

ENGLISH 1551: Writing 2

English Department General Guidelines

Course Description (from the 2006-2007 Undergraduate Student Bulletin)

"Practice in writing with emphasis on the process of investigation: exploration of topics, formulation of tentative theses, collection of data from suitable primary and secondary sources, and clear and appropriate presentation of the results of these inquiries. Students divide their time between regular classrooms and computer classrooms, where they have the opportunity to perform research on the World Wide Web. Prerequisite: ENGL 1550 or Composition and Reading Test results. Grading is ABC/NC. 3 s.h."
Writing 2 is a General Education requirement.

Course focus

Building upon the critical reading, thinking, and writing skills learned in Writing 1 (English 1550), students in Writing 2 work to refine their ability to construct credible, authoritative, and appropriately-documented arguments.

Placement

Placement into Writing 2 is based on successful completion of Writing 1 (English 1550) or Composition Placement Test results along with ACT English sub-scores, SAT Verbal sub-scores, and/or COMPASS™ Reading Test Score.

Fee

YSU requires student to pay a technology and materials fee in Writing 2. This fee is used to maintain and replace equipment, software, and supplies.

Students in Writing 2 will:

- Read and critically analyze texts, especially texts containing arguments, focusing on the rhetorical strategies authors use to advance their claims.
- Critique their own and their peers' writing using various evaluation strategies.
- Write primarily nonfiction, argumentative essays built upon writing-process materials such as drafts, peer reviews, and instructor comments.
- Use computer labs and other online resources as tools for cultivating their writing.

Texts

Unless otherwise noted, the most recent editions of textbooks will be used. Required texts in Writing 2 include *The Little, Brown Compact Handbook* (6th ed.) and one of the following textbooks (according to the instructor's syllabus):

Aims of Argument (Crusius) *Everything's an Argument* (Lunsford)
Elements of Argument (Rottenberg) *Informed Argument* (Miller)

Students are also encouraged to purchase a good dictionary, such as *Webster's New World College Dictionary* (4th edition).

NOTE: With prior approval of the Composition Program Committee, instructors may use an alternative textbook.

Course Goals

Upon successful completion of Writing 2, students should be able to:

1. Comprehend, discuss, and critically analyze assigned readings
2. Produce credible, authoritative, and appropriately-documented arguments by
 - developing and organizing the components of argumentative essays (e.g., claims, evidence)
 - writing in a way that meets the demands of specific audiences (e.g., by considering counter-arguments)
 - incorporating both instructor and peer feedback in the revision processes
 - knowing when to use specific citation styles (e.g., MLA, APA, Chicago, AP) and where to find guidance for using them
 - producing final drafts of written arguments that display a minimum of errors
3. Access and use a variety of learning tools and technologies, such as:
 - articles, books and other materials at Maag library
 - email, the Internet, and word processors (e.g., Microsoft Word)
 - academic support services such as the Writing Center

All course assignments should aim to help students respond to and produce research-based arguments, but instructors may use other kinds of readings and writing activities to help students meet this goal.

Engagement in the Learning Process

Engagement in the learning process is a key goal of a college education for all students. Instructors are expected to create conditions in Writing 2 that invite active student engagement. Students in Writing 2 are expected to:

- **Read all text selections** assigned by the instructor.
- **Do at least three in-depth writing assignments**, each comprising at least one rough draft as well as a final draft that shows evidence of significant revision. The final drafts of these assignments should be approximately 1000-1200 words long (4-6 double-spaced pages).

Typically, these writing assignments should involve the completion of a formal work in writing that both expresses the student's perspective and shows engagement with some set of readings. However, instructors may use their discretion to customize these assignments, within the parameters of Writing 2's general goals.
- **Complete all other assignments** required by the instructor (e.g., in-class or out-of-class writing, graded or ungraded writing, prewriting, and revision or rewriting.)
- **Follow the schedule and policies** in the instructor's syllabus regarding preparation, attendance, classroom participation, and assignment deadlines.

Information Literacy

Information literacy is essential for all YSU students. To enhance students' information literacy, instructors are expected to introduce students in Writing 2 to resources at Maag Library during at least one class session. Instructors may conduct these introductions themselves or with the assistance of library staff, who can offer directed, customized instruction.

Computer Lab Classrooms

When class is held in a computer lab, instructors are expected to take advantage of technologies useful in engaging students in the activities of the course. Instructors are also expected to introduce students briefly to the hardware and software necessary for completing the course successfully; students requiring additional assistance may be referred to the Center for Student Progress (CSP) / Disability Services office (330-941-1372). At minimum, students are expected to learn to use email, the Internet, and Microsoft Word.

Grades

Final grades for Writing 2 are A, B, C, and NC (No Credit): Students who earn a grade of A or B have fulfilled course assignments at an outstanding or higher than average level; a C indicates satisfactory performance in the course.

A final average of less than C will earn a grade of NC for the course. An NC does not affect the overall GPA, but it does appear on the student's transcript, and the student must repeat Writing 2. It may be retaken only once without the approval of the dean.

Students are responsible for being aware of their grades in Writing 2 when they register for their next semester's classes.

YSU Policy on Incomplete grades: The instructor may assign a grade of Incomplete (I) only if the following conditions are met:

- the student has requested the Incomplete ahead of time;
- all course work prior to this request has been satisfactorily completed;
- the Instructor agrees that an I is warranted.

YSU policy states that students have at maximum one year to complete an Incomplete; instructors are permitted to require that the work be completed in a shorter amount of time. If no formal grade change occurs within one year, the I automatically reverts to an NC.

Audit Policy: Students who register to audit a composition course should consult the instructor about minimum requirements.

Transfer credit: Students wishing to receive transfer credit for a college composition course taken elsewhere must have that course evaluated by the Composition Program Director(s) before taking any of YSU's composition courses.

Plagiarism and Academic Dishonesty

All assignments completed in Writing 2 must be the product of the student's own thought and inquiry.

Plagiarism means presenting words, ideas, or information found in works written by others as if they were your own.

Academic dishonesty includes plagiarism, all forms of cheating, as well as receiving inappropriate assistance from others in completing an assignment.

Instructors are responsible for teaching students about plagiarism and for distinguishing between intentional plagiarism and unintentional errors of citation. However, students are responsible for any actions that might constitute plagiarism. The penalty for plagiarism ranges from failing the assignment to getting an NC in the course. For more information, please see the YSU Student code, particularly Articles I and IX, at <http://www.yсу.edu/thecode.pdf>.

Academic Support Resources

The Writing Center

Students may seek additional one-on-one assistance at the Writing Center by calling (330) 941-3055 to make an appointment with a Writing Center Consultant. The Writing Center has hours between Monday and Friday whenever classes are in session. The Writing Center's website is at:

<http://www.as.yсу.edu/~english/wc.html>

Center for Student Progress (CSP) / Disability Services

The Center for Student Progress, located in Kilcawley West (330-941-3538), is available for tutoring and assistance with social and academic success. If you have a documented disability, please contact your instructor privately to discuss your needs. To receive accommodations, you must be registered with CSP Disability Services, located in Wick House (330-941-1372), and provide a letter of accommodation to verify your eligibility.