

English 102 Dr. Matthew Teutsch, Instructor  
Office: HLG 130 Email: matthew.teutsch@louisiana.edu  
Office Hours: T 5-6

### **Texts and supplies**

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 3<sup>rd</sup> ed. New York, NY: W. W. Norton and Company, 2014. Print.

Jerskey, Maria. *Globalization: A Reader for Writers*. New York: Oxford University Press, 2014. Print.

University of Louisiana Lafayette. *Freshman Guide to Writing*. 6<sup>th</sup> ed. Southlake, TX: Fountainhead Press, 2014. Print.

University Email and Internet access (for Moodle: moodle.louisiana.edu)

Flash drive (to save drafts and work)

Notebook for in class writing

### **Course Prerequisite**

To enroll in ENGL 102 students must meet the following criteria:

- A. A grade of “C” or better in English 101 or its equivalent

### **Course Description and Objectives**

English 102 is designed to aid you in refining your writing skills. Through the exploration of globalization and different cultures we will build on and advance the critical thinking, reading, and writing skills learned in English 101 while focusing on rhetoric and research. We will refine these through in-class discussion, in-class writing, and several essays. Over the course of the semester, you will write two (2) annotated bibliographies and two (2) thesis-driven. By the end of the course, you will be able to:

- engage in writing as a recursive process;
- develop essays around a specific purpose;
- explore the nature of academic discourse and examine what “counts” as evidence in academic writing;
- integrate outside sources into your own writing
- apply the appropriate conventions of citation style and mechanics

In short, this course is set up to help you develop the writing ability that will allow you to succeed in college and in life beyond the university. There is no discipline that does not require writing, so writing well is a fundamental skill.

Along with writing, you should start reading everything you can, from novels to academic journals to magazines to web pages. Aside from practice in writing, which this course employs extensively, reading in many modes and genres is the best way for people to improve their command of the language. Additionally, reading provides you with a greater breadth and depth of knowledge, which will benefit you throughout your academic career and beyond.

## Essays

You will write two annotated bibliographies and two drafted essays, which will equal out to 20-25 pages of polished prose, this semester. Polished prose refers to work that has been written and revised more than once. As part of this process, you will need to be ready to read and comment appropriately on the work of your classmates and accept their comments on your work. Peer review is a vital component of this class, and it is to be conducted respectfully and only within the context of the classroom. Each essay will be guided by the respective chapters in your text. Make sure you back up copies of each essay on a flash drive or with another format.

- 3-4 page Annotated Bibliography 1 (February 12)
- 4-5 page Research Paper 1 (March 8)
- 5-6 page Annotated Bibliography 2 (April 5)
- 8-10 page Research Paper 2 (April 29)

## Essay Grading Rubrics

Papers will be graded on organization, ideas, format, and other criteria (grammar, word choice, etc). Depending on the assignment, the categories will be given a certain percentage that when combined will total 100%. Students will be given a certain percentage of the determined points in each category based on the quality of work. Please refer to *The Freshman Guide to Composition* for the university's outline of what each grade represents (3).

When turning in rough drafts and final copies, follow these guidelines:

- Rough and final drafts should follow the MLA format. An example of a paper in MLA format can be found in *The Freshmen Guide to Writing* and at [Purdue University's OWL website](#).
- Essays must be typed, double-spaced, and have standard margins. The font used for your final draft should be 12-point Times New Roman.
- Pages must be numbered with your last name and page number in the upper right-hand corner (ex: Smith, 2)
- Your essays must have a title; however, do not add a title page.
- When you submit a final copy of an essay, upload it to Moodle.

**Revision** is a significant part of the writing process. You will be required to write multiple drafts. I highly recommend that you use resources such as my office hours and the Writing Center in HLG 107 to assist in this stage of your writing.

