**English 802: Analytical Reading and Writing**

**Section XXX, Fall 2018**

**DAY/TIME and LOCATION**

Instructor:

Office hours:

Office location:

Email/phone:

Analytical Reading and Writing is a foundation course in the General Education program. The goal of this course is to introduce you to the challenges and pleasures of college writing. Major learning goals in this class include developing critical reading and writing connections for the college-level, shaping meaning and communication, exploring academic writing practices and generating meaningful self-reflection regarding writing.

By the end of the semester, your final portfolio should demonstrate that you can:

* identify key arguments in published texts and the writing of your peers;
* create and defend arguments of your own through effective rhetorical strategies and synthesis of others’ ideas;
* respect the conventions of academic discourse, including
	+ coherent and logical organization
	+ Standard English grammar and syntax
	+ correct citation and evaluation of research sources;
* revise your writing through multiple drafts and reflect on your own writing process.

This is a class in which there are no right or wrong answers or opinions in most cases. All academic discourse depends on weighing evidence and presenting a strong, well-argued position. English 802 is designed to provide you with the strongest possible foundation for intellectual abilities on which later courses will build.

The focus of this class is public space and civil discourse. We do not presume that you are experts on this topic, and we have chosen it because it is both common-sense and academically complex. It is also an interdisciplinary topic, and we expect that students from all majors will able to find a way to connect their interests to the writing assignments. In fact, we will strongly encourage you to use your own perspectives and interests to develop research topics. This course will also expose you to the kind of reading and thinking you will be doing at Temple University. All you need to do well in this course is to stay on top of deadlines, be curious and open-minded, and be fully engaged in what we are doing in class and in our required paper assignments.

**Required Course Materials**

No books are required for this course. All readings will be posted on Canvas. *You* *must print out all readings and bring them to class with annotations in the margins unless I specifically direct you to do otherwise****.*** If you do not have printed readings with you on the day we are discussing them in class, I may ask you to leave and take an absence, especially if I have warned you about this in a previous class. If you have not read and annotated the required reading, I may also ask you to leave and take an absence, again especially if you have been warned about being unprepared at least once before. See my policy below about class participation for more on why these policies are so important.

You will also be submitting work online for this course, and as such, you will need to have regular access to Microsoft Word. Students can download a free copy of Office 365 through TU Portal, and it is also available on all TU-owned computers. If you use Google Docs, you will need to learn how to convert your document into Word in order to submit your papers (it’s easy, but you will need to figure this out on your own). This is your first and only warning to use Word for all submitted work. Also, please bring paper and a pen or pencil to class for in-class writing and/or note-taking; we will often do in-class writing, and I prefer that you complete these assignments on paper.

**Course Requirements**

You will complete three substantial papers that involve evaluation of sources, argumentation, synthesis, and development of original ideas. You will meet with me at least twice in conference to discuss your papers, and you will write short reflections or assessments of your progress throughout the semester. Ultimately, you will revise your three papers to be submitted in a final portfolio along with all of your other work from the semester (reflections, in-class writing, etc.), and this portfolio will comprise the majority of your final grade. All required drafts of your three papers must be turned in on time throughout the semester (dates are noted in the Course Schedule below). Further, if you do not submit full drafts of your papers on time, you will not pass this class. I must see all drafts ahead of time in order to ensure that the work you submit at the end is, indeed, yours and that you have learned the process of writing and revising that we teach in English 802. If you revise a draft so substantially that it looks completely different, you must talk to me about it before the final portfolio is due. This is very important! In other words, a portfolio that includes one or more essays that I have never seen before in draft form will lead to a failing grade in the course. As we will discuss in class, writing is a process and we grade your portfolio in part on how it demonstrates the writing process.

**Conferences**

We will meet twice in conference, and I will offer you one optional conference at the end of the semester if you need it. We will arrange dates and times in class. These conferences are very important and I may ask you to bring a revision of a previous paper or other work with you. If you miss your appointment or if you fail to bring required work to conference, if asked to do so, I will count the missed appointment as a class absence. I am also available in my office hours and by appointment if you wish to meet individually beyond our conference appointments.

