

Bridgewater State University
School of Arts, Science, and Design
English 102 Writing Rhetorically with Sources
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Nicole Williams

Tillinghast 301

Office Hours: By appointment

Phone: 508-531-2001

Email: Nicole.williams@bridgew.edu

Website: <http://www.nicoleannwilliams.com>

By the last day of drop add on Wed 1/24 you must send me an email from your BSU account stating that you have read and understand the syllabus. From that day forward you should check your e-mail at least once a day as I may send you important messages during the semester. E-mail is an easy way to contact me between classes--feel free to e-mail me about any concerns you have. This email will demonstrate your ability to meet deadlines in a timely manner -- a vital skill for college as well as your ability to access your email. **Every day the assignment is late, counts a 1/3 of a letter grade off your reading journal grade.**

Materials:

Notebook, pen, bring laptop/tablet to class when asked, Zoom (if needed).

Mission Statement from Bridgewater State Universities First Year Composition Program

“The mission of the first year writing program at Bridgewater State University is to teach students the conventions of writing in the college classroom and to demonstrate the importance of critical reading and writing beyond the classroom as students enter into communities and become responsible, concerned citizens.”

Course Objectives for English 102: Writing Rhetorically with Sources

During this course students will:

- Continue to grow as a writer and a reader in relation to the ENGL 101 outcomes.
- Become familiar with conducting research through the use of electronic academic research tools, such as Maxwell Library’s online catalogue and electronic research databases.
- Locate both primary and secondary source materials and evaluate their credibility.
- Approach research as a recursive process, consisting of a series of tentative hypotheses that are then tested and affirmed or revised.
- Effectively integrate secondary sources into their own text, using an appropriate citation style, while demonstrating a clear awareness of the relationship of these sources to the writer’s central point and a clear distinction between the ideas and language of the writer and those sources.

Course Theme

As an instructor I always search for ways to connect reading and writing for academia with real world experiences of my students, especially those related to your majors and future careers. I develop assignments that are nontraditional, relevant, and interesting for students. This semester in our Writing II course we will explore communities through ethnographic study and secondary research that will assist you in developing not only your writing skills, but knowledge of career fields of interest.

Course Policies:

In order to successfully pass this course you must attend class, participate in class discussions, complete in class writings, outside readings, homework, and complete all formal writing assignments. Successful completion of the formal assignments includes turning in all required drafts and attending workshops and conferences.

Attendance: What happens in class each day only works if everyone is here to participate as much as possible; therefore, I suggest you attend class. **You have two absences to use as you wish whether you want a day off to have fun or because you are sick. However you should plan wisely. Your final grade will go down 1/3 of a letter grade for every absence over 2. You may fail the course after 4 absences.**

Participation: This course depends heavily on your readiness and willingness to contribute to class discussions and activities daily. I expect each of you to work with me and each other to make this a real community of learners. **Therefore, you must come to class each day fully prepared having done all assigned readings and work ready to participate in class.** Class activities are designed to build off of outside work; therefore, I will know if you are unprepared and your grade will reflect it.

Email Etiquette: I will respond to emails within 24 hours. I check email between the hours of 9-5 Monday through Friday. When emailing me please include your class and section in the subject line, a greeting, and your name. This is extremely important. [Check out this article about writing proper emails.](#)

In addition keep in mind:

- **Being absent is not an excuse for turning in late work.** All assignments are expected to be turned in at the beginning of the class period they are due, **(not emailed after class)**. If you are not going to be in class submit your work to me by the beginning of class time. **Late assignments will not be accepted unless prior arrangements have been made with me. I will not accept any journals after we have already discussed the reading in class.**
- In class work cannot be made up so it would be wise to come to class prepared each day.

Format for Assignments:

All formal writing should be:

- 1 Computer generated/typed
- 2 Double-spaced in 12 point font
- 7 Documented and formatted in MLA or APA style

Respect: Respect for others in our classroom is non-negotiable. We will be discussing many ideas and concepts that may challenge your current thinking. This is the fun of college! Have respect for one another and be open to new ideas. You do not have to agree with anyone but you must listen respectfully.

