English 102:

Inquiry into American Identity

Spring 2018 Course Syllabus

Instructor: Jeremy Reed

Section 30, Tues/Thur 9:40-10:55, HSS 204

reedutkenglish102.weebly.com

# FACULTY CONTACT INFORMATION

Jeremy Reed Office Hours

Office: South Stadium Hall 327 Location: Near the Starbucks in Hodges Lib

E-mail: jreed79@vols.utk.edu Days/Times: Wed 9-11 & Thurs 11-12

The best way to contact me is through email. Please make sure that you put the course number (ENG 102) in the subject line and that you send from your UTK email account. Please allow a response time of one business day to all emails.

If you would like to meet with me but cannot make it to my office hours, I am happy to arrange a time that works for both of us.

# COURSE DESCRIPTION

What is American Identity? What creates a sense of American-ness for a person or event, and how can a person or event change our understanding of American-ness? In this section of English 102, we will explore these questions as we learn how to write and research at the college level. Through each student's areas of interest, we will learn how to think critically about complex issues from multiple viewpoints in order to create informed arguments about American Identity in our past and present.

The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from any academic perspective that interests you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional discipline-appropriate papers and presentations.

# COURSE GOALS

These are the skills that the English Department wants you to develop this semester. I think they’re good goals. So, by the end of English 102, you should demonstrate the ability to:

* Read texts critically to identify, define, and evaluate complex problems and issues, taking into account multiple points of view and varying disciplinary and cultural contexts;
* Frame research questions that will guide formal inquiry;
* Select appropriate research methods using primary and secondary sources;
* Locate and evaluate (for credibility, sufficiency, accuracy, and/or timeliness) primary and secondary research materials;
* Present research effectively for academic audiences, providing evidence-based support for claims, integrating information effectively into an argument, and using appropriate disciplinary genre conventions and/or design features for different kinds of texts;
* Use citation and documentation conventions systematically and accurately within their own work;
* Adapt composing processes for a variety of technologies and modalities;
* Give and act upon productive feedback to work in progress;
* Reflect on the development of their composing practices and how those practices influence their work; and
* Write clearly and correctly, employing the conventions of Standard American English.

# REQUIRED TEXTS & MATERIALS

*Rhetoric of Inquiry*, 4th ed., Kirsten Benson, ed. Bedford/St. Martin’s, 2016.

*The Writer’s Harbrace Handbook*. 6th ed., Cheryl Glenn and Loretta Gray, eds.

Wadsworth, 2016.

Additional readings will be posted on Canvas. I require you to print PDFs out and bring them to class with you on the days they are assigned, so you’ll need printing capability (VolPrint account) for printing assigned readings and papers. You’ll also need access to the Internet, a UT e-mail account, and Canvas for course readings.

**Course fee for *The Writer’s Harbrace Handbook***

Purchasing the *Harbrace* works on a course fee model. The fee will be added automatically to your student account. By paying that fee, you get access to the eBook via Canvas. You can also request a free hardcopy of the book direct from the publisher through a link and code that will be provided to you after the add/drop period ends on January 19, 2018.

If you took 101 here at UT or were enrolled in 102 during the last calendar year, you most likely paid the course fee, and you don’t have to pay it again. You’ll know this is the case if you had eBook access to the *Harbrace* previously and/or if you picked up a physical copy of the 6th edition of the *Harbrace* from the campus bookstore.

If you **paid the course fee previously**, you’ll want to **opt out** of the fee on your student account by **January 19, 2018**. You can do this via the VolShop website at shop.utk.edu.

If you did not pay the course fee previously, then you should leave the fee on your account. Paying it entitles you to eBook access and to a hardcopy of the book, which you can request direct from the publisher. This would most likely be the case if you just transferred to UT or have dual enrollment or AP credit for English 101.

# MAJOR ASSIGNMENTS, GRADE DISTRIBUTIONS, & DUE DATES

| Assignment | Weight | Due Date |
| --- | --- | --- |
| Secondary Source Research Paper (5-6 pages) | 20% | 2/13 |
| Archival Research Paper (6-8 pages) | 20% | Friday 3/9 by 5pm |
| Qualitative Research Paper (6-8 pages) | 20% | Friday 4/27 by 5pm |
| Qualitative Research Proposal | 10% | 4/5 in Research Conferences |
| Annotated Bibliography & Archival Group Presentation | 10% | 2/6 in Group Conferences & 2/22 |
| Homework | 10% | Most Days |
| In-Class Writing & Activities | 10% | Most Days |

# UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [Campus Civility Statement (http://civility.utk.edu/)](http://civility.utk.edu/).

