**ENGL2089: Intermediate Composition**

**University of Cincinnati**

Catalog Description: Emphasizes critical reading and writing, advanced research and argument skills, and rhetorical understanding of discourse as it is used in different disciplines and discourse communities.

Course Information

Title: Intermediate Composition

Course Number: ENGL2089

Credit Hours: 3

Course Preparation

Completion of pre-requisite course: ENGL1001

Student Learning Outcomes

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

* analyze, compare, and evaluate rhetorical strategies specific to a discourse community
* interpret, assess, and write within a variety of genres to understand how meaning is made, communicated, and debated
* identify and distinguish among kinds of evidence used in a given discourse community
* locate, evaluate, and integrate source material appropriate to research inquiry
* produce clear, organized texts appropriate to situation, purpose, and audience
* reflect on connections among ideas within the course and their own academic, personal, social, and professional lives
* write and revise drafts and integrate feedback using drafting, revising, and editing strategies
* use conventions of format, organization, syntax, grammar, punctuation, and language appropriate to specific writing situations
* recognize and use specified documentation and citation guidelines and styles
* use appropriate technologies to research and communicate findings

Materials (required and recommended)

**Required:**

Access to undergraduate journal, *Young Scholars in Writing*

Access to Purdue Online Writing Lab

**Recommended**:

Collection of thematically linked essays or articles

Method of Instruction

Lecture, workshop, discussion, and conferencing

Requirements

1. Active participation in class discussion and writing workshops. Due to the collaborative nature of this course, regular and prompt attendance is essential. You are permitted 3 absences during the quarter; absences beyond this may adversely affect your final grade at my discretion. If you arrive to class 10 or more minutes late, please do not enter our classroom, as this will disrupt our work. Routine late arrivals will count as absences.

*Participation* refers both to taking an active role in our discussions and to completing assignments in a timely fashion. Your written and verbal contributions to class workshops are crucial for the success of the class. More generally, participation means arriving prepared—in other words, *bring the reading assignment, some paper, a writing utensil, and, when necessary, a stapler to class with you*. (10%)

1. Blog entries, drafts for workshops, two written responses to classmates’ drafts, and leading workshop discussion of works-in-progress.

Drafts should be typed and distributed via email prior to class meetings; they should represent your best efforts within the time frame.

Responses to others’ drafts will be generative rather than corrective. As such, your task is to articulate your understanding of the writer’s project and to be sensitive to how she seeks to accomplish it. In addition, your response should identify questions or confusions you have as well as offer ideas for revision.

When you lead the workshop discussion, your goal is to identify significant passages in the draft that represent a clear and compelling moment in the writing, suggest an important insight not yet fully realized, catch you by surprise or confuse you. After identifying a few passages and offering your comments, you’ll open the discussion to us, adding your thoughts along the way. In short, then, your task is to initiate and facilitate a lively, generous, and attentive reading of your classmates’ drafts. Close reading and careful listening will form the basis of our workshop ethic. When your draft is the focus for workshop, you should listen and take notes; do not interrupt our conversation to explain or justify a decision you made. If we ask you a direct question, then please do answer, otherwise reserve your comments and questions for *after* our discussion. **(25%)**

1. Final portfolio, which will include your final research paper, a revision of at least one of your first two papers, and the original of the other paper. If you’d like to revise both of your first two papers and include them in the portfolio, you’re invited to do so.

I’ll read and grade your portfolio holistically, focusing on overall quality of writing, thinking, and researching; conscientiousness and efforts toward meaningful revision; attention to detail; and critical engagement with the material. I expect that you will draw from our readings both by quoting directly and by referencing debates/issues generally. Please include drafts and revisions in the final portfolio. (65% total)

* *Literacy analysis (1400-1750 words, MLA format)*: Write about a select few formative literacy experiences you’ve had within a particular context and analyze the significance of those experiences in relation to your literacy development. Consider both affirming experiences as well as conflicted or contradictory ones associated with becoming literate. Your overall goal is to use your experience as a way to theorize literacy, much as the writers we’ll read do in their selections. Some questions that might help get you started:
  + Did someone read you bedtime stories when you were a child?
  + How are stories transmitted in your family?
  + What role has music, sports, pop culture, or some other influence played in your literacy development?
  + Did you have outdoor experiences that shaped your environmental literacy?
  + Do you consider yourself a digital native, or one who has never known a world without digital technologies?
  + Do you keep a journal or blog? Have pen-pals or chat-room pals?
  + Do you go to public libraries? To a bookmobile?
  + How has media exposure shaped your experience as a literate person?
  + What routines have helped you develop cultural literacy (i.e., riding the bus, going to neighborhood meetings, attending school, etc.)?
  + How has your family life impacted your emotional literacy?
* *Genre analysis (1400-1750 words, MLA format)*: Analyze a genre you produced for a college class (other than this one). You should describe the goal of the assigned genre (as best as you can tell), taking into consideration purpose, conventions, audience, context, rhetorical situation, timeliness, voice and attitude toward readers, and perceived or implied benefits to the community. Based on these goals, assess your effort to fulfill the genre expectations. Consider what genre knowledge would have helped you at the time of the writing, what you knew about the genre and were able to perform, and where you see yourself “inventing” genre in less than convincing ways. Incorporate examples from your own writing as well as from our readings on genre in order to help you make your case. Finally, draw conclusions from your research, thinking especially about how the genre reveals values, beliefs, and attitudes about what counts as knowledge in a given field.