BSU Sexual Violence Policy: The BSU Sexual Violence Policy can be read in its entirety here <https://my.bridgew.edu/departments/affirmativeaction/Sexual%20Misconduct%20and%20Relationship%20Violence/Sexual%20Violence%20Policy%20for%20BSU%202015%203%204.pdf>. As a campus we are all responsible for upholding this policy and ensuring the safety and comfort of our community.

Academic Integrity and Plagiarism:

Presentation of someone else's work as your own is dishonest and unacceptable. **If I find out that you have plagiarized you will receive a zero for the assignment and, possibly, fail the course.** Be assured that I will find out if you have plagiarized, therefore it would be wise for you to do your own work and cite any and all material you take from other sources. Plain and simple-if it isn't your own words or idea than tell me where you found it. If you are ever unsure of whether or not you are committing academic dishonesty please come speak to me, and I will be happy to assist. I take academic honesty and integrity very seriously and will follow all steps outlined by Bridgewater State University if I find a student plagiarizing. This could result in a meeting with the Dean and possible expulsion from the University.

Departmental Writing Committee's Academic Honesty Policy (Approved Spring 2010)

Academic Honesty: Academic Honesty refers both to plagiarism and misrepresenting your work in other ways. Plagiarism is the use of someone else's words or ideas without acknowledging the original source. Acts of academic dishonesty include the following:

- Turning in another student's essay as your own
- Turning the same essay (that you wrote) in for credit in two different classes. (Note: It is fine to write about the same idea in two courses, to branch off of a project to create a new one, or to push an idea that you've started developing in one paper significantly further in another, but it is academically dishonest to turn in the same writing project in two courses.)
- Including information or ideas from a print or online source in your essay without including a citation to indicate the origin of the words
- Including phrases or sentences from a print or online source in your essay without using quotation marks to mark the words as coming from an outside source (even if you include a citation)

If you have a question about whether you need to cite a course, ask your instructor or writing studio consultant or simply take the safe route and cite the source.

The consequences of plagiarism are serious. The entire university Academic Integrity policy, which you should familiarize yourself with, can be found on the updated university website here <http://www.bridgew.edu/academic-integrity>.

Course Requirements

Formal Essays: For this class you will write three essays that range from 4-6 pages each and will be woven into a 16-20 page paper at the end of the semester. Each essay will require a draft that will be responded to by me and your peers. Assignments will be discussed throughout the semester as the time for each approaches. Detailed assignment sheets can be located on my website. Assignments are due at the beginning of class as stated on the course schedule.

Reading Journals: Each week, as marked on the schedule, you will be required to write a journal in response to a reading for that class. Your journals each week should discuss your thoughts and ideas on any of the assigned reading for that class week and how they may relate to your own writing. This is your chance to reflect on the reading and writing you do each week.

Padlet: We will be using Padlet for in class writing in response to prompts I post. It will be a space to generate discussion and ideas to assist in your formal writing.

Portfolios: The best way I have found to help students understand and appreciate what it means when I say "writing is a process" is to include a portfolio component in my writing classes. At the end of the

semester, you will be responsible for collecting and revising the work you've done in and outside class. You will turn in both formal and informal writing, some of it revised, some of it not. You will also include an introduction that discusses what you've learned and provides a self-evaluation of your writing. These portfolios will be returned with formal letter grades attached that evaluate the work in the portfolio as well as your success in the class.

Readings: Outside readings will be assigned for each class period. They are listed on the schedule. It is vital to your grade that you complete all readings and come to class prepared to discuss them.

Conferences: You will be conferencing with myself and your group for your formal essays three times throughout the semester to receive more individualized feedback and a grade from me. I will cancel class to accommodate these conferences. **Missing your conference or showing up unprepared without your essay will result in an absence and a zero on your essay. I WILL NOT ACCEPT ESSAYS NOT SUBMITTED DURING YOUR CONFERENCE APPOINTMENT. YOU WILL FAIL THE ESSAY IF YOU ARE NOT PRESENT TO TURN IT IN.**

Evaluation and Grading Policies

In this course you will be graded holistically. This means I will evaluate your work overall throughout the semester holistically. I look for revision and growth in your writing. Using this portfolio system of evaluation allows me the opportunity to give you credit for the things that grading individual papers does not: such as effort and revision and improvement. While you will receive tentative letter grades on essay drafts, you will also receive extensive comments and feedback from me that will help you understand the quality of the work you are doing as well as assist you in improving your writing. The essay drafts are not worth as much as the portfolios and **ARE EXPECTED TO BE REVISED**. Portfolio grades will be based on the following criteria:

- 1 Meeting all of the requirements described above.
- 2 The quality of your written work, including how successful your revision work is.
- 3 The quality of your effort in class, in workshops, in discussion, in groups, in conferences, and in general.
- 4 Your demonstration of a willingness to try new things, think in new ways, and explore different perspectives as both a reader and a writer.

