

Honors Writing II (ENG 104-01)

Prof. Eaton
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Office hours: by appointment

Plassman 305
Fall 2021
MWF 3:30-4:20

Course Description: A composition course emphasizing writing as academic discourse, with attention to academic argumentation and expectations for research, structure, and style. Course assignments emphasize intensive research and disciplinary conventions, as well as professional and digital communication. (3 credits)

University Writing and Communication Goal: *University Learning Goal 3:* Students will develop competence in multimodal communication with special emphasis on oral, written, and digital communication, including an understanding of key issues relating to their use.

Learning Objectives

- a. Students identify and respond to contexts using appropriate processes and modes of delivery.
- b. Students use effective content and approaches to organization, style, and design that are appropriate for the discipline and genre of communication.
- c. Students demonstrate control of syntax and mechanics by using language that communicates with clarity, fluency, and minimal errors.

Course Objectives: Students who successfully complete the course will be able to:

- Demonstrate an advanced writing process with attention to academic research, argumentation, structure, and style;
- Understand writing as a disciplinary endeavor;
- Analyze texts in terms of disciplinary conventions;
- Document sources in standard academic formats;
- Produce writing that addresses different audiences and purposes and makes use of different modalities.
- Deliver content through advanced digital media and modes.

Grading

Essay 1 – Identity Analysis	= 25%
Essay 2 – Theorizing Identity	= 20%
Essay 3 – Digital Writing	= 15%
Short Assignments	= 25%
Responses, Homework, & Participation	= 15%
<u>TOTAL</u>	<u>100%</u>

Essays are graded based on the quality of the final product as well as your writing and revision process work. Rubrics will be provided for each assignment. **Short Assignments** will be graded out of a 5-point scale. **The final 15%** is based on your completion and understanding of course readings, assessed by regular reading quizzes and participation in classroom activities. In addition, your course attendance record plays a part—every unexcused absence over two for the semester will be penalized.

+/- Grades. Plus and minus grades will be used in awarding final grades for this course.

Semester Average

93-100 = A	90-93 = A-	
87-90 = B+	83-87 = B	80-83 = B-
77-80 = C+	73-77 = C	70-73 = C-
67-70 = D+	63-67 = D	60-63 = D-
Less than 60 = F		

Late Policy: Assignments will be docked one full letter grade for each day they are late. In the case of an unforeseen family or medical emergency, you must notify me as soon as possible, before the assignment is due, so that we may discuss the best possible course of action.

Participation: The success of this course is largely dependent on everyone's commitment to spoken dialogue and thoughtful reflection in the classroom, which I will facilitate with provocative questions/activities, suggested avenues of inquiry, and demonstrations of critical thinking. In exchange, I expect you to come to class having read the assigned texts carefully and ready to participate by sharing your opinions/reactions, engaging in respectful debate, listening, completing in-class exercises, and offering insightful and constructive feedback to peers in workshop.

As previously noted, your participation grade will include short in-class quizzes or writing exercises intended to make sure you have completed that day's reading assignments. At the end of the semester, I will drop the lowest two of these.

Those who receive an A for participation read the assigned texts carefully and come to class with questions, insightful observations, and potential topics for discussion. They participate at least once (or more than once) during each class meeting, are considerate of others, use evidence rather than belief to support their opinions, and conduct themselves with collegiality at all times. They are respectful of the classroom as a space for collaborative learning; they do not, for example, use their cell phones during class or speak while I or another classmate is speaking.

Attendance: I expect you to attend every class unless you are ill or have an emergency. In the case of mandatory school-sponsored events (for example,

athletic meets or field trips), students must provide proper documentation in order to excuse the absence. If you become seriously ill or develop a personal situation that prevents regular attendance, please contact me immediately so that we can discuss the best possible course of action. Unexcused absences also will count against your final participation grade, as previously noted.

Please note: as of this semester, I will no longer be offering Zoom sessions for our class meetings. If you need to miss class, you are expected to get notes and information from your other group members.

Extra Credit: There will be no extra credit offered in this course. However, if you choose to, at the end of the semester you may revise and re-submit one of your three major essays for a better grade.

Student Success Center: Revising and responding to feedback will be an invaluable and necessary part of your development as a writer this semester. Students are encouraged to email the Writing Lab at writinglab@sbu.edu or call 716-375-2066 with tutoring requests.

