



## COURSE DESCRIPTION:

The way W&R TWO (ENC 1102) is now being taught has changed significantly over the years. Now we are allowing for more time for the entire process of writing, critical thinking and research. We really are continuing the *writing* projects developed in 1101. We also want to be sure that rhetorical skills developed here can be used in any rhetorical genre required in any college writing...and beyond. The sequence of how this happens has changed too; our sequence of study for the semester is as follows:

### PART A.

#### WRITING TO INFORM

The reality is information about anything and everything is everywhere all the time...or so it seems. Information that seemed current and correct as of a week ago can be rendered obsolete with a new discovery yesterday.... made known *immediately* on the Internet. How do we not only learn how to gather and collect and sift through information, but how do we cite and document information as well ? This writing project, focusing on your career choice (or a career you are interested in ), will explore all of these questions. This writing project sets the stage for information writing throughout your college career and....beyond.

#### BUILDING A WRITING PROJECT AND/OR PROPOSAL:

As in all my classes, *writing projects* are “built” -- with a thorough explanation of the assigned topic, brainstorming, the Scratch Outline/Clustering , writing first two paragraphs, next pages, next pages and 2 full rough drafts...all *peer edited every step of the way*.

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### STUDENT ASSIGNMENT SHEET...THE “SAS”

With all work here in this course there is the appropriate Student Assignment Sheet ( SAS ) along with the corresponding work of the assignment in the primary Bacon text.

### PART B:

WRITING TO EXPLORE .....A VARIETY OF SOLUTIONS FOR YOUR FINAL PROJECT.....

WRITING A RESEARCH PROPOSAL TO EXPLAIN *EXACTLY* HOW /WHAT YOUR FINAL PROPOSAL IS FOR A SOLUTION

AND...

THE EXTENDED RESEARCHED PROPOSAL ARGUMENT ( formerly known as the 1102 “research paper” )

As we begin Part B students are asked from the beginning to choose a topic for the “Extended Researched Proposal Argument” ( formerly known as a “research paper” ). We are using the “*Proposing A Solution*” model for this paper.

A STUDENT ASSIGNMENT SHEET ( SAS )will have a list of suggested topics to help in the process of choosing.

We will then have Two Library Sessions ( *mandatory* ) to gain skills in seeking and using books and journals as well as Internet sources.

Students will then write how each student will explore various ways of thinking about and looking at the topic they have chosen for research.

A **Research Proposal** and “Double Entry” notes on sources to be used for the research topic is the next step. This means that each student will not only be clear about the proposed topic but will have extensive notes and comments on the sources to be used in writing the paper.

The EXTENDED RESEARCHED PROPOSAL ARGUMENT is now ready to be written. This will be “built” in stages.

“Building” means that the essay will have a time for exploring the topic, a scratch outline, and much peer editing: the first 2 paragraphs, then the

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next two pages, remaining pages and finally the entire rough draft will be peer edited twice to make sure arguments are sound, there are plenty of examples and data and MLA guidelines are strictly followed.

Roughly 25% of the class will be devoted to PART A; 75% will be devoted to PART B.

## QUIZZES

During the semester remember there will be several quizzes: all taken from the Bacon text.

In my classes, quizzes are to do at least 3 things:

1. offer templates of the type of essay we're writing
2. increase vocabulary
3. further acquaint us with the material we're using

## GRADING FOR THE COURSE:

WRITING INFORMATIVELY	20%
WRITING TO EXPLORE SOLUTIONS	20%
AN EXTENDED RESEARCHED PROPOSAL	40%
QUIZZES	20%

## GRADING SCALE FOR THE COURSE:

A	=	10
A-	=	9
B+	=	8
B	=	7
B-	=	6
C+	=	5
C	=	4
C-	=	3
D	=	2
F	=	0

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### PLAGIARISM:

Each student will be handed the university policy on plagiarism. Each student will read the policy and sign a piece of paper stating that they fully understand the policy. Plagiarism will result in an automatic "F" on a paper as well as a probable "F" in the class, and even possible expulsion from the university.

### ATTENDANCE POLICY:

1. FIVE "cuts" are allowed; a sixth unexcused absence - drop 1 letter grade. Seven unexcused absences will result in FAILURE of the course.

2. AN EXCUSED ABSENCE is treatment by a physician, a court appearance or a similar professional reason. IF the situation is not an emergency situation, the student MUST first consult with the professor BEFORE missing class.

3. UNEXCUSED ABSENCES will only be accepted immediately upon return to class. Under no circumstances will such absences be accepted at the end of the semester or at any other time other than upon a student's return to class.

### LATE PAPERS:

are not accepted, unless there is a clear and unavoidable reason. The latter does not include anything but hospitalization, extreme illness or death. The due dates of all work are given at the beginning of the semester, therefore it is understood that papers will not be late because of tardiness on the part of the student. PAPERS ARE DUE AT THE BEGINNING OF CLASS.

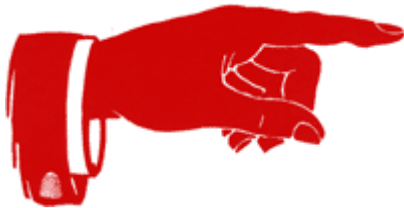
### MLA:

WE FOLLOW MLA FORMAT AT ALL TIMES.....

>>>>>> I WILL SEND THE "MLA HANDBOOK"

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WAYS TO REACH DR. CLAUS



EMAIL: [AbandonHopeEmail@gmail.com](mailto:AbandonHopeEmail@gmail.com)

Voice and Text Messaging:

**305 898 2489**