

ENG 102 UNIVERSITY AND DIVISION OF WRITING, RHETORIC, AND DIGITAL MEDIA GUIDELINES

SPRING 2010

NOTE: ENG 102 is open *only* to students who have already completed or been granted credit for ENG 101. Completion of *both* ENG 101 and ENG 102 fulfills the first-year component of the University Writing Requirement, equivalent to ENG 104. It does *not* fulfill the second-tier requirement.

COURSE DESCRIPTION

English 102 is a course in writing emphasizing *critical inquiry* and *research*. Throughout its history, The University of Kentucky first-tier writing curriculum has encouraged students to explore their place in the broader community and take a stance on issues of public concern—that is, to begin to view themselves as engaged citizens. In English 102, students engage in reflective writing, conduct primary research in the community, and learn how to write persuasively about a local issue not only for their classmates but also for audiences beyond the classroom. Class members will work together to investigate, share findings, and advance views on aspects of their inquiry. Completion of the first-year requirement through either the ENG 101/102 sequence or ENG 104 prepares students for the writing assignments they will encounter in a variety of other courses, including the second-tier, writing-intensive course that fulfills the Graduation Writing Requirement.

Students enrolled in ENG 102 will develop writing and critical thinking abilities requisite to framing, elaborating, and completing projects of a substantial intellectual character by learning to:

a) Formulate Projects:

- identify their own position within a broader community,
- identify areas of public concern and position themselves with respect to the complex of questions raised,
- design writing projects coherently and organize them effectively, and
- reflect on their research and writing process.

b) Research:

- engage in a range of writing activities to explore and express their experiences and perspectives,
- work to develop perspectives that take into account various forms of evidence and points of view,
- comprehend, interpret, and respond to oral, written, and visual texts,
- find and incorporate pertinent academic scholarship and other sources, including personal experience and field research, and
- put readings and research in service of a stance or argument.

c) Write Fluently:

- foster a fluent, effective prose style appropriate to their purposes in writing,
- observe conventions of standard written English in paragraphs and sentences,
- edit, proofread, and revise effectively.

Emphasizing the processes by which written texts are composed, *each graded writing assignment is the product of substantial revision*. In revising, students are informed by responses from the instructor, peer readers, and others, such as Writing Center consultants. Students are encouraged to seek feedback from members of the community who are the focus of their research. Informal writing assignments need not be revised and do not in every case need substantial feedback.

Note: Successful completion of *either* the ENG 101/102 sequence *or* ENG 104 is a prerequisite for admission to second-tier (200-level or above) writing-intensive courses.

Note: Students who miss the first two class sessions will be dropped in order to free space for other students needing to enroll or transfer classes.

COURSE REQUIREMENTS

All sections of ENG 102 have in common these requirements:

- The course consists of **3 major writing projects and a portfolio**, which require students to produce a minimum of **22 pages of graded writing**, in addition to *substantial amounts of other writing* (notes, drafts, summaries, responses, etc.) completed for evaluation and credit in forms other than letter grades. Graded writing takes the form of *final drafts of significantly revised essays or writing projects*, along with preliminary drafts and materials, as well as a final portfolio, described below. Graded writing is worth at least 60% and no more than 80% of the final grade.
- The three major written projects may call for personal essays, reports, position papers, formal arguments, feature-style articles, or some mix of genres; they may draw upon personal experience, field research, and outside reading for information and perspectives, all at the instructor's discretion. Students should be encouraged to draw upon readings assigned in class in their writing when possible.
 - All major writing projects will require *at least* 4 pages of written text.
 - Graded writing for the course includes a major research-based essay of at least 8 pages in length, worth at least 20% and no more than 30% of the final course grade. This essay undertakes a project of intellectual significance: defining a problem, outlining its character and scope, developing and advancing a perspective or argument on it, and incorporating significant research from academic library sources, as well as other sources, toward this end. **Instructors should enforce the numbers and types of sources required, to ensure that the research expectation is met.**

- Students' work for the course will culminate in a portfolio containing a total of *at least 22 pages of writing*, including the three major essays, the first two of which will be revised based on instructor comments on the final draft, and a cover letter or essay. This portfolio cover letter or essay must be *at least 3 pages* and address a) the nature of the revisions students have made on the first two essays and b) students' overall assessment of their development as writers during the term. The portfolio will be worth at least 10% of the final grade. Instructors may also require students to turn in the graded final drafts and/or to use the highlight function in Word (or equivalent word processing program) to make revisions in the portfolio easier to find. The included graded final drafts do not count toward the 22 page total.
- Graded assignments are made in writing and accompanied by grading criteria. In the course syllabus, instructors will set forth more specifically the requirements, assignments, and weightings for their sections, subject to administrative approval.

GRADING SYSTEM

- To pass this course, students must submit all three major writing projects and the writing portfolio.
- Students will receive grades for each written project. Project revisions will be reflected in the portfolio grade; however, original individual grades for each project will not be changed.
- Unless students maintain at least a D average on the three weighted writing projects and the writing portfolio, they are not eligible to pass this course regardless of their grades on daily work and participation.
- If a student maintains the required D average at semester's end, the grades for other course work (daily writing, other writings, participation, etc.) will be combined with the grades for the major writing projects and the portfolio to determine the final grade.
- The final grade will be calculated on an ABCDE scale.

COURSE POLICIES

Punctuality: Students are expected to come to class on time and stay for the whole period. Students who arrive late or leave early may be counted as absent, at the instructor's discretion.

