

WRTG 1320: academic writing & research

fall 2015 >> 11229 >> Thompson 201 >> TR 9:25-10:40am

course description.

from the Undergraduate Bulletin:

Part of the lower-division UCA Core (general education) program and required of all students during the first semester they are eligible to enroll. The course introduces students to academic argument based on substantiating, evaluating, and proposing claims. Research strategies are central to the course, which will be conducted as a workshop.

from me:

Being a good researcher involves developing critical reading and thinking skills, making choices about what information is useful and relevant to your arguments, and deciding what media most effectively communicate your research to different audiences. We research not just to prove a point but to discover and understand what we don't know, to evaluate evidence and claims, and to collect and represent the voices of others. Research is a deeply ethical process and one that requires an element of unseeing—a process of defamiliarization that asks you to suspend judgment in order to truly immerse yourself in academic inquiry.

Our shared academic inquiry for the semester is **disability discourses**. Don't know anything about disability? That's okay (and kind of the point). I want us to think critically about the discourses that we circulate (often uncritically) about "normal" and "abnormal" bodies. We will consider how disability is rhetorically constructed through language and discourse, by news and popular media, by technological developments, and within schools and political institutions. Disability is often positioned as an individual problem, and it does affect individuals, but it's also socially constructed through our cultural values and systems. Disability intersects all identities—gender, race, class, sexuality, age, nationality—which makes it the perfect starting point for academic inquiry.

Dr. Allison H. Hitt

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office >> Thompson 323

hours >> M & W 1-3pm

T 11am-12pm

& by appt.

phone >> 501-450-5607

 @ahhitt

course goals & objectives.

knowledge area.

- Students will develop their understanding of writing's relationship to academic inquiry.
- Students will learn the nature and benefits of the writing process when applied to research-related writing projects.
- Students will understand the practical value of focused, strategic, and comprehensive revision.
- Students will examine the characteristics of academic conversations and engage an academic audience.
- Students will learn the concepts, principles and vocabulary of reasoning and argumentation and how analysis, synthesis, and evaluation work to advance arguments.
- Students will explore rhetorically persuasive arrangements of source information and of their own ideas in order to advance an argument.
- Students will expand their understanding of scholarly presentation and further evolve in their knowledge of academic writing and research approaches within particular disciplinary discourse communities.
- Students will become more aware of their inclusion in and responsibility to the academic community.

skills area.

- Students will become proficient at identifying types of resources necessary to formulate a researchable question.
- Students will become proficient at assessing the quality and utility of various kinds of resources for academic research.
- Students will become proficient at formulating conclusions based on the results of their research.
- Students will become proficient at incorporating expert opinion to support the claims they have developed
- Students will become proficient at incorporating source material using accepted forms of scholarly citation.
- Students will become proficient at communicating their research findings to an academic audience.

texts & materials.

I will make readings available as PDFs through Google Classroom, which you will need to access regularly throughout the semester to submit your work and to access the course calendar, readings, assignment prompts, and course notes.

assignments.

unit 1: synthesis essay. (15%)

Using the critical reading guidelines outlined by Harris, you will synthesize (critically summarize) **two** of our shared readings, making connections to your own experiences and/or interests with our course inquiry. 3-4 pages. **(due 9/10)**

unit 2: source analysis essay. (20%)

Next, you will formulate a research question and find secondary sources relevant to it. First, you will write a brief annotated bibliography of 3 secondary sources (5%). Then, you will write an essay analyzing **one** scholarly source in-depth and reflecting on how your perspective on your research topic has been affected by your encounter with other ideas and perspectives (15%). 4-5 pages. **(due 10/13)**

unit 3: multimodal research project. (40%)

Finally, you will explore the question, *How is disability discussed, normalized, or challenged in our community?* Community could be physical (e.g., UCA, Conway, your hometown) or symbolic (e.g., gendered or raced). You will conduct **primary** and **secondary** research in order to produce a multimodal project (15%), 2-page critical reflection (5%), and 7-8 page research paper (20%). **(due 12/8)**

artifact sharing. (5%)

Once this semester, you will bring an artifact to class relevant to dis/ability (e.g., a news article, video, flyer). You will informally present it—telling us how it frames an issue and what questions it raises for you—and write a 2-page critical reflection that connects to or challenges our class readings and/or your research.

homework. (10%)

You are responsible for completing and submitting all assigned work, which is scaffolded to get you writing toward our major assignments. If you miss a class, you are responsible for the work assigned that day.

participation. (10%)

Not everyone is a talk-in-class-every-day person. Participation also includes coming to class prepared, engaging with the material and each other's work thoughtfully and respectfully, and posting class notes to Gdocs.

