

ENGLISH 102: COLLEGE WRITING & RESEARCH

102-050 MW 12:30 - 1:45PM Lubar S233

Course Description

Welcome to English 102! This class will prepare you to undertake research-based writing in your college career and beyond. Instead of focusing on "research skills," you will engage with the complex nature of ideas and problems through research, critical thinking, and writing.

This class focuses on foundational concepts in information literacy to address the challenges of researching in the digital age. Our premise is that as a student, you need to intentionally experiment with, adopt, adapt, and reflect upon a range of new and different approaches to research in order to develop deeper, more useful, and transferable research practices and dispositions that will serve you for the rest of your life.

Accessibility Statement

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the written handouts I provide may be difficult to absorb.

Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Writing Center, are available to all students.

For more support:
Accessibility
Resource Center
112 Mitchell Hall
www.uwm.edu/arc



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MS. JENNI MOODY

MFA, PHD CANDIDATE
she/her/hers jmoody@uwm.edu Curtin 588
Likes: Dogs, dinosaurs, comics, short stories

OFFICE HOURS

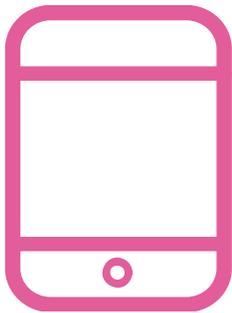
Tues 11 - 12 Library Grind/ Weds 11 - 12 Office
If these times do not work, please email me to make an appointment.



Technology



Computers are recommended for this class. Please feel free to access all class materials during class on a laptop. If you would like to check a laptop out from the library, please visit their website (<https://uwm.edu/libraries/media/media-equipment-for-loan/laptops/>) or the library information desk.



Cell phones and tablets are valuable research tools, and you may use them during class. Sometimes we may take photos of the board after brainstorming together. Please make sure to respect the digital privacy of others in the class by not including them in the photograph. If you need to take a phone call, please step outside the classroom.



As a general rule, please do not audio or video record any lectures or class discussions. Our classroom is a safe space to share ideas, without worrying that others might take them out of context or share them with an unintended audience. If you would like to use a recording device to aid with learning, please see me.

I trust you to use your class time wisely. We all have times when we need to check our phones during family emergencies, or just need to take a brain break for a minute or two.

At the same time, keep in mind that class engagement is a portion of each segment grade, and that it will be difficult to understand our course concepts if you miss out on class activities and discussion.



Course Materials

Here are the materials you will need to get started in our class.



Computer & Internet Access

You will need access to a computer and the Internet for this class. Please refer to the technology policy for information on checking a laptop out from the library.



Office 365 Email

While all important information will be posted on Canvas, I may occasionally need to contact you directly about your work, absences, or a group project. Please make sure to check your UWM email address regularly (at least twice a week) in order to stay up-to-date.



OneNote Research Notebook

You will be keeping a research notebook throughout this course using Microsoft OneNote. I will have access to read and respond to your notebook entries, and your work in this notebook will be worth 50 points per segment.



Canvas

All class readings, calendars, and assignments will be posted on Canvas. You should plan to check Canvas as you complete your homework for each class.

You can access this site at <https://uwm.edu/canvas/home/> with your PAWS log-in information.



Hayden-McNeil Online Course

Please purchase the English 102 Hayden-McNeil Online Course by Shevaun Watson through the UWM e-campus bookstore.

This is priced at \$20.04 and you will need it to complete two activities on the information cycle that are worth 50 points each.



Attendance

Attendance

Our time together during class is a valuable resource that cannot be recreated. I hope to see you at each class meeting so that our classroom community can grow together. Our class is not complete without you.

Part of your grade for each segment will be based on attendance and participation. More than one absence per segment will impact your attendance & participation grade.

Please contact me asap if you have an emergency so that we can make a plan together for staying on track.

When you miss a class

If you miss a class, please look on our Canvas site for all handouts. Please drop by my office hours or email if you have a question about any of the materials on Canvas,

To support our classroom community, we will each have a friend we will contact to share notes and answer questions if they need to miss a class.

