

ENGCOMP 0006: Composition 2

University of Pittsburgh at Johnstown, Spring 2018

Instructor

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230F Biddle / MW 4 - 5 pm (by appt.)

Required

- Rechtenwald, Michael, and Lisa Carl. *Academic Writing, Real World Topics*. New York: Broadview, 2015. Print. ISBN: 9781554812462
- CourseWeb: <https://courseweb.pitt.edu>
- Notebook/research & idea journal

Course Description

In this companion course to Freshman Writing Seminar and Composition 1, students study and practice essay writing in more depth. The course also features researching and writing from sources. Required of all freshmen. Prerequisite: ENGCOMP 0002 or ENGCOMP 0003 or ENGCOMP 0005.

Projects

<i>Projects</i>	<i>Length</i>	<i>Weight</i>
Project 1: Research Summaries + Working Research Question	3-4 pages	15%
Project 2: News & Social Media Report	4-5 pages	20%
Project 3: Source Rhetorical Analysis	4-5 pages	20%
Project 4: Research Argument	7-10 pages	30%
Final In-Class Essay Response	TBD	15%

The details of each project will be presented during the respective reading unit(s). Unless otherwise specified, essays must be:

- In MLA format, double-spaced, with 12-pt. Times New Roman font and 1-inch margins.
- Formatted to be read and evaluated in MS Word (".docx") or Pages (".pages").
- Submitted to the respective CourseWeb drop box by the due date.

Grading Standards

The following [grading standards](#) establish four major criteria for evaluation at each grade level: purpose, reasoning and content, organization, and expression. Obviously, every paper will not fit neatly into one grade category; it may, for instance, have some characteristics of B and some of C. The final grade it receives depends on the relative weight of each criterion.

THE A PAPER

1. The A paper has not only fulfilled the assignment, but has done so in a fresh and mature manner. It has effectively met the needs of the rhetorical situation; it makes a substantial contribution to the situation; it is fully accommodated to its audience(s) and is likely to move them to act as the writer desires.
2. The evidence is detailed; the sources of information or persuasion have been used creatively and cited appropriately. The evidence presented is appropriate to the audience. The reasoning is valid. Beyond that, the paper is thoughtful, showing hard work, good judgment, and sensitivity to the complexities of the situation or issue.
3. The organization is effective for this audience and purpose. The introduction establishes the context and purpose of the communication. Segments, whether sections or paragraphs, are fully developed and follow logically from what precedes them. Headings and subheadings are appropriately used. The conclusion is suitable in tone and strategy.
4. The prose is not only clear and readable but occasionally apt and memorable. It contains few errors, none of which seriously undermines the effectiveness of the paper for educated readers.

Translation: "This document could be published for the intended audience with very few changes."

THE B PAPER

1. The assignment has not just been followed but fulfilled. In taking its stand, the paper shows a clear sense of audience and purpose. It shows more awareness of the implications of what it is saying and of its assumptions about the audience than the C paper does.
2. The writer has not settled for the most obvious evidence. The B paper is characterized by thoroughness. The reasoning is more than adequate. Not only does it make no mistakes, but it shows thoughtfulness and some awareness of complexities and other points of view.
3. The B paper has an effective introduction and conclusion. The order of information is logical, and the reader can follow it because of well-chosen transitions. Paragraph divisions are logical, and the paragraphs use enough specific detail to make their point tellingly.
4. The expression is competent, more ambitious than that of the C paper, less felicitous than that of the A paper. Not only is sentence structure correct, but it also uses subordination, emphasis, sentence length and variety, and modifiers effectively. It would be surprising to find serious sentence errors—comma splices, fragments, or fused sentences—in a B paper. Word choice is idiomatic, vocabulary precise. Punctuation, grammar, and spelling conform to the conventions of edited American English.

Translation: "Solid stuff. It would be publishable with more depth and another draft."

THE C PAPER

1. The assignment has been followed. The paper develops its points with a sense of audience.
2. The information or degree of persuasion in a C paper is appropriate. That means that there is evidence, and though the evidence is perhaps obvious and easily accessible, it has been gathered honestly and used responsibly. The C paper may exhibit some minor imperfections or inconsistencies in mapping out the arguments, but it commits no major flaws in reasoning.

3. The organization is clear. The reader could easily outline the presentation. Paragraphs have adequate development and are divided appropriately. Transitions may be mechanical, but they foster coherence.
4. The expression is competent. Sentence structure is generally correct, although it may show limited competence with such elements as subordination, emphasis, sentence variety, and length, and modifiers. It relies instead on simple and compound sentences. The paper is generally free of comma splices, unintentional fragments, and fused sentences. Word choice is correct though limited. It may contain errors in spelling, mechanics, and grammar that reveal unfamiliarity with the conventions of edited American English.

Translation: "The document basically works. But it needs work over two or three more drafts."

