

**Dyson College of Arts and Sciences at Pace University**  
**Syllabus, Spring 2018**

<b>Course:</b>	Critical Writing (ENG120)	<b>Course Dates:</b>	January 22 – May 9, 2018
<b>CRN:</b>	20916	<b>Class Hours:</b>	Monday & Wednesday
<b>Classroom:</b>	1 Pace Plaza W617		10:05 am – 12:05 pm
<b>Instructor:</b>	Amanda Meier	<b>Email:</b>	ameier@pace.edu
<b>Office Hours:</b>	Mon & Wed by appointment	<b>WhatsApp:</b>	804-818-6237 (emergency only)
<b>Mailbox:</b>	41 Park Row, 15 <sup>th</sup> Floor		

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### Course Description

This course is designed to build on the writing skills and strategies you learned in English 110 or previous writing courses you have taken. Whereas English 110 is an introduction to academic writing and argument, English 120 will teach you more advanced strategies for argumentation and research. Within a framework of weekly reading, guided writing workshops, and instructor feedback, we will practice the kinds of reading and writing necessary to be a critical reader and writer.

Throughout this course, we will be exploring issues related to **social justice and advocacy**. Social justice issues result from unequal access to resources, unfair treatment of individuals and communities based on race, gender identity, sexual orientation, ability, class, etc., and laws and policies that support exclusion, segregation, and inequality. You will select a social justice issue. This issue will be the focus of *all* of your writing in this course. The writing you will do in this class will seek to accomplish a particular goal on behalf of a particular community to which you may or may not belong.

Using different modes of rhetorical communication and argumentation (print, digital, and visual), you will create texts that raise awareness, participate in debates, and advocate for your selected issue. At the end of the semester, you will submit a portfolio of your work. Through this work, you will learn how to use writing as a powerful tool for change.

Possible social justice issues include:

- Indigenous land/water/treaty rights (Dakota Access Pipeline)
- Flint, Michigan water crisis
- Murdered and missing indigenous (aboriginal) women in the U.S. and Canada
- Femicide on the U.S./Mexico border (Ciudad Juárez murders)
- The right to appointed counsel for unrepresented children in immigration proceedings
- For-profit prisons and undocumented immigration reform
- The prison industrial complex and inmate rights
- Transgender inmate rights
- Preventing and responding to violence against the trans community
- LGBTQ homeless youth and shelter policies
- Protecting LGBTQ youth from “conversion therapy”
- Equality Act, which would establish protections against discrimination based on an individual’s sexual orientation or gender identity in matters of employment, housing, access to public places, federal funding, credit, education, etc.
- Rape/rape culture/sexual assault on college campuses

- Rape/rape culture/sexual assault in the military
- Criminal justice system sentencing guidelines and sexual assault
- Gender pay gap
- Female reproductive rights
- Gender equality and access to education for women and girls
- Female Genital Mutilation (FGM)
- Voter rights, which might include ID laws and gerrymandering
- Racial justice and the criminal justice system

This is by no means an exhaustive list of topics. You are welcome to develop your own topic. However, not everything is a social justice issue. For example, a paper that presents the best diet to lose weight is NOT focused on a social justice issue. However, if you are interested in food, weight, body image, and/or dieting, you could focus on one of the following topics:

- Ending the use of the BMI by the medical/insurance industry
- Equal access to nutritionally sound food (food deserts, food insecurity, SNAP, etc.)
- Prohibiting food fast companies from marketing to children
- Relationship between fashion/media and negative body image/eating disorders
- Colonization and the globalization of thin privilege/fatphobia/body shaming
- Capitalism and the diet industrial complex
- You will notice that the issues listed above effect groups of people, and as such, we will pay particular attention to the ethics of representation and advocacy.

### **Student Learning Outcomes**

- To develop research skills
- To further develop critical thinking skills
- To recognize various argumentative approaches
- To use various argumentative approaches
- To analyze the use of argumentative strategies
- To improve your expression in writing about complex ideas

### **Textbooks**

1. *Rules for Writers (8<sup>th</sup> Edition with 2016 MLA Update)* by Diana Hacker. ISBN: 978-1-457-68304-6

**\*\* Be sure to get the edition with the 2016 MLA update. \*\*** Otherwise, you will not have the most up-to-date guidelines for documentation and the page numbers for reading assignments will be different.

