**English 0802: Analytical Reading and Writing**

**Section ###, Fall 2022**

**Instructor**: NAME

**Office hours**: 3 HOURS EACH WEEK. To see me during office hours please write to request an appointment and I will write back with a Zoom link and confirm if the time you’ve requested is available. If you are not available during these hours, email me and we’ll try to find a time that works for both of us.

**Email:**  ADD HERE. Email is the best way to reach me. I will aim to respond within 24 hours of your email Monday through Friday. If you write over the weekend, I will get back to you on Monday.

**Class Meetings**: [LIST YOUR CLASS MEETING TIMES AND CLASSROOM LOCATION HERE]

# Goals and Objectives of the Course

Analytical Reading and Writing is a foundational course in the General Education program. The goal of this course is to introduce you to the challenges and pleasures of college writing. Major learning goals in this class include developing critical reading and writing connections for the college level, shaping meaning and communication, exploring academic writing practices, and generating meaningful self-reflection regarding writing. By the end of the semester, your final portfolio should demonstrate the following course objectives:

* identify key arguments in published texts and the writing of your peers;
* create and defend arguments of your own through effective rhetorical strategies and synthesis of others’ ideas;
* use the conventions of academic discourse, including
	+ coherent and logical organization
	+ Standard English grammar and syntax
	+ correct citation and evaluation of research sources;
* revise your writing through multiple drafts and reflect on your own writing process.

This is a class in which there are no right or wrong answers or opinions in most cases. All academic discourse depends on weighing evidence and presenting a strong, well-argued position. English 802 is designed to provide you with the strongest possible foundation for intellectual abilities and practices that will be used throughout your college career.

The theme of this class is public space and the public sphere, with many readings applying these concepts specifically in a university context. We do not presume that you are experts on these topics, and we have chosen them because we all have experience being in public spaces and sphere and because these topics are academically complex. They are also interdisciplinary topics, and we expect that students from all majors will be able to find a way to connect their interests to the work of the course. In fact, we strongly encourage you to use your own perspectives and interests to develop research topics. This course will also expose you to the kind of reading, thinking, and writing you will be doing at Temple University.

*General Education Program Goals*

As part of the General Education program at Temple University, this course is committed to working towards GenEd program goals. As such, it is designed to foster the following skills:

1. Critical Thinking

2. Contextualized Learning

3. Interdisciplinary Thinking

4. Communication Skills

5. Information Literacy

6. Civic Engagement

7. Lifelong Learning

For more information, visit [General Education](https://gened.temple.edu/students/requirements/gened-program-goals/).

# Required Course Materials and Technology Specifications

No books, fees or other expenses are required for this course. All readings will be posted on Canvas through our library course reserves. There will also be videos and other content available in class or on Canvas which you are expected to engage with. All course activities are meant to assist you with understanding readings in their contexts and with developing ideas for your papers. Please familiarize yourself with our Canvas course site so that you understand where and when readings are posted. Please note that readings will often be available if you want to read ahead; however, you won’t have the benefit of getting more context or trigger warnings in advance.

Using Canvas and your Temple email are crucial requirements for this course. Please check the [technology specifications for using Canvas](https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-requirements-for-canvas) from computers and networks off campus. You will be submitting work online through Canvas for this course. You will also need to have regular access to Microsoft Word which you can download for free through TU Portal (Microsoft Office 365)or use in any Temple lab. If you use Google Docs, you will need to learn how to convert your document into Word in order to submit your papers. Feel free to consult Temple’s Information Technology Services for support: <https://its.temple.edu/>. Some content will also require you to listen (such as with videos) so you may need to use headphones or speakers in a private location.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the [Dean of Students Support and Resources](https://deanofstudents.temple.edu/support-and-resources) webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. [Internet Essentials](https://www.internetessentials.com/) from Comcast provides the option to purchase a computer for about $150 and high-speed Internet service for $9.95 a month, plus tax. The [Emergency Broadband Benefit (EBB)](https://www.fcc.gov/broadbandbenefit) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to $50/month toward their Internet service and leased Internet equipment until the program's funding runs out.

# Course Requirements

In this course, you are required to do all of the following in order to receive a passing grade (C- or above):

* Attend and participate in scheduled meetings.
* Complete all weekly activities and coursework.
* Read articles with a great deal of attention to detail.
* Write and revise three substantial papers that involve evaluation of sources, argumentation, synthesis, and development of original ideas.
* Meet with me at least twice during the semester in a conference to discuss your writing.
* Write short reflections or assessments of your progress throughout the semester.
* Submit your final portfolio of three papers, fully revised, with a final reflection paper discussing your progress since your initial drafts.

# How This Course Will Be Taught

This is an IN-PERSON class that meets TWO times a week on campus/ HYBRID class that meets one time a week on campus ONLINE Asynchronous class that meets fully on Canvas with two “conferences” arranged individually by Zoom. There will be activities you must complete on Canvas, and you should check our course Canvas site regularly to be sure you’re not missing anything. It is your responsibility to stay current on what is happening in class and on Canvas, and if you’re confused you should ask a classmate, check the syllabus and Canvas site, or email me if none of those options has resulted in an answer. This is a four-credit course, and the university expects that you will spend approximately 8-12 hours a week in total on this course.

Attendance and Your Health (in-person sections)

FOR TWICE/WEEK CLASSES: To achieve course learning goals, students must attend and participate in classes. The maximum amount of class you may miss is six (6) classes which is equivalent to three full weeks of missing class.

FOR ONCE/WEEK HYBRID CLASSES: To achieve course learning goals, students must attend and participate in classes. The maximum amount of class you may miss is three (3) classes which is equivalent to three full weeks of missing class.

