



Bridgewater State University
ENGL 102 Writing Rhetorically with Sources
2022 Summer Online Syllabus

Professor: TBA

Email: TBA

Semester: July 11 – August 5, 2022 Summer

Location: Online

Course Description: Students in this course will develop knowledge of persuasive writing and rhetoric, learning and practicing various approaches to conducting research and to integrating the ideas of others into one's own text. Emphasis is on writing longer and substantive texts that incorporate a variety of sources.

This course will give you intense practice in writing, reading and research in English, primarily for academic purposes. The thematic focus of our course will be a topic that should be of interest to you: attending university in the United States. What it means to attend college in the United States means different things to different people. For US citizens attending US colleges and universities, they must weigh the cost of attending university with the benefits of a college degree. A college degree seems to be required for more and more jobs, and yet a college degree is no guarantee of getting a job you want or a job that pays you enough to pay back college debt. And what about attending the right school? What even makes a school the right school?

While these are not the same questions that an international student who chooses to study abroad will ask, international students also have to answer questions for themselves. For instance, what is the value of studying abroad? How is study abroad viewed in your home country? Are there downsides to choosing to study abroad or earn a degree from a US school?

The question here is not simply, “compare the advantages and disadvantages of studying abroad”. Of course, you will start with a question like that, but the work we will do together will rely on formal and informal research to explore just how complex these questions are for us. In fact, I hope that you will show the complexities of studying abroad from a range of perspectives: for yourself, your family, and for the various communities you might be a part of.

These kinds of questions will be the focus of our research and writing in these four weeks. You will explore various research techniques including locating and evaluating source material, conducting interviews and surveys, and ethnographic research. You will write and respond to a variety of readings and you will write about your own research into the questions you are interested in asking. Finally, you will put together your materials in a final report, accompanied by a presentation that you will share with

your classmates. You will get extensive practice in producing, collaborating, and revising writing that is appropriate for the university classroom.

While this course will be asynchronous, you will have the opportunity to work with each other and with me as we read, write, research these important topics together. It will be a challenging but exciting four weeks. Welcome!

Learning Objectives/Course Outcomes

In this course, students will

- Become familiar with conducting research through the use of electronic academic research tools, such as online catalogues and electronic research databases.
- Locate both primary and secondary source materials and evaluate their credibility.
- Approach research as a recursive process, consisting of a series of tentative hypotheses that are then tested and affirmed or revised.
- Effectively integrate secondary sources into their own texts, using an appropriate citation style, while demonstrating a clear awareness of the relationship of these sources to the writer's central point and a clear distinction between the ideas and language of the writer and those of the sources.

Texts

Selections from *They Say/I Say* by Graff & Birkenstein, The New York Times, and other supplementary readings. All required texts will be provided to you electronically in a "TEXTS" folder in our class Blackboard site

Policies & Requirements

Attendance: This is an asynchronous course. Students will complete the work according to the schedule outlined in the syllabus. In order to successfully participate in class, students must post work to our class discussion board and/or submit writing for review by me or their peers by the deadlines outlined on our class syllabus. Students should expect that they will need to post between two and three times a week, depending on what other work is due that week. Students should expect to submit writing towards their final research project each of the four weeks.

Writing Conferences: Each week, Monday-Thursday, I set aside time to meet with students. There will be enough time slots each week for every student enrolled in the class to meet with me once a week to talk about their work, get feedback, support, and guidance. You should plan to meet with me at least two times during the four weeks of our course. You can meet with me every week if you want to. Meetings are 20 minutes long. You should bring something you want to work on to each meeting. Meetings with me are part of how you earn your Informal writing/Discussion Board Post grade in this class. Failure to meet with me at least twice will negatively affect the 20% of your final grade you earn with the informal writing/discussion board post. **NOTE:** I've tried to identify a time that makes it convenient for you and for me to meet together online; however, if this time does not work out for you, email me and we can arrange a better time that works for you.

Informal writing/Discussion Board Posts: Two to three times a week, students will be required to post 300 words to questions or discussions on our Class Discussion Board. You will have to post and respond

to your classmates' posts. You will also be a Respondent to the Discussion Board for the whole class. Discussion Board posts and responses count for 20% of your final grade in this class. Complete directions for the Discussion Board assignment will be available on our classroom blackboard site, including detailed information about how you will be evaluated.