2. *The Curious Researcher (8<sup>th</sup> or 9<sup>th</sup> Edition)* by Bruce Ballenger. ISBN: 9780134498263

**\*\* You can get either the 8<sup>th</sup> or 9<sup>th</sup> edition for our class. \*\*** There is very little difference between the two.

### **Email & Blackboard**

All course information (readings, assignments, course changes or updates, grades, attendance, etc.) will be posted on Blackboard. I expect you to check your email and Blackboard every day to check the homework and class updates, even if you are absent from class! “I didn’t know” is not an acceptable excuse for missing an assignment or update.

## Learning Activities and Course Requirements

The only way to develop your writing skills is to do a lot of guided practice in reading and writing. You will be doing this informally, in class and in small assignments outside of class, and more formally, in a research project. Detailed guidelines for each assignment will be provided throughout the semester.

### Informal Assignments

This category includes reading responses, writing exercises, and initial drafts of papers and projects. The purpose of informal assignments is threefold:

- To get you thinking about the topics and ideas we are discussing so that you can develop informed opinions on them
- To give you the opportunity to practice the skills you need for each paper
- To reflect on your writing development after each formal paper

### Papers and Projects

During this course you will complete a substantial research project, which will include a research proposal, annotated bibliography, research paper, and an alternative research genre project. Detailed guidelines for each assignment will be provided later.

### E-Portfolio

The bulk of your grade in this class will be determined by your final E-Portfolio. Your writing will go through multiple revisions, as you share them with me and your peers and get advice on revision. At the end of the semester, you will create an online portfolio that contains polished, revised versions of your work, marked up drafts and revisions, and a final Reflective Statement. Your final portfolio will make up 70% of your grade.

**\*\* Important Reminder\*\*** Keep every version (hard copy and electronic) of your writing from the first rough draft to the final revision. You will not receive full credit on your E-Portfolio without all the necessary documents. To make sure your electronic files are safe, I suggest that you copy them to an online storage or cloud space like Dropbox.com or GoogleDrive or upload them directly to your Pace E-Portfolio. We will have several in-class E-Portfolio workshops throughout the semester to help you keep up with the work.

You can view a sample student E-Portfolio here: <https://eportfolio.pace.edu/view/view.php?id=259396>

### Participation

A large amount of the work we will accomplish during the semester will be done in class with me and your peers. You are expected to be an active member in the classroom. This means:

- Coming to class prepared with all reading and writing assignments for that day completed by the beginning of class and all required materials (including textbooks) with you;
- Making meaningful contributions to in-class discussions;
- Asking questions ahead of time about anything you are unsure of, including assignment requirements, readings, or other course requirements;
- Actively participating in peer review, small group work, and individual conferences;
- Turning in all drafts and other assignments on time

## Grading & Student Assessment

I will calculate your final grade for the class accordingly:

Final E-Portfolio	70%
Informal Assignments	15%
Participation	15%
Total	100%

On early drafts, I will indicate whether your writing is not passing, passing, or above passing. As we progress through the semester, I will begin to put grades on drafts to give you an idea of how your drafts would do in the E-Portfolio. However, no draft in this class is ever final until the Final E-Portfolio. You may continue to revise your drafts throughout the semester to improve your grade in the Final E-Portfolio.

Grades for this course will be based on a standard university letter grade system. According to university policy, students taking English 110 must earn at least a D- to be eligible to enroll in English 210.

A, A-	= 90-100%	Excellent
B+, B, B-	= 80-89%	Good
C+, C, C-	= 70-79%	Fair
D+, D, D-	= 60-69%	Poor
F	= Below 50%	Failing (Not passing)

### Late Assignments

Late assignments will receive a grade of zero. I will give you a grade, equivalent to an informal writing assignment grade, for each paper draft that you turn in that is complete and on time. In addition, late papers will negatively impact your participation grade. Any paper not turned in at the beginning of class on the day it is due is considered late, even if you give me the paper later in the day.

### Absences

Your attendance is incredibly important to your success in this course. A writing class is a community and most classes will include collaborative work that cannot be replicated. **I will permit three absences without penalty.** Any additional unexcused absences will lower your final grade by five percentage points (half a grade.) **The maximum number of permissible absences – both excused and unexcused – is five.** Five absences will result in a failing grade.

