

# English 102: College Writing & Research

102-029

Spring 2019

MW 8:00 - 9:15AM

Lapham Hall 253

## Table of Contents

Technology.....page 2  
Course Materials.....page 3  
Course Overview.....page 4-5  
Grades.....page 6  
Assignments.....page 7  
Attendance.....page 8  
Campus Resources.....page 9-10

Instructor: Katie Cary

Email: [kmcary@uwm.edu](mailto:kmcary@uwm.edu)

Office Hours: Tuesdays 12 - 2

Thursdays 2 - 4

The Grind, library location

\*If these times do not work, please email me to make an appointment.

## **Course Description**

Welcome to English 102! This class will prepare you to undertake research-based writing in your college career and beyond. Instead of focusing on “research skills,” you will engage with the complex nature of ideas and problems through research, critical thinking, and writing.

This class focuses on foundational concepts in information literacy to address the challenges of researching in the digital age. Our premise is that as a student, you need to intentionally experiment with, adopt, adapt, and reflect upon a range of new and different approaches to research in order to develop deeper, more useful, and transferable research practices and dispositions that will serve you for the rest of your life.

## **Accessibility Statement**

Your abilities, identities, and ideas are all welcome in this course as long as they are not disrespectful or harmful, and I look forward to all of us working collaboratively to learn from each other. My expectations are high to encourage your potential, but I will do everything I can to help you if you are willing to put in the effort.

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. Please talk to me as soon as you can about your individual learning needs and how I can best accommodate them. If you do not have a documented disability, remember that other support services are available to all students.

## Technology



Computers are recommended for this class. Please feel free to access all class materials during class on a laptop. If you would like to check a laptop out from the library, please visit their website: <https://uwm.edu/libraries/media/media-equipment-for-loan/laptops/>



Cell phones and tablets are valuable research tools, and you may use them during class. Sometimes you may want to take photos of the board or group notes after brainstorming together. Please make sure to respect the digital privacy of others in the class by not including them in the photograph. If you need to take a phone call, please step outside the classroom.



As a general rule, please do not audio or video record any lectures or class discussions. Our classroom is a safe space to share ideas, without worrying that others might take them out of context or share them with an unintended audience. If you would like to use a recording device to aid with learning, please see me.

I trust you to use your class time wisely. We all have time when we need to check our phones during family emergencies, or just need to take a brain break for a minute or two.

At the same time, keep in mind that class engagement is a portion of each segment grade, and that it will be difficult to understand our course concepts if you miss out on class activities and discussion.

While devices are always welcome in the classroom if they enable or assist in your classwork and participation, if they distract you or your classmates I will ask you to refrain from using technology during class.

## Course Materials

The following materials will be used throughout this course and, along with this syllabus, should be brought to each class session:

### Hayden-McNeil Online Course

Please purchase the English 102 Hayden-McNeil Online Course Access Code by Shevaun Watson through the UWM e-campus bookstore. This is priced at \$20.05 and you will need it by January 30<sup>th</sup>. <https://uwm.ecampus.com/english-102-haydenmcneil-online-course/bk/9781533909640&pos=1>

### Research Notebook

You will be keeping a research notebook throughout this course. This can be in a Word document on your computer, in a physical notebook, or a combination of electronic and print forms.

### Computer & Internet Access

You will need access to a computer and the internet (UWM email and Canvas) for this class. Please refer to the technology policy for information on renting a laptop out from the library. You may also want access to a printer/copier for printing out readings or homework assignments.

### Canvas

All class readings will be posted on Canvas. You can access this site at <https://uwm.edu/canvas/home> with your PAWS log-in information.

### Class Values

#### **Rhetorical Listening**

In our discussions as a class, in small groups, and with partners, we can work together to make sure every voice has access to our shared space. If you are comfortable speaking in front of people, consider ways you can be an ally to those who have anxiety over public speaking. We need everyone's voice in order to reach our class goals.

#### **Compassionate Behavior**

Voicing our ideas and experiences is an invaluable part of the college learning experience. In our writing and in our discussions, we have a shared responsibility to put kindness first, and to not participate in harassment or discrimination.

## Course Overview

*Made in Milwaukee*



### Course Theme: Milwaukee

UWM has a deep and abiding commitment to the vibrant, diverse, complex city it serves and calls home. Whether you are from the local area, or another part of Wisconsin, the Midwest or the country, you will all live in or interact with Milwaukee in important ways during your time on campus.

The course readings and projects are focused on Milwaukee in an effort to introduce you to aspects of the city you may be unfamiliar with, and to underscore the importance of using research and information literacy skills to address communities—to help solve their problems and to help reach their potential. This course is grounded in a commitment to connecting academic research to community contexts.

Each segment of the course takes up a sub-theme on Milwaukee:

#### **Segment 1:** A Great City on a Great Lake

We'll read about Milwaukee's relationship to Lake Michigan and how the Great Lake has shaped the place we call home.

#### **Segment 2:** Living in the City

We'll explore Milwaukee's neighborhoods and how different areas of the city hold very different experiences for its residents.

#### **Segment 3:** Made in Milwaukee

We'll dig into the city's major industries and economic aspects.