Seg 1 friend: _____

Seg 2 friend: _____

Seg 3 friend: _____

Seg 4 friend: _____

At the end of each segment you will complete a written evaluation of your engagement in this class in two areas: intellectual engagement and effort.

If you have anxiety about class activities like peer review, please see me asap to arrange an alternate activity. If you would prefer to engage with this class online please enroll in an online section.



Religious Beliefs

If you will miss class due to religious beliefs, please let me know in advance. These absences will not affect your attendance & participation grade.

Active Military Service

UWM has policies in place to accommodate students who must temporarily set aside their educational pursuits when called to active duty in the military. Please contact me asap if you know you will need to miss class for military service. These absences will not affect your attendance & participation grade.



Participation

Your participation in this class is valued. Please let me know how I can support you in sharing your thoughts and questions during our discussions..



Many ways to participate

As an instructor I value both introverted and extroverted forms of classroom participation.

While I hope to hear from each of you during class discussions so that everyone can benefit from the knowledge and experiences you bring to the classroom, I acknowledge that there are also times when you may learn better by listening and reflecting, or may be overloaded from other classes and life in general.

During these times please participate through sharing in your small groups and through active listening.

Class Values

Rhetorical Listening

In our discussions as a class, in small groups, and with partners, we can work together to make sure every voice has access to our shared space. If you are comfortable speaking in front of people, consider ways you can be an ally to those who have anxiety over public speaking. We need everyone's voice in order to reach our class goals.

Compassionate Behavior

Voicing our ideas and experiences is an invaluable part of the college learning experience. In our writing and in our discussions, we have a shared responsibility to put kindness first, and to not participate in harassment or discrimination.



COURSE OVERVIEW

Made in Milwaukee

Course Theme: Milwaukee

UWM has a deep and abiding commitment to the vibrant, diverse, complex city it serves and calls home. Whether you are from the local area, another part of Wisconsin/ the Midwest, or the country, each person lives in and interacts with Milwaukee in important ways during their time on campus.

The course readings and projects are focused on Milwaukee in an effort to introduce you to aspects of the city you may be unfamiliar with, and to underscore the importance of using research and information literacy skills to address communities – to help solve their problems and to help them reach their potential. This course is grounded in a commitment to connecting academic research to community contexts.

Each segment of the course explores a sub-theme on Milwaukee:

Segment 1: A Great City on a Great Lake
We'll read about Milwaukee's relationship to Lake Michigan and how the Great Lake has shaped the place we call home.

Segment 2: Living in the City
We'll explore Milwaukee's neighborhoods and how different areas of the city hold very different experiences for its residents.

Segment 3: Made in Milwaukee
We'll dig into the city's major industries and economic aspects.

Segment 4: Research for Milwaukee
We will contribute research to the community at large.

Calendar of Important Dates

Daily assignments and deadlines are available on Canvas

Feb 4	Last day to add classes or switch sections
Feb 18	Last day to drop classes without a "W" on your transcript
March 17 - 24	No classes -- Spring Break
April 7	Last day to withdraw from classes
May 9	Last day of classes
May 23	Final grades entered into PAWS



COURSE OVERVIEW

Practices & Dispositions for Effective Research

Practices

Learn, practice, apply, and reflect upon several new research tools, strategies, and tools, using both divergent and convergent thinking.

Seek help from multiple places and perspectives when gathering, assessing and assembling information (including librarians, peers, course instructor, writing tutors, and other researchers).

Pair browsing and serendipitous methods of information gathering with rigorous and planful strategic searching.

Begin to understand how information systems (collections of recorded information) are organized in order to access relevant information more easily.

Become familiar with the concept of "information privilege."

Understand and apply the concept that "information has value" through ethical attribution and use of others' ideas as acknowledgement of the labor and expertise that goes into creating research.

Understand that most research extends beyond the academic world to the community at large, and that information creation may focus on personal or societal needs.

We will work together over the course of the semester to develop a set of skills (practices) and habits (dispositions) that will help you conduct research and interact with sources, not only for future college classes, but also in your personal and professional lives.

