CLASS WEB PAGE: http://faculty.uml.edu/evlahakis

COURSE DESCRIPTION & OBJECTIVES
This workshop-style composition course will build on your College Writing I experience by focusing on the academic research process. Assignments will help you strengthen your communication skills and analytical abilities through critical reading, generating questions, discussing ideas, and writing with various types of source material. We will practice finding, assessing, and integrating primary and secondary sources, and learn how to use proper documentation to ensure academic integrity. In addition to short response papers, you will produce three formal analysis essays and one formal research paper. There is also a written final exam – a self-evaluation of your writing this term.

The learning outcomes for College Writing II include the following:
• Engaging in the writing process: drafting, revising/editing, and peer editing
• Considering content, clarity, organization, purpose (argumentative thesis), grammar, mechanics, and style
• Exploring the research process: generating topics, ideas, questions; developing and supporting a substantive thesis; finding, assessing, and analyzing primary/secondary sources of information
• Integrating and synthesizing your own thoughts meaningfully with the words and ideas of others
• Recognizing different citation styles, per discipline, and accurately employing appropriate documentation
• Practicing academic integrity and avoiding plagiarism

REQUIRED COURSE MATERIALS
• The Curious Researcher, 8th edition, Bruce Ballenger (Pearson)
• A Writer’s Reference, UML custom 8th edition (Bedford St. Martin’s)
• You must also have computer, Internet, and printer access; UML email access; and a class notebook

CLASS POLICIES & PROCEDURES
Class sessions will include brief lectures, class discussions, skill-building workshops, and writing assignments relating to a variety of written texts and other media. Weekly assignment sheets with class activities, readings, homework, and essay/project guidelines will be posted online and/or handed out in class.

Preparation & Participation: Plan to come to class fully prepared! This means completing homework assignments with care and being actively engaged in class. Your verbal and written contributions during class sessions are essential for your success in this course. Essays and homework assignments must be handed in on the due date. Late work will result in grade deductions. In-class work is not made up, unless we have made special arrangements.

Presentation matters! All writing assignments for class, unless otherwise stated, must be word-processed using a standard 12-point font (Times Roman, Arial, or Calibri), 1-inch margins, and double-spacing. Include your name/date/assignment in upper left of page one and your last name/page number on top right of subsequent pages. Homework must be handed in during class time, not emailed to me. Please staple your work and leave ample time for printing.

Attendance matters! You should plan to attend ALL class meetings and be on time. Consistent absences or being late will lower your grade.* If you do miss class, it’s your responsibility to keep track of and complete your assignments. Please contact me in advance if a personal matter will force you to be absent. In the event of weather or campus issues, check the UML website or call 978-934-2121 before leaving for class. NOTE: Student-athletes are expected to attend all scheduled classes unless excused for regularly scheduled athletic competition; please keep me posted on anticipated absences. (Class may not be missed for practice, meetings, or other non-competitive reasons.) *Missing 1 or 2 classes over the term will NOT affect your grade; however, points will be subtracted for excessive absences and tardiness. Missing 6 or more consecutive classes will result in failure.
Conduct: Students are expected to exhibit professional and respectful behavior in class that is conducive to a mutually beneficial learning environment. Examples of inappropriate behavior include using texting during class; late arrivals/early departures; and making disrespectful comments. Students in violation of these standards may be asked to leave class and/or be referred to the Dean of Students.

Academic Honesty: According to University policy, “Plagiarism includes directly copying a source without acknowledging that source; summarizing, or paraphrasing someone’s ideas without acknowledging the source; or submitting an essay written by someone else.” This also includes using your own previously produced work from other college or high school courses.

Grade Sanctions for Plagiarism: If you plagiarize, whole or in part, from library field sources, other essays, an Internet text, or if you fail to document properly, the minimum penalty is 0/100 for the essay and documentation to the Provost. For any subsequent instances, you will be given a course grade of FX (non-deletable failure). If you have any questions about plagiarism ask before you act. Please review the University’s academic dishonesty policy posted on our class webpage!

Instructional Resources & Accommodations: If you have a disability for which you need academic accommodations, please let me know immediately so we can make any necessary arrangements. The Centers for Learning and Academic Support Services provide tutoring, study skills assistance, counseling, and more. Refer to your UML custom handbook (A Writer’s Reference) for additional resources and contact information.

