

A1

Writing and Inquiry in Academic Contexts II
English 1102 – 039
MW 11-12:15pm Smith 327
Spring 2014

Instructor: Rebecca Agosta
Office: Cameron 130
Office Hours: Monday and Wednesday 1pm – 2pm & by appointment
Phone: 704-687-1901
E-mail: ragosta@uncc.edu

Course Description:

Prerequisite: ENGL 1101.

In English 1102, students develop an extended inquiry project that integrates materials from varied sources and includes writing in multiple genres. Students write, revise, edit and reflect on their writing with the support of the teacher and peers. Students also immerse themselves in a conversation about a topic through reading, questioning, and process writing. Polished writing might assume the forms of presentations, reviews of research, essayistic arguments, or multi-media and web-based projects. Students learn to distinguish rhetorical contexts, practice different conventions, and develop positions in relation to research. They also adopt digital technologies to network, compose, and/or critique and disseminate their work. Grades are derived primarily from portfolios that include work generated throughout the term.

Course Topic:

For our course topic, we will explore and inquire into how identities are performed in textual and digital media. We will look at the interplay among purposes for writing, audiences that interact with texts, and contexts in which texts circulate, in order to examine what it might mean to write from a particular place and to tell a particular narrative of the self (as a woman from the rural South, for instance; or as an artist, a student, a husband/wife, or a critic). We will begin by first reading about the topic, questioning our understanding of identities, and exploring how we perform identities. From there, we will begin reading texts rhetorically, thinking through how one researches such a subject and how we use language to organize and communicate experience to others, and we will begin moving into long term inquiry related to the topic of identity in some way. Your research will take on primary and secondary research techniques, and through a sequence of assignments you will develop a genre piece that is shaped by your semester long inquiry.

Required Texts and Materials:

- From Inquiry to Academic Writing: A Text and Reader by Stuart Greene and April Lidinsky
- A Writing Notebook
- Printed PDFs (Moodle)

identity language

identity

identity!

get book!
cheapest?
chegg.
half.
gray's.

Grading:

Final grades will be based on commitment to class participation, required reading, various writing assignments, and the compilation of a writer's portfolio. Final grades will be weighted as follows:

Points:

Inquiry Sequence Assignments (30% of total grade):

- 5% Proposal
- 7.5% Interactive Annotated Bibliography
- 12.5% Genre Piece
- 5% Presentation

Class Participation (15% of total grade):

- 10% Blogs
- 5% Peer Response Workshops

- 5% Critical Narrative
- 50% Writer's Portfolio

Grades will be determined using a 10 point scale (90-100=A, 80-89=B, 70-79=C, etc.)

A final portfolio must be completed and submitted to receive a passing grade in the course. Plagiarism will result in failure of the course.

Assignments:

Throughout the semester we will be working on a number of formal and informal writing assignments, including work with digital composing and remediating some of your writing. Everything you write for the class may be a part of your final portfolio, so it's important that you save all of your work for the semester, including all drafts of written work. Save all of your journal entries, rough drafts, letters to and from me, commented papers from me, activity materials etc. in a file so your work is easy to find at the end of the semester.

Writer's Portfolio: Your digital portfolio is **due on the last day of class** and is worth 50% of your grade for the course. At the end of the semester, you will select from the formal and informal writings you have completed, and you will analyze, synthesize, evaluate and reflect on your writing. **It is important that you start collecting materials for the portfolio from the first week of class** since you will need everything you work on throughout the semester to compile your portfolio. A good suggestion from former students: start a file on your computer (or better yet, your H drive, Google docs site, or Dropbox) and title it English. We will make your site toward the beginning of the semester, and you will want to continue building it throughout the semester. Additional details about this assignment will be given throughout the semester. *Please, please, please, save the various drafts of your work in separate files so that you are able to show your writing process and be sure to back up your work throughout the semester.*

Portfolios will be evaluated according to the engagement they demonstrate in all aspects of the class—daily writing, process work, reflection, etc.—not just the polished drafts. We will discuss the evaluation

with more detail in class. **It is important that you start collecting materials in the portfolio from the first week of class.**

Extended Inquiry Project: This will be the foundation for everything we do in class. You will choose a topic within the first few weeks of the semester and explore it from various perspectives. There are four distinct assignments within the project:

1. Proposal
2. Interactive Annotated Bibliography
3. Genre Piece (this will vary depending on your audience and purpose)
4. Presentation

Critical Narrative: One of your first assignments in the course will be a critical narrative. This piece **explores** some aspect of your identity through narrative (autobiographical, self-portraits, observational, creative nonfiction, multimodal, memoir).