Formal Writing/Research project: Each week, you will be responsible for drafting a part of your research final project. You will submit drafts in blackboard, get feedback from me and from your classmates, and complete a revision plan for each draft you submit. In the final week of the course, you will assemble the various parts of your research project and put it together in a final research report. There are four parts to your research projects (the percentages in the parenthesis shows the value of each assignment toward your final grade):

Week One: Positioning yourself as a researcher/formulating your question **(10%)**

Week Two: Answering your question part one: locating and evaluating online sources, summarizing, paraphrasing, quoting. **(15%)**

Week Three: Answering your question part two: conducting interviews and preparing your data, comparing and contrasting, ethical considerations in research. **(15%)**

Week Four: Reformulating your questions/Answering your question: Bringing together all the parts of your draft into a final product. **(20%)**

Researcher's Notebook & Final Report/Presentation. At the end of the course, you will submit a portfolio that includes all the drafting work you've done on your research project. You will include drafts, revisions, reflections on your progress that you will be asked to submit every week as part of each of the four parts of the research project. In the researcher's notebook, you will include a final reflection letter that asks you to reflect on what you've learned about reading, writing, and research in our class. Finally, you will create a 5-minute recorded Pecha Kucha— a recorded version of your research project using a voiceover and visuals that the rest of the class will watch and respond to. **The Researcher's Notebook & Final Presentation is worth 20% of your final grade.**

Practice in Academic Writing Exercises. Each week, we will focus on some aspect of writing academic papers. These topics will include appropriate citation practices, grammar and punctuation practice, bibliography, and language specific to research and academic writing, etc. Each week you'll have something to read or watch; you'll practice your skills individually and in small groups; you'll put what you've learned into your formal writing for that week. As part of that, you'll reflect on how learning a particular skill affected your writing and research that week. You will earn your grade for this project based on effort rather than on mastery. **Practice in Academic Writing Exercises will make up 10% of your final grade.**

Evaluation

Information for the requirements for earning the "A", "B," and "C" grade are outlined for each assignment on the assignment page, all of which are located in the "assignments" folder on the Blackboard site for our course. If you do not complete the work required for one of those three grades, you will fail the course. There is no "D" grade. How much each assignment is worth towards your total grade is explained above and repeated here (as well as on each assignment page):

Discussion Board Posts, Responses, and summary	20%
Positioning yourself as a Researcher/Formulating	

Your Question (750 words)	10%
Locating & Evaluating Sources Part I (750-1000 words)	10%
Locating & Evaluating Sources Part II (1000 words)	10%
The Research Notebook/Research Presentation	
And Final Research Report (2500-3000 words)	20%
Practice in Academic Writing Exercises	10%

The way you will earn your grade in this class will be based on completing the list of tasks required of each task, your effort to include what you learn in our class in your own writing, and your thoughtful reflection on your learning and your revision each week and in your final researcher’s notebook.

Plagiarism: One of the conventions of writing in the US university that we will discuss is what plagiarism is and what constitutes plagiarism in the US classroom. Students who plagiarize work in this class will be subject to the student code of conduct at Bridgewater State University. You can read that that policy by clicking on this link.

Syllabus/Policies Check-in Assignment

Good for you. You got to the end of the policies. To reward you, you have the opportunity to earn one "A" for Acceptable for a Discussion Board Post simply by completing the following assignment the end of the first week of classes.

1. Send me an email at ltorda@bridgew.edu, CC me at lee.torda@gmail.com
2. In the subject line, write "Syllabus Check-in Email". Write it exactly as I've written it here.
3. In the body of the email, include a greeting: "Hello LT," "Hi Professor Torda," "Hey Dr. Torda." Whatever. But have a greeting.
4. Cut and paste this sentence into the email: "I've read through the policies and syllabus for the course, and I understand how to use the blackboard to find out information about assignments, texts, course policies, due dates, and classroom expectations."
4. Ask me two questions about any thing on my website for our class: policies, due dates, classroom expectations, assignments. You can't tell me you have no questions. You have to ask me two.
5. Include a meme or tic-toc of your choosing or design that sums up how you are feeling about being in school so far.
6. Sign off on your email, "best, so & so" "see you in class, your name here" "sincerely, John Doe." Again, whatever. But sign off on your email.