A: 90-100%	B: 80-89%	C: 70-79%	D: 60-69%	F: 59% & below
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course policies.

Accessibility. I am committed to creating a learning environment that is inclusive to different learning and composing styles. Accessibility is a collaborative effort, and if we can do something to make the classroom more accessible, please let me know at any point throughout the semester.

Feedback. I will provide written feedback on each major assignment that you submit. Please read that feedback carefully prior to emailing me about your grade. **I will not respond to grade inquiries the day I return an assignment.** If you have questions about my feedback, please email me to set up a meeting or stop by my office hours.

Late Work. Assignments are due by the beginning of class, unless otherwise specified on our course schedule. If you're struggling to complete an assignment, please let me know. I'm always happy to chat ideas or read drafts. Otherwise, major assignments will be reduced by one letter grade per business day.

NOTE: If you have an emergency or require an extension, I'm happy to work with you as long as you notify me before the project is due.

Respect. You are expected to behave professionally in your contributions to discussions, feedback given to your peers, interactions with the instructor, and the work you do on class assignments. We will be working with content and issues that may be new, weird, or controversial. I ask that you suspend judgment, ask questions about your assumptions, and be reflective of your ideas. **Remember, you do not have to agree with someone to treat them, their ideas, and their work respectfully.**

Technology. Technology is an integral part of the writing process, and you are welcome to bring a laptop, tablet, or smartphone to class for taking notes and completing in-class writing exercises. We will use Google Classroom to submit all assignments and to access calendars, readings, assignment prompts, and course notes.

You will be expected to check your email regularly and to respond promptly (just as you will expect me to do). All email messages to me should include "1320" in the subject line and be respectful and professional.

File Format

.docx

File Naming

1320_LastName_Assignment

example:

1320_Hitt_Summary1

UCA policies.

Academic Integrity. The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. (<http://uca.edu/integrity/>)

Writing Department. If a student in a Writing Department course turns in a paper that includes an extended passage that has been a.) written for him or her by someone else for pay or as a favor, or b.) copied from a print or electronic source written by another author, even if some of the words have been changed, that student will immediately be dropped from the course, receiving a WF grade.

The Writing Center has developed a useful handout for how to avoid plagiarism: <http://uca.edu/writingcenter/files/2012/06/TS-AvoidingPlagiarism.pdf>

Accommodations. The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Support Services, 450-3613. (<http://uca.edu/disability/eligibility-for-services/>)

Attendance. If a student in the Department of Writing misses two weeks' worth of classes—i.e., six classes of a MWF course, four classes of a TTH or MW course, or two classes of a one night a week course—and/or a student in a MWF or TTH class misses a week's worth of classes consecutively without contacting the instructor, the instructor may drop the student from the course.

Building Emergency Plan. An Emergency Procedures Summary (EPS) for Thompson Hall will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

In the event of an evacuation order, classes that meet in Thompson 201 will exit through the west door and reconvene at the Harding Centennial Plaza fountain to await further instructions from campus police.

In the event of a shelter in place order, classes that meet in Thompson 201 will lock doors and stay away from windows.

In the event of a tornado, classes that meet in Thompson 201 will shelter in first floor stairwells, restrooms, or kitchen.

Disruptive Behavior. Any student whose behavior regularly interferes with the instructor's ability to conduct class and foster student learning (or who severely impedes the conduct of class) may be dropped from the class. Students dropped for disruptive behavior will receive a grade of WF, and a record of this disciplinary action will remain on the student's university file.

Lower-Division Core Communication. This course is part of the Communication component of the Lower-Division Core. Communication courses promote the ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups. For more information, go to <http://uca.edu/core>.

Student Evaluations. Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction (11/9/2015) through the end of finals week by logging in to myUCA and clicking on the Evals button in the top right.

Title IX Disclosure. If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>.