



Workshop in Research Writing

ENG 102 – Wesleyan College

Syllabus

Summer 2022, July 18 - August 19

Professor Contact Information

Professor: TBA

Office Hours: by appointment

Contact Information: TBA

Text/ISBN: *The Everyday Writer*, 7th ed., by Andrea A. Lunsford (ISBN: 978-1-319-36113-6); *Food Matters: A Bedford Spotlight Reader* edited by Holly Bauer (ISBN: 978-1-319-04809-9); and *The Hunger Games* by Suzanne Collins (ISBN: 978-0-439-02352-8)

Policies and Procedures

Course Goals

In this writing competency course, students will develop a broad range of research strategies. They will learn how to find and use appropriate sources to develop and support arguments, document information from research, and strengthen writing skills.

Prerequisites

Satisfaction of the College's Writing Proficiency Requirement; WIS 101 or ENG 101

Credit Hours

3

Participation and Grading

Your grade in this course will be determined by your performance in the following categories:

Assignments	Percentage
Discussion Forum Participation	10%
Exercises	35%
Research Writing Proposal	15%
Annotated Bibliography	20%
Researched Analysis Paper	20%
Total	100%



Grading Scale:

The grading scale in the class will be as follows:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% And Below

You may track your running point total throughout the term via our course site. Please be aware, however, that the course grade you see in the site will reflect only assignments and activities you have already completed and that your professor has graded.

Academic Integrity

Wesleyan's College expects student to show integrity in all of their work. Cheating, plagiarism, unauthorized collaboration, inventing or falsifying information, turning in work for more than one class without authorization, or helping someone else are all violations of the Honor Code and are not tolerated. Any of these forms of cheating will not be tolerated and will be grounds for a grade of zero on the exam or assignment and a grade of F for the course, in addition to any penalties imposed by the Provost.

Potential Changes to Course Schedule

The following week-to-week schedule is a general plan for the course. Deviations may be necessary and will be announced in advance via announcement and/or e-mail. Students should check their course site announcements and emails at least once every twenty-four hours throughout the term to watch for updates regarding this course.

Course Schedule

Week 1

Course introduction

Apply Close Reading Strategies to Scholarly Sources

Compare the Pitch, Complaint, & Moment in Scholarly Sources

Compare, Critique, & Evaluate "Writing Moves" in Scholarly Sources

Consider Sources in Conversation with One Another

**Food Matters*, "The Changing Significance of Food," pp. 200-211, "Stuffed and Starved," pp. 173-178, "Industrial Farming Is One of the Worst Crimes in History," pp. 233-238, and "The Omnivore's Delusion: Against the Agri-intellectuals," pp. 240-249

Week 2

Apply Close Reading Strategies to Scholarly Sources

Synthesize Information from Scholarly Sources

Distinguish & Practice Summary, Critique, & Evaluation of Scholarly Source



Distinguish Scholarly & Popular Sources

Apply Close Reading Strategies to Scholarly & Popular Sources

**Food Matters*, "This Land Is Whose Land? Dispossession, Resistance, and Reform in the United States," pp. 251-256; "Brightening Up the Dark Farming History of the Sunshine State," pp. 279-282; and "Hardship on Mexico's Farms, a Bounty for U.S. Tables," pp. 283-292

Week 3

Synthesize Information from Scholarly & Popular Sources

Plan a Research Writing Project Connecting Course Theme to Chosen Discipline of Study

Create a Research Writing Proposal

Learn & Practice Techniques for In-Depth, Discipline-Specific Scholarly Research

Select, Critique, & Evaluate Sources for Research Writing Project

**Food Matters*, "Biotechnology Isn't the Key to Feeding the World," pp. 294-296, and "Can We Feed the World and Sustain the Planet?" pp. 297-305

Week 4

Create an Annotated Bibliography

Learn & Practice Techniques for Synthesizing & Integrating Discipline-Specific Source Information into a Research Paper

Review & Practice Applying MLA Style Guidelines for Document Formatting & Research Integration

Draft Researched Issue Analysis Paper

Week 5

Distinguish Global vs. Local Revision Strategies

Review & Practice Strategies for Global Revision of Research Writing

Review & Practice the Two-Stage Peer Review Process

Reflect on Individual Writing Style, Process, Strengths, and Areas for Improvement

Civility in the Academic Community

Students, faculty, and staff are expected to treat one another with respect in all interactions both during class meetings and on the Moodle course site. Rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the professor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class meeting or Moodle collaborative activity will be asked to leave and will be counted absent for that class period or activity. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost.

Disabilities Statement

Wesleyan College is committed to equal education, full participation and access to facilities for all students. Any student who requires reasonable academic accommodations, use of auxiliary aids or facility access for a class must first register with Disability Resources by contacting Jill Amos, Director of Disability and Advocacy Services, jamos@wesleyancollege.edu or (478) 757-5219. If reasonable



accommodations are established, students should request Accommodation Letters from Disability Resources then schedule an appointment to meet with the professor to determine how the accommodations will be implemented for each class as early in the semester as possible. Accommodations require advance notice to implement and will not be retroactively administered for the semester. Accommodations that decrease the integrity of a course will not be approved.

Privacy in Teaching & Learning Spaces

In order to promote an environment in which ideas may be freely expressed, the interior offices; in-person and virtual classrooms; and Moodle course sites at Wesleyan are private spaces. The unauthorized creation of photographic images, audio recordings, or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the professor's discretion. The distribution of unauthorized images or recordings, or of class meeting recordings shared by a professor for instructional purposes, without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.