

Course Description

This semester we will sharpen the techniques you learned in your English classes to date by creating a polished and well-researched fifteen page essay. By investigating controversies and interesting themes occurring in your field of study, you will become a well-informed member of your academic community. We will accomplish these goals in a number of ways: through critical readings and discussions; weekly writing assignments; and in-class workshops. You will also be preparing your final essay in three draft stages, utilizing new techniques for each section. Also, through in-depth research, you will find what others are saying about your topic, allowing you to situate yourself within the larger conversation.

Catalog Description

ENG 3010 is an intermediate course in writing and critical reading, building upon skills taught in ENG 1020. Areas of emphasis may include: analyzing and synthesizing written material, writing essays in a variety of rhetorical modes, developing style, and improving research skills

Instructor Information

Kimberly R. Lacey
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313.577.2716
krlacey@wayne.edu
(I will respond within 24-48 hours to e-mails sent M-F)

Office Hours

Tuesdays and Thursdays, 9:00-10:20 a.m.
Also available by appointment

Course Information

ENG 3010, SEC 005, CRN 31824
Tu/Th 10:30-12:05
114 State Hall

Required Course Texts (available at Barnes and Noble and Marwils)

Drukin, Diane and Lisa Gerrard. Seeking Common Cause: Reading and Writing in Action. New York: McGraw-Hill, 2008.

Ruszkiewicz, John, Maxine Hairston, and Daniel Seward, eds. SF Writer, 4th Edition. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2008.

Attendance and Other Course Policies

Please attend each class meeting and arrive promptly. If you arrive later than ten minutes after the start of class, you will be marked absent. You are allowed three excused absences. If you miss more than three classes, you will lose five participation points for each day that you are not in-class. After six absences, you will be forced to drop the class.

Please respect your classmates by arriving to class on time and prepared to participate. Cell phones, iPods, and other distracting devices are to be turned off during class time. You will be asked to leave class if you are discovered texting, listening to iPods (or other devices), playing computer games/surfing the internet, or receiving/making phone calls. If you are absent, it is your responsibility to ask another student what you missed.

Please note that enrolled students in any English classes must attend one of the first two class sessions; otherwise, they may be required to drop the class.

Plagiarism: University Policy

Be responsible--do your own work. Plagiarism is a very serious university offense, and will not be taken lightly. For a detailed description of Wayne State's policies regarding plagiarism and academic responsibility, please visit: <http://www.doso.wayne.edu/judicial/academic-integrity.htm>

Any cases of plagiarism will result in the immediate failure of the class.

Writing Center Information

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. Undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process - considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/>. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring): <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330>.

Assignments

All assignments and papers must be completed in order to pass this course. I do not tolerate or accept late work.

Four Responses (15 points each/60 points total): When noted on the calendar, you must prepare 1-2 page typed response to that week's reading. Responses will be graded on their depth, insight, language use, and when applicable, relation to other reading. Please note that while there are five responses listed on the calendar, you are only responsible for four. You can choose one response you'd like to skip. Each response must also be posted to the class blog (<http://findingconnections.wordpress.com>) by the start of class.

Discussion Lead (20 points): On the day you select, you will lead the class in a twenty minute discussion on a reading selected from the textbook. Available readings are noted in the semester calendar (authors' names are in parentheses). A sign-up sheet will be circulated during the second week of class.

To lead a successful discussion, come prepared with many questions about the text as well as examples to keep the discussion lively and fluid. You will be evaluated on how effectively the class responds to your lead, and how you handled your twenty minutes.

In-class Workshops (10 points each/50 points total): On the days noted as workshops, please come to class with a completed version of the assignment. You will be responsible for exchanging your work with three other students, and provide feedback and critique for three other students. After the workshops, please hold on to the feedback you received so that you can incorporate the suggested revisions into your final paper.

Paper Presentation (15 points): You will give a brief ten minute presentation on your research, argument, and paper as a whole. Sign-up sheet will be distributed during the second week of March. Please come prepared and practiced.

Participation (50 points): Your participations points are calculated by your active involvement in class activities including participation in discussions by asking questions, and demonstrating that you have completed each reading assignment.

Papers

There are links on our Blackboard site for each paper, and they must be submitted through those links. Please note that I will only accept PDF, ".doc" or ".docx" files--no exceptions. If a paper is not submitted in the correct format, five points will be deducted from the final paper grade. I have provided a link for a PDF converter in the External Links tab of Blackboard for your convenience. Please anticipate any formatting problems you may have well before the papers are due.

(See assignment sheets on Blackboard for detailed instructions for the following assignments.)

