

ENG-21011 (12731-022)—College Writing II

Wesley Raabe

E-mail: wraabe@kent.edu (preferred)

Class Meets MW 7:00 pm–9:30 pm, Satterfield Hall, 214

Office Hours: SFH, Rm. 202c, M 6–6:45

SFH Office Phone: 672-1723

Library, Rm. 1118, Th 10:00–12:00

Lib. Office Phone: (330) 672-2092 (During Hours only)

Course Description

College Writing II is a writing course, where student writing is the course's subject. The goals of the course are to develop and refine the following skills: 1) Compose documents that use evidence to influence readers; 2) explore issues and answer academic question using organizational strategies to integrate evidence; 3) develop process strategies for writing (propose and plan complex topics, identify and evaluate sources, collaborate); 4) recognize and address social contexts and cultural assumptions; 5) integrate visual or auditory material; 6) learn how to use web and digital environments for writing and research; 7) and apply information literacy to projects (avoid plagiarism, use appropriate databases).

The course's theme is "Barbie: Just a Doll?" We take up the difference between childhood play and academic work using the world's foremost doll, who just turned 50—right after she vanquished those pesky Bratz—Mattel's Barbie. When writing a paper or preparing a digital presentation, whether such work is academic depends only in part on the topic chosen. It depends to a greater extent on a method of argument that academic readers will accept as meaningful, the use of accepted evidence, and the skill and sophistication with which the argument is presented. We won't play with Barbie in class, at least not in the childhood sense, but we will use the Barbie theme to explore the methods of writing academic argument. And we will investigate iterations of Barbie in art (photographic, film) and read some accessible academic work in the varied field of "Barbie Scholarship." No childhood Barbie experience is required.

Textbooks and Materials

KSU Writing Program, *College Writing I & II Handbook* (Hayden McNeil)

Wysocki, Anne Frances and Dennis A. Lynch, *DK Handbook with Pearson Guide to the 2008 MLA Style Manual Updates* (Optional) (Longman)

Course Pack from Campus Copy Connection in Library 330

Flash drive or jump drive

Blackboard (formerly WebCT/Vista) and WordPress Blog (<http://kent2009eng21001.wordpress.com/>)

Manila folder for portfolio

Grades

A final portfolio, which gathers all work, will carry the most weight in your grade. The final grade will be weighted as follows:

25%	Blog and In-Class Participation
75%	Paper Portfolio

The portfolio grade will be weighted as follows:

20%	Portfolio Supporting Materials (Reflective Essay)
20%	Revised Paper 1 (4–5 pgs.) (proposal draft : workshop draft : final draft : : 10% : 10% : 80%)
20%	Revised Paper 2 (4–5 pgs.) (proposal draft : workshop draft : final draft : : 10% : 10% : 80%)
30%	Paper 3 (8–10 pgs.) (proposal draft : workshop draft : final draft : : 10% : 10% : 80%)
10%	Final Multimedia Presentation

Most of the weight for the papers in the portfolio is for the polished copy, the revised final draft. The grades that are assigned during the initial evaluation of the proposal draft and the workshop draft are carried into the portfolio grade. A final draft may be revised multiple times to improve grade.

Official Policies

Papers and Assignments

1. Complete all readings by dates that are listed on schedule. Bring *CW Handbook*, *DK Handbook*, course pack, and jump drive to class. In-class writing assignments will demand that assigned readings have been completed before class.
2. Contribute web log (blog) posts and comments as requested.
3. Minor in-class assignments are part of participation grade and may not be submitted late or made up. Minor out-of-class assignments (non-papers) are only accepted as typed copies. Unless otherwise specified, blog assignments are only submitted in electronic format. When non-blog assignments are requested as print copies, you must submit a print copy to earn credit.
4. Papers will only be accepted for credit in print form. Blackboard electronic submissions, which will be required, are not a substitute for a printed copy.
5. The basic requirements for all papers are as follows:
 - No cover page on regular paper submissions. Papers must have first-page headings on top left (name, class, date, assignment name), a centered title, numbered pages, appropriate type font (Times Roman, 11–12 pt.), one-inch margins justified on the left, and double-spaced lines.
 - Cite sources with MLA style (2008–, with parenthetical references and a works cited list) or with *Chicago* style (endnotes with full bibliographic reference).
 - When submitting a final draft or a revised draft, attach a copy of the previous draft and a summary of purpose (up to 150 words).
 - When submitting a revised final draft, submit previously graded draft with instructor comments and a summary of purpose that addresses revision aims (up to 150 words).
 - Workshop drafts must be available for workshoping during allotted class time, so workshop drafts may not be submitted late and must represent a substantially complete draft. You will receive a grade of 0 for a missed or incomplete (less than 80%) workshop draft. A missed or incomplete workshop draft will incur a permanent deduction of one letter grade.
 - One proposal, final draft or revised draft is accepted up to one class period late without penalty. If a second paper (proposal, final draft, or revision) is submitted late, the paper incurs a permanent deduction of one letter grade.

