

ENGL 202: English Composition II

Indiana University of Pennsylvania, Fall 2018

Online + video chats on Fridays from 2:30-3:20pm



Instructor

Dr. Mary Stewart
mstewart@iup.edu

Office Hours: Tues 3:30-4:30pm; Thurs 1-2pm; Fri 3:30-4:30pm

Email me to schedule an appointment during office hours and indicate your preferred meeting mode: in person (HSS 506E) or video chat (in our [Zoom room](#))

Welcome to English 202! This course is designed to prepare you for the kinds of reading and writing tasks you will experience in your college courses. We will specifically focus on how to conduct research and compose research papers. Throughout, you will engage in a multi-draft composing process that includes brainstorming, peer review, revision, and reflection.

Course Learning Objectives

Students who successfully complete English 202 will be able to:

- access, read, evaluate, and select appropriate resources
- manage and sustain an inquiry project
- critique own and others' essay drafts
- compose a focused and cohesive research article
- use a body of knowledge inside written work: paraphrase, quote, summarize, explain/interpret/comment, cite, and document (MLA or APA)
- reflect upon your reading processes, writing processes, and rhetorical effectiveness

Required Text



Palmquist, Mike. [The Bedford Researcher \(5th edition\)](#). Boston: Bedford/St. Martin's. [must be *fifth* edition with MLA update. ISBN-10: 1319085709]

Additional readings will be available as hyperlinks or PDFs on D2L.

Structure of the Online Course

All course activities will take place within our D2L Course Site. [The course content will become available one unit at a time, at 8am on the first Monday of the unit.](#)

Each week, you will:

1. Complete assigned readings/videos
2. Contribute to our full-class [discussion forum](#) (due [Thursdays at 2:30pm](#))
3. Complete the [research team activity](#) (due [Fridays at 2:30pm](#))
4. Submit an [individual activity](#) for instructor review (due [Sundays at 11:59pm](#))

You will also be required to participate in a video chat on select Fridays from 2:30-3:20pm (see course calendar at the end of this document).

Instructor Participation in the Course

- I will read all of the discussion forums, and will individually reply to approximately [one-third](#) of the posts each week. I will sometimes create a [video response](#) that I post as an announcement on D2L. [You are responsible for the content in those videos](#), and for my individual responses to your posts, so make sure you are reading/viewing them!
- I will always provide [written feedback to your individual assignments](#). This feedback will be attached to the D2L Assignment Folder to which you submit the work. The feedback will include recommendations for how you can move forward with your progress in the course, so please read my feedback carefully.
- If you have questions, you can [email](#) me, or schedule an [in-person](#) or [video chat](#). I'm happy to meet with you individually or in small groups.

IUP Course Catalogue Description

Serves as a bridge between Composition I and students' professional writing. Develops rhetorical skills for informed inquiry. Also develops the following abilities: writing, critical reading, revising, citing and documenting, speaking and listening, and reflecting. (Titled Research Writing before 2012-13.)

Overview of Major Assignments



Annotated Bibliography. The first major assignment requires you to identify, access, and read a series of sources related to your chosen research topic. You'll create annotations (brief evaluative descriptions) of the sources and include those annotations in an MLA or APA formatted bibliography. The sources you include in the annotated bibliography will be the ones you use in your final research paper.

Literature Review. For the second major assignment, you will use the sources you located for the annotated bibliography to create a literature review that describes the existing conversation around your research topic. This literature review will ultimately be included as one section of your final research article. I will provide feedback on the literature review you submit, and you will use that feedback to guide your revision of the literature review prior to submitting the final paper.



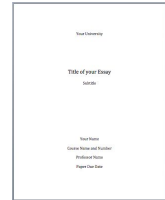
Literature Review



Methods, Findings & Discussion. For the third major assignment, you will collect and analyze empirical data (interviews or surveys) related to your research topic. Your goal is to add something new to the existing conversation around your topic, which you described in the literature review. I will provide feedback on the methods, findings, and discussion sections that you submit, and you will use that feedback to guide your revision of

those sections prior to submitting the final paper.

The Finalized & Revised Research Article. Your final task in this course will be to create a final version of your research article, which includes an introduction, a conclusion, and revised versions of the literature review, methods, findings, and discussion. Submitting the revised and finalized research article is your final exam for this course.



Reflective Cover Letters. For each of the major assignments, you will compose and submit a **reflective cover letter** that reflects on your process of writing the document and reflects on what you learned from the unit. Failure to submit a reflective cover letter results in an automatic 20% deduction on the major assignment grade.

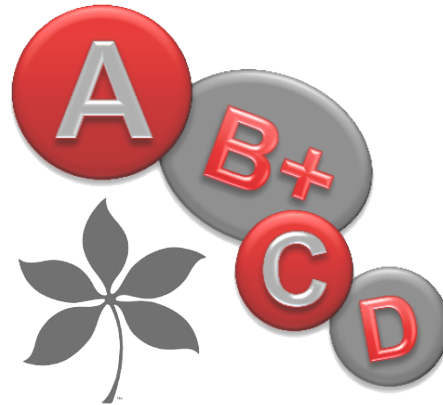
Grade Distribution

Weekly Activities (45% of final grade)

- 10% Weekly full-class discussions
- 15% Weekly research team activities
- 20% Weekly individual assignments

The Research Project (55% of final grade)

- 5% Annotated Bibliography
- 5% Draft of Literature Review
- 5% Draft of Methods & Findings
- 40% Revised & Finalized Research Article



*****Failure to submit any part of research project will result in an automatic zero on the final.***

Course Policies

Attendance

- “Attendance” in the online course is demonstrated by **participating in the weekly activities** and attending the **video chats**. Each discussion forum is worth about 1% of your grade, so missing a couple of discussions is not the end of the world--it’s sort of like missing a couple of face-to-face classes. However, if you miss a lot, then your course grade will be negatively impacted.