Class Participation: This class depends upon your active, critical engagement with the course readings and projects assigned. All work is due the morning for which it is assigned because the substance of the class depends on your having your materials, best thinking, and willing exploratory awareness at each class session. You must post to your blog site talking points from our readings as well as observations and reflection as you engage with issues in the course. You should also respond to other class members to deepen and extend the conversation

Class Elements:

Reading Discussions: Because writing is dialogue, at key points throughout the semester there will be formal discussions of texts and ideas. Every student is expected to actively participate because multiple perspectives are essential to an individual's understanding.

Blogs: Blogs offer an effective platform for reflective writing, allowing you to think through writing and archive your development as a critical thinker over the semester. They allow you to experiment with word choice, voice, and perspective—all of which are essential building blocks of good writing.

Peer Response Workshop: An important part of each assignment, you will read and respond to classmates' works and offer meaningful feedback designed to aid in revision. Detailed guidelines will be provided for each assignment phase.

Artifact Analysis: Over the semester we will look at specific pieces of text and analyze the language, images, and audio of which they are composed through the critical lens of identity. This kind of writing is investigative and observational.

Course Policies:

- MLA
1. Assignments are due on the given due date, and they must be in the appropriate format: double space, 12-point font, Times New Roman, with student name, date, and course number, and title. Accidents happen with computers; therefore, it is a requirement for the class that you backup all of your work. I recommend backing up your work with both a jump drive and an e-drive, like Google Docs.
 2. **Late work:** I accept late work up until 7 days after the assignment was due. **I deduct 3% of the potential points earned for every day that the assignment is late.** I will not take an assignment after 7 days past the due date, and you will receive a zero.
 3. If you are absent, you are responsible for any missed work and any modifications of the syllabus and/or assignments. Please speak with fellow students or me about the missed class.
 4. I periodically make minor revisions to the syllabus in class, and you are responsible for any announcements I make in class. I will announce these revisions in class, make an announcement through Moodle, and they will be reflected in the online syllabus.

UNC Charlotte First-Year Writing Program Attendance Policy:

Up to four absences = no deduction in final course grade.

Every absence after the fourth = 10 point deduction from your final COURSE grade.

Three tardies = 1 absence (you are tardy if I take roll and you are not present)

Absent on final exam day = 10 points of final course grade

Religious Observance Policy: The UNC system allows students with a minimum of two excused absences each academic year for religious observances required by the faith of a student. If you have days you will miss this semester due to religious observances, please let me know those dates early in the semester, in writing, so that those absences will not count as part of regularly missed days. The form to submit can be found [here](#).

Academic Honesty: We will talk about plagiarism—what it is what it is not— throughout the semester. You will learn how to document your sources using MLA format and hopefully become comfortable doing so. If you intentionally use someone else's work without giving credit for that work, you will receive an F for the course. You are required to read and abide by UNC-Charlotte's Code of Student Academic Integrity, available online at <http://www.legal.uncc.edu/policies/ps-105.html> and linked through our class Moodle site.

Disabilities Statement: Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course criteria should meet with me to identify, discuss and document any feasible instructional modifications or accommodations. Please inform me as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact The Office of Disability Services: <http://www.ds.uncc.edu/>

Technology: You will need to check our class Moodle site and your UNCC email account regularly. Our class Moodle site is the hub of our class. Through Moodle you will find out information about class, see any updates to the syllabus, access assignments and various readings, engage in discussions, submit your work and receive my responses to it. In addition, some assignments will require working with digital composing tools. If you have a concern about using these technologies, please speak with me.

Statement on Diversity: The First-Year Writing Program strives to create an academic climate that respects people of varied cultural backgrounds and life experiences. As a community of scholars and teachers who study language, literature, and writing, we are committed to nurturing intellectual and aesthetic diversity. In all our activities, we invite participation by diverse groups, including, but not limited to, those who define themselves in the following terms: race and ethnicity; gender; political orientation; sexual orientation; special health needs; age; religion; country of origin; and socio-economic status. Finally, by fostering multiple perspectives in our coursework, we can help our students prepare to participate in our increasingly diverse society, as well as in the global community.


Daily Calendar: All assignments are due on the date they are assigned below.