Absence, Missing Part of Class, and Disruptions

You are permitted to miss the equivalent of 1 week of class. The first two absences only harm your participation grade. You are responsible for checking on Blackboard, on class blog, and with classmate to see what you missed. Handouts will be posted on Blackboard. Contact me during office hours or by email to confirm what you missed. Missing a scheduled office visit without an 8-hour notification (email preferred) will be counted as an absence. In the case of scheduled university activities, submit assignments prior to the expected absence.

A distinction between excused (death in family, illness, university activity) and unexcused absence will be observed. An additional absence (3rd, equivalent in short term to 6 classes in a MWF class during a full semester) will seriously harm participation grade and will probably result in a one-grade reduction in the final average. Excessive absences (4 or more, missing 25% or more of class time) will warrant an automatic grade deduction and may warrant an automatic F for the course. If an extraordinary circumstance prevents you from completing the course, contact me to make arrangements for an incomplete. To qualify for an incomplete, I will normally expect at least 75 percent of the course work to be complete, a near-perfect rate of attendance, and an average of B- or higher.

Arrive in class on time, and do not leave early. Because each class is a 2.5 hour session, we will have a brief break (typically from 8:20 to 8:25). Please consume snacks and refreshments then. As we—you as well as I—agreed to the registrar's schedule, please arrange other matters so that you can be in class during the

full session. Late arrivals or early departures are a serious disruption that harms your fellow students and your participation grade. If you arrive more than ten minutes late or leave before class is dismissed, you may be counted absent.

Keep disruptions to a minimum. Before class begins, silence or turn off electronic devices (pager, phone, etc.). Conversations unrelated to class should be held outside of class, and minimize communication (talk, text, or tweet) that distracts you or others from class. If you need to consult with the instructor, brief matters (up to a minute) can be discussed during break. For matters demanding more time, send an email, drop by during office hours, or schedule an appointment.

If you have further questions about classroom etiquette, please review *College Writing I & II Handbook*, pgs. 61–63.

Registration Requirement

Please observe the official registration deadline for the course. University policy requires all students to be officially registered in each class that they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline. Registration errors must be corrected prior to the deadline.

Accommodations for Documented Disability

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, **you must first verify your eligibility for these through Student Accessibility Services** (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Cheating and Plagiarism

I have posted a Blackboard assignment in which you affirm your familiarity with the university's revised plagiarism policy and the application of the policy by the instructor. If you have subsequent questions about cheating and plagiarism, please review *CW I & II Handbook*, pgs. 63–64. For cases in which significant sections are plagiarized, my policy is to assign a permanent grade of "0" for the work in question. For cases of possibly inadvertent misrepresentations (citation page omitted, quotation presented as paraphrase), my policy is to allow revision but assign a permanent deduction of one letter grade to paper. If on examination I discover that an entire paper is plagiarized or that a student is not familiar with work claimed as his or her own, a grade of F will be assigned for the course.

Blog Assignments

Class blog posts are due on 2:00 pm the day of class.

Class Schedule

The class schedule is a provisional attempt to plan the entire class. In response to pedagogical concerns, I may alter or revise the schedule.

Week 1: Barbie Encounters, Academic Honesty, and Collaboration Setup

- M Jun-15 Topic: Course Goals and Barbie as a Child's Toy
Topic: Introduction and Syllabus Review
In-Class Activity: Workgroup Setup and "Hello World Barbie Encounter" to class blog
Read (in class) McDonough, "Sex and the Single Doll," *CP and ERes*
Assign **Paper 1**
In-Class Activity: 20-min. free write, see *CW I & II*, pg. 46
For Wednesday, post "Looking at Barbie with Adult Eyes" to class blog
For Wednesday, loop your in-class free write, see *CW I & II*, pg. 47
- W Jun-17 Read: Lord, "A Doll is Born." *CP and ERes* and Dubin, "Who's that Girl?" *CP and ERes*
In-Class Activity: 30-minute list and map cluster, *CW I & II*, pg. 47
Work Group: For week 3, acquire a Barbie mascot (legacy, online, or store)
In-Class Activity: 20-minute problem development
For Monday, Blackboard Plagiarism and Academic Honesty Assignment
For Monday, post on "Barbie Origins" to class blog

Week 2: Barbie Origin, Evidence and Citation, Proposals

- M Jun-22 Read before class: "Process for Composing?" pgs. 1–16 and "Finding Ideas," pgs. 17–37, *DK Handbook*
Bring 4 printed copies of **Paper 1 Proposal** for Workshop
In-Class Activity: Paper 1 Proposal Workshop
In-Class Activity: Sign up for Refworks and install Zotero to Firefox browser on flash drive
In-Class Activity: Barbie Origin Evaluation with Citations
For Wednesday, Barbie research citations to Zotero or to RefWorks
For Wednesday, post on "Barbie's Body" to class blog
- W Jun-24 Read Urla-Swedlund, "Anthropometry of Barbie" *CP and ERes*, "Finding Ideas," *DK Handbook*, 38–86 (skim or browse 42–77 so you can refer back as necessary), "Evaluating Sources" *DK Handbook*, 132–48
In-Class Activity: Plan Barbie body analysis, identify materials and plan record-keeping method
In-Class Activity: Rules of Evidence and Incorporating Sources
In-Class Activity: From Zotero or RefWorks to Paper

