

University of Minnesota Crookston

Course: Comp. 1013-Composition II (3 credits)

Term: Fall 2022

Instructor: Stacy Dahl, Teaching Specialist

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Classes meet Mondays-Fridays 8:20-9:50 AM Room 205 Greenbush-Middle River High School

Catalog Course Description Composition 1013:

Writing a research paper, formulating/answering a research question. Development an organizational/argument strategy for topic/audience. Supporting research question/argument with scholarly sources.

Composition 1013-Composition I Learning Outcomes:

Upon completion of COMP 1013, students will be able to do the following things:

- **Working with Ideas/Planning Phase:**
 - Analyze assignments by reflecting on the purposes, requirements, limitations, and opportunities for each. (Goal 1.4)
 - Identify an academic topic, formulate a researchable question, and plan a project/paper appropriate for audience, purpose, and context. (Goals 1.1 and 1.4)
 - Create a research project schedule (week-by-week timeline), identifying start and end dates for researching, outlining, drafting, and editing/revising phrases, and tasks within each phase to help manage the project. (Goal 1.1)
- **Researching Phase:**
 - Identify scholarly articles and journals. Know the difference between primary and secondary sources, and scholarly journals and magazines or other non-academic sources. (Goal 1.3)
 - Use library databases and services to obtain sources to complete the project. (Goal 1.3)
 - Choose sources that explore a balance of views and provide fair representation of opposing views to accomplish the writer's plan. (Goal 1.3)
 - Create an annotated working bibliography. (Goal 1.3, 1.6, and 1.7)
- **Drafting and Editing/Revising Phases:**
 - Answer a research question with a clear thesis, well supported argument, and organization by using models of argument and rhetorical strategies. (Goals 1.5, 1.6, and 1.7)

- Use sources ethically by incorporating appropriate paraphrasing, quoting, summarizing, and in-text and reference page citing consistent with a current, recognized style format. (Goal 1.3)
- Use appropriate tone, level of formality, person, and tense. (Goals 1.6 and 1.7)
- Write a properly formatted persuasive research paper, which includes a title page, abstract, ten pages of text, and references (Goals 1.1, 1.3, 1.5, 1.6, and 1.7)

Course Prerequisite: COMP 1011

UMC Core Competencies:

The University of Minnesota Crookston core competencies demonstrated in this course includes: reading, writing, speaking and listening, problem solving, using technology, teamwork, and diversity.

COMMUNICATION

- Reading: Students demonstrate the ability to extract and construct meaning from written language.
- Speaking: Students use oral language to increase knowledge, facilitate understanding, and/or promote change in a listener.
- Writing: Students develop and express ideas with clarity in written form.
- Listening: Students listen effectively in order to understand, use, and analyze verbal information.
- Using Technology: Students effectively utilize appropriate software and hardware technology.

WORKING WITH OTHERS

- Teamwork: Students work collaboratively, engage in controversy with civility, and assume shared responsibility while working with others toward a common goal.
- Diversity: Students understand and appreciate the similarities and differences in ability, behavior and/or beliefs.

CRITICAL THINKING

- Problem-Solving: Students design, evaluate, and implement a strategy to answer a question, resolve an issue, or solve a problem.
- Applied Learning: Students use elements of reasoning to gather and organize information, analyze information, and apply subject matter knowledge for their discipline or field of study.

Required Texts:

- *Write for College*, Writers Ink
- *The Bedford Researcher*, Palmquist

Course Evaluation:

Composition I

		96-100	A
Grammar/Vocabulary Enhancement/Quizzes	15%	93-95	A-
Drafts/Writing Group/In Class Writing	15%	90-92	B+
Papers	40%	86-89	B
Multigenre Research Project	30%	83-85	B-
		80-82	C+
		76-79	C
		73-75	C-
		70-72	D
		Below 70	F