Attendance: Because ENG 102 relies on writing workshop methods, regular attendance is essential. **If a student misses more than one-fifth of class contact hours for any reason, he or she cannot receive credit for the course.** For a course meeting twice a week, students must withdraw or receive a grade of E upon the sixth absence; for a course meeting three times a week, students must withdraw or receive a grade of E upon the ninth absence; for a course meeting four times a week, the maximum is twelve absences. *Unless students voluntarily withdraw from the course before the end of the twelfth week of classes:* 1) Students who accumulate *excused* absences in excess of one-fifth of class contact hours must petition their

college dean or the dean's representative for a 'W' in the course; 2) students who accumulate *unexcused* absences in excess of one-fifth of class contact hours will receive a course grade of "E;" or 3) students who accumulate a combination of excused and unexcused absences in excess of one-fifth of class contact hours must consult the dean of their college or the dean's representative, who will determine the appropriate action.

Students and instructors are accountable for every class meeting, whether they are absent or present, for whatever reason. If the absence is **excused**:

- deadlines missed will be extended within reason, as determined by the instructor.
- in-class work that cannot be made up will be excused.
- missed announcements, instructions, assignments, etc. due to absence will not constitute an acceptable excuse for failing to meet subsequent deadlines. It is the student's responsibility to learn the content of the missed classes and to initiate arrangements with the instructor for making up the work.

Students missing work due to an **excused absence** must inform the instructor and submit appropriate written documentation **within one week** following the period of the excused absence, except in those cases where prior notification is required. If the absence is certified as excused, the student will be given an opportunity to make up the work missed. Except in unusual circumstances, an extended deadline will not exceed ten days beyond the original deadline.

NOTE: See definition of **excused absences** in the current edition of *Student Rights and Responsibilities* available on the Web at <http://www.uky.edu/StudentAffairs/Code/part2.html>. No absence can be designated "excused" until documentation has been provided and verified. Absences due to minor conditions (lack of transportation, slight discomfort, conflict with an appointment, etc.) are considered **unexcused**, as are absences for registration.

If the absence is **unexcused**:

- outside assignments not turned in on time may receive no credit or grades of "E".
- missed in-class work cannot be made up for credit.
- missed announcements, instructions, assignments, etc. due to the absence will not constitute acceptable excuse for failing to meet subsequent deadlines.

Completion and submission of assignments: All assignments preliminary to the final versions of graded essays must be completed and submitted on schedule, unless delayed by excused absence. Failure to submit preliminary drafts on schedule, to participate in scheduled peer response sessions, or to turn in all drafts and other materials that may be required with the final version of the essay, may result in lost credit or significant grade reduction, even to the extent of a failing grade for the assignment. Final graded essays may not be revised for higher grades outside of the portfolio assignment. Students are responsible for the safe and timely delivery of assignments to their instructors. Anyone

encountering technical problems should contact the course instructor immediately to arrange alternative methods for assignment submission.

Return of assignments: Final versions of graded essays are returned within two weeks following the due date. Daily work is returned within a week. Students who miss classes when assignments are returned are responsible for collecting their own work from their instructors, during office hours or as otherwise arranged.

Late papers: Writing—whether at school or on the job—typically requires meeting deadlines. Excused late papers are graded without penalty, provided the alternate due date is met. Unexcused late papers may result in a significant grade reduction, even to the extent of a failing grade for the assignment.

Grade Appeal Procedure: A request for re-evaluation of any graded essay or of the course grade must be made in writing. Appeal of an essay grade should be made within two weeks of the paper's return to the student; appeal of the course grade within two weeks of its receipt. For a step-by-step description of the appeals process, please refer to the UK Division of Writing, Rhetoric, and Digital Media Web site (www.uky.edu/AS/English/writprog).

Withdrawal from Course: During their first two semesters at UK, students are permitted to withdraw from ENG 102, to drop one section and add another, or to drop the course and enroll in ENG 104 instead. By the beginning of their third semester, students who have credit for ENG 101 but have not completed the first-year component of the University Writing Requirement will be required to enroll in a requisite course—ENG 102 or ENG 104—each semester until they complete it; they will *not* be permitted to withdraw. Students are advised to reflect carefully before withdrawing or attempting to change sections, and they should do so only for compelling reasons.

Plagiarism: Acts of plagiarism are violations of academic policy and will not be tolerated. The Writing Program defines plagiarism in accordance with the University guidelines found in the current edition of *Students Rights and Responsibilities*, Section 6.3.1, which state:

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Turning in work completed in sum or in part for another class is a form of **self-plagiarism** and is not acceptable in ENG 104. Students wishing to pursue an area of inquiry from their prior studies must first seek the approval of their instructor, submit any previous written projects along with their request, and outline the new research questions or issues they wish to investigate.

NOTE: The minimum penalty for plagiarism is a zero on the assignment for a first, "minor offence"; more severe penalties may be recommended and are mandated by the faculty senate for "major" and subsequent offences. Students should also be aware that according to faculty senate rules, those charged with plagiarism may not withdraw from the course in which the offense occurred for any reason.

ASSESSMENT

Periodically, the Division of Writing, Rhetoric, and Digital Media conducts an internal review and assessment of its first-year writing courses in order to satisfy accreditation standards and maintain the high quality of its curriculum and instruction. During designated assessment years, UK's Office of Assessment will use an automated portfolio assessment system to sample first-year student writing and thereby aid in this important and ongoing quality assurance practice. A programmatic assessment of this type ensures confidentiality for students and instructors, in both the collection and analysis of student writing samples, as well as in the recording and reporting of the data generated. Questions and/or concerns should be directed to the Division Director, Dr. Roxanne Mountford, in the Department of English.