If you have extenuating circumstances or find yourself in a difficult spot with respect to absences, please contact me as soon as possible. I am more likely to be understanding if you have documentation and talk to me *before* absences become a problem.

### Conferences

You will meet with me either individually or in small groups three times this semester. We will arrange dates and times later on. In our meeting we will discuss your work and you will explain ideas you have and ask questions specific to your work. Unless I am returning a paper to you, you must bring a typed paper with you to every conference, either a draft I have returned that you wish to discuss or a draft that you would like to go over with me. If you miss your appointment, or if you fail to bring work with you to discuss, it will count as an absence.

### Classroom Behavior

The University Guiding Principles of Conduct can be found at:  
<http://www.pace.edu/student-handbook/guiding-principles-conduct>

## **Academic Integrity**

One of the goals for this course is to increase your awareness of the ethical ramifications of writing and your ability to write ethically and responsibly. How to avoid unintentional plagiarism is a major component of this course. However, it is ultimately your responsibility to submit ethical writing. If you have any question about the use of sources and citations in your work, you should contact me prior to turning in the assignment.

Plagiarism, whether the intentional act of passing off someone else's work as your own or the unintentional act where sources for material are not acknowledged due to a lack of familiarity with citation forms, is a serious violation of the principles of academic honesty. Acts of plagiarism include parts of as well as the whole of assignment. Students who submit plagiarized work will fail the assignment and may be subject to additional disciplinary action.

Please see the Pace Student Handbook for more information:

<http://www.pace.edu/student-handbook/university-policies-disciplinary-and-grievance-procedures>

### Turnitin

All papers in this class will be submitted to Turnitin through Blackboard to prevent plagiarism. We will discuss the specifics of this for each assignment.

### A Note on Reusing Previous Assignments

Turning in the same writing assignment for more than one class is a form of academic dishonesty and will result in a grade of "F" for the assignment. If you would like to write on a topic you have previously written about, or you want to use research you have done for another class, please discuss this with me prior to beginning your assignment. We can come up with a plan to ensure you do not commit academic dishonesty.

## **Incompletes**

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. Incomplete assignments and grading must be completed with six weeks or the incomplete grade will be converted to an 'F.' Incomplete grades should be avoided at all costs.

## **Accommodation Policy**

Not all students learn the same way. The federal government, through the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, tries to ensure that all students have a fair chance at being successful. Students who would like to request accommodations for a qualifying disability should contact the Coordinator of Disability Services at the University's Counseling Center in NY at 212-346-1526. Services are available only to students who are registered and submit appropriate documentation. For more information, please go to the following website: <http://www.pace.edu/student-handbook/information-students-disabilities>.

## **Pace University Writing Center**

The Pace University Writing Center offers free tutoring assistance for writers of all abilities at any stage of the writing process. I encourage everyone, regardless of ability, to make an appointment at some point in the semester. The writing center is located on the 2nd floor of the library. You can contact the writing center to make appointments at 212-346-1085. For more information, please visit <http://www.pace.edu/writingcenter>.

## Course Schedule

This schedule may be revised as necessary throughout the semester. Changes to the schedule will be announced in class and via Blackboard. On days that a reading is due, I expect you to come to class with the reading annotated and be ready for a class discussion.

