**WRT 1060: Composition 2**

**Oakland University, College of Arts and Sciences**

**Department of Writing and Rhetoric**

# **Course Information**

**WRT 1060**, **CRN: 13972**

**Winter 2018, South Foundation Hall 244, 4 credits**

**Monday, Wednesday, Friday/10:40-11:47 a.m./ January 3-April 25**

**Course (catalog) description**: Methods of research and writing including the use of rhetorical strategies and synthesis of scholarly sources to create academic arguments. Emphasizes processes of writing and revision with a focus on information literacy, critical thinking, and effective communication in diverse rhetorical contexts. A grade of 2.0 or higher must be achieved to satisfy the university general education requirement in the writing knowledge foundation area.

**Prerequisite**: WRT 1050 with a grade of 2.0 or higher, or placement.

**General Education requirement**: This class satisfies General Education requirements for Writing Knowledge Foundations.

**Course format**: This class will incorporate a number of different formats, including full-class discussions, small-group work, individual writing activities, brief lectures, short multimedia presentations, and more. The course is designed to be interactive and participatory.

# **Professor Information**

**Name:** Megan Schoen

**Office Location**: 382 O’Dowd Hall

**My office hours** are on Mondays and Wednesday, 1:00-2:30 p.m. and by appointment.

**You can reach me** at 248-370-4134 or at meganschoen@oakland.edu

**Email Policy:** Email is the best way to contact me. Please note that I will make every effort to return your email within 24 hours, within standard business hours (8:00 a.m. to 5:00 p.m.) during the week. Please don’t expect an immediate response if you email me, for example, at 3:00 a.m. or on a Saturday. Also, please make sure that all emails sent to me are appropriate and professional in content and tone.

# **Learning Outcomes**

## **Course Learning Outcomes**

The student will:

* make connections with the broader community through activities related to civic and community engagement on and/or off campus
* demonstrate familiarity with basic rhetorical, ethical, and methodological conventions of academic disciplines (such as humanities, sciences, social sciences) to prepare them for further study in their chosen discipline
* demonstrate the ability to locate and analyze scholarly sources critically and synthesize them to produce various academic genres which include print, visual, digital, or oral elements

## **Course Objectives**

In addition to reinforcing the outcomes from WRT 1050, WRT 1060 will instill in students a basic understanding of:

* primary research methods (quantitative and qualitative) appropriate for academic scholarship
* secondary research strategies for locating and evaluating sources both through library databases and through external online databases appropriate for academic scholarship
* ethical considerations in academic scholarship, including responsibility to human subjects, non-biased use of language, fair and accurate use of sources, appropriate documentation, and larger rhetorical purposes of civic engagement
* stylistic conventions for integrating secondary and primary research to arrive at new knowledge in academic disciplines, including familiarity with APA format

## **General Education Learning Outcomes**

The writing knowledge foundation area prepares students to demonstrate:

* knowledge of the elements, writing processes and organizing strategies for creating analytical and expository prose
* effective rhetorical strategies appropriate to the topic, audience, context and purpose

## **General Education Cross-cutting Capacities**

* effective communication
* critical thinking
* information literacy

# **Required Text and Supporting Course Material**

Textbooks: *Grizz Writes: A Guide to First-Year Writing at Oakland University*

Additional Materials: Additional PDFs, PowerPoints, and videos posted to our course Moodle site and on the Web.

# **Assignments**

1. First Week Writing Prompt Essay (20 points for completion)
2. Online Moodle Friday Activities (Discussion Forums, Peer Reviews) (90 points)
3. Research Project Proposal (100 points)
4. Library Online Instruction Module (25 points)
5. Literature Review (100 points)
6. Research Methods and Results (100 points)
7. Visual Research Presentation (50 points)
8. Final Research Paper (200 points)
9. Portfolio Reflective Essay (50 points)

735 points total

All drafts of written projects will be submitted to Moodle as Word files. I will demonstrate the procedures of doing this in class. For the research project rough draft, you will be feedback for revision and an advisory grade. I will expect you to work diligently to revise that draft and improve the grade for that project by the end of the semester.

At the end of the semester, you will post a final draft of the research essay and the reflection essay in an electronic portfolio on Moodle. As stated above, I will expect you to make the necessary effort to improve upon your work. That means addressing issues that I will highlight in your draft as well as making your own revisions based upon your own reflections. You will write annotations in the margins of the final draft that sum up the main revisions you made for the draft. I don’t expect perfect products by the end of the term, but I do expect you to make strong effort. If you do minimal to no revising of your final drafts, the advisory grade you received on the rough draft will be lowered by half a letter grade.