### **Instructional Methods and Activities**

1. Lecture/discussion of reading assignments
2. Prewriting and writing activities
3. Research activities and exercises
4. Use of word processing for writing activities; use of Moodle for class syllabi, announcements, assignments, documents, and notes; the Internet, and ULL library databases.

### **Grading**

Successful completion of English 102 requires a grade of C or above. A student who receives a D or an F must repeat the course. Grading will follow the ten point scale.

100-90 A   89-80 B   79-70 C   69-60 D   59-0 F

1.	Homework/In-class Writing/Quizzes	20%
2.	Annotated Bibliography 1	10%
3.	Research Paper 1	15%
4.	Annotated Bibliography 2	15%
5.	Research Paper 2	20%
6.	Essay Drafts/Online Writing/Peer Reviews	20%
7.	Written in-class final essay	Pass/Fail

### **Writing Center**

The Writing Center is a free service located on the first floor of Griffin Hall, in room 107. The Writing Center consultants are experienced writers and students who pride themselves on creating a comfortable environment for every phase of your writing project. From thesis statements, to research planning, document design, to just getting started, the Writing Center staff works to help you become more focused, organized, and confident with your work. In addition to providing the latest style manuals and handbooks, the Writing Center also operates a computer lab, located next door in Griffin Hall, room 108. Both of these services are free, student-operated, and devoted to helping you be a more successful and productive student. Walk-ins are accepted, but scheduling an appointment in advance (482-5224) is recommended. Appointments that are more than ten minutes late will have to be rescheduled.

### **Open Classroom Policy**

Discussion will be a key part of our class. As an open classroom, we will listen to the ideas of all students with thoughtfulness. You are encouraged to challenge ideas, but not each other. In this classroom, we are equal. We will adhere to a zero tolerance policy on discrimination of any kind. Keep in mind that all writing in this course is public. Other students will read essays, so please choose topics with which you are comfortable.

## Attendance

Although I believe that as adults you should have control over your own education, attendance is vital in a writing course. Much of your learning and work will take place in class, and you will be involved in group work and peer review. You will also be introduced to techniques in class that can help you through the stages of the writing process. Simply put, writing cannot be effectively taught or experienced by missing the course. After missing a total of two (2) days of class, your final course grade points will be lowered by **a letter** grade for each additional day of missed class. However, I understand that instances of severe illnesses or other such events can occur. Please contact me as soon as possible so that we can work out an appropriate accommodation.

Tardiness is disruptive and disrespectful to your peers and to the teacher. After the first week of classes, students coming to class late (more than five minutes after the period starts) twice will receive an unexcused absence for the day.

### Make-Up Policy:

1. Essays and assignments are due on the Due Date.
2. Late daily assignments will be failed if unexcused.
3. Excused daily assignments must be submitted on an alternate due date determined by the instructor and communicated to the student at the time the excuse is granted.

### Late Essay Policy:

**You have one week after the due date to turn your essay into me. However, you will not receive any comments or marks on the paper. Instead, you will just receive a grade after I read it. Essays will not be accepted more than a week after the due date.**

## Plagiarism

The English Department wishes students to have a clear idea of what plagiarism is from the start so there can be no mistakes later.

There are two major types of plagiarism:

1. Word-for-word copying, without acknowledgement, of the language of another writer. (Almost needless to say, having another person write or dictate all or part of one's composition is plagiarism of this kind and clearly forbidden. But in addition students should copy no printer passages, no matter how brief, without acknowledging its source and either placing it in quotation marks or setting it aside as a blocked quotation.)

2. The unacknowledged paraphrasing of an author's ideas. (The student should no more take credit for another writer's thoughts than for another writer's language. Any distinctly original idea taken from another writer should be credited to its author. If the student does not know whether another writer's idea is distinctly original, he or she should incline to believe that it is; no fault attaches to over-acknowledge, but under-acknowledgement is plagiarism.)

Because of its serious nature, a case involving plagiarism is referred to the Discipline Committee, which can recommend that the student, if found guilty, be dismissed from the university. (See Code of Student Conduct, Section 15, Point 7.)