# ATTENDANCE

This class has an attendance policy. I will take attendance using a student sign-in sheet at every class meeting.

## Your role in the class

I expect you to attend every class on time, having completed all assigned readings and homework, and to participate actively and respectfully in all class activities, which includes turning off all electronic devices and putting away all food before class begins.

## Absences

Missed classes will lower your grade, and after a certain number of absences you will not pass the class. Please read the following carefully:

* You may miss up to **three** class meetings without any reduction in your final grade; you should reserve those for true emergencies or university-sanctioned activities (see below).
* Each absence after **three missed classes** will reduce your final course grade by 1/3 of a letter grade (for example, from B+ to a B or from a B- to a C+).
* If you miss **seven** or more classes (which is about 3½ weeks, 25% of the course) ***for any reason, including documented emergencies, serious illness, or university-sanctioned activities,*** you will receive the grade of “No Credit” (NC) and will need to re-take the course. The English Department takes seriously the value of in-class instruction, and so again, missing more than 25% of the course, ***even for documented medical reasons,*** means that you will need to re-take the course.
* Two late arrivals (10 min.) or early departures count as 1 absence.
* Missing a scheduled conference with the instructor counts as 1 absence.

## If you miss a class

* If you miss a class, it is your responsibility to find out what you missed; contact me or a classmate before the next class. All work is due on time or in advance, even if you miss class, and work completed in class cannot be made up unless there is documentation of a serious illness or emergency (see “Late Work” below).
* For university-sanctioned activities that cause you to miss class, you must provide me official documentation within the first week of each semester. You will still be required to submit required work on time (or in advance). We will work together to create an agreement about attendance and make-up of in-class work. Please be aware that the seven-absence = “NC” policy still applies to these situations—in other words, that total does not change based on your participation in university-sanctioned activities.
* If you have a *documentable* emergency or serious illness that keeps you out of class and prevents you from handing in required work, contact me as soon as possible; I *will* ask for your documentation. (See “Submitting Work/Late Work” below.)

# GRADES & REVISIONS

I will provide a detailed assignment sheet for each major assignment this semester, plus a sheet describing the grading criteria for each assignment.

## Grades

* I do not discuss grades over email; if you want to discuss your grade with me, visit me during office hours or make an appointment.
* Grading Scale: A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), NC (0-72.9)\*

\*The minimum passing grade in English 102 is “C.” A final course grade of C- (72.9) or less will result in the grade of “NC” (No Credit) for the course. The NC will not affect your GPA, but you will need to retake the course for credit.

## Revisions

I allow revisions of two formal papers; one grade may be completely replaced, and for the other, the two versions will be averaged. If you wish to revise you must:

1. schedule an appointment with me to discuss plans for revision, and
2. resubmit your assignment in a portfolio with all previous drafts and a Revision Memo (see separate instructions).

Revisions are due within two weeks of the date I hand back graded assignments.

If you plagiarize and receive a NC as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see “Academic Integrity & Plagiarism” section).

## Written Homework & In Class Writing Grades

I grade homework using a “check” system.

* A “check” indicates that you successfully completed the assignment.
* A “check plus” indicates that your homework was unusually thoughtful and thorough.
* A “check minus” suggests that while you attempted the homework, your response was either too brief or superficial to demonstrate the learning I am looking for or that your response indicates confusion or an incomplete understanding of the concepts the class is learning.
* I’ll assign homework a zero if the submission doesn’t really respond to the prompt, shows evidence of not reading, or is otherwise too hasty or brief.

If you get mostly “checks” throughout the semester, your final homework grade would be a “B”; “check minuses” are equivalent to an “NC”; “check pluses” are equivalent to an “A.”

# SUBMITTING WORK & LATE WORK

This course requires extensive reading and writing, with overlapping assignments and daily written homework; please keep tabs on the syllabus so that there are no surprises.

All homework and assignments must be typed, carefully proofread, and properly formatted:

* 12 pt. Times New Roman;
* 1″ margins;
* double spaced;
* stapled;
* MLA format

Late work will be marked down one full letter grade (that is, from a B to a C or from a “check” to a zero) for each actual day late. If you will be absent, email homework and assignments *before* the beginning of class. If you have a *documentable emergency or serious illness* that keeps you out of class and prevents you from handing in required work in advance, contact me as soon as possible; I will require documentation of the *serious* situation in order to give you credit for work you could not complete on time due to such a circumstance.