* *Research project (3100-4600 words, MLA format)*: For this project, you may study anything writing-related that emerges from genuine questions you have and that can be grounded in published and primary research. For example, possible topics could include an analysis of revision processes of a group of UC students, the UC plagiarism policy and students’ understanding of it, Facebook, blog, or other Web 2.0 writing cultures, writing in the context of an organization or civic group, and so forth.

Grading Scale

A, 100-95; A-, 94-90; B+, 89-87; B, 86-83; B-, 82-80; C+, 79-77; C, 76-73; C-, 72-70; D+, 69-67; D, 66-63; D-, 62-60; F, 59 and below

Attendance

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Course Outline

Wk 1: Introduction to syllabus, course policies, expected outcomes and familiarization with classroom and electronic environments for composing. 2-3 page narrative about you as a writer. Some possible questions to consider: What are you good at? What do you struggle with? What counts as “writing” for you? Where do you typically write? What tools do you use? With whom do you share your writing? Why is writing important or not to you? Is writing emotional for you? Why write? Share writing in groups & extend discussion to include literacies; view “[What Does it Mean to be Literate in the 21st Century](http://www.youtube.com/watch?v=Wn0_H-kvxkU)?”

Wk 2: Share writing in groups & extend discussion to include literacies. View “[What Does it Mean to be Literate in the 21st Century](http://www.youtube.com/watch?v=Wn0_H-kvxkU)?” and read Williams, “‘Tomorrow Will not Be Like Today’”; “[Quoting, Paraphrasing, Summarizing](https://owl.english.purdue.edu/owl/resource/563/01/).” Bring in an object that represents one of your literacies.

Wk 3: Read Bartholomae, “Against the Grain”; Anzaldúa, “How to Tame a Wild Tongue.” Blog: what are these writers saying about literacy and what’s your response?

Wk 4: Read Shetayh, “[Wrapped Up in the Online World](http://cas.umkc.edu/english/%20publications/youngscholarsinwriting/10%20-%20SHETAYH%20-%20WRITING%20BOOK%202010.pdf)”; “[Rhetorical Situation](https://owl.english.purdue.edu/owl/resource/625/01/)” and “[MLA Formatting and Style Guide](http://owl.english.purdue.edu/owl/resource/747/01/).” Analyze rhetorical situation of essay; describe our rhetorical situations in relation to literacy

Wk 5: **Literacy Analysis Due**. Workshop and share some papers aloud

Wk 6: Read Wardle, “‘Mutt Genres’”; “[Understanding Genre](http://www.engineering.utoronto.ca/about/programs/communication/Online_Handbook/Types_of_Documents/Understanding_Genre.htm)” (from University of Toronto). Blog: what did you know/think/assume about genre before reading these pieces and what did you learn?

Wk 7: Read Clark, “[A Genre Approach to Writing Assignments](http://compositionforum.com/issue/14.2/clark-genre-writing.php)”; Section on Sentence Variety, starting [here](https://owl.english.purdue.edu/owl/resource/573/1/). Blog: address one or both: how are student-writers constructed in this essay? what’s the relationship between genre and sentence-level writing? **Draft of Genre Analysis Due**; in classworkshop. Conferences.

Wk 8: Read Flower & Hayes, “A Cognitive Process Theory of Writing”; Sommers, “Revision Strategies.” Blog: write about a key concept that comes up in one or both of these essays—what confuses you? what questions do you have? what do you find illuminating?

Wk 9: Read Brandt, “Sponsors of Literacy”; Pleasant, “[Literacy Sponsors and Learning](http://cas.umkc.edu/english/publications/youngscholarsinwriting/LITERACY.pdf).” Blog: about research questions you’re considering right now (what do you want to study in the final paper? what do you want to know?)

Wk 10: Meet in Langsam: goal is to leave the library with at least three scholarly books related to your topic and at least two citations to relevant scholarly articles (or better yet, hard copies of them).

Wk 11: Paper proposal due (bring copies for all); in class workshop. Reread OWL section on [primary research methods](http://owl.english.purdue.edu/owl/resource/559/1/). Bring in written plan for primary research component; be prepared to share ideas in class.

Wks 12-14: In class workshops and individual and group conferences.

Wk 15: Submit final research paper.