I do not want you to submit doctor’s notes and I do not wish to evaluate whether or not your absences are “excused” and “unexcused.” While this may seem like a generous policy, you should save your absences as long as possible and not use them if you are not actually feeling sick. In fact, I would strongly prefer that you not use them at all, as I believe our class meetings are vital to your success in this course and being a valuable member of our writing community. But I also do not want you to come to class if you are potentially infectious with COVID, the flu, or other transmissible illness. If you use up your absences and then get sick or need to quarantine/isolate, you will be out of luck and will fail the course.

Attending class means that you must be there for the entire class time. If you are significantly late or if you leave class early, you are likely to be marked absent or I will mark you late; two latenesses will count as one absence. If you are not prepared for class or not paying attention and it is distracting or detrimental to the community of the class, I may ask you to leave and take an absence. This is especially true on peer review days where you must have a completed draft of a paper in order to participate.

If you are sick or in quarantine and you need to use one of your absences, you may contact me via email in a timely manner to see if it would be possible to complete some aspect of the class meeting. I understand that being absent, especially if you’re stuck in quarantine or isolation, could cause you to fall behind in the course and I want to allow you a way to remain current while you are taking care of your health and our community. Similarly, I will not come to class if I am sick or potentially infectious, and I will notify everyone if I am able to arrange for another faculty member to cover my class in person or if we need to meet online for a week due to my own health status. But the attendance policy still holds – none of us can afford to miss more than three weeks’ worth of classes or it would mean dropping the class for you or getting a permanent substitute for me. The goal is to have all of us fully engaged in our classes where absences only occur in an emergency. Please note that this attendance policy applies to class meetings in person and on Zoom if they are required due to a COVID outbreak.

Attendance and Your Health (online asynchronous sections)

Keeping up with the course work is extremely important to your success and is how you show that you are “attending” this class. **Discussion posts will not be accepted past the due date** since they are timely and won’t be relevant after the class has posted and responded. **Other work will not be accepted for credit more than one week past the scheduled due date**. If you believe an exception should be made for other assignments due to extreme illness or other circumstances, please contact me before the due date passes. A grace period to submit your assignment may be granted, but this is at my discretion. Please get in the habit of checking the weekly schedule well in advance and start working on assignments early to ensure that you have plenty of time to address questions or problems before the due date. Avoidable technology problems will not be considered a valid excuse for late work.

In many courses at Temple, missing more than two weeks’ worth of classes will result in an automatic failure of the course. Therefore, **if you miss more than two weeks’ worth of activities, you will automatically fail this course.** I will notify you when you have missed too much so that you can go see your advisor about withdrawing from the course or making arrangements to take it again in a future semester.

# Class Participation, Weekly Coursework, and Peer Review

In English 0802, you will engage with your classmates either in class or in online coursework that may include Canvas Discussions, peer reviews, in-class writing during class meetings, VoiceThread, Google Doc group work, or other interactive/reflective assignments and activities. Engaging with others and hearing about their perspectives will give you a better sense of audience when writing your papers, and it will allow you to reflect on the overall writing process. Class participation and weekly coursework will also help you better understand the readings, which is essential because some of our course readings are highly academic and complex, and they are not always intended for a casual or uninformed reader. We aim to expose you to several different kinds of academic discourse because it will be similar to that which you will encounter during your time at the university. We read and discuss what we read not to advance a particular point of view but rather to unpack what it is the authors are saying and how they are presenting their ideas and facts.

Weekly coursework is not optional. I will mark your weekly coursework as Complete (full credit) or Incomplete (no credit) in the Canvas Gradebook so you can keep track of your progress throughout the semester. As described below in the section on Grading, this weekly coursework is worth 20% of your final grade, and not completing enough of these activities and assignments may dramatically lower your final grade in the course. In fact, if you fail to complete enough of this work, it is possible to fail English 0802 altogether if your final portfolio is at the borderline of passing and failing (C-). But also, please do not confuse the grades on Canvas for your weekly coursework as a barometer of your final grade. Hypothetically, someone could complete all of the weekly coursework and still get a grade of C or below if their final portfolio is not of passing quality. Some weekly coursework will be part of our class meetings, and if you are not in class you will not be able to complete this work and it will be marked Incomplete.

Deadlines for our weekly coursework are important to ensure that we are engaging together and making progress. In many cases, if you complete the work late it will no longer be relevant or meet the assignment’s goals. For example, peer review (worth an additional 10% of your grade), is an activity will require you to write, upload, read, provide feedback, and revise drafts of the major papers of the course. If you miss a step in the peer review process, you are hurting not only your own progress but that of your classmate. Because my goal is for this class to function as a writing community, deadlines maintain the community’s structure and process. For any weekly coursework that is time sensitive, I cannot extend the deadline and you will receive a mark of Incomplete if you have not submitted it on time.

College is difficult. Please understand that professors are compassionate people who are also very busy. It is not our responsibility to stay on top of your weekly coursework or track whether or not you have submitted everything on time. I strongly recommend that you use a calendar in addition to Canvas to keep track of deadlines and ensure that you are balancing all of your course work for this and other courses as effectively as possible. I know that there are occasionally professors who allow students to make up work or do extra credit, but this is not a course that does so because so much of the course is already designed to give you maximum control over your grade through the final portfolio. No professor is obligated to give you a passing grade in a college course simply because you put in effort or want a passing grade. You must earn a passing grade.

# Respectful Interaction and Class Etiquette

Masks are currently required in all Temple University buildings or enclosed spaces regardless of vaccination status. For your protection and the protection of others, hand-washing and other efforts to reduce the spread of disease are still highly recommended. The university expects that everyone will maintain a safe and focused learning environment by getting vaccinated. Please refer to Temple’s COVID-19 Information in TUPortal regularly to stay up-to-date on university policies.

It is vital that you do all of the readings and are prepared for class. I do not expect you to understand everything we read at first, nor do I expect you to be an expert about the ideas or themes in every reading. Do your best to read, think, and come to class with questions or thoughts. I don’t like to give reading quizzes very often, but I will give reading quizzes as needed if it seems that people are having trouble understanding a course text or keeping up with their obligations to prepare for class.