The Portfolio is due to Moodle at the end of the semester. It will contain the following:

* Revised Final Draft of Research Paper (With Revision Notes)
* Portfolio Reflective Essay

You must turn in all major assignments in order to be able to pass the class*.* Turning in all of the assignments is a requirement but not a guarantee for passing the course. You must turn in first drafts in order to receive credit for final drafts. This requirement meets the course’s objectives for teaching writing as a process and the importance of revision.

## **Participation**

Participation in class is vital. While in class, you are expected to participate in group full-class discussions, small-group activities, individual writing, and other work. Therefore, you need to come to class prepared and always bring your book. Helping to stimulate each other’s ideas is largely what the course is about. Ultimately, we teach each other.

## **Late Submission of Work**

Assignments are due on the date and time specified on the calendar and assignment sheets. For major projects, late work will drop by half a letter grade for every day it is not turned in after the due date, except in extraordinary circumstances. (For example, from an A to a B+.) If you have a valid reason for attaining an extension, you must make an extension request via email at least 24 hours prior to the due date/time. You can receive one extension without a grade-reduction penalty during the semester. All major assignments will be submitted electronically through Moodle, so missing a class does not mean you cannot turn in your assignment on time. Moodle Discussion forums are not accepted late. Missed in-class work cannot be made up.

# **Grading**

**As of Fall 2018, Oakland University uses a letter grade scale (previously a 4-point scale).** Assignment in class will be graded on a point scale; the Point to Grade Equivalency Scale will be provided with each assignment.

* A: Comprehensive mastery of all objectives and required content, critical and higher level thinking, original and creative work, sound use and development of writing abilities
* B: Competent, thorough coverage of basic content and concepts, adequate use and development of writing abilities
* C: Slightly below average work, has met minimum basic requirements but with difficulty
* D: Has not met many requirements of assignments/course, has significant difficulties in many areas
* F: No credit—Has not completed most requirements and has not officially withdrawn from course before drop date

## **OU Grading Scale**

|  |  |
| --- | --- |
| Scale as of Fall 2018 | Old Scale |
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| F | 0.0 |

## **Attendance policy**

All WRT classes adhere to the [OU Excused Absence Policy](https://oakland.edu/provost/policies-and-procedures/) for OU events and activities (see section below).For absences not covered by the university policy, the Department of Writing and Rhetoric permits students to be absent from this course for **three** class sessions without penalty. This includes absences due to illness, car trouble, or schedule conflict. Participation for an online class session counts as class attendance.

For each absence beyond three, your final course grade will be lowered incrementally. Students who **miss ten class sessions or more** (over three combined weeks) will receive a final grade of F.

### Tardiness

Please make every effort to arrive on time for class. Late arrivals are disruptive for me and your classmates. Five late arrivals (10 minutes or more late) will be considered equivalent to one absence.

# Using Moodle and Other Technologies

## **In-class Technology Policy**

You are welcome to bring laptops, tablets, and cell phones to class. Please make sure to turn phones on silent or vibrate. Please use these devices only for note taking or for activities I ask you to engage in during class. See the Professionalism/Civility Policy regarding misuse of these technologies.

## **Technology Back-up Plan**

* In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
* Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

## **Technology Help**

* For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
* For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: https://www.oakland.edu/stc/).
* For general technology assistance, consult the OU Help Desk (Link to Help Desk: https://www.oakland.edu/helpdesk/).

## **Respect Rules of** [**Netiquette**](http://youtu.be/DwdqQjCfWSc)

* 1. Respect your peers and their privacy.
  2. Use constructive criticism.
  3. Refrain from engaging in inflammatory comments.

# **Classroom and University Policies**

## **Classroom Behavior**

1. [**Academic conduct policy**](https://www.oakland.edu/deanofstudents/policies/)**.** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
   1. Cheating. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else’s paper, helping someone else copy work, substituting another’s work as one’s own, theft of exam copies, falsifying data or submitting data not based on the student’s own work on assignments or lab reports, or other forms of misconduct on exams.
   2. Plagiarizing the work of others. Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else’s thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one’s own work is plagiarism.
   3. Falsifying records or providing misinformation regarding one’s credentials.
   4. Unauthorized collaboration on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one’s own.