**Class participation**

It is very important that you attend and are prepared for every class meeting and conference. Successful class participation includes: coming to class with printed copies of the readings assigned for the day, being fully prepared to talk about the readings by having annotated them in some meaningful way, contributing regularly to class discussions and activities, completing reading responses and other short writing assignments, if assigned, working well with others, listening well to others, being respectful of the classroom environment for learning, and not talking while others are talking. Every student has a responsibility to make others feel comfortable learning, participating, and asking questions (see ground rules for discussion below). Successful classroom participation also includes meeting all deadlines listed in the Course Schedule below.

*Ground Rules for Respectful Discussion:*

* Everyone may have an opinion, but everyone must recognize that an opinion is not a fact.
* Everyone may have an opinion without feeling morally judged for it, but we may disagree.
* Everyone may misspeak or say something that “comes out wrong.” If you do so, simply raise your hand again and try again.
* Everyone may change his/her mind (including me!).
* Everyone has the responsibility to challenge others or disagree in a respectful, polite way:
* “I respectfully disagree.”
* “I hear you, but I don’t think you considered every perspective.”
* “In my experience, that hasn’t been true.”
* “Can you share your evidence to support that?”
* Everyone has the responsibility to accept that his/her opinion may be challenged without getting defensive or upset (this can be hard!). When someone challenges your opinion, take a deep breath and *listen* to what the other person is saying before you respond.

**Attendance and lateness**

You may miss no more than four (4) classes, no matter the reason. If you miss more than four classes (that is, if you miss a 5th class), you will automatically fail the course. I will notify you when you have missed your fifth class so you can go see your advisor about withdrawing from the course or making arrangements to take it again in a future semester. I will also try to notify you when you are at the limit and have missed four classes, but even if I do not notify you at four, your fifth absence is automatic failure. Keeping track of absences is your responsibility.

I do not distinguish between “excused” and “unexcused” absences. I allow you to miss up to four classes so that when you are ill, you can stay home and take care of yourself. Everyone gets sick in the course of an academic year, and I understand that—please do stay home when you are ill! But no student should need to miss more than four classes unless something serious is going on, and the way I will know that something serious is going on is that you will have spoken to me about it, you’ll be in touch with your advisors and the Dean of Students or other university administrators, and you’ll probably be considering a withdrawal from the class.

Please also note that lateness is considered a serious problem in this class, too. Students who are not yet in class when I take attendance will be marked as late. Two late marks will equal one absence. Leaving early is equivalent to a lateness or absence, depending on how much class you miss. If you miss a class, you are still responsible for catching up with the work from that day; check with a peer *first* and then with me if you need additional clarification on anything you missed. It is a good idea to exchange contact information with at least two peers. As stated above, conferences are just as important as full class meetings, so if you miss a conference without contacting me ahead of time and rescheduling, it will count as an absence.

Late work is unacceptable. I will sometimes accept a paper draft late if you have contacted me before the due date to explain what is going on, and the penalty for submitting late work (if I accept it at all) is that my feedback on your draft will be less full than if it were submitted on time. I will only let you know if it is passing or failing in its current form, and I may give you a few quick suggestions. Also, late work always will negatively impact your class participation and final portfolio grade because it indicates that you are not serious about your work and that you do not respect me, the course, or your classmates. If you had trouble in previous classes with getting work done on time, see me early in the semester to discuss strategies to get your work in on time.

**Class etiquette**

No food, phones, or other mobile devices should be on your desk or in your hands during class time unless pre-approved by the instructor due to an accommodation or an emergency. Absolutely *no texting* is allowed—I will dismiss you from class if you are caught texting and you will receive an absence or will be marked late depending on when the dismissal occurs. No laptops should be open during discussion unless we have spoken about it ahead of time and I have approved you using one for a specific reason.

I have these policies because our class needs to work as a community, and a good community requires its members to treat each other with respect and kindness. We are all here to learn and work with others, and any activity that runs contrary to the spirit of learning and collaboration will not be tolerated.

**Grading policy**

You must receive a C- or above to pass this course and complete your Gen Ed requirement for Analytical Reading and Writing. The majority of your final grade will be determined by the grade on your final portfolio, and this grade is holistic and is decided by me and a panel of other First Year Writing instructors. We use this portfolio review system of multiple instructors to ensure that all students are graded fairly and that grades are consistent across all sections of English 802. If your final portfolio is not of passing quality, you will not pass the course.