Conferences: I will meet with you at various points in the term to discuss your writing assignments and your progress. Feel free to request a conference if you need to speak with me about anything.

ESSAYS & PROJECTS
Following is an overview of the major essays/projects for this class. We will workshop your drafts in class and you will submit final drafts via turnitin.com. Complete details will be given out in class and posted online. (Remember to save all of your papers and notes relating to your writing this term as you will evaluate your work in the final exam.)

ESSAY #1: Single source essay in MLA style: analysis/discussion of a literary work
ESSAY #2: Multiple source essay in MLA style: personal interview as primary source
ESSAY #3: Multiple source essay in APA style: survey and oral presentation of your results
ESSAY #4: RESEARCH PAPER on a topic that you originate: five-week process that will include topic development, research proposal, annotated bibliography, and several stages of drafting and revising

GRADING POLICIES & RUBRICS
Your overall grade in this course will be determined as follows:
• 1/3 of grade = 25 points each: participation | attendance | homework and in-class assignments | final exam
• 1/3 of grade = 100 points each: first three essays of the term (3 – 5 pages each)
• 1/3 of grade = 100 points: research paper (8 – 10+ pages)

Your essays will be graded according to the attached Grading Rubric. Your other work (response papers, in-class work, and homework) will be marked with comments that indicate satisfactory/unsatisfactory work.

Numerical equivalents for letter grades: (A: 100-94; A-: 93-90; B+: 89-87; B: 86-84; B-: 83-80; C+: 79-77; C: 76-74; C-: 73-70; D+: 69-67; D: 66-64; F: 63-0)

Credit Hour Statement: This is a 3 credit course, as defined by federal regulation. You should expect to complete 6 hours of ‘out-of-class’ work each week for approximately 15 weeks, for a total of 90 hours outside-of-class work.

QUESTIONS? ISSUES? Is there anything I need to know in order to help you do your best? Contact me via e-mail, speak to me before/after class, or make arrangements for an office appointment.
GENERAL COURSE SCHEDULE: Key assignment and workshop dates (subject to change).
Refer to handouts and postings on class webpage for complete details.

Tuesday, January 19          First Class: Welcome | Syllabus Review | First-Day Writing Sample
Thursday, January 21        The Research Process: Curiosity & Discovery
Tuesday, January 26         WORKSHOP: Brainstorming & Asking Questions
Thursday, January 28        Essay #1 – THESIS & OUTLINE WORKSHOP
Tuesday, February 2          Essay #1 – FIRST DRAFT REVIEW
Thursday, February 4         Essay #1 – SECOND DRAFT REVIEW
Tuesday, February 9          WORKSHOP: Conducting an Interview
Thursday, February 11        Essay #2 - INTRO & OUTLINE WORKSHOP
Tuesday, February 16         NO CLASS – Monday schedule!
Thursday, February 18        Essay #2 – FIRST DRAFT REVIEW
Tuesday, February 23         Essay #2 – SECOND DRAFT REVIEW | WORKSHOP – Creating a Survey
Thursday, February 25        APA WORKSHOP | Essay #3 – Survey Plan & Design Due
Tuesday, March 1             Essay #3 – FIRST DRAFT REVIEW
Thursday, March 3            Class Presentations & Essay Due
Tuesday, March 8             Class Presentations & Essay Due
Thursday, March 10           Class Presentations & Essay Due | Research Paper Preview
*** SPRING BREAK ***
NO CLASSES: March 14 thru 18
WEEKS 10 thru 15 – RESEARCH PAPER PROCESS
Tuesday, March 22           WORKSHOP: Research Paper Topic Development
Thursday, March 24           Library Research Session: Class Meets in Lydon Library
Tuesday, March 29           WORKSHOP: Topic Review & Research Proposal Planning
Thursday, March 31          Research Proposal DUE | Notetaking Workshop #1
Tuesday, April 5            Notetaking Workshop #2
Thursday, April 7           Annotated Bibliography DUE
Tuesday, April 12           Research Paper Outline & Intro DUE
Thursday, April 14          WORKSHOP: Writing With Sources
Tuesday, April 19           Research Paper – FIRST DRAFT DUE | Revision Workshop #1
Thursday, April 21          Research Paper – SECOND DRAFT DUE | Revision Workshop #2
Tuesday, April 26           Research Paper – THIRD DRAFT DUE | Revision Workshop #3
Thursday, April 28          Last Class: Review for Final Exam | Class Evaluation
May X                       FINAL EXAM – Self-Evaluation
ESSAY GRADING RUBRIC: UML COLLEGE WRITING II

These guidelines show what is expected for each grade level of writing. Your work will be graded according to where the paper seems to fit in terms of its content, clarity, purpose, organization, style, and grammar. Remember that points will be deducted for missing and/or improper documentation of sources.

