ability to collaborate productively with others, responding to feedback appropriately and weighing the advantages of feedback with one's own writing intentions, purpose, and goals.
- Demonstrate college-level writing ability in both written responses and in discussions with peers.
- Apply principles of critical thinking in executing a research or writing project.
- Evaluate and critique primary and secondary research materials (including journal articles, essays, books, electronic databases, and more) for credibility, accuracy, timeliness, bias, etc.
- Practice informal and formal source gathering procedures (through basic library and web research, professional or scholarly established/maintained databases, archives, or other electronic networks).
- Use and apply a standard documentation format (such as APA or MLA) effectively in writing (to reference and document external sources).
- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts.

FEEDBACK AND GRADING

ASSIGNMENT EXPECTATIONS

Throughout this course, you will complete a variety of assignments. Some of these will be quizzes or lecture-based responses; others will be activities or exercises, or other informal writing assignments. You will also complete four major writing responses, termed *Essays*, which will ask you to draw on course content, personal experience, and deep analysis and reflection.

- For all work submitted for this class, you will be expected to write in **12-point font, Times New Roman, double-spaced lining, with no extra before or after paragraph spacing** (*under* page layout tab in Word: make sure both boxes say "0"). You will be expected to use appropriate APA style, format, and documentation patterns from the most current edition. I will provide a document formatting guide which outlines some of these requirements, but you are responsible for obtaining your own handbook and/or finding online resources. I always recommend Purdue Owl's website on APA.

- Additionally, the work you complete must adhere to university-level grammar, spelling, and punctuation expectations. All work must be your own. ***Plagiarism will not be tolerated.*** See policies on academic integrity in this syllabus.

- While not every assignment will include a rubric, for those which do (such as discussions and major essays), the breakdown of your grade will be provided to you. For those assignments which don't include a rubric, you will be graded according to your **level of insight, clarity, and grammar, as well as your adherence and accuracy in addressing the assignment prompt in full**. Any loss in points will be accompanied with comments or written feedback which explains the deductions. You can view these comments directly in your Canvas submission screen as well as download or save the file.

While you will be expected to practice documentation of sources in APA, you will not be asked to submit an APA-style cover page or abstract page with assignment submissions.

POINT ALLOCATION AND GRADING SCALE

The course is weighted as follows: **Total Points:** 625 pts

Orientation Materials	**10* percent of final course grade** *(55 pts.)* These assignments must be completed by the end of Week 1. They test your knowledge of our syllabus, course policies, and the required Canvas Orientation program *(see Canvas for more info)*.
Lecture Quizzes & Assignments	**35 percent of final course grade** *(220 points)* In addition to formal essay writing, you may also be asked to complete any number of informal writing tasks, including free writing or response assignments, reflections, quizzes, or more.
Weekly Discussion	**30 percent of final course grade** *(200 pts.)* Discussions are posted each week and rubrics are provided which detail how you are graded. Ideally, your responses will do more than just affirm or (dis)agree with peers. You should actively work to *extend* the conversation, offering additional insight, pointing out other perspectives and/or limitations, etc., as appropriate and necessary *(see Canvas for more info)*.
Course Essays and Drafts	**25 percent of final course grade** *(150 points)* You will complete one major essay in this course. Details and grading rubrics are provided.

**Actual percentages may fluctuate by 1-2 percent

A+	A	A-	B+	B	B-	C+	C	C-	D	E
100-97	96-94	93-90	89-87	86-84	84-80	79-77	76-74	74-70	69-65	>65

**I will not round up your grade. Please do not ask.

LATE WORK POLICY

To succeed in this class, you must participate in all posted discussions and turn in all your work on time. All work must be turned in by the date specified. **Late assignments will automatically lose 5 pts. In any case that you submit an assignment late, even with my knowledge, you will earn a late deduction.** Assignments submitted more than 24 hours past the due will receive a zero unless arrangements have been made with the professor. Plan to dedicate approximately 9-15 hours per week to read, write, complete exercises, write essays, post in discussion, etc.

I understand that life does not often accommodate us. Often, these challenges, whether it be a busy week, a death in your community or family, a medical illness, or some other unique difficulty, will crop up without warning. Please let me know if something comes up which may affect your ability to submit materials or assignments on time. If I know about them ahead of time, I am happy to work with you in offering extra time to submit your work. **However, please note that late work is still deducted credit. Be sure to back up your work in multiple formats, such as USB drive AND Google Docs.**

RECEIVING INSTRUCTOR FEEDBACK

Assignments are generally within the 1-2-day period after they are due. Grades are posted through the Canvas platform, and I will often provide feedback in the form of Comments and/or Annotations to your submission. **It is your responsibility to check for feedback.** For formal essays, you can expect to receive your grade with 3-4 days. All assignments have a 11:59 p.m. EST due date. If there are any additional delays in grading, you will be notified. **Once assignments are graded, you cannot revise them.**

Always check submissions on your computer to see if I have left comments on the screen or as an attachment. **These will not show up on your mobile device.**