Week 3: Barbie as Body, Evidence, and Research Design

- M Jun-29 Read: "What is Good Academic Writing?" *CW I & II*, pg. 39–44
Read: "Writing for Diverse Audiences" and "Documenting" *DK Handbook*
Submit **Workshop Drafts for Paper 1**
In-Class Activity: Workshop Paper 1
Bring WorkGroup Barbie Mascot to class
In-Class Activity: Measure your Barbie, apply assumptions for extrapolation to human size, and record results
In-Class Activity: Summarize measurement results, consequences, and post to blog
For Wednesday, post blog response to duCille
- W Jul-1 Read duCille, "Dyes and Dolls"
Submit **Final Draft Paper 1**
In-Class Activity: Brainstorm Monday measurements as response to Urla-Swedlund
In-Class Activity: Mid-Term Evaluation
For Monday, post blog response to Steinem, Duhamel, and Collins
Assign **Paper 2**

Week 4: Barbie as Art and Commodity; Digital Tools for Analyzing Revision; Character and Action

- M Jul-6 Read Steinem, "I was a Playboy Bunny" and poems by Duhamel and Collins *CP and ERes*
In-Class Activity: Watch Todd Haynes, *Superstar*
Postponed: In-Class Activity: Juxta and/or Compare Documents Introduction
Postponed: In-Class Activity: Character and Action
Postponed to Jul-8 In-Class Activity: Workshop to Revise Paper 1
Postponed to Jul-13 In-Class Activity: Juxta and/or Compare Documents for Revision Analysis
For Wednesday, post blog response to Haynes or Yoe
- W Jul-8 Read "Copyright Essentials," *CW I & II*, pg. 46
Browse "Creative Commons," <http://creativecommons.org/>
Review Yoe art (Blackboard)
Paper 2 Proposal Due
In-Class Activity: Workshop Paper 2 Proposal
In-Class Activity: Workshop to Revise Paper 1 (Introduction)
For Monday, post blog response to Cross

Week 5: Barbie as Business; Chicago Style; Books and OhioLink

- M Jul-13 Read Cross, "The Boomer's Box of Toys" *CP and ERes*
Submit **Workshop Drafts for Paper 2**
In-Class Activity: Workshop Paper 2
In-Class Activity: Juxta and/or Compare Documents for Revision Analysis
Assign **Paper 3**
For Wednesday, post blog response to Miller
- W Jul-15 Read Miller, "Sharks" *CP and ERes*
Read CSE/CMS Documentation *DK Handbook*
In-Class Activity: Introduce *Chicago*/MLA distinction
Submit **Final Draft Paper 2**
Submit **Revised Paper 1**
For Monday, draft Chicago-style bibliography with three books

Week 6: Digital Presentations, Library DBs, and Annotated Bibliography

- M Jul-20 Read "Using Powerpoint," *CW I & II*, pg. 46
SMS In-Class Workshop (TBD)
Paper 3 Proposal Due
Workshop Paper 3 Proposal
For Wednesday, expand Chicago-style bibliography with three articles and annotation
- W Jul-22 Portfolio Assignment
In-Class Activity: Preparing an Annotated Bibliography
In-Class Activity: Workshop to Revise Paper 2
In-Class Activity: Paper 3 Checkup (Draft should be at 5 pages)

Week 7: Digital Presentations

- M Jul-27 Submit **Workshop Drafts for Paper 3**
In-Class Activity: Brainstorm Final Presentation
Submit **Revised Paper 2**
- W Jul-29 In-Class Activity: Prepare Final Workgroup Presentation Proposal
In-Class Activity: **Workshop Paper 3**

Week 8: Final Presentations

M	Aug-3	Submit Paper 3 In-Class Activity: Final Presentation Preparation
W	Aug-5	20-minute Final Workgroup Presentations Portfolio Due

Syllabus Revision 1 (18 June 2008): Shortened 22-June selection from *DK Handbook*. Formerly, syllabus had to read all of second tab (pgs. 17–86) by 22 June. In revised version, I ask you to read 17–37 for Monday and to read remainder of section for Wednesday, 24-June. Note, however, that I suggest that you “browse” pgs. 42–77. Refer back as necessary.

Syllabus Revision 2 (8 July 2008): Moved In-Class Juxta Activity from Jul-6 to Jul-13. Moved In-Class Paper 1 Revision Activity from Jul-6 to Jul-8. Moved Character and Actions activity to week of July 13. Blog assignments now due at 2:00 pm on day of class.