$$\nabla^2 \phi = -\omega$$

$$= im_c^0 \mathcal{R}_c^0 \langle \frac{\bar{\phi}_{b0}^*}{r} [\partial_r \Psi^{(0)} \bar{q}_0 - \partial_r q^{(0)} \bar{\Psi}_0]$$

$$q = -2\epsilon_0 \partial_z \psi \qquad \phi_1^\epsilon = i \sum_p E_p C_{2m_c^0;p}$$

$$F_2 = im_c^0 \mathcal{R}_c^0 \langle \frac{\bar{\phi}_{b0}^*}{r} [\partial_r \Psi^{(0)} \bar{q}_0 - \partial_r$$

s c i e n c e *wonder* a r t

$$\Psi^{(0)} \bar{q}_0 - \partial_r q^{(0)} \bar{\Psi}_0]\rangle, \qquad Nu = \frac{\bar{q}_0}{2\pi\sigma V}(uq$$

$$F_2 = im_c^0 \mathcal{R}_c^0 \langle \frac{\bar{\phi}_{b0}^*}{r} [\partial_r \Psi^{(0)} \bar{q}_0 - \partial_r q$$

$$\mathcal{P} \equiv \frac{\epsilon_0 \eta}{\rho \sigma d} \qquad \phi_1^\epsilon = i \sum_p E_p C_{2m_c^0;p} \qquad \nabla^2 \phi$$

$$im_c^0 \mathcal{R}_c^0 \langle \frac{\bar{\phi}_{b0}^*}{r} [\partial_r \Psi^{(0)} \bar{q}_0 - \partial_r$$

WRTG121: Composition II: Researching the Public Experience

MW, 11:00 a.m.-12:15 p.m., Room: PH415, (CRN: 24313)

Instructor: Brianne Radke

Email: bradke@emich.edu

Office: PH 613P

Office Hours: MW 10:00 – 11:00 a.m.

Course Website: http://radke121.weebly.com

This course is part of the General Education Program: Area I: Effective Communication

In WRTG121, EMU students develop the foundation for writing, research and critical thinking strategies that they will use throughout their college careers and in the workplace. Writing is both a means of communication and a tool for developing new ideas. Good writers are flexible. They know how to assess the expectations of a variety of audiences with whom they want to communicate and how to draw on or develop different strategies to meet those expectations. Good writers also understand that different kinds of writing have different conventions, and they can move fluidly between those conventions. Throughout the course, WRTG121 students develop these strategies that are key to effective communication. Students write between 50-70 pages of draft work and between 20-30 pages of polished, final-draft work during the course of the semester, and that work is supported and directed by frequent feedback from the instructor.

Course Description
Focuses on academic writing and inquiry. Students use multiple modes of research to develop literacy used in academic and other public contexts. Through extended reading and writing, students engage in the process of writing researched essays that reflect conventions of standard written English and standard documentation styles.

Course Overview
Welcome to WRTG121! This semester you will gain grounded, practical experience with researched academic writing. The primary subject of the course is *writing*: how effective writers write in all variety of situations, in and beyond college, what successful writing looks like, and how specific practices, strategies, and concepts will aid you in becoming a more flexible, adaptive, and skillful communicator. WRTG121 is a small, studio-based course, which means you will spend considerable time writing, workshopping drafts, and discussing writing and related concepts with your peers and your instructor. The course progresses through a series of "projects." We refer to them as projects because they involve a gradual build-up among many different components, much of which will be assembled into a portfolio at the end of the semester.

Course Outcomes

|	
Rhetorical performance	You will have enacted rhetoric by consciously constructing persuasive texts.
Research process	You will have practiced different research methods, which includes analyzing and using sources and developing primary research.
Style conventions	You will have developed awareness of conventions of academic research processes, including documentation systems and their purposes.
Multimodal design	You will have composed using digital technologies, gaining awareness of the possibilities and constraints of electronic environments.
Reflective interaction	You will have shared your work with your instructor, peers, and/or the university community and accounted for the impact of such interaction on composition.

Habits of Mind

"Habits of mind" refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines. The Council of Writing Program Administrators identifies eight habits of mind essential for success in college writing.