Throughout the semester, I will give you feedback and some indication of whether each draft you submit is passing or failing in its current form. But I will not give grades on your drafts as they are submitted throughout the semester because the grade will only appear after you’ve had a chance to revise and submit each paper in the final portfolio. My comments are designed to guide you in revision and to improve your writing process. You are always welcome to discuss your progress with me in my office if you are concerned about how your overall grade is shaping up. If you read my comments and listen during our conferences, you should have a good sense of your grade throughout the semester, and the final grade will not be a surprise.

I will give you specific instructions about your final portfolio as the end of the semester approaches, but the basic components of the final portfolio are: final, clean versions of your three papers and a final reflection essay of 1-2 pages. I will have copies of your previous work for the course through Canvas, but I may also ask you to submit paper copies of in-class writing and/or additional drafts you have produced along the way (especially if you have substantially revised a paper so much that the final version looks different than the first draft). As mentioned above, it is vital that I see your writing process throughout the semester, and if your process is not clear or you have not submitted drafts of your papers along the way, your portfolio is likely to be judged as not passing because it does not reflect the process that is so important in this course.

I will distribute a list of portfolio grading criteria, and we will discuss these criteria several times in class. These criteria will be used to evaluate your final portfolio. After your portfolio has been graded, I will use your class participation as a way to decide whether to leave your grade where it is, raise it by one grade, or lower it by one grade. A B- portfolio, therefore, might lead to a final grade of B, B-, or C+, depending on the student’s participation in the work of the course. For most students, the grade on the final portfolio remains the final grade, but exceptional class participation either direction is likely to bump up or down the final portfolio grade.

Two additional things about class participation and your final grade: 1) a failing portfolio cannot lead to a passing final grade no matter how good your class participation was because the portfolio is the most important aspect of your final grade; 2) a portfolio with a passing grade cannot be lowered to a failing final grade even if your class participation was unsatisfactory for the same reason (the portfolio is the most important aspect of your final grade). Also, as a reminder, you may fail this class based on attendance if you exceed 4 absences regardless of your class participation or the quality of drafts submitted before the absences were exceeded. I dislike having to fail a student for absences when they are clearly capable of doing the work of the course, but students who cannot attend class properly are, in fact, not doing the work of the course and cannot receive a passing grade.

**Disability policy**

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. I will be glad to accommodate you! Contact Disability Resources and Services at 215- 204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

**Inclusive Learning**

All students learn in different ways. I will try to include a range of activities and learning strategies to make the class work for everyone, but your feedback will help enormously. If there are specific strategies that work for you—for example, if it helps you to write down your thoughts before speaking or if you would like help setting up voluntary deadlines to avoid last-minute panic—I encourage you to reach out to me.

I urge all students to take advantage of the librarians and the writing center. Help with research, brainstorming, revision, or editing can be invaluable and there are knowledgeable folks at both the writing center and library to help you. <http://www.temple.edu/writingctr/>

<http://library.temple.edu/asktulibraries>

**Student and Faculty Academic Rights and Responsibilities**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: <http://policies.temple.edu/getdoc.asp?policy_no=03.70.02>.

**Academic Dishonesty**

Plagiarism is the unacknowledged use of another person's labor: another person's ideas, words, or assistance. In general, all sources must be identified as clearly, accurately, and thoroughly as possible. Academic cheating is, in general terms, the thwarting or breaking of the general rules of academic work and/or the specific rules of individual courses. It includes submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or someone else's work; or actually doing another person’s work. Of course we do not want to discourage you from using other people’s ideas or data. *Our aim is exactly the opposite*. But you must always make clear your sources and you must always be sure that the work you submit is your own. (This statement is adapted from TU’s policy on academic dishonesty.)

If you plagiarize on a draft of a paper submitted before the final portfolio, I will give you one very serious warning and you will have a chance to revise the paper. But if you plagiarize a second time or if plagiarism is found in your final portfolio, you will fail the course and will be reported to the University as being academically dishonest. This policy is not negotiable. If you are uncertain about what constitutes plagiarism, ask BEFORE you hand in the work. It will be too late afterwards.