#### **Segment 4:** Being a Researcher in and of the Community

We will contribute research to the community at large.

#### **\*A Note on Course Content**

This class may require you to read and discuss materials that deal with subjects potentially sensitive to some including, but not limited to, gender, sexuality, violence, class, race, etc. We will be discussing these ideas openly to better understand how writing enables us to engage and challenge our understandings of these concepts. If you feel you will be uncomfortable discussing these topics, I encourage you to come speak with me as soon as you can.

## Course Overview

### *Practices & Dispositions for Effective Research*

We will work together over the course of the semester to develop a set of skills (practices) and habits (dispositions) that will help you conduct research and interact with sources, not only for future college classes, but also in your personal and professional lives.

#### Practices

- Learn and practice purposeful, reading-for-research skills.
- Learn and practice how to read in order to assess the fit between an information source and a particular information need.
- Begin to develop your own authoritative voice in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and creating useful information for the common good.
- Synthesize information from multiple sources and organize information in meaningful ways.
- Develop in your own creation process an understanding that your research and design choices will impact the way your information can be used by others.
- Make informed decisions about where and how your information is published.

#### Dispositions

Build one's creative capacity for complex problem-solving.

Take risks, experiment, and try new things.

Persist in the face of challenges and learn from failure.

Resist the lure of easy answers, quick fixes, and simplistic solutions.

Recognize, honor, and leverage the unique access to information that college provides.

See oneself as a rhetor, researcher, and contributor to the "information marketplace" rather than just as a consumer of it.

## Grades

This course is broken up into four segments. Each segment is equally weighted and makes up 25% of your final grade. Every segment is graded separately and has different point values adding up to 250 points, equaling 1000 possible points for the whole semester. Segment grade breakdowns will be made available in each segment packet.

You will have a chance during each segment to assess your own work, which I will then take into account when I give you your final segment grade. Grades at the end of the semester will be given based on points earned. You will also have the opportunity to revise the major papers/projects for Segments 1, 2, and 3 to attempt to earn additional points toward your final grade.

### Total Possible Points:

1000

A range: 1000-900

B range: 899-800

C and above: 799-750

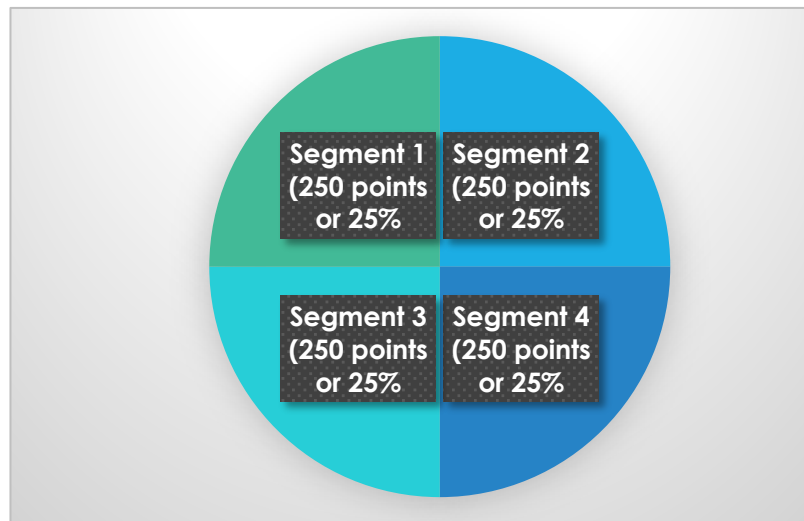
**Students need a C or above to meet the General Education writing requirement.**

C- range: 749-700

D range: 699-600

F range: 599 and below

**Students who earn a C- or below are required to retake the course.**



### **Segment Grade Breakdowns**

250 points for each segment (Segments 1-4) will be distributed as follows:

100 points for major assignment

50 points for related activity

50 points for research notebook

50 points for engagement

## Assignments & Communication

### Turning in Assignments

All assignments will be due to Canvas as Microsoft Word documents by the beginning of class. Assignments must be typed, double spaced, with 1-inch margins, in a 12-point standard font, and follow all MLA format guidelines.

### Late Work

This course moves quickly, and in order to understand our key concepts it will benefit your learning and your work load to turn in all assignments on time. Late assignments will miss out on valuable peer feedback and timely instructor feedback, but they are much preferred over missing assignments.

When you are not able to turn in your assignment on time, please email me so we can make a plan together. Please try your best to meet the deadlines, and talk to me if you feel like you need more time or help to do your best work.

### Major Assignments

- Segment 1: Comparative rhetorical analysis of two or more different source types about Milwaukee and Lake Michigan.
- Segment 2: Visual representation ('map' or other graphic) and critical reflection of one's own search strategies, results, and research path to discover new information about Milwaukee's neighborhoods.
- Segment 3: In groups, create 2-3 related information products (source types) using different genres.
- Segment 4: Individual submission to undergraduate research venue via UWM's Digital Commons, *Community Engaged Research in First Year Composition*.

#### Reach Out

If you are having difficulty with any area of the class, or just have a question about an assignment, please email me or talk to me during my office hours.