Some of our readings include controversial ideas and you may read about topics that are new or uncomfortable for you. College is an experience in which students are meant to learn critical thinking skills in a variety of contexts, and we want you to feel appropriately challenged and inspired by our course materials. We recommend that you use our classroom and Canvas site as a “brave space” in which we collaborate to examine ideas and arguments for mutual learning. To make our class a place where each one of us can be brave, we all have a responsibility to try to make others feel comfortable learning, participating, and asking questions.

*Ground Rules for Respectful Interaction:*

* Everyone may have an opinion, but everyone must recognize that an opinion is not a fact.
* Everyone may write or say something that “comes out wrong.” If you do so, simply admit that what you said or wrote wasn’t quite what you meant and try again.
* Everyone may change their mind (including me!).
* Everyone has the responsibility to challenge others or disagree in a respectful, polite way:
	+ “I respectfully disagree....”
	+ “I hear you, but you might not have considered every perspective….”
	+ “In my experience, that hasn’t been true….”
	+ “Can you share your evidence to support that?”
* Everyone must accept that their opinion may be challenged without getting defensive or upset (this can be hard!). When someone challenges your opinion, take a deep breath and *consider* what the other person is saying carefully before you respond.

Our differences, some of which are outlined in the University’s [nondiscrimination statement](https://www.temple.edu/eoc/documents/TEMPLEUNIVERSITYNONDISCRIMINATION_rev091715.pdf), will add richness to this learning experience. We are all here to learn and work with others, and any activity that runs contrary to the spirit of learning and collaboration will not be tolerated. I am here to help foster a respectful brave space, and if a student seems not to participate in this space as described above, I will speak with them about it. However, explicitly hostile or hateful language, discrimination or abuse will not be tolerated.

*Netiquette*

Whenever we are engaged in online work through Canvas, we must be as appropriate and collaborative as we are in person. The term “netiquette” refers to standards of behavior appropriate for an online learning environment. The netiquette policy for this course is as follows:

* Remember the Human: When you aren’t face-to-face it can be easy to forget that you are communicating with a person who has feelings and emotions just like any other person. Please show respect for your instructor and for your classmates by being courteous in all written communication. Avoid sarcasm, which can be difficult to interpret in cyberspace.
* NO YELLING, PLEASE: Using all capitals letter is often considered yelling online.
* Read First, then Submit: Make sure you take time to carefully read instructions before beginning an assignment. Similarly, please read what you typed before submitting an assignment to check for grammar, typos, and other errors. Reading aloud before submitting is highly recommended.
* Find Answers: Before asking a question, read the syllabus, check Canvas, and conduct an Internet search to see if the answer is easy to find. If these do not provide you with an answer, do not hesitate to contact me.

 For more information on netiquette, please visit <http://www.albion.com/netiquette/>.

# Feedback on Drafts and Revising for your Final Portfolio

This course is different from many others you have taken or will take at the university. As you write drafts of each paper, you will receive formative feedback intended to help you revise your papers into their best possible shape for the final portfolio. You will not receive a binding grade on a draft, however, because I want you to revise it as many times as possible before you submit it for a grade in the final portfolio. Once the final portfolio is submitted, I will assess it with a grade worth 60% of your final grade.

Revision will comprise an additional 10% of your grade. Please note that revision is not only about “fixing” the things I’ve commented on. You are expected to learn throughout the semester and incorporate everything you have learned in addition to addressing my comments on your papers. My feedback will also give you an indication of what grade the paper might receive if it were submitted in the final portfolio without any revision. For example, I might include a sentence such as, “If you do not revise this paper, it is likely to pass in the C range without any further revision.” Or “This paper is not passing in its current form, and you must revise it up to at least the C range to pass this course.” If you read my comments and pay attention during our conferences, you should have a good sense of your portfolio grade throughout the semester and the final grade will not be a surprise. Our goal is to grade your work *after* you’ve spent the semester learning about writing.

If you want me to look at a paper you’ve revised after I’ve given feedback and before the final portfolio, I will do so if you bring it to me during a conference or make an appointment to have me read it in office hours. I only read drafts more than once if we can discuss it in real time. I will also want to know what specific questions and concerns you have about the revised draft. You may also bring your papers to the Writing Center with specific questions during any part of the writing process. If your initial draft was failing or very incomplete, I may require you to re-submit it because I am concerned about your progress, and in those cases, you should always re-submit as directed (via email or during a conference/office hours).

Drafts of your papers must be submitted **on time** throughout the semester. If you have an extreme situation or sudden crisis that prevents you from submitting a draft for feedback on time, you may ask for a one-week extension, no questions asked. However, i**f you do not submit your drafts of papers on time or within one week of their deadlines, you will not be eligible to submit a final portfolio and will fail this course even if your other work is of passing quality or was marked complete.** The reason for this strict policy about draft due dates is to ensure that students are showing their work through drafts. Much like in a math course, we need to see how you got from point A to point B in order to be sure you understand the process of writing that we are teaching in this course. The only possible exception to this policy would be if you have a situation so significant that the Dean of Students or the CARE Team have reached out to me to ask for extra time or if you have already alerted me to a DRS accommodation that requires me to give you longer than one week extension.

Also, a related point about being eligible to submit a final portfolio: **A portfolio that includes one or more papers that I have never seen in draft form will lead to a failing grade in the course.** If you revise a draft so substantially that it looks completely different than the original you submitted, or if you decide to start a paper over on a new topic with new sources, you must send the new version to me and explain what you have done *before* the final portfolio is due. We will not necessarily need to meet to discuss the new draft, but you should not expect full written feedback, either. This is only so that I know ahead of the final portfolio that you’ve made appropriate changes to a draft and are eligible to submit. I do not want to read a portfolio with papers that are surprisingly new, and it is your responsibility to be sure I am in the loop if you choose to make major revisions to your topics or papers so that I can see those revisions.