- Curiosity – the desire to know more about the world
- Openness – the willingness to consider new ways of being and thinking in the world
- Engagement – a sense of investment and involvement in learning
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas
- Persistence –the ability to sustain interest and attention to short- and long- term projects
- Responsibility – the ability to take ownership of one's actions and understand consequences of those actions for oneself and others
- Flexibility – the ability to adapt to situations, expectations, or demands
- Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge

Course Texts and Materials
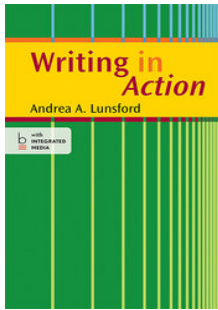
Lunsford, Andrea A. *Writing in Action*. Boston: Bedford St. Martin's, 2014. ISBN 978-1-319-00314-2. (required)
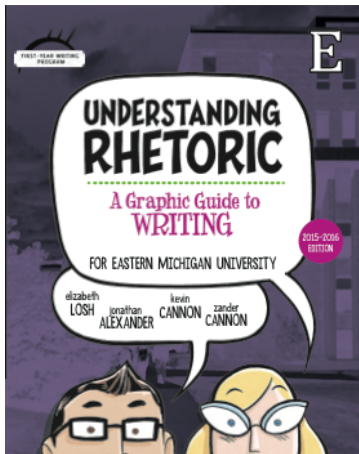
Losh, Alexander, Cannon, and Cannon. *Understanding Rhetoric (EMU Custom Edition)*. Boston: Bedford St. Martin's, 2014. ISBN 978-1-319-00314-2. (required)

These two texts are available as a bundle at the EMU Student Center Bookstore. Copies are also on reserve in Halle Library. Supplemental readings will be available to you as PDFs and hyperlinks accessible in Canvas. You should access these materials for reading on the screen or, if you prefer, for printing and reading. Plan to spend as much as 20 USD on printing and photocopying over the course of the semester.

Feedback

You will receive many different kinds of feedback to your writing during this course. Some responses will come from fellow students and some will come from your instructor. All forms of feedback, including responses you receive from scheduling individual or group appointments in the University Writing Center or the Academic Projects Center, are important; they tell you in various ways how your readers are responding to your writing. This will also help you learn how to assess your own work.

Grading

The breakdown of graded items is as follows:
Project One: Worknets and Invention Portfolio 10
Project Two: Sustained Inquiry Literature Review and Invention Portfolio 20
Project Three: Primary Research Inquiry And Invention Portfolio 30
Project Four: CSW Presentation 20
Final Portfolio with Reflective Cover Letter 20

Each of the projects will be described fully in separate prompts that will circulate at an appropriate time in the semester. Grades on projects will adhere to the University's A-F system. All grades will be posted in the Canvas grade book associated with this course. You must complete all major projects, the portfolio with reflective cover letter, and present at the Celebration of Student Writing on Thursday, April 6, from 4-5:30 p.m. to be eligible for a passing grade in WRTG121.

Important Dates

Students are expected to check the course website for daily reading and writing assignments. Due dates for major projects are listed below.

Project One – Worknets
1/18 – Half Draft
1/25 – Final Draft and Invention Portfolio
Project Two – Sustained Inquiry Literature Review
2/15 – Half Draft
3/1 – ¾ Draft
3/8 – Final Draft and Invention Portfolio
Project Three – Primary Research Inquiry
3/27 – Half Draft
4/10 – Final Draft and Invention Portfolio
Project Four – Objectified Stance
4/5 – Mini CSW Presentation
4/6 – Final CSW Presentation
Final Portfolio Due – 4/17

Student attendance at the **30th Semiannual Celebration of Student Writing**, Student Center Grand Ballroom**, 4-5:30 p.m., Thursday, April 6**, is a requirement to pass WRTG 121. You have a reasonable amount of time to make arrangements to be there.

Course Policies

Turning in Work

Turning in Writing/Keep Everything

Sometimes you will turn in shorter assignments in class. Longer assignments listed above will be turned in via Google docs before the start of class (11 a.m.) on the day the assignment is due. If we will be engaging in peer review, you must bring a hard copy to class (leaving class to print will result in an unexcused late mark). Keep everything you write for the class because you will gather the invention portfolio and drafts of projects three times throughout the term. A simple folder will suffice for the invention portfolio.

Late Work

All work must be submitted before the start of class on the due date to be considered on time and therefore eligible for full credit. This policy applies whether or not you are in class on a given day. In other words, if you miss class, you are still responsible for meeting all related deadlines. Late work will not be accepted for credit.

Participation and Decorum

After every class meeting, I will quietly make note of who participated in class (it is not my style to publicly harass students, but it is fair to warn you that I do take note). Participation includes the following elements:

- Attending class
- Being courteous and professional at all times
- Helpfully contributing to class discussions
- If it is a workshop day, actively doing your work

Students who are unkind, rude, or unprofessional in any way will receive a deduction from the participation points. I reserve the right to deduct these points as I see fit. Among other things, unprofessional behavior includes working on assignments for other classes, reading your email, checking Facebook or websites unrelated to class discussion, text messaging, napping, or generally disengaging from the class. In addition to the loss of points, I may ask you to leave for the day if a reasonable level of decorum is not maintained.

Respectful use of technology is expected in this class. Phones must be silent; however, students are welcome to keep them visible during class. Common sense should be exercised regarding what kind of use is acceptable and what is not (i.e., hopping onto Google to search a definition vs. engaging in a chat about weekend plans). If a student must take/make a time-sensitive call, this should be done outside of the room with regard to other classes in progress. This policy is subject to change to more stringent terms as I see fit.