#### Check your email daily

We should all be checking our email at least once a day. I will communicate with you there, and I am sure you will have questions for me too. If you do have questions for me, I will do my best to respond to emails within 48 hours.

## Attendance & Participation

I appreciate students who are present in class and ready to engage in lively discussions about the topics at hand. As such, I hope that you will make the decision and every effort to attend every class meeting we have. We will be making sense of our readings and writings in class. Attending class meetings is the best way to make sure that you do as well as possible in the class and that you can learn everything you need to know about research and writing.

Part of your grade for each segment will be based on attendance and participation. More than **one absence per segment** will impact your attendance & participation grade (50 points per segment for engagement).

Please contact me as soon as possible if you have an emergency so that we can make a plan together for staying on track. More than **6 total absences** will result in a grade of a C- or lower, which is not considered passing for English 102. Any absences due to observation of religious beliefs or active military service will not affect your grade.

I am aware that people learn in many different ways. I encourage a dynamic and lively discussion in our classroom, but if you are uncomfortable speaking up, participation is possible through: demonstrating active listening to your classmates and teacher, thoughtful collaboration when we do small group work, thorough peer-review comments, and revising your work based on peer or instructor feedback. Writing is *a/ways* collaborative.

### Behavior

I encourage you to speak up and participate during class meetings. Because you all represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class should show respect for every other member of this class. I am committed to providing equality of opportunity for everyone and the success of this relies on support and understanding from all of you. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

Classes like this one are vastly more interesting with the participation of students. You all have specific experiences and knowledge about a range of topics, and I hope you will share them with the class. Remember, these should be shared in respectful ways.



## Campus Policies & Resources

### Completing UWM's First-Year Writing Requirements

Completion of the UWM first-year composition requirement is a prerequisite for junior standing. Students must demonstrate completion by satisfying one of the following:

Earn a grade of C or higher in English 102.

OR

Transfer a grade of C or higher in a course equivalent to English 102.

OR

Achieve an appropriate score on the UW System English Placement Test (EPT).

### Add/Drop Policies

During the first two weeks of the semester, you may drop a course via PAWS. It is the **student's responsibility** to manage all adds, drops, and section changes on PAWS during the University Add/Drop period. **If you do not drop the course from your schedule but discontinue attendance, you will receive an F for the course.**

Any time through the eighth week of the semester you may drop a course via PAWS. After the fourth week of classes, you will receive a "W" (for withdrawal) on your academic record and transcript.

### Grade Grievances

If you wish to appeal a final grade, you must take the following steps:

- 1 Set up a meeting with your teacher for an explanation of her or his grading policies. Most teachers have a careful system for evaluating homework assignments, in-class participation, and so on. Usually, this meeting resolves the matter.
- 2 If you are not satisfied with the outcome of this meeting, make an appointment with the Director of Composition, who will discuss the matter with you and your teacher.
- 3 You have the option of filing a grade grievance with the Department of English. To do this, you must make an appointment with the Department Chair and write a formal letter explaining your request and providing evidence that supports the request. You may only do this once you have exhausted the two options above.

### **Repeating First-Year Writing Courses**

UWM policy permits students to repeat a course once without special permission. In order to repeat any first-year writing course a second time, you must receive written permission from the Director of Composition or Lead Coordinator.

### **Writing Center**

I strongly encourage you to work with tutors at the Writing Center throughout the semester to improve your writing. For more information, you can visit The Writing Center at 127 Curtin Hall or at: <http://www4.uwm.edu/writingcenter/>.

### **Virginia Burke Writing Contest**

The Virginia Burke Writing Contest honors writers from English 100, 101, 102 and 201 whose essays are judged the best of the year. Winners receive cash and other prizes.

### **Accessibility Resource Center**

If you work with an advisor at the Accessibility Resource Center (ARC), please bring your accommodation plan to me during the first week of class so we can determine how to best accommodate your needs in our class. If you have or think you may have any kind of mental or physical disability, I encourage you to reach out to the ARC for helpful resources to help you succeed. You can visit ARC in Mitchell Hall 112 or visit their website for helpful information: <http://uwm.edu/arc/>.

### **Support for Military Students and Families**

The Military and Veterans Resource Center (MAVRC) helps students and their families navigate any barriers between military service and civilian life.

<https://uwm.edu/mavrc/>

### **Health/Counseling/Substance Abuse Services**

If you are having any kind of mental health issues or even just feeling overwhelmed, I encourage you to seek support. For more information on where to go to receive help or counseling, visit: <https://www4.uwm.edu/norris/>.

### **Sexual Assault**

Sexual assault or abuse can be defined as any sexual contact that occurs without explicit permission or consent. This includes contact that occurs as a result of manipulation, coercion or when unable to consent as a result of drug or alcohol intoxication. If you or someone you know has been assaulted, you can contact a Norris Health Center Crisis Counselor at 229-4716. For more information, visit: [https://www4.uwm.edu/norris/mental\\_health/topics/sexual\\_violence.cfm](https://www4.uwm.edu/norris/mental_health/topics/sexual_violence.cfm).