# One-on-One Conferences and Office Hours

We will meet for one-on-one conferences at least twice this semester to discuss your progress. I will offer you a third optional conference at the end of the semester in case you need it. Dates, times and modes for meeting (phone, Zoom, in-person) will be mutually arranged. These conferences are very important. You need to be prepared for each conference by having questions ready for me and by having your work in front of you while we are talking, and if I have assigned something specific for you to bring to conference and you don’t have it, I will ask you to reschedule. Conferences will appear as Complete/Incomplete in your weekly coursework and be counted towards attendance.

Please note that you may also attend my office hours throughout the semester (days/times are specified on page 1) if you want even more time with me to discuss your work, and if you cannot make my office hours you may email me for help. In general, I will be happy to use my office hours to read revisions and provide you with extra feedback on your papers.

# Grading policy

Weekly coursework (20% of final grade): As described above, any and all assignments you complete in class or online outside of class will be assessed as Complete or Incomplete (no letter grades). Completion of 90-100% will result in an A for this portion of the final grade, 80-89% a B, 70-79% a C, 60-69% a D, and 59% and below an F. An activity will count as Incomplete if it does not meet the basic requirements outlined by the assignment or if it is submitted late.

Peer Review (10% of final grade) Over the course of the semester, we will have peer reviews where you have a chance to read your classmates’ papers and give feedback as a member of their audience. Each Peer Review session will be marked complete/incomplete. If you complete all three peer review sessions as directed, you will earn an A for this 10%. If you miss one session it results in a B, and if you miss two it results in a C for this portion of your grade. If you miss all three you will get an F for this portion of your final grade (0%) equaling a full letter grade.

Revision (10% of final grade) If your final papers demonstrate significant and meaningful revision on all three papers, this portion of your grade will be an A; if there is some revision or if there is a mix of significant/meaningful revision on some papers but not on all three, this portion will earn a B or a C accordingly. If there is minimal revision or no revision at all, this portion of your grade will be an F since revision strategies are an important objective for your writing.

Final portfolio (60% of final grade): At the end of the semester, you will submit a final portfolio to me in which you present your final versions of each paper (that you have revised as many times as necessary), your previous drafts (with my feedback), and a reflection paper about the portfolio and for each paper.

All sections of English 802 use final portfolios which show a picture of your work in the course throughout the semester. We also have a teaching circle system in which instructors meet to read each other’s student portfolios and be sure that grades are fair across all sections of the course. The teaching circle system requires a lot of work for our faculty at the end of the semester, but because we value fairness it is worth it to put in extra time and attention in grading student work. I have included our program-wide grading criteria in this syllabus, and we will go over it several times in the semester to be sure you know what you’re aiming for.

This grading policy may be different than what you will experience in other courses, and I realize that it may seem odd to not be able to track your final grade in Canvas Gradebook the way you might in other classes. But again, this is a course in which we want to assess your final grade *after* you’ve had a chance to revise your writing over time with my support and feedback. And even though your grades are not final until the end, you are working on this 60% portion of the grade the entire semester and getting feedback to push you to make it the best it can be. You may encounter similar styles of grading elsewhere at the university, such as in your advanced Writing Intensive courses or senior capstone courses.

# Format for Final Portfolios

The basic components of the final portfolio include:

* Final and fully revised versions of your papers #1, #2 and #3.
* Copies of your first drafts of each paper with my comments and short reflections on each paper.
* Paper #4, which is a final reflection paper of at least 2 pages.

The due date for the final portfolio is listed on the course schedule, and it is firm. Extensions cannot be granted other than the few days of flexibility I’ve built into the due date because I need time to read, grade, and bring final portfolios to my teaching circle for review. If you do not complete your final portfolio on time, you will not receive a passing grade for English 0802. And again, please remember that if you submit a portfolio that includes papers I have never seen in draft form, as described above, you will not be eligible for a passing grade. If you are in doubt about whether or not you are eligible to submit a final portfolio, check in with me.

Occasionally, there are situations in which a student has an emergency at the end of the semester, such as a serious illness that involves medical professionals. In those cases, a student may qualify for an Incomplete, which is an arrangement that requires formal documentation of the emergency and approval of the Dean and other university officials. To qualify, however, you must have submitted passing drafts of Papers #1 and #2, and have a solid plan for #3 since you need to be able to complete the work on your own after the class is over. If you believe you qualify for an Incomplete, you **must speak to me about it before Monday, December 5** so that I can organize the paperwork and seek approval. Again, an Incomplete is not a casual arrangement, and it is not possible to arrange it after the semester is over. For more information, see the full policy in the Undergraduate [Bulletin](https://bulletin.temple.edu/undergraduate/academic-policies/incomplete-coursework/).

# Recordings of Class Meetings

This course will rarely, if ever, meet on Zoom other than as mandated by the university. But if we have Zoom meetings or when we meet in conferences, this is the official policy from the university: “recordings of class meetings will be allowed at [faculty] discretion [and particularly if a student in the class has an accommodation requiring such recordings]. Any recordings permitted in this class can only be used for the student’s personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as [FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University.”

# Disability Accommodations

Any student who has a need for accommodation based on the impact of a disability should contact Disability Resources and Services at 215- 204-1280 or in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities. See their website for more information: <https://disabilityresources.temple.edu/>

If you are not sure whether or not you qualify for accommodations, go to DRS to get more information. DRS understands that some students may not arrive at Temple University with documentation for their accommodations, and they will work with you to figure out how best to proceed. It is up to you whether you want to send me your accommodations, but keep in mind that accommodations cannot be applied retroactively. **It is highly advisable to reach out to me about your accommodation so that we can discuss it.** Also, please bear in mind that COVID-19 may result in a need for new or additional accommodations. Students should seek out assistance from DRS.