*RFW = Rules for Writers (8<sup>th</sup> Edition)*

*CR = The Curious Researcher (9<sup>th</sup> Edition)*

*BB = Blackboard*

	<b>Topics &amp; Activities</b> <i>You are expected to bring textbooks and readings to class annotated; you should be prepared for a quiz or class discussion.</i>	<b>Readings &amp; Assignments Due</b> <i>All assignments should be completed prior to the class meeting in which they are due. Check Blackboard for specific submission instructions.</i>
Mon., 1/22	Course Introduction & Syllabus Review	
Wed., 1/24	Rethinking the Research Paper	<b>Read:</b> a) CR Intro, pp. 1-13 & pp. 17-18; b) CR “Theories of Intelligence,” pp. 13-17 <b>Write:</b> Journal #1: Reading Response <b>Do:</b> Upload writing sample from ENG110
Mon., 1/29	Critical Writing as a Conversation	<b>Read:</b> a) BB “They Say/I Say” Intro, pp. 1-6; b) BB “They Say/I Say” Ch. 1, pp. 19-28; c) CR / BB “Seeing Past Fear,” pp. 196-203
Wed., 1/31	The Art of Summarizing * Bring laptops to class	<b>Read:</b> a) BB “They Say/I Say” Ch. 2, pp. 30-40; b) BB “The Right’s Islamophobia Has Nothing to do With National Security” <b>Write:</b> Journal #2: Reading Response
Mon., 2/5	Exploratory Research	<b>Read:</b> CR Ch. 1, pp. 19-36 <b>Write:</b> Journal #3: Interest Inventory & Preliminary Topics
Wed., 2/7	Research Strategies & APA/MLA Intro	<b>Write:</b> Journal #4: Inquiry Questions <b>Do:</b> Find and bring 1-2 articles related to your topic to class
Mon., 2/12	Reading Strategies	<b>Read:</b> a) CR Ch.1, pp. 37-40; b) RFW Ch. 4, pp. 66-74; c) RFW Ch. 8, pp. 80-87 <b>Write:</b> Journal #5: Summary & Analysis of 2 articles
Wed., 2/14	Research Proposals	<b>Read:</b> a) CR Exercise 1.5, pp. 38; b) RFW Ch. 50f, pp. 408 <b>Write:</b> First Draft Research Proposal
Mon., 2/19	<b>No Class:</b> President’s Day	
Wed., 2/21	<b>No Class:</b> Conferences	<b>Write:</b> Second Draft Research Proposal
Mon., 2/26	Research Session	<b>Read:</b> a) CR Ch. 2, pp. 41-66; b) CR Ch. 3, pp. 106-108 <b>Write:</b> Journal #6: Search Terms
Wed., 2/28	Annotated Bibliographies	<b>Read:</b> a) CR Ch. 3, pp. 109-110; b) RFW Ch. 52, pp. 416-430
Mon., 3/5	Annotated Bibliographies	<b>Write:</b> First Draft Annotated Bibliography
Wed., 3/7	E-Portfolio Workshop	<b>Read:</b> TBA <b>Do:</b> Bring drafts for E-Portfolio

Mon., 3/12	<b>No Class:</b> Spring Break	
Wed., 3/14	<b>No Class:</b> Spring Break	
Mon., 3/19	<b>Online Class</b>	<b>Read:</b> a) CR Ch. 3, pp. 79-91; b) RFW Ch. 54, pp. 441-445 (MLA); c) RFW Ch. 59, pp. 534-537 (APA) <b>Do:</b> BB: Avoiding Plagiarism
Wed., 3/21	<b>Online Class</b>	<b>Do:</b> BB: Online Share-Out <b>Write:</b> Second Draft Annotated Bibliography
Mon., 3/26	Exploratory vs. Argumentative Research Essays	<b>Read:</b> a) CR Ch. 4, pp. 111-126; b) CR “Seeing Past Fear” pp. 196-203; c) CR “Looking for Utopia,” pp. 225-230
Wed., 3/28	Audience & Organization	<b>Read:</b> a) CR Ch. 4, pp. 126-135 <b>Write:</b> Journal #7
Mon., 4/2	Incorporating Sources	<b>Read:</b> a) CR Ch. 4, pp. 135-145; b) CR Appendix A, pp. 174-195 (MLA); c) CR Appendix B, pp. 204-224 (APA)
Wed., 4/4	E-Portfolio Workshop	<b>Write:</b> First Draft Research Paper
Mon., 4/9	<b>No Class:</b> Conferences	
Wed., 4/11	<b>No Class:</b> Conferences	
Mon., 4/16	Peer Review	<b>Write:</b> Second Draft Research Paper
Wed., 4/18	Presenting Research in Alternative Genres (PRAG)	<b>Write:</b> Third Draft Research Paper
Mon., 4/23	PRAG	<b>Read:</b> TBA <b>Write:</b> Alternative Genre Proposal
Wed., 4/25	PRAG	<b>Read:</b> TBA <b>Do/Write:</b> TBA
Mon., 4/30	Course Evaluations & E-Portfolio Workshop	<b>Write:</b> First Draft Alternative Genre Project
Wed., 5/2	<b>No Class:</b> Study Day	
Mon. 5/7	Final Project Share-Outs	<b>Do/Write:</b> TBA
Wed. 5/9	Course Wrap-Up	<b>Final, Revised E-Portfolios due by end of day</b>