UNIVERSITY POLICIES AND PROCEDURES

GENERAL NETTIQUETTE

Network etiquette, or "netiquette" refers to a set of guidelines for student's online communication. In general, you are expected to be appropriate, considerate, and respectful in this course. Be careful with humor or sarcasm, as both can easily be misunderstood in the online environment. In addition:

- Respect the privacy of your classmates and what they share in class. Always ask permission before forwarding a sensitive message.
- Ask classmates for clarification if you find something they write to be offensive, difficult to understand, or otherwise unclear.
- Understand, however, that disagreements are common and okay. It's part of the learning experience to expose yourself to differing views, perspectives, and beliefs.
- Be very mindful and respectful of each other. Before posting a comment, ask whether you would be willing to make the same comment to a person's face.
- Always proofread your messages and written responses to make sure that it is free of errors and properly formatted. Be advised that all emails are traceable, even if deleted, and can be used against you.

RETENTION SYSTEM AND DROPOUT DETECTIVE

Students should be aware that SHU, like many other colleges and universities, utilizes a formal system for identifying at-risk students and getting them help. Should I have concerns about your well-being and/or your ability to be successful in this class due to **a** series **of missing assignments, absences from discussion, or an inability to reach you via email or other means**, I may report my concerns about your progress in my course via our online alert system, *Dropout Detective*. This system would then notify your advisor and any other relevant individuals – nurse, counselor, SSS Director, or other SHU community members – of my concerns, and you may be withdrawn from the course in severe cases. Once again, this system is in place to provide support and help when it is needed.

TITLE IX MANDATORY REPORTING

At Siena Heights University, I am considered a vital member of your support system on campus. While much of what you say/disclose to me is confidential under FERPA regulations, there are certain kinds of information that I am unable to keep confidential under federal law and university policy. If I hear anything that leads me to think that your life or the life of another is in danger, I am legally required to contact the Title IX Coordinator (Cindy Birdwell). Such instances include: Quid Pro Quo, Sexual Harassment or Assault, Dating or Domestic Violence, Stalking, and protections regarding Pregnancy. (For more on each of these and the rules and policies regarding Title IX reporting, see here.)

SHU STATEMENT ON ACCOMMODATIONS & ACCESSIBILITY

Siena Heights University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable and inclusive. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or

accurate assessment, please notify the instructor as soon as possible. Students with disabilities should contact the Office of Accessibility (517) 264-7683, or cmathis1@sienaheights.edu, to discuss a range of options for removing barriers in the course, including accommodations. This process is initiated and driven by the student. It is to your advantage to begin the process in a timely manner, since accommodations are not retroactive. Grades earned before verification of a disability and approval of accommodations by the Office of Accessibility will not be changed.

As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or the Office of Accessibility. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Accessibility (cmathis1@sienaheights.edu) and/or the Dean of Students (morlando@sienaheights.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her/them to provide any resources that he/she/they may possess.

If you have a COVID-19 specific request, please use this form: https://sienaheights.edu/Landing-Pages/COVID-19-Faculty-Staff-Student-Accommodation-Request-Form

> ****Section 504 of the Rehabilitation Act of 1973 (Section 504), prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). Siena Heights University is committed to furnishing appropriate auxiliary aids and services where necessary to afford any student with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity. An academically qualified (has met admission standards) student with a disability who needs auxiliary aids/services is obligated to provide detailed documentation of the nature of the disabling condition to the Office of Disability Resources (303 Sacred Heart Hall/ 517 264-7683). The student will discuss with the coordinator of the ODR how the disability impacts performance in the academic setting. The student should initiate this process at the beginning of the semester, so that accommodations may be arranged before the student has trouble. This process is not retroactive-a student may not disclose a disability to retake a failed test. Once appropriate accommodations/services have been determined, the student presents a Letter of Accommodation (provided after consultation with the coordinator of the ODR) to his/her course teaching staff and discusses a plan for implementing the accommodation/service.**

ACADEMIC DISHONESTY AND PLAGIARISM POLICIES

Academic dishonesty is recognized as unethical behavior which violates the standards of scholarly conduct at Siena Heights University. Such behaviors include cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors, misappropriating library materials, or destroying or tampering with computer files. The university has a strict no tolerance policy on academic dishonesty or plagiarism. Our policy and procedures regarding plagiarism are outlined below:

> *Plagiarism* is the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one's own work, using the ideas, facts, words, or data of someone else and claiming them as your own, or not documenting ideas, facts, words, or data gathered during research. Please see Academic Honesty in Course Home. **If you hand in plagiarized work, you will receive a zero on the assignment. Plagiarism can be cause for failing the class and suspension from Siena.**

> *Faculty Responsibilities and Penalties*
> Faculty must explain dishonesty and plagiarism at the start of each semester and/or state in their syllabi the policies, procedures, and penalties for such behavior. Since academic dishonesty is often more difficult to prove than prevent, each faculty member is encouraged to take every reasonable measure to prevent academic dishonesty from occurring. Faculty members are encouraged to explain why academic dishonesty is critical to scholarly endeavor and to provide examples of academic dishonesty that are germane to their classes.