# Inclusive Learning and University Resources

All students learn in different ways. I will try to include a range of activities and learning strategies to make the coursework for everyone, but your feedback will help enormously. If there are specific strategies that work for you—for example, if you would like help setting up voluntary deadlines to avoid last-minute panic—I encourage you to reach out to me.

Did you know Temple’s Student Success Center (SSC) offers tutoring for writing at the Writing Center? Writing Center tutors can help you understand and get started on your assignments, and they can also provide you with engaged, kind, and critical feedback on drafts of your work. The tutors are graduate and undergraduate students who are successful writers and experienced readers; all tutors have completed training in effective methods of coaching writers. Tutoring is free of charge and available by same-day session or pre-scheduled appointment. More information about the Writing Center, as well as other resources offered by the SSC, is available at <https://studentsuccess.temple.edu/>, by calling 215-204-0702, or visiting our “Front Desk” Zoom room via the Meeting ID at 929-916-654.

You can get help (even through live chat) with research from the Library: <http://library.temple.edu>.

There are other resources on campus that first year students may need, including Tuttleman Counseling Services (<https://counseling.temple.edu>). The first year at a new school can be stressful and challenging, and I want you to know you’re not alone and there are resources for you here at the university, many of which can be provided remotely.

The Dean of Students (<https://deanofstudents.temple.edu>) also offers a wide range of support for students who are facing challenges securing food or housing, students who need emergency student aid, students dealing with sexual assault, and other such problems. The Dean of Students also provides outreach and support for LGBTQIA students, international students, and veterans, among others. I strongly encourage you to seek out help from the Dean of Students if needed, and if you’re having trouble connecting to the proper resources, let me know and I’ll do my best to help.

# Student and Faculty Academic Rights and Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: <http://policies.temple.edu/getdoc.asp?policy_no=03.70.02>.

# Policy of Academic Honesty

To protect yourself from engaging in academic misconduct, please read *Temple University Statement on Academic Honesty for Students in Undergraduate Courses*: <http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty>.

In general, all sources of information that you use in your papers must be identified as clearly, accurately, and thoroughly as possible. Plagiarism occurs when sources are used but not acknowledged and appear to be presented as your own original ideas. Of course, we do not want to discourage you from using other people’s ideas or data. Our aim is exactly the opposite – academic writing often involves a conversation with other writers. But you must always make clear your sources and you must always be sure that the work you submit is your own. Academic cheating, is, in general terms, is the breaking of the general rules of academic work and/or the specific rules of individual courses. It includes falsifying data or sources; submitting work in one course that was done for another course without the instructor's approval; having someone else complete your papers or any of your course work for you; or actually doing another person’s work.

If you plagiarize on a draft of a paper submitted before the final portfolio, I will give you one very serious warning and you will have a chance to revise the paper right away so that I can re-read it and see that you’ve corrected the errors. But if you plagiarize a second time or if plagiarism is found in your final portfolio, you will fail the course and will be reported to the University for academic misconduct. This policy is not negotiable. If you are uncertain about what constitutes plagiarism, ask BEFORE you hand in the work. It will be too late afterwards.

# Course Schedule

*This schedule is subject to minor changes; all changes will be announced on Canvas.*

**Unit One:** **Inclusivity in public space**

*This unit focuses on three articles about inclusivity and diversity in public space. By public space, we mean* *the spaces in which we all go when we are not in our own private homes such as streets, stores, public bathrooms, workplaces, or university campuses. By reading these articles closely and discussing them in class, we will find intersections between these authors’ ideas and generate questions about who belongs in public spaces and how we might make public spaces equitably available to all people. You will write an analysis on one of these readings for Paper 1 (see paper assignment attached), but you might also be able to use one or more for Paper 3 since we will continue the theme of public space, more specifically as it relates to the university, in Unit Three.*

**Week 1** (August 22-28) (Please refer to Canvas for specific due dates)

View introduction to the course on Canvas

Read course syllabus

Q & A about the syllabus with instructor

Complete syllabus quiz

Introduce ourselves with classmates

Discuss Unit 1 topic and purpose

View Burke’s TED Talk <https://www.youtube.com/watch?v=RD_SLJG7oi8>

Respond to video in discussion or written response

*Still deciding about staying in this course? Check the Registration Deadlines for drop/add* [*here*](https://registrar.temple.edu/2022-2023-academic-calendar)*.*

**Week 2** (August 29-September 4)

Read Titchkosky, “To Pee or Not to Pee?” Ordinary Talk About Extraordinary Exclusions” (in Course Reserves)

Read Gay, “Some Thoughts on Mercy” <https://www.thesunmagazine.org/issues/451/some-thoughts-on-mercy>

Discuss readings and participate in course activities about them

Review and discuss the assignment for Paper #1

**Week 3** (September 5-11, \*No Classes September 5 for Labor Day\*)

Read Logan, “Street Harassment: Current and Promising Avenues for Researchers and Activists” (in Course Reserves)

Discuss reading

Brainstorm ideas for Paper 1

**Week 4** (September 12 -18)

Peer review workshop of Paper #1

Other class activities

Work on revising Paper #1 to submit next week for instructor feedback

**Unit Two: Surveillance in public space and in the public sphere**

*This unit focuses on the use of surveillance in public space and in the public sphere. We will read a foundational article in surveillance studies (Foucault’s “Panopticism,” which you are likely to encounter again at Temple no matter what your major) and then we will read several articles about various forms of surveillance that we may have encountered. Think about questions such as: How much surveillance of our daily lives is acceptable? Does surveillance improve or detract from our personal safety? How can an average person resist or avoid surveillance if they wish to do so? How are institutions creating cultures of surveillance, such as those in schools and workplaces? How does a culture of freedom coexist with a culture of surveillance? One or more articles may also be useful to pull in for your Paper 3 if you would like to further explore surveillance as it relates to the university.*