# ACADEMIC INTEGRITY & PLAGIARISM

You are expected to abide by UTK’s Honor Statement:

*An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*

*~*From *Hilltopics*

All work you turn in must be your own; appropriating others’ work, cutting and pasting from the internet, failing to properly acknowledge sources, turning in work that was substantially written or rewritten by a friend, family member, or tutor, providing false attributions of source material, falsifying data, or other forms of plagiarism or academic dishonesty *will result in failing the assignment and other penalties, up to and including failure of the course and possible additional university action.* All plagiarism and academic dishonesty is reported to the Office of Student Conduct and Community Standards and the Dean’s Office of your College. Plagiarism is serious; we’ll talk about what it is and how to avoid it throughout the semester.

## UTK’s Policy on Plagiarism Is Stated in *Hilltopics*

Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

Some specific examples of plagiarism are:

* copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
* summarizing or paraphrasing without proper documentation (citation) ideas and phrases from another source (unless such information is recognized as common knowledge);
* borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
* collaborating on a graded assignment without the instructor’s approval;
* submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

In addition to the types of plagiarism listed above, I consider recycling work from another class to be academic dishonesty and doing so will result in failing the assignment.

As a UTK student, you are held to all the standards and regulations stated in *Hilltopics*, and I recommend that you read it (<http://dos.utk.edu/hilltopics/>).

## Survey Policy for Qualitative Research

Students in this class cannot under any circumstances email survey links to all students enrolled in large or multi-sectioned first-year courses. Such courses include but are not limited to 100-level courses in FYS, GEOL, GEOG, PSYC, MATH, and CHEM. Students who distribute electronic surveys to all of the members of these or any other courses will not be allowed to use their survey results for their qualitative research projects. Students may also face further penalties such as grade reductions.

# THE UNIVERSITY LIBRARIES

The University Libraries are staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at UTK.

Here are the two tips for letting the Library make your life easier: you can chat with a reference librarian to ask a quick question (about almost anything) and you can request a book for pickup at Hodges rather than weeding through the stacks (see [the Library homepage at http://www.lib.utk.edu/](http://www.lib.utk.edu/)).

One of your homework grades during the semester will be to complete one of the Library’s online tutorials. More information will be handed out separately.

# THE WRITING CENTER & ENGLISH 104

The Writing Center provides free, one-to-one help to all writers. The trained tutors offer constructive feedback during any stage of the writing process. While the Writing Center is not a proofreading service, the tutors will help students with anything related to their writing, including grammar, brainstorming, organizing, polishing final drafts, citing sources, and more. No appointment is needed—just walk in.

## HSS 212: Monday - Thursday 9:00 – 6:30 / Friday 9:00 – 3:00

**Hodges Library, Commons North, Room 220G:** Sunday 5:00 – 7:00 pm (excluding holidays)

See [the Writing Center's homepage (http://writingcenter.utk.edu)](http://writingcenter.utk.edu/) for current hours and writing resources

Email: [writingcenter@utk.edu](mailto:writingcenter@utk.edu)

Facebook:<http://www.facebook.com/UTKWritingCenter>

Phone: 865/974-2611

All English 102, 132, and 118 students are encouraged to enroll in **English 104**, a 1-credit elective (S/NC grading) open to any student who would like individualized help with writing assignments. Enroll via MyUTK anytime during the regular drop/add period. Late enrollment for one week after drop/add closes may be possible by requesting an ADD slip from the Writing Center in HSS 212.

# DISABILITIES ACCOMODATIONS

Student Disability Services wants you to know: “If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact Student Disability Services at 100 Dunford Hall, 974-6087. This will ensure that you are properly registered for services.” <http://sds.utk.edu>

# THE COUNSELING CENTER

The Counseling Center’s mission is to promote students’ psychological, educational, and social well-being. They provide a variety of services, including crisis intervention, individual counseling, workshops, and more. If you or someone you know could benefit from their assistance, contact them anytime.

Location: 1800 Volunteer Blvd (in the Student Health Building)

Phone: 865-974-2196

Email:[counselingcenter@vols.utk.edu](mailto:counselingcenter@vols.utk.edu)

# CLASS SCHEDULE

I reserve the right to change the course schedule this semester; I will always notify you in advance of any changes and will post revisions on Canvas.

Unless otherwise noted, all readings and assignments are due on the day they appear on the schedule.

*RoI* = *Rhetoric of Inquiry* (4th ed.)

*WHH* = *Writer’s Harbrace Handbook* (6th ed.)