Academic Integrity: The writing you submit for our class should be your own; when you draw on the work of others, you should acknowledge it and include appropriate citations. **Instances of plagiarism can result in failed assignments and potentially failure of the course.** A list of unacceptable practices and procedures to be followed in prosecuting cases of alleged academic dishonesty can be found [here](#).

Students with Disabilities: Students with disabilities who feel they need academic accommodations should contact Adriane Spencer, Director of Disability Support Services Office, at aspencer@sbu.edu, or 716-375-2065. Please reach out early in the semester so that they can assist you as soon as possible. Documentation from the Disability Support Services Office is required before I can make accommodations.

Email: **Email will serve as an official means of communication for this class, and you should check the email account you have registered with the university regularly.** Feel free to email me with your questions and concerns. Please note that I may not respond quickly at night or on weekends.

Electronic Devices: Laptops, tablets, and smartphones can serve as helpful writing and communication tools, but they can also detract and distract from classroom engagement, conversations, and activities. While you are encouraged to bring such devices to class, you may not be able to use them at all times, and your use of them should contribute to a productive learning environment for yourself and your classmates.

Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at the [Health and Wellness Center](#) or at the [Campus Safety Office](#). For on-campus reporting, see the Title IX Coordinator (Erik Seastedt, Director of Human Resources) and Residence Life Staff (RAs, RDs, and other professional staff).

Course Schedule

Date	Major Due Dates; Homework (due day listed); <i>In-class activities</i>
M 8/30	<i>Introduction to Course</i> WEEK 1
W 9/1	Read LS 83-86 ; Lang
F 9/3	Read LS 2-10 ; Le Guin [on Moodle]
M 9/6	Identity Mapping due WEEK 2 <i>Introduction to Essay 1</i>
W 9/8	Read Hunter and Smith
F 9/10	Read Smarsh and Ehrenreich
M 9/13	Public Analysis due (see LS 49-53 for guidance & LS 90-118 for research help) WEEK 3
W 9/15	Read Villanueva [on Moodle] <i>Work on Academic Analysis</i>
F 9/17	NO CLASS - Academic Analysis due
M 9/20	<i>Work on Essay 1</i> WEEK 4
W 9/22	Essay 1 drafts due <i>Peer review</i>
F 9/24	NO CLASS
M 9/27	<i>Individual Student Conferences</i> WEEK 5
W 9/29	<i>Individual Student Conferences</i>
F 10/1	<i>Individual Student Conferences</i>

M 10/4	Essay 1 due	WEEK 6
W 10/6	<i>Introduction to Paper 2</i>	
F 10/8	NO CLASS	
M 10/11	NO CLASS (University Fall Break)	WEEK 7
W 10/13	Read McIntosh	
F 10/15	Read Petersen	
M 10/18	Essay 2 research due	WEEK 8
W 10/20	Read Kendall and Stewart	
F 10/22	<i>In-class activities</i>	
M 10/25	Read Berlatsky	WEEK 9
W 10/27	<i>Work on Essay 2</i>	
F 10/29	Essay 2 drafts due <i>Peer review</i>	
M 11/1	<i>Individual Student Conferences</i>	WEEK 10
W 11/3	<i>Individual Student Conferences</i>	
F 11/5	<i>Individual Student Conferences</i>	
M 11/8	Essay 2 due	WEEK 11
W 11/10	<i>Introduction to Essay 3</i>	
F 11/12	<i>In-class activities</i>	
M 11/15	Read Drum	WEEK 12
W 11/17	Read Royster [on Moodle]	
F 11/19	<i>In-class activities</i>	
M 11/22	Read Febos	WEEK 13
W 11/24	NO CLASS (University Thanksgiving Break)	
F 11/27	NO CLASS (University Thanksgiving Break)	
M 11/29	<i>Work on Paper 3</i>	WEEK 14
W 12/1	<i>Work on Paper 3</i>	
F 12/3	Essay 3 draft due	

	<i>Peer review</i>	
M 12/6	<i>Individual Student Conferences</i>	WEEK 15
W 12/8	<i>Individual Student Conferences</i>	
F 12/10	<i>Individual Student Conferences</i>	
F 12/17	Paper 3 & Final Reflection due by 10:35am	WEEK 16