For more information, review OU’s [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: https://www.oakland.edu/deanofstudents/policies/)

1. **Behavioral Code of Conduct**. Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
   1. Integrity. See academic conduct policy points above.
   2. Community. Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
   3. Respect. Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: https://www.oakland.edu/policies/health-and-safety/625/)
   4. Responsibility. Policies regarding alcohol, drugs, and other substances

See the[**Student Code of Conduct**](https://www.oakland.edu/deanofstudents/student-code-of-conduct/)for details. (Link to Student Code of Conduct: https://www.oakland.edu/deanofstudents/student-code-of-conduct/)

## **Professionalism/Civility Policy**

I expect that all members of this class will conduct themselves with professionalism and civility at all times. Primarily, this policy involves extending respect to your classmates and me, as I plan to respect you. Respect includes listening attentively to one another and allowing for divergent views during class discussions and other activities. I expect that no one will harass, belittle, or threaten other members of the class. Our classroom should be a space where everyone feels safe and welcomed to share ideas. Respect also involves avoiding behaviors that are disruptive to the class, including (but not limited to) talking or texting on cell phones, listening to iPods or similar devices, playing videogames or Facebooking on a laptop/tablet, or doing work for another class. If I observe disrespectful or disruptive behaviors, I will give you two warnings throughout the semester. After that, I may ask you to leave class and take an absence for the day. If disruptive behaviors continue, I may contact the Dean of Students at my discretion to report the behavior and discuss appropriate action.

## **Peer Review and Sharing Your Work**

The grades you earn in your Writing and Rhetoric classes are confidential. However, the texts you produce in our classes may be shared with your classmates as a part of our regular peer review process. Our classes will prepare you to meet the needs of a variety of readers in college and beyond, and to do so, we provide ample opportunity for your compositions to be read and responded to by classmates and by the course professor. You should, therefore, always assume that the work you compose in our classes is public, not private.

## **Accommodation and Special Considerations**

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](https://www.oakland.edu/dss/) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](https://www.oakland.edu/dss/study-aids/) webpage of Disability Support Services website. (Link to Disability Support Services website: https://www.oakland.edu/dss/)

## **Religious Observances**

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](https://www.oakland.edu/diversity/calendar/) for more information. (Link to calendar: https://www.oakland.edu/diversity/calendar/)

## **Preferred Name/Pronoun**

If you do not identify with the name that is listed with the registrar, please notify me so that I may appropriately amend my records. In addition, if you prefer to go by a different pronoun, please inform me.

## **Sexual Misconduct**

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus’ Title IX Coordinator (Chad Martinez, [chadmartinez@oakland.edu](mailto:chadmartinez@oakland.edu) or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

## **Add/Drops**

The university policy will be explicitly followed. It is the student’s responsibility to be aware of [deadline dates for dropping courses](https://www.oakland.edu/registrar/registration/dropornot/) and officially drop the course. (Link to deadlines for dropping courses: https://www.oakland.edu/registrar/registration/dropornot/)

## **Faculty Feedback: OU Early Alert System**

As a student in this class, you may receive “[Faculty Feedback](https://www.oakland.edu/advising/faculty-feedback/)” in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A “Faculty Feedback” e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success. (Link to Faculty Feedback for students: https://www.oakland.edu/advising/faculty-feedback/)

## **Emergency Preparedness**

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

* OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
* Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
* If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
* Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and oupolice.com/emergencies.
* Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

**Violence/Active Shooter**: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: [Run, Hide, or Fight](https://oupolice.com/em/activeshooter/).

# **Additional Writing Support**

## **Writing Center**

The [Oakland University Writing Center](https://www.oakland.edu/ouwc/) is open to OU students, faculty, and staff in all disciplines at any stage of the writing process. The center provides writers with an interested and supportive audience of well-trained consultants who help both novices and experts develop ideas and revise drafts into polished products. Students in WRT classes are strongly encouraged to visit the Writing Center. (Link to Writing Center website: oakland.edu/ouwc)

## **WRT 1000, Supervised Study**

At the beginning of the semester your course professor will ask you to provide a writing sample, which is used to determine if you would benefit from enrolling in WRT 1000, Supervised Study. But you do not need a referral from a WRT professor to enroll in this elective class: any student who wants additional help with their writing in any of our introductory writing courses or in any of the university’s writing-intensive courses may elect to enroll in WRT 1000. This 1-2 credit course provides students with one-on-one tutorial instruction from a WRT faculty member based on the areas of writing the student wishes to work on.

# **Tentative Course Schedule**

The class schedule below indicates class dates, major paper/project due dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make minor adjustments to this schedule. Major assignment due dates in **bold**.