Dispositions

Build one's creative capacity for complex problem-solving.

Take risks, experiment, and try new things.

Persist in the face of challenges and learn from failure.

Resist the lure of easy answers, quick fixes, and simplistic solutions.

Recognize, honor, and leverage the unique access to information that college provides.

See oneself as a rhetor, researcher, and contributor to the "information marketplace" rather than just as a consumer of it.



Assignments & Communication

Assignment Policies

Turning In Assignments

All assignments will be due to Canvas by the beginning of class.

Late Work

This course moves quickly, and in order to understand our key concepts it will benefit your learning and your work load to turn-in all assignments on time.

Late assignments will miss out on valuable peer feedback and timely instructor feedback, but they are much preferred over missing assignments.

When you are not able to turn-in your assignment on time please email me so we can make a plan together.

Academic Honesty

Plagiarism is commonly defined as theft because it claims the intellectual property of others as one's own. Re-using or re-cycling essays originally written for other courses, or previous semesters, is also prohibited. At UWM, plagiarism is considered academic misconduct, and all plagiarism cases are subject to UW-System rules and regulations. The penalties for intentional plagiarism range from failing the course, to suspension, to expulsion from the university.

Communication Best Practices

Check your email daily

Check your UWM email at least once per day. If I need to cancel class due to illness or send clarification of an assignment, these notices will be sent via email.

Email as a professional

I value email communication that is specific and professional. I do my best to respond to all emails within 24 hours. Emails sent after 5pm will be answered the following morning. When planning time for completing assignments, it may be helpful to start early in case you need to email with questions.

Reach out

If you are having difficulty with any area of the class, or just have a question about an assignment, please email me or talk to me during my office hours. After each class you are welcome to ask any questions; we may need to move the conversation from the classroom to make room for the next class coming in, but don't be afraid to talk to me as I pack up and wipe off the board.



Try your best to meet the deadlines, and talk to me if you feel like you need more time or help to do your best work.





WRITING CENTER

Locations:

- CURTIN 127
- LIBRARY EAST WING
- ONLINE

What Is the Writing Center?

In the Writing Center, writers talk with other writers. All students, first-year through graduate students, can meet one-on-one in person or online with a trained peer tutor to work on any writing task, in any subject, for any class, and at any stage of the writing process.

The English Department—including the First-Year Writing Program—recommends the Writing Center as the best place to seek writing assistance because its tutors are well-qualified: they are familiar with the English 102 curriculum and meet with hundreds of these writers every semester.

Why Visit the Writing Center?

Writing in isolation can be difficult and can lead to writing blocks. Beginning and advanced writers alike can benefit from a conversation with a Writing Center tutor, all of whom have training in assisting writers. These conversations can help you generate ideas and, ultimately, produce more polished and thoughtful work.

No matter where you are in a writing task—whether still exploring an assignment or brainstorming ideas, working out an approach, researching and documenting sources, or revising a draft—Writing Center tutors can work with you to make your writing stronger. More importantly, they can help you become a more confident writer.

How Do I Arrange to See a Tutor?

- The Writing Center opens for Spring 2019 on Monday, February 4th
- Go to <https://uwm.edu/writing-center/> to make an appointment online
- Visit Curtin 127 or the Library East Wing to see if a tutor is free to work with you immediately
- Call 414-229-4339.



Grades

For each Segment, students can earn up to 250 points through the major project, scaffolded assignments, research notebook, and engagement.

Students will assess themselves in all of these areas, which I will take into consideration in making final determinations.

Rubrics will be provided for all assessments.

Students will have the opportunity to revise the major papers/projects for Segments 1, 2 and 3 to attempt to earn additional points toward their final grade.



Total Possible Points:
1,000

A range: 1,000 - 900

B range: 899 - 800

C and above: 799 - 700

Students need a C or above to meet the General Education writing requirement.

C- range: 699 - 600

D range: 599 - 500

F range: 499 and below

Students who earn a C- or below are required to retake the course.