Paper Proposal (15 points): You will propose an idea for your final paper by suggesting an argument that is strong and interesting enough on which you can write a fifteen page paper. Your paper idea will be drawn from an important idea in your field of study. In order to proceed with your paper, each proposal is subject to my approval. **Due May 28 by midnight.**

Introduction and Outline (25 points): Your introduction will be the opening of your paper in which you will state your argument and the claims you will be making. The outline will provide you with a structure and keep you organized and on track for your final paper. **Due June 4 by midnight.**

First Draft: pages 1-5 (30 points): Including the introduction, prepare the first five pages of your paper which will be the basis for your larger argument. In-class, we will be discussing effective techniques for designing this portion of your essay. Three sources must be utilized. **Due June 16 by midnight.**

Annotated Bibliography (25 points): You will find fifteen sources that are applicable to your final project, and write annotations for only ten of them. Annotations are brief summaries (150-200 words) describing the source and its relevance to your project as a whole. We will be looking at samples of successful annotations in-class. **Due July 2 by midnight.**

Second Draft: pages 6-10 (30 points): Continue building your argument with strong examples in these next five pages. You will submit only these pages on the day it is due. Again, we will have an in-class discussion on how to strengthen this section of your paper. Three sources must be utilized, which are different from the ones used in the first draft. **Due July 16 by midnight.**

Third Draft: pages 11-15 (30 points): In these final five pages, you will concentrate on the counter-argument, as well as creating a strong conclusion which leaves your audience with a clear perspective on your topic. You will submit only these pages on the day it is due. In-class discussions will provide insight on how to write this portion. Four sources must be utilized, and must be different than the ones used in the previous two drafts. **Due July 30 by midnight.**

Final Paper: 15 revised and polished pages (100 points): This paper is, ultimately, a polished revision of the three drafts you have completed. You must utilize at least ten sources, all documented in the MLA format. **Due August 6 by midnight.**

Grading Scale

↑93%: A	450-419
↑90%: A-	418-405
↑87%: B+	404-392
↑85%: B	391-383
↑81%: B-	382-365
↑78%: C+	364-351
↑75%: C	350-338
↑70%: C-	337-315
↑65%: D+	314-293
↑60%: D	292-270
↑57%: D-	269-257
↓54%: F	256 and below

Incompletes: The mark of I (Incomplete) is given when he/she has not completed all of the course work as planned for the term and when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without again attending regular class sessions. The student should be passing at the time the grade of 'I' is given. A written contract specifying the work to be completed should be signed by the student and instructor. Responsibility for completing all course work rests with the student (2007-2009 WSU Undergraduate Bulletin, 40).

Semester Calendar

It is the instructor's prerogative to amend the calendar when necessary.

Note: where readings are listed, please come to class that day having read that selection.

Tu 5/12	Overview of semester
Th 5/14	Introductions; Detailed assignment discussion
Tu 5/19	Seeking Common Cause (SCC): 1-38; Discussion lead sign-up; Discussion about writing experiences
Th 5/21	<i>SF Writer</i> (SFW): 15-27; Read proposal samples on Blackboard; How to write proposals
Tu 5/26	SCC: 193-223 (Discussion Lead: Tyack, Spayde, Kozol); Response #1 Due
Th 5/28	In-class workshop: proposal; due by midnight
Tu 6/2	SCC: 263-291 (DL: Gladwell, Rose, hooks); Read sample Intros/Outlines on Blackboard
Th 6/4	In-class workshop: intro/outline; due by midnight
Tu 6/9	Library Day: Meet in Lab A (first floor, UGL)
Th 6/11	SCC: 292-321 (DL: Levine, Soto, Sedaris); Response #2 Due ; Read 2 sample first drafts on Blackboard
Tu 6/16	In-class workshop: first draft (pages 1-5); due by midnight
Th 6/18	No Class
Tu 6/23	SCC: 322-347 (DL: Ehrenrich, Durkin (both), Piscione & "Family Time")
Th 6/25	SFW: 257-271; Read sample annotated bibliographies on Blackboard
Tu 6/30	SCC: 71-103 (DL: Njeri, Wallraff, Perkins, Erdrich); Response #3 Due
Th 7/2	Annotated Bibliography due by midnight ; Extra credit Thursday
Tu 7/7	SCC: 109-142 (DL: Brooks, Strate, Jackson); Response #4 Due
Th 7/9	No Class: Conferences
Tu 7/14	No Class: Conferences
Th 7/16	In-class workshop: second draft (pages 6-10); due by midnight
Tu 7/21	SCC: 487-508 (DL: Lee, Barry, Pham & Huffstutter); Response #5 Due
Th 7/23	Presentations
Tu 7/28	Presentations
Th 7/30	In-class workshop: third draft (pages 11-15); due by midnight ; last day of class
Th 8/6	Final papers due by midnight