CNV= Canvas

| **Date** | **Class Lesson** | **Reading Due** | **Homework Due** |
| --- | --- | --- | --- |
| **1/11**  **First Weeks** | *Introduction to English 102*  Activities: Present syllabus and discuss information from pp. 21-24 *RoI*, discussion of students’ interest/experience with the topic, FW on what “American” means, discuss NY Times “On Being American” |  |  |
| **1/16** | *Overview of the Course*  Activities: Review of the Rhetorical Situation, discussion of academic writing genres for different majors and an attention to skill-building | Reading: *RoI*, Chapter 1—Inquiry, Research, and Writing in English 102  *WHH*, Chapter 4—Managing Academic Writing | Writing: Answer the questions in Box 1.2 *RoI* page 7 |
| **1/18** | *Reading Carefully and Critically and Developing Research Questions*  Activities: Short reading, Exercise 2 at end of Chapter 2 in RoI in small groups, developing research questions on theme | Reading: *RoI*, Chapter 2—Entering a Research Conversation | Writing: Question 6 or 7 from page 56 *RoI* |
| **1/23**  **Unit One** | *Introduction to Secondary Source Research and Developing Topics*  Activities: Discussion using questions 1, 3, 4, and 7 at end of Chapter 3, discuss the quotation on page 77: what does it mean when the author states that “A Text’s Credibility Is Your Credibility?”, short reading, review information on generating research questions (pages 47-50) and then generate a number of potential research questions | Reading: RoI, Chapter 3 – An Introduction to Research Using Secondary Sources |  |
| **1/25** | *Finding and Evaluating Secondary Sources Online and in UTK’s Library Database*  Activities: Learn how to use library guides and databases, search for resources and expand topic and research ideas, conduct secondary research, activities in Appendix A of RoI, plagiarism (175-178, *WHH* Chapter 10, UTK library site on plagiarism), create rubric for Secondary Source Paper | Reading: *RoI* Chapter 4 – Conducting Secondary Source Research | Writing: Activity 5 on page 154, Bring at least two sources to next class |
| **1/30** | *Working with Sources*  Activities: begin Annotated Bibliography, “Tips for Writers” boxes on page 194 and 196 *RoI*, use questions 333-341 and “Practice” box on page 43 to evaluate a sample source and practice summarizing, how to paraphrase and integrate (161-174, 347-350), Attribution/Paraphrase/Quote/Cite in-class exercise using student texts, *WHH* 229 on paraphrases, sign up for group conferences | Reading: *RoI* 271-290  *RoI*, Chapter 5—How Can I Use Sources to Accomplish My Purposes as a Writer, *WHH*, Chapter 10 | Writing: Write a brief research proposal following guidelines on p. 292 that outlines the research topic you would like to explore as well as a preliminary list of searches and secondary sources. |
| **2/1** | *Sample Papers & Peer Review*  Activities: Use sample student papers to create rubric and practice grading/critique, peer-review of Secondary Source Papers, sign up for group conferences |  | Writing: At least half of Secondary Source Paper draft |
| **2/6** | **Group Conferences** |  | Writing: Annotated Bibliography due at your conference, Secondary Source Paper draft due at conference |
| **2/8** | **Group Conferences** |  | Writing: Annotated Bibliography due at your conference, Secondary Source Paper draft due at conference |
| **2/13** | *Introduction to Archival Research*  Activities: **Secondary Source Paper Due**, Questions for discussion 1, 2, or 4 on pages 167 *RoI,* using primary sources related to course topic analyze them as individuals or in small groups using the “Tips for Writers” boxes in Chapter 6 *RoI* and/or Appendix A—Preliminary Work with Artifacts; Introduce the paper assignment | Reading: for 2/13 read *RoI* Chapter 6 | **Unit 1 Paper Due** |
| **2/15** | *Introduction to Archives, Ways of “Reading” Archival Materials, Conducting Research Using Physical Artifacts*  Activities: Have students bring artifacts to class, write about them using either the synchronic approach or diachronic approach described in Box 7.3 *RoI*, present them to small groups, review developing research questions and generate list of potential research questions and artifacts they might seek for research project, as a group choose two to three artifacts to present together for group presentations on 2/25 | Reading: *RoI* Chapter 7 | Writing: Bring artifact/image to class |
| **2/20** | ***Visit to Special Collections or Instructional Session at Library***  Activities: visit to special collections, instructional session on archival research/physical artifact research, and example of artifact presentation |  |  |
| **2/22** | *Group Presentations*  Activities: Group Artifact Presentations |  | Writing: Prepare for Group Artifact Presentations |