Tentative Syllabus

WEEK ONE

WHEN IT'S DUE	WHAT YOU HAVE TO READ, WATCH, OR LISTEN TO	WHAT YOU HAVE TO WRITE
12 JULY 2022 by 11:59 PM EST	<p>WATCH: This short video introducing you to this course, including information on how to find everything in Blackboard.</p> <p>READ: Click on this link to read sample student profiles.</p>	<p>WRITE: A 250-word introduction of yourself. Upload as a .doc or as a link to a google doc to the “student profile” folder in blackboard.</p> <p>EMAIL ME: your syllabus check in email.</p>

		<p>REMINDER! SIGN UP FOR: One of your two required one-on-one meetings with me during my open office hour. Click on this link to sign up for a time.</p>
<p>13 JULY 2022 by 11:59 PM EST</p>	<p>WATCH: This short video explaining how to write a successful Discussion Board Post and Response, as well as how to be a good Discussion Board Respondent.</p> <p>READ: “Why Go to College?” <i>US News & World Reports</i> June 17, 2019 By Emma Kerr https://www.usnews.com/education/best-colleges/paying-for-college/articles/2019-06-17/is-college-worth-the-cost Read, also, <i>TSIS</i> “Her Point Is: The Art of Summarizing” available in the “texts” folder of our Blackboard site.</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: 300-word summary of the benefits for a US student earning a four year degree. DISCUSSION BOARD RESPONDENT: Me (Lee Torda)</p>
<p>14 JULY 2022 by 11:59 PM EST</p>	<p>WATCH: This short video on writing a strong comparison between two sources.</p> <p>READ: “College May Not Be Worth It Anymore” <i>The New York Times</i> By Ellen Ruppel Shell May 16, 2018 https://www.nytimes.com/2018/05/16/opinion/college-useful-cost-jobs.html</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: 300-word comparison of Ruppel Shell and Kerr’s two different arguments. DISCUSSION BOARD RESPONDENT:</p> <p>SUBMIT TO THE “WRITING EXERCISES” FOLDER ON BLACKBOARD: Your sample sentences with comparison/contrast vocabulary.</p>
<p>15 JULY 2022 By 11:59 PM</p>	<p>WATCH: This short video explaining the research project assignment.</p> <p>READ: Read the class profiles of your classmates. Read, also, the assignment information in the Blackboard site for our class on “Positioning yourself as a researcher/Formulating a Research Question”</p>	<p>WRITE: Complete the profile scavenger hunt worksheet, available in the “assignments” folder on Blackboard to earn one free Reading Journal post.</p> <p>POST TO OUR CLASS DISCUSSION BOARD: Your tentative research question, along with the answers to the three other questions included in the prompt about who you are as a researcher. Be sure to respond to at least two of your classmates with</p>

		suggestions/questions about their research question.
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WEEK TWO

<p>18 JULY 2022 By 11:59 PM</p>	<p>WATCH: This short video on the Locating and Evaluating Sources Part I assignment.</p> <p>READ: “Student Debt is Transforming the American Family” <i>The New Yorker</i> September 2, 2019 By Hua Hsu https://www.newyorker.com/magazine/2019/09/09/student-debt-is-transforming-the-american-family and “Are Student Loans The Next Mortgage Crisis?” <i>Forbes</i> December 11, 2019 By Zach Friedman https://www.forbes.com/sites/zackfriedman/2019/12/11/are-student-loans-the-next-mortgage-crisis/#5b8b66b73f86</p> <p>READ, also, this week’s CLASS UPDATE available in the “class update” folder on the Blackboard site for our class. READ, also, the complete assignment information for “Locating and Evaluating Sources Part I” located in the “assignments” folder on our class Blackboard site.</p>	<p>SUBMIT TO THE “POSITIONING/FORMULATING” FOLDER IN BLACKBOARD: Your draft of the first part of your research project.</p> <p>POST TO OUR CLASS DISCUSSION BOARD: Using the compare/contrast language from Week One, respond to the prompt about Friedman and Hsu’s articles. DISCUSSION BOARD RESPONDENT:</p> <p>REMINDER! SIGN UP FOR: One of your two required one-on-one meetings with me during my open office hour. Click on this link to sign up for a time.</p>
<p>19 JULY 2022 By 11:59 PM EST</p>	<p>WATCH: This short video explaining our Writing Exercise for the week on evaluating sources.</p> <p>READ: This article on evaluating sources: https://guides.lib.byu.edu/c.php?g=216340&p=1428399</p>	<p>No Writing Due. Work on completing the Writing Exercise on your own.</p>
<p>20 JULY 2022 by 11:59 PM EST</p>	<p>No Reading Due. Continue to work on the Writing Exercise. Work on locating, evaluating, and annotating print materials for your own research project.</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: Respond to the prompt for this week’s Writing Exercise Assignment. How does information look across different kinds of sources? Use the guidelines in Monday’s article as you respond. DISCUSSION BOARD RESPONDENT:</p>
<p>21 JULY 2022 By 11:59 PM EST</p>	<p>WATCH: This short video on when to quote versus when to paraphrase and how to position them appropriately.</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: An update on where you are at with your research project: what sources have you located and how have</p>