### **Classroom Conduct**

Students should conduct themselves in a manner respectful of themselves, their classmates, and me. While we may discuss controversial or potentially offensive issues, and class discussions may well involve differences of opinion, students are to conduct themselves in a professional manner.

**I require all students to turn off or silence all cell phones, pagers, and any other noisemakers.** Also, if you wish to sleep, bring headphones, or do anything that distracts or takes away from the learning experience, you will be marked absent. I must emphasize the seriousness of this issue. Such disruptors can break the illusion of a perfect learning environment

If there are special circumstances that require the use of those devices, notify me before the beginning of class. If you fail to do so, you will not be exempt from consequences.

### **Disability Policy**

In accordance with the Americans with Disabilities Act, the University of Louisiana at Lafayette makes accommodations for students with disabilities. If you have a documented disability, please contact the Services for Students with Disabilities (SSD) office at 337-482-5252 or [ssd@louisiana.edu](mailto:ssd@louisiana.edu) **during the first week of classes.** SSD will assist you with an accommodation plan. The university also has a Supported Education Program (SEP, <http://disability.louisiana.edu/SEP.html>), which provides free confidential help on campus for students with psychological disabilities (Bipolar, Disorder, Depression, Anxiety etc.). Please contact Kim A. Warren, MSW, PhD, LCSW, Supported Education Advisor, at 482-5252 or at [kimawarren@louisiana.edu](mailto:kimawarren@louisiana.edu). Her office is located in the Conference Center, Room 126.

### **Safety Information**

- University Police are the first responders for all emergencies on campus. Dial 911 or 482 – 6447 to report any emergency.
- The Emergency Information Floor Plan is posted in the hallways of every building. Please familiarize yourself with this document.
- During times of emergency, information may be available on the University's Emergency Hotline (482-2222); the hotline number is located on the back of your ID card. Students

may choose to subscribe to a text messaging service to remain informed about emergencies; visit [www.ul.mobilecampus.com](http://www.ul.mobilecampus.com) for more information.

- If you have a special medical condition that might render you incapacitated during class, please make this known to your instructor as soon as possible, including any emergency contact information for your next of kin or similar.

# Tentative Schedule

<b>August 26</b>	Syllabus, Introduction to <i>They Say/I Say</i> , Diagnostic essay
<b>September 2</b>	Quiz, Discuss chapters 12-14 in <i>The Say/I Say</i> and “Introduction” in <i>Our World, Many Cultures</i>
<b>September 9</b>	Quiz, Discuss first research paper and annotated bibliography, Discuss chapters 1-4 in <i>They Say/I Say</i> and selections in <i>Our World, Many Cultures</i>
<b>September 16</b>	Topic due for first paper, Discuss chapters 5-8 in <i>They Say/I Say</i> , and selections in <i>Our World, Many Cultures</i> , Work on annotated bibliography
<b>September 23</b>	Quiz, Annotated Bibliography peer review, Discuss selections in <i>Our World, Many Cultures</i>
<b>September 30</b>	Quiz, Discuss chapters 9-11 in <i>They Say/I Say</i> , and selections in <i>Our World, Many Cultures</i>
<b>October 7</b>	Annotated Bibliography 1 due, Discuss selections in <i>Our World, Many Cultures</i>
<b>October 14</b>	Quiz, Research Paper peer review, Discuss selections in <i>Our World, Many Cultures</i>
<b>October 21</b>	Research Paper 1 due
<b>October 28</b>	Topic due for second paper, Discuss selections in <i>Our World, Many Cultures</i>
<b>November 4</b>	Quiz, Annotated Bibliography peer review, Discuss selections in <i>Our World, Many Cultures</i>
<b>November 11</b>	Annotated Bibliography 2 due
<b>November 18</b>	Research Paper 2 peer review
<b>November 25</b>	
<b>December 2</b>	Research Paper 2 due