Faculty members who suspect a student of academic dishonesty may settle the case directly with the student. In cases where guilt is substantial or admitted, the instructor may penalize the student in any way deemed appropriate, including the failure of the course. When a student is penalized, the faculty member must report the incident in writing to his/her department chair. A copy of the report will be sent to the Academic Dean. If the Academic Dean receives more than one report of academic dishonesty about a specific student, the Dean will review the reports, and in cases of serious offenses, could take steps to suspend the student from the university.

Student Responsibility

Students should familiarize themselves with the Siena Heights University Academic Dishonesty Policy, which can be obtained from instructors. Students are not excused from adherence to the policy even if they have not read it.

Appeals Procedure

Any appeal by a student must be made in writing to the instructor within ten (10) university working days from the time the student is notified that a penalty has been levied against him/her. If the appeal is denied, the student may submit a written petition to the department chair with his/ her concerns. The department chair should then consult with the faculty member involved before rendering a decision. If the student wishes, he/she may make a final appeal to the Academic Dean.

Siena Heights University is an equal opportunity employer and does not discriminate based on race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status in the institution's programs or activities or any other occupationally irrelevant criteria. The University promotes affirmative action for minorities, women, disabled persons, and veterans. Siena Heights University's Title IX Coordinator is the Chief Public Safety Officer, Cindy Birdwell. She can be contacted at 517-264-7194 orcbirdwel@sienaheights.edu, or in person in Ledwidge Hall on the Adrian campus. For 24/7 availability, call 517-264-7799

COURSE CALENDAR

	Themes & Concepts	Readings & Lectures	Assignments & Essays
Week 0: Orientation Materials	This module covers important policies, expectations, and pre-class assignments you must have completed by the end of Week 1.	Welcome to ENG 333! Plagiarism and Citing "Formatting" vs. "Citing" in APA Library Resources & ETutoring SHU Technical Assistance Disability Resources	Textbook Verification Formatting an APA Document Checking for Instructor Feedback QUIZ: Canvas & Syllabus Review QUIZ: APA Citations & Formatting
Week 1: Introductions and Topics	This week, we will review basic properties which underlie all writing tasks. You'll review what it means to choose scholarly topics and begin to map out the ideas and frameworks which will guide your course essay.	Rhetorical Properties of Writing (A Review) Proposing 'Good' Topics	QUIZ: Essential Writing Skills (p. 1-11) Post in DISC. 1: Meet and Greet: Topic Brainstorm QUIZ: Rhetorical Properties Complete ASSIGNMENT 1: Research Proposal
Week 2: Advanced Level Research	This week, we will take a longer, more critical look at using Google and search engines as your primary source-gathering procedure. You'll use this information to develop your information literacy and analysis.	Strategies for Advanced Research The Problems with Google (and Other Search Engines)	Post in DISC. 2a: Research Activity QUIZ: Analyzing Sources (and Google) Post in DISC. 2b: Thinking about Google Complete ASSIGNMENT 2: Finding & Comparing Sources
Week 3: Research Journals & Summaries	This week, you'll spend time reading your sources and preparing to synthesize the ideas therein for the framework that will be your course essay.	Writing Academic Summaries (and Notetaking)	Post in DISC. 3: Reflecting on what you've learned (so far) Complete Research Journal (Article 1) (Article 2) (Article 3) (Article 4)
Week 4: Early Drafting & Synthesis	This week, you'll use brainstorm maps and outlining strategies to develop your course essay.	Brainstorm & Outlines: Strategies for Prewriting	Complete QUIZ: On Chapter One Post in DISC. 4: Revising Proposals (Brainstorm Maps) Complete ASSIGNMENT 4: Informed Outlines
Week 5: Evidence & Structure	This week, we will begin drafting your formal course essays. You'll learn about how content and structure of typical argument models can inform the development of your ideas, and you'll learn strategies for effectively synthesizing and building paragraphs that work.	Drafting Arguments: Content & Structure Strategies for Starting and Ending	Post in DISC. 5: Reflecting on Writer's Block Complete ASSIGNMENT 5: "Shitty" First Drafts
Week 6: Revision & Critique	This week, we will participate in the first of two writer's workshops. These group-based activities give you a chance to receive and apply feedback as well as reflect on the value of that feedback to your own purpose and writing goals.	Revision and Responding to Feedback	Post in DISC. 6: Writer's Workshop I Complete ASSIGNMENT 6a: Reflecting on Peer Review Complete ASSIGNMENT 6b: Second Drafts
Week 7: Final Drafts and Conclusions	This week, we will put the finishing touches on your final draft, participate in the last writer's workshop, and analyze the progress you've made in ENG 102.	Editing vs Proofreading	Post in DISC. 7: Writer's Workshop II Complete ASSIGNMENT 7a: Self-Assessment (FINAL) Complete ASSIGNMENT 7b: Course Essay (FINAL)

Complete Course Exit Survey