	<p>READ TSIS: “They Say: Starting With What Others Are Saying” available in the “texts” folder of our Blackboard site.</p>	<p>they shaped/re-shaped your initial question? Be sure to respond to at least two of your colleagues.</p> <p>DISCUSSION BOARD RESPONDENT:</p> <p>POST TO OUR CLASS DISCUSSION BOARD: A sample paragraph that demonstrates effective quotation and paraphrase techniques.</p> <p>DISCUSSION BOARD RESPONDENT:</p>
<p>WHEN IT’S DUE</p> <p>22 JULY 2022 by 11:59 PM EST</p>	<p>WHAT YOU HAVE TO READ, WATCH OR LISTEN TO</p> <p>WATCH: This short video about Locating Sources Part II assignment.</p> <p>READ: This online article about the benefits to international students studying in the US. https://www.internationalstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad/</p> <p>READ, also, TSIS: “But don't get me wrong: the art of metacommentary” available in the “texts” folder of our Blackboard site. READ, also, the complete assignment information for “Locating and Evaluating Sources Part II” located in the “assignments” folder on our class Blackboard site.</p> <p>READ, also, this week’s CLASS UPDATE available in the “class update” folder on the Blackboard site for our class.</p>	<p>WHAT YOU HAVE TO WRITE</p> <p>SUBMIT TO THE “LOCATING/EVALUATING PART I” FOLDER: Your draft of your literature review for your research project.</p> <p>POST TO OUR CLASS DISCUSSION BOARD: Your reaction to the reading. Use the vocabulary and methods discussed in the TSIS reading as you write.</p> <p>DISCUSSION BOARD RESPONDENT:</p> <p>REMINDER! SIGN UP FOR: One of your two required one-on-one meetings with me during my open office hour. Click on this link to sign up for a time.</p>

WEEK THREE

<p>WHEN IT’S DUE</p> <p>25 JULY 2022 by 11:59 PM EST</p>	<p>WHAT YOU HAVE TO READ, WATCH OR LISTEN TO</p> <p>WATCH: This short video on grammar and punctuation for rhetorical power for this week’s Academic Writing Exercise.</p>	<p>WHAT YOU HAVE TO WRITE</p> <p>POST TO OUR CLASS DISCUSSION BOARD: Your sample sentences and analysis from your Academic Writing Exercise.</p>
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	No other reading due today. Use this time to collect interviews from up to three people on the value of studying at a university outside of your home country.	DISCUSSION BOARD RESPONDENT:
26 JULY 2022 by 11:59 PM EST	<p>READ: “I am the President of MIT: America Needs Foreign Students” by L. Rafael Reif in <i>The New York Times</i> 07/14/2020. https://www.nytimes.com/2020/07/14/opinion/coronavirus-trump-immigration-students.html</p> <p>AND “Studying Abroad can be a Waste of Time” by Curtis Chin in <i>The New York Times</i> 10/01/2013</p> <p>https://www.nytimes.com/roomfordebate/2013/10/17/s-should-more-americans-study-abroad/studying-abroad-can-be-an-expensive-waste-of-time</p> <p>READ, also, in TSIS "Skeptics May Object: Planting a Naysayer in your text" available in the “texts” folder of our Blackboard site.</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: Post a response to the two articles from the New York Times about study abroad. Who do you agree with more? Are there points in the argument you don't agree with that you still find useful?</p> <p>DISCUSSION BOARD RESPONDENT:</p>
27 JULY 2022 by 11:59 PM EST	No Reading Due	<p>POST TO OUR CLASS DISCUSSION BOARD: Post a synopsis of one of your three interviews. Respond to a classmate’s post whose interviewee either agrees or disagrees with what your interviewee said.</p> <p>POST TO OUR CLASS DISCUSSION BOARD: an update on your research project? How have the interviews shaped/reshaped your question? What tentative conclusions can you draw from your research this week and last?</p>
28 JULY 2022 by 11:59 PM EST	<p>WATCH This TED talk by Chimamanda Adichie called "The Danger of a Single Story available by clicking on this link.</p> <p>READ, also, this week’s CLASS UPDATE available in the “class update” folder on the Blackboard site for our class.</p>	<p>SUBMIT TO THE “LOCATING/EVALUATING PART II FOLDER” ON OUR CLASS BLACKBOARD SITE: Your draft of your interview part of your research project.</p> <p>POST TO OUR CLASS DISCUSSION BOARD: What is the “single story” you feel like people believe about you? How would you like to</p>