Week 1

* Wednesday, January 3: Introduction to the Course and Each Other
* Friday, January 5: Discuss *Grizz Writes* Introduction and Chapters 1-2 (pages 1-8): What to Expect in this Course; Writing as a Process; First Week Writing Response assigned

Week 2

* Monday, January 8: Discuss *Grizz Writes* Chapter 3 (pages 9-12): Rhetorical Concepts
* Wednesday, January 10: Introduce Research Project; Research Proposals; Brainstorming Topics; **First Week Writing Response due to Moodle by 11:59 pm**
* Friday, January 12: Kinds of Sources for Research: Primary and Secondary Research

Week 3

* Monday, January 3: No Class: Martin Luther King Junior Day
* Wednesday, January 17: Discuss *Grizz Writes* Chapter 13—Sources as Perspectives
* Friday, January 19: Class Online via Moodle: Discuss *Grizz Writes* Chapter 14—Why Information Literacy Matters

Week 4

* Monday, January 22: Finding and Evaluating Secondary Sources, Discuss McClure’s “Googlepedia” Article
* Wednesday, January 24: Conference about Research Topics and Proposals (mandatory—counts as one class)
* Friday, January 26: Class Online via Moodle: Rhetorical Analysis of a Scholarly Secondary Source

Week 5

* Monday, January 29: Discuss Literature Review Assignment, Look at Samples; **Research Proposal due to Moodle by 11:59 pm.**
* Wednesday, January 31: APA Style: In-text Citations and References Page for the Literature Review; Discuss [Purdue OWL APA Guide](https://owl.english.purdue.edu/owl/resource/560/01/).
* Friday, February 2: Class Online via Moodle: Discuss *Grizz Writes* Chapter 4 on Avoiding Plagiarism

Week 6

* Monday, February 5: Library Instruction/Finding and Evaluating Secondary Sources continued (Meet in 222 Kresge Library)
* Wednesday, February 7: Engaging Sources Continued: Reading and Notetaking Strategies, Discuss *Grizz Writes* 15 on Synthesis of Sources
* Friday, February 9: Class Online via Moodle: Synthesis Grid for Literature Review

Week 7

* Monday, February 12: Drafting the Literature Review: Integrating Sources Effectively, Avoiding Plagiarism while Drafting. **Library Online Instruction Module Due by 11:59 pm**
* Wednesday, February 14: Tone and Style in Academic Writing, Discuss Stedman’s “Annoying Ways…” Article
* Friday, February 16: Class Online via Moodle: **Peer Review for Rough Draft of Literature Review. Upload draft to Moodle by class time. Complete peer reviews during class time, due by 11:59 pm.**

**Winter Break February 19-23 (No classes)**

Week 8

* Monday, February 26: Discuss the Research Methods and Results Assignment
* Wednesday, February 28: Primary Research Strategies, *Grizz Writes* Chapter 12 on Interviewing Techniques
* Friday, March 2: Class Online via Moodle: Discuss *Grizz Writes* Chapter 5 on Primary Research

**Revised Draft of Literature Review due to Instructor – upload to Moodle by 11:59 pm.**

Week 9

* Monday, March 5: Organizing the Research Essay, Looking at Student Samples from Moodle, Discuss *Grizz Writes* Chapter 21
* Wednesday, March 7: Prewriting/Planning to Draft the Research Essay
* Friday, March 9: Developing Thesis Statements: Making a Claim and Supporting It (meet in classroom)

Week 10

* Monday, March 12: Abstracts and Titles; Introductions and Conclusions
* Wednesday, March 14: The Analysis and Discussion Section
* Friday, March 16: Class Online via Moodle: **Peer Review for Rough Draft of Research Methods and Results. Complete peer reviews during class time, due by 11:59 pm.**

Week 11

* Monday, March 19: APA Revisited: Formatting the Paper, In-text Citations, References Page
* Wednesday, March 21: Discuss Visual Research Presentations. **Research Methods and Results due to instructor—upload to Moodle by 11:59 pm.**
* Friday, March 23: Class Online via Moodle: Discuss *Grizz Writes* Chapter 11 on Visual Rhetoric

Week 12

* Monday, March 26: Workshopping the Analysis and Discussion Section
* Wednesday, March 28: Workshopping Research Paper Introduction and Conclusion
* Friday, March 30: In-class Drafting Time (meet in the classroom)

Week 13

* Monday, April 2: Discuss *Grizz Writes* Chapter 17 on Revision; Discuss the Portfolio Reflective Essay
* Wednesday, April 4: Meet for Portfolio Conferences (mandatory—counts as one class)
* Friday, April 6: Class online via Moodle: Peer Review Full Draft of Research Paper. **Full Draft of Research Essay Due by Class time for Peer Review; Upload to Moodle by 11:59 pm for Advisory Grade from Instructor**

Week 14

* Monday, April 9: Visual Research Presentations/Course Evaluations
* Wednesday, April 11: Visual Research Presentations
* Friday, April 13: Visual Research Presentations

Week 15

* Monday, April 16: Final Class Meeting: Recap of Major Course Concepts and Reflection on What We’ve Learned; Q & A about Portfolios
* **Friday, April 20: Portfolios Due: Final Drafts of Research Essay and Portfolio Reflective Essays are due to Moodle by 11:59 pm. (No in-class meeting)**