Weeks/Dates	Class Topic	Reading/Assignments Due
<i>Week One</i>		
1/8	Syllabus, Introduction to Course.	
<i>Week Two</i>		
1/13	Stories and Identity. Blog creation.	Read syllabus and write down any questions. Introduction letter due. Bring laptop to class (library has check out). Blog 1. Written in class.
1/15	Inquiry and Identity. Extended Inquiry Project Overview. Critical Narrative Assignment.	Read Greene, pp. 1-10, 29-32. Respond to 2 classmates' blogs.
<i>Week Three</i>		
1/20	Student Recess, no class.	
1/22	Identity as Analytical Lens.	Blog 2. Read and respond to Gee, pp. 99-111, 119-121 (PDF) + 2 classmates' blogs. Email Critical Narrative idea.
<i>Week Four</i>		
1/27	Using a Lens to Read.	Blog 3. Read both and respond to either Cisneros (PDF) and/or Satrapi in Greene, pp. 678-695. Work on Critical Narrative.
1/29	Peer Response/Workshop.	Critical Narrative first draft due. Respond to 2 classmates' blogs.
<i>Week Five</i>		
2/3	Holland, narratives, and sites of inquiry. Proposal Assignment.	Blog 4. Read and respond to Holland's "Alcoholics Anonymous" (PDF). Revise Critical Narrative.
2/5	Proposal Writing Assignment	Read Greene, pp. 73-81, 85-88, 297-302. Respond to 2 classmates' blogs. Critical Narrative final draft due on 2/7 via Moodle.
<i>Week Six</i>		
2/10	Analyzing studies. How do we research? Mini-peer conference about proposal writing.	Read Greene pg. 73-81, 85-88, 297-302 Blog 5. Read and respond to identity study of choice (choices on Moodle). Draft proposal.

	2/12	Conferences.	Proposal first draft due via Moodle. Bring printed version to conference. Respond to 2 classmates' blogs.
<i>Week Seven</i>			
	2/17	Discussion and activity: Primary research techniques.	Blog 6. Write about the process of idea invention, planning for your inquiry project, and reading research. Read Ballenger, pp. 276-290 (PDF).
	2/19	Collecting and analyzing primary research.	Read Gee's "Building Tasks" (PDF). Respond to 2 classmates' blogs. Proposal final draft due on 2/21 via Moodle.
<i>Week Eight</i>			
	2/24	Primary Research Analysis Workshop.	Blog 7. Discuss what primary research techniques you plan to put forth. If it is an interview, provide direct information about person and questions that you want to ask. If it's other methods, be just as specific. Bring artifact from research site to class.
	2/26	Annotated Bibliography Assignment. Discussion of secondary research & plagiarism.	Read Greene, pp. 120-137. Respond to 2 classmates' blogs.
<i>Week Nine</i>			
	3/3	Student Recess, no class.	
	3/5	Student Recess, no class.	
<i>Week Ten</i>			
	3/10	Library Session.	Meet at the library prepared with some ideas of what to research.
	3/12	Library and/or Computer Lab Session (location TBA).	Work on annotated bibliography.
<i>Week Eleven</i>			
	3/17	Brief peer response/workshop. Drafting and Genre Piece Assignment.	Blog 8: What kinds of resources did you find during your research (secondary and primary)? Where is this leading you you're your research? Who would be interested in this research? What additional research is

		needed for your project? Bring laptops to class.
3/19	Genre idea workshop.	Respond to 2 classmates' blogs. Bring book to class. <i>Bring laptops.</i> Interactive Annotated Bibliography final draft due on 3/21.
<i>Week Twelve</i>		
3/24	Conferences.	Blog 9: Discuss your choice of genre and the conventions that are shaping your drafting. Discuss your outline and why you are going to write in this way. Bring your outline to the conference. <i>Interactive Annotated Bib final draft due 3/24.</i>
3/26	Brief group meetings. In-class genre composing.	Respond to 2 classmates' blogs. Continue drafting. <i>Bring outline to conference</i>
<i>Week Thirteen</i>		
3/31	Peer Response/Workshop.	Blog 10: Draft progress/hiccups. Consider visually representing your progress or process. Genre Piece first draft due (you will also post this first draft to Moodle for my feedback).
4/2	Revision and Fine-Tuning. Revision activity.	Read Greene, pp. 279-288 . <i>will work on intro in class. Genre piece first draft due by midnight 4/4</i>
<i>Week Fourteen</i>		
4/7	Portfolio Assignment. Presentation Assignment.	Bring laptop to class.
4/9	In-class portfolio compilation.	Bring laptop and digital files to class. Genre piece final draft due via Moodle on 4/11.
<i>Week Fifteen</i>		
4/14	Look at different media for presentations. In-class work and conferences.	Blog 11: What questions do you have about your portfolio or inquiry project presentation? OR What are some of the biggest "lessons learned" about identity and/or research?
4/16	In-class portfolio compilation.	

<i>Week Sixteen</i>			
4/21	Portfolio Workshop. In-class work and conferences.	Bring laptop with drafted portfolio.	
4/23	Portfolio work.		
<i>Week Seventeen</i>			
4/28	In-class inquiry presentations.	Portfolio assignment due.	
<i>Final Exam</i>			
5/5	11-1:30 pm **Failure to attend the final exam results in a 10 point deduction from your final grade.	Remainder of inquiry presentations	

 no english exam 😊