		<p>change that? How can you change that?</p> <p>DISCUSSION BOARD RESPONDENT:</p> <p>SIGN UP FOR: One of your two required one-on-one meetings with me during my open office hour. Click on this link to sign up for a time.</p>
<p>29 JULY 2022 by 11:59 PM EST</p>	<p>WATCH: This short video that explains how you will complete the research report part of your final project.</p> <p>WATCH: This short video on powerful opening paragraphs.</p> <p>READ: in TSIS: Chapter 8 “As a Result: Connecting The Parts.” available in the “texts” folder of our Blackboard site.</p> <p>READ, also, the complete assignment information for the Research Notebook, Final Research Report, and Research Presentation available in the “assignments” folder on our class Blackboard site.</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: Your tentative introductory paragraph with thesis. Be sure to respond to at least two classmates with questions/suggestions.</p>

WEEK FOUR

<p>1 AUGUST 2022 By 11:59 PM EST</p>	<p>WATCH: This Pecha Kucha about Pecha Kuchas. https://www.youtube.com/watch?v=9NZOt6BkhUg</p> <p>READ: This companion article from <i>Wired</i> magazine about what Pecha Kucha is and why it’s a good way to do a presentation: https://www.wired.com/2007/08/st-pechakucha/</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: What does 20 seconds of text sound like? Practice a 20 second version of your thesis and post it to our class discussion board. It’s not that easy to get it to exactly 20 seconds!</p>
<p>2 AUGUST 2022 By 11:59 PM EST</p>	<p>WATCH: This short video on great and useful verbs. And, as an added fun bonus, watch a classic of American children from my generation from School House Rock on, what else, verbs! (that’s what’s happening) for this week’s Academic Writing Exercise.</p> <p>READ: in TSIS: “So What, Who Cares?” available in the “texts” folder of our Blackboard site.</p>	<p>POST TO OUR CLASS DISCUSSION BOARD: Post your version of the verb exercise the prompt asks you to complete. Include an analysis of how changing the verb changes the sentence.</p>

		<p>DISCUSSION BOARD RESPONDENT:</p> <p>POST TO OUR CLASS DISCUSSION BOARD: Why should people care about your research? What is your “so what and who cares?” Respond to at least two classmates with questions/suggestions.</p>
<p>3 AUGUST 2022 By 11:59 PM EST</p>	<p>WATCH: This short video on how to use PowerPoint or Google Slides to record your Research Presentation Pecha Kucha.</p> <p>No other reading due. Use this time to respond to your classmates drafts and work on your final report and research presentation.</p> <p>READ, also, this week’s CLASS UPDATE available in the “class update” folder on the Blackboard site for our class.</p>	<p>SUBMIT TO THE “FINAL REPORT/PRESENTATION” FOLDER ON OUR CLASS BLACKBOARD SITE: A draft of your final report and your script for your Pecha Kucha.</p> <p>SIGN UP FOR: One of your two required one-on-one meetings with me during my open office hour. Click on this link to sign up for a time.</p>
<p>4 AUGUST 2022 By 11:59 PM EST</p>	<p>READ: Your workshopping partner’s draft of their final research report and script</p>	<p>WORKSHOPPING PARTNERS: read this week’s Class Update to find out who your workshop partner is. Read their final research report draft and script. Provide feedback using the workshop feedback report form located in the “assignments” folder of our class Blackboard site.</p>
<p>5 AUGUST 2022 By 11:59 PM EST</p>	<p>WATCH: The three other Pecha Kuchas by your classmates assigned to you. See the CLASS UPDATE for whose Pecha Kucha you have to watch.</p> <p>NOTE: Please be considerate of your classmates’ time by posting your Pecha Kucha so that everyone has time to watch them.</p> <p>Final grade letters will be emailed to you within a week of completing the course.</p>	<p>SUBMIT TO THE FINAL REPORT/RESEARCHER’S NOTEBOOK FOLDER IN OUR CLASS BLACKBOARD SITE: Your final research notebook, with your final report. Include all of the materials listed in the assignment in the order and format outlined there.</p> <p>POST TO “PECHA KUCHA” RESEARCH REPORT FOLDER</p>

		<p>IN OUR CLASS BLACKBOARD SITE: Your pecha kucha.</p> <p>FINAL DISCUSSION BOARD POST: What did you learn from watching the Pecha Kuchas of your classmates?</p>
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