- The **video chats** involve important student-instructor and student-student interaction; failure to attend these sessions will negatively impact your performance in the course. If you miss a video chat session, you will need to **make it up by scheduling an individual meeting** with me.

Late Work

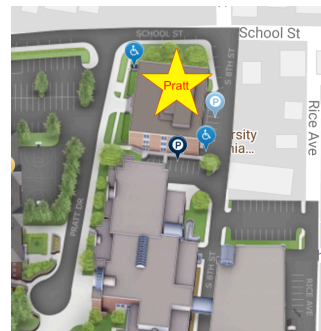
- I do not accept **late assignments**. I set the due dates according to my work schedule, which means that I start grading immediately after the due date. If you submit something late, then I do not have time in my schedule to grade it.
- With that being said, if you are unable to meet the deadline due to illness, personal emergency, active military duty, or another extenuating circumstance, please let me know as soon as possible. **I am normally very happy to grant extensions when there is a legitimate excuse and the request is made prior to the original due date.**

Technology

- This is a fully online course. We will use a variety of technologies, including D2L, Microsoft Word, the library database, Google Scholar, and Zoom. You are responsible for ensuring that you are proficient with the course tools. That said, I am happy to meet with you if you need assistance--just email me and schedule an appointment!

Learning Differences Support and Reasonable Accommodations

The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. As stated on the Office website (www.iup.edu/advisingtesting/services/), the office provides access to the university's education and services as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; and, as well, serves as an advocate for students with disabilities and trainer on disability issues for faculty, staff, and students. I will honor and work with Advising and Testing recommendations for the support of students with disabilities in any of my classes. Please register with the Office of Advising and Testing if you are a student with special needs. Their advisors will help me to work with you to meet your needs.



Writing Center



Trained peer and graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor's feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an **online tutoring session** (at least 24 hours in advance). The [Writing Center's website](#) contains a link for making appointments for online sessions, or call 724-357-3029.

Title IX

- Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet with commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (under the age of 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

Academic Honesty

- All written work must be **original** for this class.
- **Plagiarism** is using the work of others as if it was your own. It is a serious offense with serious consequences. Suspected instances of plagiarism will be discussed with the instructor and may result in a 0 on the assignment.
- For more information, review the [University policy on Academic Integrity](#), which can be found in the undergraduate catalogue.

Programmatic Assessment

- The Liberal Studies English Program is undergoing programmatic evaluation. Please be advised that your work may be randomly chosen for program assessment purposes. LSE Program assessment activities will *have no bearing* on your course grade and, should your work be selected, your name will not be attached to it. If you have any questions about the LSE Program Assessment, please contact the Director of LSE, Dr. Bryna Siegel-Finer (brynasf@iup.edu).

Inclusive Learning Environment

I expect every member of our classroom community to contribute to an **inclusive and respectful culture**. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The intersection of these experiences and characteristics must be valued in our community.



Rude, hostile, or inappropriate behavior towards your instructor or your classmates can lead to a referral to the Office of Student Conduct.

Getting Assistance

Finally: *I am here to help you.* If you have concerns about your progress in this class, please discuss them with me **immediately**—do not wait until it is too late to do anything. Please **take advantage of my office hours, make an appointment with me, or email me** if you have questions. **Please allow me 24 hours to respond to an email message.**

Course Calendar

Please refer to the D2L site for a more detailed calendar. Below is a general overview of the the course, including major due dates and required video chats.

Unit One: Introductions	
Week 1 (8/27-9/2)	Introduction to Academic Research Writing
Week 2 (9/3-9/9)	Exploring Topics, Academic Peer Review Required Video Chat - Friday from 2:30-3:20
Unit Two: Annotated Bibliography	
Week 3 (9/10-9/16)	Locating Academic and Popular Sources
Week 4 (9/17-9/23)	Evaluating Sources, Critical Reading
Week 5 (9/24-9/30)	Drafting your Annotated Bibliography Required Video Chat - Friday from 2:30-3:20
Annotated Bibliography + Reflective Cover Letter due for instructor review by 11:59pm on Sunday, September 30.	
Unit Three: Literature Review	
Week 6 (10/1-10/7)	Building an Argument
Week 7 (10/8-10/14)	Integrating Sources
Week 8 (10/15-10/21)	Drafting the Literature Review Required Video Chat - Friday from 2:30-3:20

Literature Review + Reflective Cover Letter due for instructor review by 11:59pm on Sunday, October 21.	
Unit Four: Methods, Findings, & Discussion	
Week 9 (10/22-10/28)	Ethical Research & IRB Required Video Chat - Friday from 2:30-3:20
Week 10 (10/29-11/4)	Collecting Data
Week 11 (11/5-11/11)	Analyzing Data
Week 12 (11/12-11/18)	Drafting the Methods, Findings, & Discussion Required Video Chat - Friday from 2:30-3:20
Methods, Findings, & Discussion + Reflective Cover Letter due for instructor review by 11:59pm on Sunday, November 18.	
November 19-23 - Thanksgiving Break	
Unit Five: Revising & Finalizing the Research Article	
Week 13 (11/26-12/2)	Drafting the Introduction & Conclusion
Week 14 (12/3-12/9)	Revising & Finalizing the Full Research Paper Required Video Chat - Friday from 2:30-3:20
Revised & Finalized Research Paper + Reflective Cover Letter due by 11:59pm on Sunday, December 9th.	

Note: Dr. Mary Stewart is the instructor of record for this course. Only the instructor of record can properly grade coursework and issue midterm and final grades.