Grading Percentage Breakdowns

Different assignments in this course require different levels of effort. The following breakdowns should provide you with an idea of the amount of time and energy needed for each.

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|---|-----|
| 1 Reading Journals | 15% |
| 2 Formal Writing Assignments
3 essay Drafts (10% each) | 30% |
| 3 Final Portfolio | 55% |

Additional Resources:

Course Adaptations: In accordance with BSU policy, I am available to discuss appropriate accommodations that you may require as a student with a disability. Requests for accommodations should be made during the drop/add period so that proper arrangements can be made. Students should register with the Student Accessibility Office in the AAC for verification and determination of reasonable academic accommodations.

[THE ACADEMIC ACHIEVEMENT CENTER \(AAC\)](#) provides students with academic services and

resources that propel them toward successful and timely degree completion. With all services available online for the fall, the AAC is the largest hub of student academic services on campus. The AAC is comprised of four major support areas: [Academic Advising](#) (first-semester freshmen), [Student Accessibility Services](#), [Learning Assistance](#) (Academic Coaching and Tutoring), and [Testing Services](#).

[Learning Assistance \(LA\)](#) consists of both [Academic Coaching](#) and Tutoring. Tutoring areas include: [Math Services](#), [the Accounting & Finance Lab](#), [Writing Studio](#), [Tutoring Central](#) (100/200 introductory and Core Curriculum courses), and [Second Language Services](#). All LA services for the Spring 2021 semester are being offered online. To use the virtual drop-in tutoring or to make an appointment for Tutoring or Academic Coaching, please sign into our platform, [Accudemia](#), using your BSU credentials, or bookmark the link: <https://bridgew.accudemia.net>.

Office of Undergraduate Research (OUR) and Adrian Tinsley Program: The OUR and ATP provide BSU students with the opportunity to do scholarly research by funding projects, providing presentation forums through research symposiums, and publishing opportunities in the Undergraduate Review. The OUR is located in 200 Maxwell Library. To learn more about the OUR visit their website at www.bridgew.edu/our. On a personal note, I cannot speak highly enough of the opportunities the OUR and ATP provide to BSU students for enhancing your education while at BSU and providing you with skills that will make you competitive in both the job market and in graduate school.

Publication Opportunities: The Undergraduate Review- Published annually by the Office of Undergraduate Research, showcases student research and creative work done as part of a class or under the mentorship of Bridgewater Faculty.

The Bridge- A Creative journal that published by the English Department annually that showcases poetry, prose, and fine art.

Study Abroad Office: Assists students with a variety of travel programs including semester long and shortened trips to a variety of countries around the globe.

https://my.bridgew.edu/departments/StudyAbroad/SitePages/Home.aspx#_ga=2.50152614.1024953523.1534786572-1351288215.1527112497

Internships: [The internship office](#) can assist you in getting credit and, in some cases, pay for interning at a variety of companies.

Resources in Support of Excellence (RISE): Providing Resources for Students Experiencing Economic Stress. At BSU, we understand the impact that stressors outside of the classroom can have on your student success. We also understand the significant cost of higher education and the overall impact attending college can have on your availability to work and cover the basics.

<https://my.bridgew.edu/departments/SSD/RISE/SitePages/Home.aspx>

Other Resources on Campus: There are a wide variety of services available on our campus that you might want to know about but also might just be too inundated with information to remember you have access to, so I'm including links to a variety of places on campus that I think you might want to know about. First and foremost is probably the [counseling center](#) and the [wellness center](#). Other places you can go if you want to connect with folks: the [Lewis & Gaines Center for Inclusion and Equity Center for Multicultural Affairs](#), the [Pride Center](#), the [campus food bank](#), and [Commuter Services](#). Making a connection to this campus is the number one way you'll get from day one to graduation.

