Intermediate Composition  
ENGL 2089  
Spring 2019

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Course Description:  
English 2089: Intermediate Composition reinforces what students learn in first-year composition, introduces higher-level learning about writing and reading, and focuses students’ attention on how meaning is made, understood and communicated. The primary goal of this course is to help students develop rhetorical sensitivity to differences in academic discourse across the disciplines and in different discourse communities. Students explore how discourse communities, genres, and research are situated literacy practices and how knowledge is not static. The course also emphasizes critical reading and writing, and advanced research and argumentative skills.

Pre-requisite: English Composition 1001 and 30 semester hours are needed before you are eligible to take this course.

Breadth of Knowledge Statement:  
Intermediate Composition 2089 fulfills the English Composition Breadth of Knowledge Requirement for the University of Cincinnati General Education program. It contributes to your developing competency in Effective Communication, Critical Thinking, and Information Literacy which are three of the General Education Competencies for all baccalaureate programs at UC.

A Few Words about this Class: This is a studio-writing class, which means there’s a lot of emphasis on you, that is, what you’ve read, what you think, and you showing what you think about you’ve read through posting public writing on your blog (also known as your ePortfolio). In short, if you think you’ll be sitting back and watching slideshows and listening to me talk (and moreover, if that’s what you want out of a composition class), then you should drop this class and register for a different one.

Required Texts:  
- Access to the Purdue Online Writing Lab  
- Access to WordPress.com  
- Access to Blackboard  
- Plessy v. Ferguson: A Brief History with Documents
Student Learning Outcomes:
By the end of the course, you should be able to demonstrate:

1. **Rhetorical Knowledge:** I can write an essay that focuses on a specific purpose and responds to a specific audience. I can use different writing strategies to accomplish my purpose for different discourse communities. I can write in multiple genres.

2. **Critical Thinking, Reading, and Writing:** I use writing and reading for inquiry, learning, thinking, and communicating and understand that a writing assignment is a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources. I integrate my own ideas with those of others, reflecting on the connections among ideas within the course and my own academic, personal, social, and professional discourse communities.

3. **Processes:** I know that it usually takes multiple drafts to create and complete a successful text, and have developed and use flexible strategies for generating, revising, editing, and proofreading. I can give and receive constructive peer feedback to improve both my own and others' works, and I can balance the advantages of relying on others with the responsibility of doing my own part.

4. **Knowledge of Conventions:** I can use different formats for different kinds of texts, and develop and apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics. I can correctly document my work and control surface features such as syntax, grammar, punctuation, and spelling.

5. **Composing in Electronic Environments:** I can use electronic environments for drafting, reviewing, revising, editing, and sharing texts. I can locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources. I understand that print and electronic media use different rhetorical strategies and have both advantages and disadvantages.

**Technology requirements**
You will be asked to bring a computer or tablet to class. If you do not have a computer, you can borrow one from the library. To be successful in this course you should be comfortable with the following skills:

- Sending email with an attachment
- Browsing the internet
- Accessing Blackboard
- Opening .pdf and .doc files
- Saving files in different formats
• Accessing and modifying *WordPress* templates

**MLA Format:** All papers for this course will be written in MLA format. MLA format includes: 12 pt font (Times New Roman), double spacing, one-inch margins, and on the left-hand corner of the first page of the essay, the student’s name, professor’s name, the course and number, and the date. The header should include the student’s last name and page number in upper right-hand corner.

**Electronic Communication Policy:**

I will respond to email within 24 hours on weekdays and by Monday morning on the weekends after 4pm on Friday.

**Additional Information**

**Academic Assistance:**

Students with Disabilities

Blue Ash College is committed to providing all students equal access to learning opportunities. Disability Services is the official campus office that works with students who have disabilities to arrange reasonable accommodations. Students who have or think they have a disability are invited to contact Disability Services for a confidential discussion. It is recommended that students initiate contact early in the quarter to allow adequate time for services to be arranged. Location - Muntz Hall, room 112E. The telephone number is 513- 792-8625.