- An **A** paper is exceptional work that more than fulfills the requirements of the assignment. This essay tackles the topic in an innovative way, with a clear sense of audience and purpose, and insightful thesis, and an appropriate and effective organization. The structure is carefully planned; each section of the paper develops the thesis with logical arguments and specific, conclusive evidence which has been interpreted and clearly related to the writer's point. The style is energetic and precise; the sentence structure is varied and the words are carefully chosen. How the writer says things is as excellent as what the writer says. There is evidence of careful editing since the paper contains few grammatical and/or mechanical errors, and if necessary, is correctly documented using MLA format.
- The **B** is clearly above average and more than meets the requirements of the assignment. Like the "A" paper, it has a clear thesis and organizational strategy: and each paragraph provides unified, coherent, and developed support for its thesis and subordinate assertions. If necessary, it properly documents sources. While the essay takes some "risks," attempts complex strategies of development and pays attention to the audience, it falls short of the "A" essay in one or more of the following ways: the thesis may not be as interesting or insightful; there may be weaknesses in organizational strategy or its execution; the support may not be uniformly conclusive and convincing; and the style may not be as energetic or the diction as thoughtful. The essay shows strong evidence of editing since there are relatively few grammatical and/or mechanical errors.
- The **C** paper is adequate work that solidly meets the requirements of the assignment. The essay has a thesis and an organizational plan which demonstrate thought on the writer's part, a generally clear style, an awareness of audience, and adequate documentation if required. Paragraphs contribute unified and coherence support, but the writer may have difficulty with any of the following: the thesis may be too general; the evidence may be predictable, may not be thoroughly interpreted, or may not be **clearly** related to the writer's point; the paragraphs may be uneven in development and transition. Even in the "C" essay, there should be relatively few grammatical or mechanical errors—not enough to interfere with readability; the student has done some editing, even though it may be superficial.

- The **D** paper is below average work that demonstrates a serious attempt to fulfill the assignment and shows some promise but doesn't not fully meet the requirements of the assignment. The essay may have **one** or several of the following weaknesses. It may have a general or implied thesis; but the idea may be too broad, vague, or obvious. Awareness of audience may not be evident. The organizational plan may be inappropriate or inconsistently carried out. Evidence may be too general, missing, not interpreted, irrelevant to the thesis, or inappropriately repetitive. Documentation may be incomplete or inaccurate. The style may be compromised by repetitive or flawed sentence patterns and/or inappropriate diction and confusing syntax. Grammatical and mechanical errors may interfere with readability and indicate a less-than-adequate attempt at editing or unfamiliarity with some aspects of the Standard Written English.
- An **F** paper is substantially below average for the assignment. It exhibits **one** or several of the following. It may be off-topic. It may be an attempt to meet the requirements of the assignment, but it may have no apparent thesis or a self-contradictory one, or the essay's point is so general or obvious as to suggest little thinking-through of the topic. It may display little or no apparent sense of organization; it may lack development; evidence may be inappropriate and/or off-topic or may consist of generalizations, faulty assumptions, or errors of fact; it may display little to no awareness of audience. This essay may fail to handle borrowed material responsibly and/or to document appropriately. The style suggests serious difficulties with fluency which may be revealed in short, simple sentences and ineffective diction. Grammatical/mechanical errors may interfere with reader comprehension or indicate problems with basic literacy or a lack of understanding of Standard English usage.

Special Needs: If a student has any disability, either permanent or temporary, which might affect her/his ability to perform in class, he/she is encouraged to inform the instructor at the beginning of the quarter. Methods and materials will be adapted or arrangements for tutoring will be made as required to provide students with equitable class participation. Please note the availability of mental health services if needed.

Equity, Diversity, Equal Opportunity, and Affirmative Action Policy

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations

<http://policy.umn.edu/education/syllabusrequirements-appa>

The University of Minnesota Crookston is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [218-281-8587](tel:218-281-8587) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DRC website, <http://www1.crk.umn.edu/services/disability/>

Mental Health Services

<http://www.mentalhealth.umn.edu>.

Course Procedures:

Teaching Method: This course is primarily based on open class discussion, supplemented with individual and group activities. During a typical class period, you will journal, participate in writing groups, take notes, and then discuss the assigned material at length as well as any topics in relation to discussion.

Participation: Participation is vital to class. Students are expected to do all of the assigned readings as well as be prepared to write responses based on their reading. Students should also be prepared to share thoughts, opinions, interpretations, and writing in class with other students. This will be the means for evaluation of literature, as well as a process of sharing and discovering meaning.