Attendance and Presence

WRTG121 is a course in language learning, and language is learned in communities, usually by social interactions; therefore, it is essential that you attend class and participate in a manner respectful of differing learning styles and worldviews. Participation, involvement, and engagement with the activities of the class will be factored into your overall grade in association with the writing due that day. Absences and lack of preparation for class will affect your classmates' work as well as your own. The work you do in and in preparation for each class is vital to our daily sessions. In addition, our syllabus and schedule are only a projection and may be subject to occasional changes and revisions as it seems appropriate, necessary, or just interesting.

Students enrolled in WRTG classes are expected to participate in daily interactive activities. They will, for example, routinely discuss reading assignments, write in class on impromptu topics, participate in collaborative activities, or engage in peer review of drafts. Students who miss these activities regularly cannot reasonably make them up. As a result, students who do not participate regularly should expect to receive lower grades in the course, and students who miss more than the equivalent of two weeks of class should consider withdrawing and taking the class in a future semester. I do not anticipate any of you will be in that position, however, and I expect to see everyone become invested in the coursework, come to class, learn a lot, and make WRTG121 a meaningful experience. In-class attentiveness, engagement, and preparedness (i.e., having read and/or written and mentally prepared for each class) are what I mean by "presence."

Computer and Internet Usage

We will be interacting with a variety of sites on the internet during the course. Please let me know if you have not had any experience using a browser such as Firefox, Chrome, or Safari. When using a computer, save your work frequently, always make backup copies, and plan your projects with extra time allowed for unexpected challenges.

Much of the work you do for this class will be typewritten, using Google Docs or some other word processor. When turning in documents like this, please use an easily readable typeface, such as Times New Roman 12. Assign one-inch margins and adhere to the page layout and documentation conventions established by MLA. Whatever the format of the assignment, I strongly urge you to plan ahead, to familiarize yourself with file formats and with the submission process, and to approach me with questions about submissions well in advance of the due dates.

Communication with Peers; Communication with the Instructor

While you can expect a fair amount of leadership and direction to come from me, you should also make arrangements early in the semester to communicate with your peers. In other words, you are strongly encouraged to identify one or two (perhaps more) peers in the class with whom you can discuss readings and assignments, work through questions brought up in the class, and approach when you find something unclear. In short, my hope is that we all will prefer climate in which dialogue and interaction runs between the instructor and students and *also* between and among students when questions come up. Finally, you should always be proactive about asking questions when you have them, either by raising questions during class or contacting me or one of your peers privately.

Email

To communicate by email we will use our emich.edu accounts, accessible via mail.emich.edu. You can send email to me or to classmates via the Canvas site associated with this course. You can also set up an appointment to meet with me on campus, or to ask a question. With rare exceptions, I will respond to all email inquiries within 48 hours.

Academic Integrity

Plagiarism occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. For example, turning another's work as your own is plagiarism. If you plagiarize in this class, you will likely fail the assignment on which you are working and your case may be passed to the university for additional disciplinary action. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize in it than it will to actually complete the work of the class. For a more detailed explanation of Eastern Michigan University's stance on academic integrity, refer to Section V.A. of the Student Conduct Code.

Student Resources

Disability Resource Center (DRC)

If you have a documented disability that affects your work in this (or any other) class, the Disability Resource Center can provide support for you. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact their learning in this class. If anyone believes they may have trouble participating or effectively demonstrating learning in this course, please meet with me (with or without a Disability Resource Center (DRC) accommodation letter) to discuss reasonable options or adjustments. During our conversation, I may suggest the possibility/necessity of your contacting the DRC (240 Student Center; 734-487-2470; swd_office@emich.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about such issues, but it is always best if we can talk at least one week prior to the need for any modifications.

University Writing Center

115 Halle Library
734-487-0694
http://www.emich.edu/uwc

The University Writing Center (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. The UWC opens for the Winter 2017 semester on Monday, January 9 and will close on Tuesday, April 18. Students are encouraged to come to the UWC at any stage of the writing process. Students should bring a draft of their writing (along with any relevant instructions or rubrics) to work on during the consultation.

The UWC also has several satellite locations across campus (in Owen, Marshall, Pray-Harrold, and Mark Jefferson). These satellites provide drop-in writing support to students in various colleges and programs. Satellite locations and hours can be found on the UWC web site: http://www.emich.edu/uwc.

UWC writing consultants also work in the Academic Projects Center (116 Halle Library), which offers drop-in consulting for students on writing, research, and technology-related issues. The APC is open 11 a.m. to 5 p.m. Mondays through Thursdays. Additional information about the APC can be found at any location of the University Writing Center.