**Week 5** (September 19-25)

Submit a revised Paper #1 to Canvas Assignments for instructor feedback

Sign up for a Conference next week

Discuss Unit 2

View Chiazzo “An Introduction to Michel Foucault's Discipline and Punish - A Macat

Sociology Analysis” <https://www.youtube.com/watch?v=iVFtc9_AB2k>

Review assignment for Paper #2

Read Foucault, “Panopticism” (in Course Reserves)

Unpack Foucault with in-class activities

**Week 6** (September 26-October 2)

Read Gray, “Urban Surveillance and Panopticism: Will We Recognize the Facial Recognition Society” <https://ojs.library.queensu.ca/index.php/surveillance-and-society/article/view/3343>

Read Gans & Mann, “When the Camera Lies: Our Surveillance Society Needs a Dose of Integrity to be Reliable” <https://theconversation.com/when-the-camera-lies-our-surveillance-society-needs-a-dose-of-integrity-to-be-reliable-35933>

Read Austen “'A Mass Invasion of Privacy' but No Penalties for Tim Hortons”

<https://www.nytimes.com/2022/06/11/world/canada/tim-hortons-privacy-data.html>

Discuss readings, brainstorm topics for Paper #2, and related in-class activities

Submit self-reflective journal response

Complete the first library module

No class on DATE for one-on-one Conferences

**Week 7** (October 3-9)

Read Watters, “Pearson, PARCC, Privacy, Surveillance & Trust” <http://hackeducation.com/2015/03/17/pearson-spy>

Read Nielsen, “Who is Watching U? The Increase of Video Surveillance on Campus”

<https://dailyutahchronicle.com/2022/03/20/university-of-utah-video-surveillance-campus/>

Read Harwell, “Colleges are turning students’ phones into surveillance machines, tracking the locations of hundreds of thousands” <https://www.washingtonpost.com/technology/2019/12/24/colleges-are-turning-students-phones-into-surveillance-machines-tracking-locations-hundreds-thousands/>

OR

Read Belkin "No Place to Hide: Colleges Track Students, Everywhere; Schools use Tech to

Follow Students Online, on the Quad and in the Football Stadium. <https://www.wsj.com/articles/the-many-ways-college-students-may-be-tracked-on-campus-11583354852>

Discuss readings and in-class activities related to Paper #2

Start searching for articles in your topic for Paper #2

**Unit Three: The University Campus Space**

*This unit focuses on challenges and controversies surrounding what it means to be a student in the physical space or public sphere of the college campus. Some themes we explore here include freedom of speech and cancel culture as it relates to college students, and safety on college campuses that extends beyond the surveillance discussions we had in the previous unit. What are some important topics on campus that you would like to explore and create a nuanced argument around?*

**Week 8** (October 10-16)

Finish writing Paper #2

Complete second library online module/Zoom session

Participate in a peer review of Paper #2

Watch video to introduce Unit 3

Review Paper #3 Assignment

**Week 9** (October 17-23)

Submit a revised Paper #2 to Canvas for instructor feedback

Sign up for a Conference

Read 4/5 of these articles:

Read Molina “'We Are Here to Learn, Not to Die:' University of Chicago Students, Faculty Protest after Shooting That Killed Dennis Shaoxiong Zheng, Other Violence.” chicago.cbslocal.com/2021/11/16/university-of-chicago-protest-violence/

Read Frisbee “A Contentious Debate Rages.” campuslifesecurity.com/Articles/2021/10/01/A-Contentious-Debate-Rages.aspx?Page=2

Read Baker and Boland "Assessing safety: a campus-wide initiative." link.gale.com/apps/doc/A278276693/AONE?u=temple\_main&sid=googleScholar&xid=6db6b0ce

Read Harris "Women of Color Undergraduate Students’ Experiences with Campus Sexual Assault: An Intersectional Analysis." <https://muse.jhu.edu/article/766473>

Read Sabaner and Arnold “Mental health in the transition to college: Experiences of six low-income, high-achieving students” <https://onlinelibrary.wiley.com/doi/epdf/10.1002/jocc.12174>

Discuss readings and potential paper topics for Paper 3

**Week 10** (October 24-30)

Submit self-reflective journal response

Read Camp “I Came to College Eager to Debate. I Found Self-Censorship Instead.: Guest Essay”

<https://www.nytimes.com/2022/03/07/opinion/campus-speech-cancel-culture.html>

Read Aleem “What the New York Times' college cancel culture essay gets wrong about censorship” <https://www.msnbc.com/opinion/msnbc-opinion/what-new-york-times-college-cancel-culture-essay-gets-wrong-n1291244>

Read Flaherty “Shaping the Narrative” <https://www.insidehighered.com/news/2022/03/23/south-dakota-passes-anti-crt-law-other-states-weigh-bills>

Read Natanson “More books are banned than ever before, as Congress takes on the issue” <https://www.washingtonpost.com/education/2022/04/07/book-bans-congress-student-library/>

Discuss readings

Talk about organizing an effective, well-researched argument for Paper 3

**Week 11** (October 31-November 6)

Submit Research Proposal for Paper #3

Share your Paper #3 proposal in small groups in class.

On DATE we will not have class for one-on-one Conferences to discuss Papers #2 and #3

**Week 12** (November 7-13)

Participate in a peer review of Paper #3 (note: unlike Paper #1 and #2, you will submit Paper #3 to me without having first revised it post-peer review)

Submit draft of Paper #3 to Canvas for instructor feedback

**Week 13** (November 14-20)

Revise, revise, revise

Q&A about the final portfolio and grading; Review the process for completing and uploading your final portfolio; Work on Paper #4 in class if time allows

**Week 14 Fall Break - NO CLASSES** (November 21-27)

**Week 15** (November 28-December 4)

Finish preparing your final portfolio

One last round of peer review on a paper of your choice

Other final reflective activities

**Monday, December 5: Final portfolios due on Canvas**

Note: Final portfolios are due on Monday, December 5, but if you need a few extra days, you may turn in your portfolio any time up to Wednesday, December 7 at 8pm, no questions asked.