Grading and Transcripts Policy

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Final Drafts:

All final essays must be typed or computer print outs. Essays will be graded on their general clarity of purpose, language, organization, detail, and coherence. Appropriate spelling, punctuation, and grammar is expected on all work turned in. Excessive errors will result in a lower grade. Students are responsible for turning in work directly. The responsibility ends when they get feedback that I received it.

Attendance: Because much of the work we will do in this class depends on class participation, you are expected to be on time for, and actively participate in each class meeting. However, I understand that sometimes circumstances do not allow for perfect attendance. **There are daily in-class assignments that cannot be made up outside of class without substantial evidence, like a doctor's excuse. An absence will result in the loss of at least 5 points for each day's in-class assignment. If you know you will be gone, it is YOUR responsibility to make arrangements. If you do miss a class, YOU are responsible for finding out what you missed.**

Make up work for Legitimate Reasons

<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Late Work: Late work is **NOT** accepted. It is due that school day from the hour of **7:30 am-3:30 pm**. If it is not turned in during that time, it will **NOT** be accepted. Make arrangements to get it turned in **ON TIME**.

Teacher Conference: If a student chooses **NOT** to teacher conference, he/she will automatically drop a letter grade on the final draft.

Academic Integrity: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to an including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask. Composition I will also follow the rules of the Greenbush Middle River Academic Honesty Policy.

Student Conduct: Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave.

Appropriate Student Use of Class Notes and Course Materials

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Student Conduct Code

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

Use of Personal Electronic Devices in the Classroom

<http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>

Sexual Harassment: Please note that sexual harassment by any member of the University community, student, faculty, staff, administration, is prohibited. To review the complete policy on this issue, view the following webpage -

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Note: This is a college course; the rigor, content, and expectations are set at that level. During the course of the semester, we will be reading and discussing material that contains adult themes; if you are uncomfortable with this, you may wish to drop the course. If you have questions, concerns, or complaints about the course policies, please conference with the instructor by the end of the first week. By remaining in the course, you are agreeing to the terms and conditions of the course policies.

Please note that this is a living document and subject to change as necessary throughout the semester.

Week 1: Introduction to the course. Self Portrait. In class writing. Introduction to prewriting: One Writer's Process 4-16, A Guide to Prewriting 17-24, Writing with Style 46-67. What's my purpose?

Week 2: The American Dream. *Educated*. Writing groups every Mon. and Thurs. addressing creative writing. Choosing the right database. Why do we choose databases? Fake News. Memory Snapshot essay.

Week 3: Generating ideas about potential topics. Writing groups. In class writing. Is this source reliable? MLA citation work. Why do scholarly sources matter? Peer edit memory snapshot.

Week 4: Understanding the Role of Critical Thinking in Research Writing. Research proposal: Multigenre research project. In class writing. Writing groups. Making Sentences Work 68-95. What makes a good research question? Teacher Conference memory snapshot.

Week 5: Multigenre project timeline. Writing groups. Developing Strong Paragraphs 96-107. Identifying useful types of sources. Memory snapshot due. Position paper.

Week 6: Realms of Darkness. *Night*. Framing the research question. Using sources effectively. Avoiding plagiarism: paraphrasing vs plagiarizing. Summarizing and paraphrasing activities. Writing groups. Position paper peer edit.

Week 7: Preliminary research. Reading sources critically. Writing groups: Writing piece due. Position paper teacher conference.

Week 8 Mini research projects. Style and technique: Throwaway writing/vague writing. Writing groups. Definition paper.

Week 9: Multigenre research. Definition peer edit. In class writing. Writing groups.

Week 10: Multigenre research. Definition teacher conference. Writing groups: Writing piece due.

Week 11: Multigenre research. Definition paper due. Writing groups. Literature circles.

Week 12: Multigenre research. Mini research projects. Writing groups. Literature circles.

Week 13: Multigenre drafting. Writing Groups. Literature circles.

Week 15: Multigenre drafting. Writing groups. Literature circles.

Week 14: Multigenre drafting. Writing groups. Literature circles presentations.

Week 16: Multigenre peer edit/revision.

Week 17: Multigenre research paper teacher conference. Multigenre project due.

Week 18: Multigenre presentations.