The UCBA Writing and Study Skills Center

The Writing and Study Skills Center provides students the opportunity to consult with professional, degree-holding academic tutors. Services are free to UC Blue Ash students. Writing tutors work with students from all disciplines to help build strategies to handle any academic writing situation students encounter in their courses. Study skills tutors assist students in building strategies to help them succeed at college. Study skills topics include strategic reading, organization, time management, taking notes, improving memory, test-taking strategies, and managing stress and anxiety.

Students are strongly encouraged to schedule appointments for individual one-on-one sessions with the center’s professional academic tutors. Please see the Writing and Study Skills Center website ([http://www.ucblueash.edu/students/services/labs/writing-center.html](http://www.ucblueash.edu/students/services/labs/writing-center.html)) for up-to-date scheduling procedures. Each scheduled 60-minute session consists of 45–50 minutes of individualized tutoring followed by a quick guided reflection to help students retain the skills practiced during the session. These individual sessions are available in the center and via Skype. In addition to one-on-one sessions, students may also consult with a tutor on a walk-in basis according to tutor availability.
Due to demand, these consultations will typically not be individual sessions. If you have questions about the center’s services, please call (513) 745-5733.

**Academic Integrity Policy:**

Plagiarism

Plagiarism is representing someone else’s work as your own and is considered academic misconduct at the University of Cincinnati. Any final document submitted that contains plagiarism will receive a failing grade. The easiest way to avoid plagiarism is to cite your sources. The University of Cincinnati has an extended statement on plagiarism at this website: [http://www.uc.edu/conduct/Academic_Integrity.html](http://www.uc.edu/conduct/Academic_Integrity.html)

**Severe Weather Policy**

In the event of the college being closed due to severe weather conditions, there will be an announcement on Blackboard, and if you have signed up for the emergency text service, you will get a text on your phone. Students should sign up via OneStop ([http://onestop.uc.edu/.html](http://onestop.uc.edu/.html)) and under “my information”, select “change my address”, then “cell phone and text messaging”. Fill out the request form.

**The ePortfolio:** “ePortfolio” is a fancy way of saying “blog.” I use the terms interchangeably. On this blog (ePortfolio), your daily writing (that is, your daily classwork and homework assignments), your major writing assignments, and your journal entries will be kept in a constantly in-progress, or “working,” ePortfolio. Establishing this ePortfolio and making clear the functionality required as well as the criteria it will be judged by, will be a task we will take on during the first few class sessions.

**Class Participation and Class Attendance Policy:** Attendance is required. For B contract compliance, you cannot miss more than one (1) week of class. While there is no other grade-related penalty or policy for attendance, strong attendance and participation is directly correlated to success in this class.

**Completing Course Requirements:** It is essential that you have access to Blackboard and WordPress. We will be following the syllabus, but there may be comments or assignment changes posted to Blackboard or the class WordPress blog. You need to check before every class. If you are unable to attend class, contact me through email. We will discuss the assignments and, if necessary, arrange a timeline for submission extensions.

**Class Cancellation Policy:** In the rare case of emergency cancellation of class, I will announce this on Blackboard and the class WordPress blog and send an email to each student in the class. We will continue to follow the syllabus unless otherwise noted.
**Paper Format for Writing Assignments:** All revisions and drafts for the major writing assignments should be typed, double-spaced, with the page number on each page. MLA 8 formatting is the default formatting and citation style for this class. All copies of these documents need to be saved on a cloud service or flash drive, and eventually uploaded or made accessible via a student’s ePortfolio (blog). The titles used in the ePortfolio (blog) should make it clear whether these documents are drafts or final versions.

**Process and Self-Evaluation Work:** This is work that you do which gets you closer to the final versions of your writing assignments. This work can come from various activities (e.g., in-class writing, notes, workshop rubrics, written comments from me) and is something you should collect and place into your ePortfolio (blog). In the best case scenario, you use this work—coupled with your drafts—as evidence for the claims you’ll make in your end-of-semester reflection.

**Grades**

This course uses a B contract. Please see the B contract for more information.

**Assignments**

Please see the document marked Assignments.

**Calendar**

Please see the document marked Calendar. The calendar will explain the writing we’ll do each day in class and the writing you’ll do in the days between classes.