**After Wednesday, December 7 at 8pm, I will not accept any final portfolios.**

There is no final exam for this course. Once you submit the final portfolio, you have completed your work for English 0802. I will grade your final portfolio and calculate your final grade, and then I will enter final grades on Banner before the end of the grading period.

Please note that I do not upload comments on final portfolios because you’ll have already gotten plenty of feedback from me throughout the semester, and usually students can anticipate their final portfolio grade on their own. But if you want some brief feedback on your final portfolio or if you have any questions about your final grade, you may contact me via email. I will do my best to respond to you in a timely manner.

# English 802 Portfolio Grading Criteria

**A-range portfolios**:

* The writer demonstrates facility in making nuanced, original, and well-researched arguments addressed to the course theme.
* The writer accurately represents others’ ideas and constructs subtle and complex arguments in relation to others’ ideas in all three papers.
* The writer demonstrates full awareness of academic audience in all three papers, the papers are well-organized and the research is well-integrated.
* There are virtually no errors in syntax, grammar, mechanics, usage, style, and documentation.
* The portfolio demonstrates that the writer has improved over the course of the semester, and it is clear that the writer worked hard to revise and edit their papers. The writer is reflective about their progress and demonstrates an excellent understanding of their own writing process and development as a writer.

**B-range portfolios**:

* The writer demonstrates facility in making thoughtful and well-researched arguments addressed to the course theme.
* The writer accurately represents others’ ideas, with only minor exceptions, and constructs clear and sometimes complex arguments in relation to others’ ideas in all three papers. Occasionally, the writer may make reductive or black-and-white analyses in one or more of the three papers, but these are minor and do not negate or seriously undermine the arguments.
* The writer demonstrates good awareness of academic audience in all three papers, and the papers are generally organized well and the research is nicely integrated, though one or two sources may be not credible.
* There may be a few errors in syntax, grammar, mechanics, usage, style and documentation, but none of these errors impede the reader’s understanding of the writer’s arguments.
* The portfolio demonstrates that the writer has improved over the course of the semester, and there may be indications that the writer of the portfolio worked hard to revise and edit their papers. The writer is reflective about their progress and demonstrates solid self-awareness about their development as a writer.

**C-range portfolios**:

* The writer makes good arguments addressed to the course theme.
* The writer accurately represents others’ ideas, though the articulation of these ideas may be limited or confusing in one or more of the three papers.
* Research for the arguments is generally done at an adequate level, meeting requirements for the assignments, and the writer may show some difficulty in connecting research to their own arguments in one or more of the papers. There may also be one or more papers in which some sources are not credible.
* The writer demonstrates some awareness of academic audience in all three papers, and the papers are organized well enough to follow the arguments, but the organization of one or more of the papers may be reductive, simplistic, confusing, and/or under-developed. Sometimes C-range portfolios contain one or more papers that include padding or sections in which the writer has made leaps of logic.
* There may be one or more papers in which there are serious errors of syntax, grammar, mechanics, usage, style and documentation, but these errors should not seriously undermine the comprehensibility of the arguments.
* The portfolio demonstrates that the writer has improved over the course of the semester, but there may be indications that the writer of the portfolio did not pay close enough attention to revision or editing of all three papers. The writer is at least somewhat reflective about their progress and development as a writer, but it may be lacking in quality and possibly quantity.

**Failing (D and F) portfolios:**

* The writer demonstrates an inadequate ability to make arguments addressed to the course theme.
* The writer has not represented others’ ideas correctly in one or more of the three papers, and it is likely that the writer makes reductive or black-and-white analyses. The writer may demonstrate some awareness of academic audience, but there are serious organizational problems in one or more of the three papers that make it difficult or impossible to follow the arguments, and one or more papers includes simplistic, confusing, or under-developed ideas.
* Research for the arguments is generally done at a basic or level, possibly meeting requirements for the assignments. But with respect to research, the writer cannot adequately connect others’ ideas to their own arguments in one or more of the papers. There may also be one or more papers in which the required number of sources is missing and/or in which sources are not credible.
* One or more of the three papers may not show basic formal achievement in sentence structure, transitional words and phrases, appropriate pronoun use, and other elements of writing necessary for full comprehensibility of the writer’s arguments.
* The portfolio may demonstrate that the writer has improved over the course of the semester, and the papers may show considerable improvement from first drafts, but the writer may not yet be able to revise or edit well enough to complete the papers at a C-range or above level.
* The writer may be reflective about their progress, but it is lacking in quality and possibly quantity.
* Sometimes, failing portfolios themselves are inconsistent and contain two passing-level papers and one failing paper, but in these cases, the entire portfolio receives a failing grade because all three papers must be at or above a C- grade to pass the course.

# Writing Assignments (to be revised and collected into your Final Portfolio)

**Assignment for Paper #1: Rhetorical Analysis Paper**

**Description**

Your task in this assignment is to use rhetorical principles and terminology to analyze how a particular text makes an argument. This involves summarizing the text, and identifying the author, their purpose, and their intended audience. Furthermore, you will examine the rhetorical appeals and elements used in the text. The goal is not only to determine what an author is trying to accomplish (their purpose), but also to examine the tools they use, and the choices they make.

**Details**

The intended audience of your paper is educated readers who have not read the text you are analyzing. Your completed paper must cite the text using professional format and citation practices (normally MLA 8th Edition). It must be five or six (5-6) pages long, including the Works Cited page. No additional research or source material is required or necessary for this assignment. Unless your instructor states otherwise, your Paper must use Standard Written English mechanics, usage, grammar, and spelling.