THE D PAPER

1. A D paper attempts to follow the assignment, even if the choice of topic or situation is poor, whether too broad, too narrow, or inappropriate. A D paper often shows a poor sense of audience and purpose. For example, it may over or under-estimate the audience's prior knowledge or assumptions. Or it may correctly assess the situation but add little substance to it.
2. Necessary evidence may be missing, irrelevant evidence present, or the interpretation or evaluation of that evidence may be inadequate. The reasoning may be seriously flawed, resting on insufficient understanding of the situation or the audience. Or it may rely too heavily on evidence from published sources without adding original analysis.
3. Organization may be significantly flawed in any of the following ways: relevant segments may be missing; topic sentences may be absent or inappropriate to the content of the paragraph; paragraphs are not well developed or divided or arranged; transitions are missing or incorrect; introductions or conclusions are missing or incomplete.
4. A D paper may have numerous and consistent errors in grammar, spelling, and punctuation. The syntax or diction in some sentences may be so flawed that they are incomprehensible. Lack of proofreading can turn an otherwise adequate paper into a D paper.

Translation: "This document is appropriate for a first draft—or for seventh grade."

THE F PAPER

1. It is off the assignment, even if it is correctly and coherently written. (Many instructors require that such papers be rewritten before assigning any grade.)
2. It relates to the assignment but has no clear purpose, or goes off in several directions. It is missing essential elements of the assigned form of communication.
3. It falls seriously short of the minimum length requirements.
4. It may be plagiarized—either it is someone else's paper or it has used sources improperly or without documentation.
5. It is plagued by more than one of the organizational deficiencies of the D paper.
6. Numerous and consistent errors of grammar, spelling, punctuation, diction, or syntax seriously hinder communication.

Translation: "This document puts the F in WTF."

Policies

Late Work and Completion

Assignments submitted late (without prior permission) are subject to a full letter grade penalty per class day they are late. All assignments must be completed by finals week, or they will be failed collectively.

Attendance

While one or two absences during the semester are understandable, excessive absences send a clear message: "I'm not willing to work for a passing grade." If you cannot attend due to an emergency or University-defined legitimate absence, please inform me ahead of time or as soon as possible to arrange make-up work.

Office Hours

I am available on campus and can be reached via e-mail and cell. I am more than willing to help you succeed in this course, but the initiative to meet with me is yours. While I make it a policy not to read entire drafts, I *will* engage specific, directed questions regarding your papers.

Academic Integrity

Whenever you quote passages or use ideas from others, you are legally and ethically obliged to acknowledge that use following appropriate conventions for documenting sources. To borrow someone else's work without acknowledging that use is an act of academic as well as professional dishonesty, whether you borrow an entire report, a single sentence or an original idea. *Any act of plagiarism may result in an F for this course and may lead to disciplinary action by the University.* If you have doubts about whether or not your use of your own or other's writing is plagiarism, ask me before you turn in the paper, and I will assist you with proper citation.

Disability Services

Pitt-Johnstown welcomes students with disabilities into its educational programs. If you have a disability-related need for modifications or reasonable accommodations in this course, please contact the Office of Health & Counseling, Disability Services, in G-10 Student Union. For more information, call (814) 269-7119, e-mail OHCS@pitt.edu, or visit the Disability Services web site at <http://www.upj.pitt.edu/en/campus-life/counseling/disability-counseling/>.

Please notify me as early as possible about a need for modifications or reasonable accommodations.

Schedule

The following schedule may change due to campus cancellations, inclement weather, or other course considerations.

Week	Monday	Wednesday	Friday
Jan 8-12	Syllabus	pp. 50-85	pp. 85-109

Jan 15-19	MLK, Jr. Day—NO CLASS	Ch. 1, Carr	Ch. 1, Jenkins
Jan 22-26	Ch. 1, Small	Ch. 1, Blythe	Workshop/Project 1 Due
Jan 29-Feb 2	Ch. 2, "Intro" & Prot	Ch. 2, Grimes	Ch. 2, Farmer
Feb 5-9	Ch. 2, Burgess	Ch. 2, Hall	Ch. 2, Ferguson
Feb 12-16	Ch. 3, "Intro" & Snyder	Ch. 3, Fried & Davidson	Ch. 3, Kassens-Noor
Feb 19-23	Ch. 3, Yardi	Ch. 4, Do (synthesis)	Workshop/Project 2 Due
Feb 26-Mar 2	Ch. 4, "Intro" & Simon	Ch. 4, Ritzer	Ch. 4, Barber
Mar 5-9	Spring Break—NO CLASS	Spring Break—NO CLASS	Spring Break—NO CLASS
Mar 12-16	Ch. 4, Cowen	Ch. 4, Appiah	Ch. 5, "Intro" & Fukuyama
Mar 19-23	Ch. 5, Bailey	Ch. 5, Kurzweil	Workshop/Project 3 Due
Mar 26-30	Ch. 5, Joy	Ch. 5, Hayles	Ch. 5, Maitin-Shepard
Apr 2-6	Ch. 6, "Intro" & Sibert	Ch. 6, Wallison	Ch. 6, Resnick
Apr 9-13	Ch. 6, UNEP	Ch. 7, "Intro" & Lifland	Project 4 Draft Workshop
Apr 16-20	Ch. 7, Pinker	Project 4 Due	Ch. 7, Ahmed
FINALS	Final In-Class Essay Response		