| **2/27** | *Artifact Analysis Presentations and Drafting the Archival Research Paper*  Activities: Appendix A-Online Archival Scavenger Hunt, fill out one of the primary source analysis worksheets from the Webpages listed on page 358 or in the “Tips for Writers” boxes on in Chapter 6 *RoI*, strategy for writing introductions, rough draft of introductions and peer-review | Reading: *RoI* Appendix A—Resources for Analyzing Primary or Archival Source Materials, *WHH* Chapter 2 and 15 | Writing: Bring at least one artifact (from home or pick one from our visit) |
| **3/1** | *Sample Archival Research Papers and Peer-Review*  Going through the essays, discuss—and have the students identify—the places that the writers use their archival material, how that material is used, and how students might use their own archival materials in their papers.  Discussion of questions as students prepare the drafts of their papers, create rubric from sample papers and then peer-review Archival Research Papers, sign up for conferences, Discussion of QR paper before Spring Break | Reading: *RoI* Appendix B-sample archival papers | Writing: draft of Archival Research Paper |
| **3/6** | **Conferences** | Reading: *WHH* Chapter 3 | Full draft of Archival Research Paper |
| **3/8** | **Conferences** | Reading: *WHH* Chapter 3 | Full draft of Archival Research Paper |
| **FRIDAY**  **3/9** |  |  | **Unit 2 paper due by 5pm** |
| **3/12-3/16** | **Spring Break** |  | Over Spring Break, familiarize yourself with the Qualitative Research Paper Materials on course website and brainstorm ideas for project in order to begin preparing for Unit 3 |
| **3/20** | *Introduction to Qualitative Research and Finding Areas for Investigation*  Activities: Introduction of assignment, In-class discussion of wha*t* QR is, mini qualitative research project in class: *RoI* Chapter 8 Questions, reading on course theme | Reading: *RoI* Chapter 8 |  |
| **3/22** | *Beginning the QR Paper*  Activities: Discussion of sections of QR Paper and expectations for sections earlier than results (incorporating prior knowledge from past units), practice developing research questions from readings |  | Writing: Bring sources for your topic from past papers and any outside research |
| **3/27** | *Formulating Research Questions*  Activities: Continue in-class discussion of theme-related readings; Create a short annotated bibliography of assigned readings, Discuss paper topic (hand out assignment in class); Practice writing research questions, Discuss research questions in the context of a project |  |  |
| **3/29** | *Designing a Qualitative Research Project*  Activities: Discuss the elements of a successful qualitative research project, Draft a proposed research project, discuss informed consent in *RoI* and *WHH*, Research Proposal assignment introduced | Reading: *WHH* Chapter 13 |  |
| **4/3** | *Conducting Interviews, Surveys, or Observations*  Activities: Discuss how to design an interview protocol, How to write effective interview questions, Conduct an in-class interview, Discuss how to design a survey protocol, Examine sample student surveys, How to be successful in participant observation | Reading: *RoI* Chapter 9 | Writing: Research Proposal |
| **4/5** | *In-Class Research Workshops*  Activities: We will be presenting and peer-reviewing QR research plans |  | Writing: Create a survey 310 #3 and #4, OR Create an Interview Protocol, 368. Bring Research proposal and these materials to class. Research Proposal Due. |
| **4/10** | *In-Class Research Workshops*  Activities: We will continue presenting and peer-reviewing QR research plans |  | Writing: Create a survey 310 #3 and #4, OR Create an Interview Protocol, 368. Bring Research proposal and these materials to class. Research Proposal Due. |
| **4/12** | *How to Analyze Data*  Activities: Bring research data to class, Discuss data analysis, incl. sample summary on 216- 217 *RoI*; How to develop categories from data: 224, #11; Do an in-class analysis of student data, 223, #9; 222-223, # 10 |  |  |
| **4/17** | *Writing Up Results*  Activities: How to state findings that arise from data: sample paper analysis; Analyze an example of a research report, Discuss and practice how to integrate actual examples into the paper, Discuss and practice use of visual elements | Reading: *RoI* sample student papers |  |
| **4/19** | *Sample Papers and Peer Review*  Activities: Use sample student papers to create rubric and practice grading/critique, peer-review of Qualitative Research Papers, sign up for group conferences | Reading: *RoI* sample student papers |  |
| **4/23** | *Results Sections and Group Meetings*  Activities: While students work on drafting their results sections, Jeremy will be meeting with groups of students throughout the time period to discuss their current drafts as they relate to class-determined rubric |  | Writing: Bring current draft to class |
| **4/26** | Last Day of Class  Activities: Use class time to ask questions of instructor, peer review, and troubleshoot problems with QR results, also a time for individual |  | Writing: Bring current draft to conferences |
| **4/27** | **Last Day of Classes** |  | **Unit 3 Paper due by 5pm** |
| **5/3** | **Exam Day**  **8-10 am** |  |  |