**Course Schedule**

*This schedule is subject to change; all changes will be announced on Canvas and in class.*

**Unit One: Inclusivity and accessibility in the public sphere**

Monday, August 27

* Introductions
* Review of syllabus

Wednesday, August 29

* Orso, “Street Harassment in Philly: Unsafe, Uncomfortable and Untracked”
* Suk, “Who’s Afraid of Gender-Neutral Bathrooms?”
* Review Paper #1 Assignment

Monday, September 3: No class for Labor Day

Wednesday, September 5

* Anderson, “The White Space”
* Gay, “Some Thoughts on Mercy”

Monday, September 10

* Lid & Solvang, “(Dis)ability and the Experience of Accessibility in the Urban Environment”

Wednesday, September 12

* Peer review workshop for Paper #1 (bring 3 copies of a complete draft of Paper #1 to class)

**Unit Two: Surveillance and privacy in the public sphere**

Monday, September 17

* Submit a revised Paper #1 to Canvas for instructor feedback
* Review Paper #2 Assignment
* In-class TED Talk: TBA

Wednesday, September 19

* Foucault, “Panopticism”

Monday, September 24

* Low, “The Erosion of Public Space and the Public Realm: Paranoia, Surveillance, and Privatization in New York City”

Wednesday, September 26

* Class cancelled for individual conferences

Monday, October 1

* Fine, “’Anything Can Happen with Police around’: Urban Youth Evaluate Strategies of Surveillance in Public Places”

Wednesday, October 3

* Attend library workshop #1 (130 Paley Library unless otherwise announced)

Monday, October 8

* Robbins & Isbister, “Playdates with Big Brother: Playfully Repurposing Surveillance Cameras to Build Communities”

Wednesday, October 10

* Goldstein & Alonso-Bejarano, “E-Terrify: Securitized Immigration and Biometric Surveillance in the Workplace”

Monday, October 15

* Present Research Proposals for Paper #2 in class (submit your proposal on Canvas before the start of class)

Wednesday, October 17

* Attend library workshop #2 (130 Paley Library unless otherwise announced)

Monday, October 22

* Peer review workshop for Paper #2 (bring 3 copies of a complete draft of Paper #2 to class)

**Unit Three: The media and civil discourse in the public sphere**

Wednesday, October 24

* Submit a revised Paper #2 to Canvas for instructor feedback
* Review Paper #3 Assignment
* In-class TED Talk: Haidt, “Can a Divided America Heal?”

Monday, October 29

* Stein, “How Trolls Are Ruining the Internet”
* Stephen, “Get Up, Stand Up: Social Media Helps Black Lives Matter Fight the Power”

Wednesday, October 31

* Sorial & Mackenzie, “The Limits of the Public Sphere: The Advocacy of Violence”:
* Perriello, “There Is Only One Side to the Story of Charlottesville”:

Monday, November 5

* #WakeUpAmerica, #IllegalsAreCriminals: the Role of the Cyber Public Sphere in the Perpetuation of the Latino Cyber-Moral Panic in the US”

Wednesday, November 7

* Kort-Butler & Habecker, “Framing and Cultivating the Story of Crime: The Effects of Media Use, Victimization, and Social Networks on Attitudes About Crime”

Monday, November 12

* Class cancelled for individual conferences

Wednesday, November 14

* Present Research Proposals for Paper #3 in class (submit your proposal on Canvas before the start of class)

Monday, November 19 and 21: No Class for Fall Break

Monday, November 26

* Submit draft of Paper #3 on Canvas for instructor feedback before the start of class
* Review Final Portfolio Instructions and Checklist

Wednesday, November 28

* In-class workshop on your Final Portfolio Reflection Paper (bring laptop or paper/pen)

Monday, December 3

* In-class peer review workshop for Paper #1 or #2 (your choice)

Wednesday, December 5 (last in-class meeting)

* In-class peer review workshop of Paper #3
* Sign up for optional conferences

Monday, December 10

* Optional conferences
* Portfolios due on Canvas by midnight