The exemplary paper (A, A-, B+)
A paper in this range explores the assignment thoroughly and with intellectual vigor. It presents an original and inventive line of argument that reflects the writer’s clear understanding of the material under discussion. It proceeds with a focused and significant purpose, and expresses the writer’s thoughtful consideration of the topic. It offers specific evidence to support its analytical conclusions. In terms of its structure, the exemplary paper demonstrates the writer’s ability to control the flow of ideas for the reader. It presents a thesis statement that is clear, logical, and arguable, and which serves as the basis for the entire argument. It develops that thesis throughout its body paragraphs through the use of topic sentences that relate directly to the thesis. Each of its paragraphs is coherent around a single point, and fully considers and develops that point. It guides the reader with easy to grasp transitions that form logical connections between the paragraphs. It concludes with an affirmation of the thesis in a way that synthesizes the various elements of the argument. The exemplary paper is mechanically sound and stylistically advanced. The sentence structure helps support complex ideas, and the word choice supports precise thinking. The writer’s voice is recognizable, and shows an awareness of the reader.

The competent paper (B, B-, C+)
A paper in this range is an example of above-average writing. It exhibits many of the same qualities as the exemplary paper, but is less sophisticated or insightful in its presentation of ideas. It presents a solid exploration of the assignment, but is less creative in its analysis. It has a clear focus and purpose, effectively uses evidence, and draws explicit analytical conclusions from that evidence, but it might overlook some finer detail. In terms of its structure, the competent paper presents a clear and arguable thesis statement, but one that is perhaps not as far reaching or analytical as a higher-scoring paper. It develops its thesis consistently throughout the argument, and its paragraphs are coherent, but the points are not fully argued in terms of the specificity of the analysis. It presents transitions between its points, but these might be formulaic. It concludes with a return to the fundamental point of argument in the thesis, but exhibits less synthesis than the exemplary paper. The competent paper is mechanically sound and shows good control over sentence structure and diction. It demonstrates the writer’s sense of audience and purpose.

The uneven paper (C, C-)
A paper in this range needs improvement in one or more major areas of concern. Some elements of good essay writing might be well under the writer’s control, but others are lacking. The paper responds to the task, but is superficial in analysis, leaving ideas undeveloped or leaving parts of the argument unconsidered. It presents evidence, but the analysis is vague with too little direct interpretation. It shows an understanding of basic essay structure, but doesn’t use essay organization effectively. The thesis is generally weak, unfocused, or insufficiently analytical. Some paragraphs have weak or missing topic sentences, or the topic sentences are not coordinated with the thesis. Some paragraphs are incoherent and transitions are cumbersome. The conclusion is a recapitulation of the introduction, without a sense of synthesis of the parts of the argument. The uneven paper demonstrates adequate control of language, but presents some errors in grammar and mechanics. The writer’s voice is inconsistent and leaves the reader confused or feeling that necessary parts of the argument are missing.

The insufficient paper (D, F)
A paper in this range makes an attempt to address the assignment, but is unacceptably brief or incoherent in presenting a line of argument. The thesis is unclear or might not pose an arguable point of analysis. It presents little relevant evidence to support its claims, or presents evidence without explicit interpretation and discussion. It relies too heavily on description and summary. Its assertions are unsupported or irrelevant and it shows weak comprehension of the material under consideration. In terms of its structure, the insufficient paper falls short of demonstrating an understanding of basic essay construction. The thesis might be pursued inconsistently or repetitiously. Paragraphs might not have effective topic sentences, or might be incoherent. Transitions might be missing or confusing. The insufficient paper demonstrates a lack of control of grammar and mechanics, or a lack of careful editing. The writer’s voice is garbled or missing, leaving the reader confused, dissatisfied, or disinterested.

0—Papers will receive a zero if they are found to be plagiarized or if they are not submitted.