**Process**

This assignment has several steps:

1. First draft due for Peer Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This draft must be at least five (5) pages long.
2. Second complete draft due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to be discussed at your individual Conference. Conferences will be held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Note your appointment date and time.
3. Complete Reflective Journal Response due at your Conference appointment. Explain changes between the first and second drafts, name the best part of the second draft, and list two or three (2-3) items you want to improve.
4. Third complete and revised draft based on feedback from the instructor and your peers, and your own self-analysis, if needed, due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Revise again to create a final version for the Portfolio, due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Resources**

If you would like to discuss ideas and get help on this assignment:

* Ask questions in class or through e-mail. Your instructor’s e-mail address is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Come to office hours. Your instructor holds office hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Consult with a Temple librarian. Chat and other options are available here: <https://library.temple.edu/contact-us>
* Consult with a tutor from the Writing Center. Appointments and other options are available here: <https://studentsuccess.temple.edu/programs/writing/index.html>

**Assignment 2: Topic Exploration Paper**

**Description**

Your task in this assignment is to research a narrow topic related to the theme in unit 2 and discuss your findings for an educated but non-specialist audience. You must first define your topic and compile a list of relevant and significant scholarly sources. Second, you must explain how your list of scholarly sources represents existing research about the topic, and you should discuss important connections among some or all of your sources. Third, your paper should build toward an argument that you would pursue if you were writing a much longer version of this paper than a topic exploration requires. What would your argument be and why would it be valuable to your audience? What might it contribute to the existing literature about this topic?

**Details**

The intended audience for your Paper is an educated, but non-specialist audience. It must discuss at least six (6) relevant and valid sources that are not on the course syllabus, including at least three (3) peer-reviewed academic sources. It must cite all sources using professional format and citation practices (normally MLA 8th Edition). It must be six to eight (6-8) long, including the Works Cited page. Unless your instructor states otherwise, it must use Standard Written English mechanics, usage, grammar and spelling.

**Process**

This assignment has several steps.

1. First draft due for Peer Review on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This draft must be at least five (5) pages long.
2. Second complete draft due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to be discussed at your individual Conference. Conferences will be held on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Note your appointment date and time.
3. Complete Reflective Journal Response due at your Conference appointment. Explain changes between the first and second drafts, name the best part of the second draft, and list two or three (2-3) items you want to improve.
4. Third complete and revised draft based on feedback from the instructor and your peers, and your own self-analysis, due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Revise again to create a final version for the Portfolio, due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Resources**

If you would like to discuss ideas and get help on this assignment:

* Ask questions in class or through e-mail. Your instructor’s e-mail address is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Come to office hours. Your instructor holds office hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Consult with a Temple librarian. Chat and other options are available here: <https://library.temple.edu/contact-us>
* Consult with a tutor from the Writing Center. Appointments and other options are available here: <https://studentsuccess.temple.edu/programs/writing/index.html>

**Assignment 3: Persuasive Paper**

**Description**

Your task in this assignment is to create an original scholarly argument on a topic of your choice related to this unit’s theme. Your Paper must appeal to scholarly audiences, and fulfill university-level standards for type, depth, and quantity of research.

**Details**

Your Paper’s intended audience is a scholarly or university-level academic audience. It must incorporate at least five (5) relevant and valid sources, including at least one source from our course readings in Unit 3, and at least two (2) peer-reviewed scholarly articles that were not assigned as classwork. It must follow professional format and citation practices (normally MLA Style 8th Edition) and be five to seven (5-7) pages long, including the Works Cited page. Unless your instructor states otherwise, it must use Standard Written English mechanics, usage, grammar, and spelling.

**Process**

This assignment has several steps.

1. Complete Research Proposal due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The Research Proposal must describe your topic, explain why you chose it, and give full details for all required sources in MLA format. Your Proposal must be approved. Papers on unapproved research will not be accepted.
2. First draft due for Peer Review \_\_\_\_\_\_\_\_\_\_\_\_. This draft must be at least five (5) pages. This draft will also be submitted for my feedback on the same day as Peer Review.
3. Complete Reflective Journal Response due \_\_\_\_\_\_\_\_\_\_\_\_\_. Explain your process of research, writing and list 2-3 things you want to improve for the final portfolio.
4. Second complete draft based on feedback from me and your peers and your own self-analysis, due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Revise again to create a final version for the Portfolio, due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Resources**

If you would like to discuss ideas and get help on this assignment:

* Ask questions in class or through e-mail. Your instructor’s e-mail address is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Come to office hours. Your instructor holds office hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Consult with a Temple librarian. Chat and other options are available here: <https://library.temple.edu/contact-us>
* Consult with a tutor from the Writing Center. Appointments and other options are available here: <https://studentsuccess.temple.edu/programs/writing/index.html>

**Assignment 4: Reflection**

**Description**

Your task in this assignment is to present a clear, comprehensive, and candid account of your progress towards ENG 0802 course goals this semester to an audience of university instructors (specifically, Portfolio graders).

**Details**

Your completed paper must appeal to an audience of experienced Temple University instructors who don’t know you personally. It must describe writing skills you have learned, explain how you learned them, and list writing skills you can work on in the future. If you choose, it may also discuss the broader context of your work in ENG 0802, including anything you want graders to know about you, your broader educational goals, and any challenges you face in achieving those goals. It must be at least two (2) pages long. Unless your instructor states otherwise, it must use Standard Written English mechanics, usage, grammar, and spelling.

**Process**

This assignment has only two steps.

1. Complete first draft due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for Peer Review.
2. Complete final version due in your Portfolio, on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If Paper #4 is missing or incomplete, your Portfolio will be incomplete and not eligible for a passing grade.

**Resources**

To discuss ideas and get help on this assignment:

* Ask questions in class or through e-mail. Your instructor’s e-mail address is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Come to office hours. Your instructor holds office hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Consult with a tutor from the Writing Center. Appointments and other options are available here: <https://studentsuccess.temple.edu/programs/writing/index.html>