

English 105 Y; online section
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University of Miami

“How can I know what I think until I see what I say?” --E.M. Forster

COURSE DESCRIPTION: English 105 is the first in two required English Composition courses. Twelve units combine writing, critical thinking, argument, and visual rhetoric. The topics are covered in an exciting way using academic knowledge and texts, real-world case studies, and examples. The course combines and integrates academic readings and carefully selected website materials (audio, visual and texts). The on-line content has been carefully selected to complement the course materials and to provide you with the most current and important knowledge on college writing.

This is a class that invites you to participate in **academic thought and expression**. You will have the opportunity to take part in the process of developing your writing in new ways. You will extend your writing into the arena of academic discussion, contemplation, and always pushing ideas further. Thought contained and expressed through writing is the **constant subject** of the semester: how to develop it, improve it, sustain and substantiate it in the essay format, both traditional and non-traditional/experimental. We will study and **practice** various written “maneuvers,” a.k.a. rhetorical strategies.

REQUIRED TEXTS/Accessibilities: *The Everyday Writer*. Andrea A. Lunsford; The Everyday Writer companion site; The University of Miami Blackboard System; The University of Miami online Library system. Additional readings provided by instructor.

COURSE OBJECTIVES:

Students will read and think about complex texts; they will talk about writing, including their own, in class; they will engage in revision and learn to view writing as a process.

- 1) METACOGNITION -Engage in metacognition regarding their own writing
 - Recognize and use standard terms for talking about writing
 - Connect their thinking to what they do on the page
- 2) PRACTICE CRITICAL THINKING AND QUESTIONING
- 3) VIEW TEXTS AS INVITATIONS AND OPPORTUNITIES FOR FOR WRITING AND THINKING
- 4) DEPLOY MORE SOPHISTICATED RHETORICAL STRATEGIES
- 5) CITE INFORMALLY

COURSE REQUIREMENTS: ASSIGNMENTS: Completion of the assignments is crucial to passing the course. All of the assignments are outlined in each unit on Blackboard.

UNIVERSITY POLICIES: Students' rules and regulations are listed in the latest University of Miami Bulletin and Honor Code. Copies of those can be found at <http://www6.miami.edu/umbulletin/> and http://www6.miami.edu/UMH/CDA/UMH_Main/0,2770,2425-2;20944-2,00.html.

ACCOMODATIONS: Students with Disabilities needing accommodations, please have the Accessibility Resources Office email me with the accommodations you will need.

GRADING BREAKDOWN:

Participation: (Peer Review, Blogs, Discussion Postings) 40%

Essays 1-3, 20% each, totalling 60%

HOW TO PASS THE COURSE:

Submit all required assignments on time; submit essays revised with peer review and instructor suggestions, as well as student-chosen revision; engage in thoughtful and productive discussion.

ADDITIONAL COURSE DESCRIPTION:

What do you need to add to your work? What is unneeded? These are questions we will address through regular **assessment** and **evaluation** of each other's writing. **Revision** and **high quality** reader feedback are valuable components of the coursework. **Peer review**, while quite different in nature than exams, are just as important in their value to the course. You must have your *Everyday Writer* with you as you drafts essays and for each peer review.

In the course, we are always learning more about **academic delivery** with the ultimate goal of allowing your **writer's voice** to make its own statements. Often when preparing or revising assignments, students have asked, "What do you want [in this paper]?" While you will have assignment criteria and "springboards," I don't want to tell you *what* to think or *what* to write. I'm not looking for one "right answer". I'd really like to see evidence of you, the writer, **thinking and articulating** your own unique, individual thought. Then I can help you to improve the technique, the forum, and the delivery of your points and argument. While you may be practicing and modeling form, content will be yours. I can suggest, guide, and question; **your first job is to think, planning your way to your own argument and essay delivery.**

Sharpening our writing and sharpening our minds are both tasks that feed each other and **remain universal** to all in the university community. As a university student, you are extending your knowledge; it is crucial to be able to present your ideas in the best writing possible. This course aims to teach you skills for becoming an articulate and thoughtful member of the university setting, in order to effectively take part in **the academic conversation**, as well as empowering your efforts after graduation.

Everything we do in the class is significant and interdependent: each activity, each writing, each consideration of a peer's writing all fit together to build your entire skill and experience base. Therefore, your course grade will be measured by 40% for participation, and 60% for essays. The participation component is comprised of work for online class postings, including class discussion threads, blogs and other writing; the essays will go through multiple drafts before a final draft is graded.

Due Dates:

Thursday, May 19th- Post Draft 1, Essay 1

Sunday, May 22nd – Essay 1 Final Draft Due

Sunday, May 29th – Essay 2 Draft Due (discussion board)

Thursday, June 2nd- Post feedback to peers on their drafts

Sunday, June 5th- Essay 2 Final Draft Due

Sunday, June 12th – Essay 3 Draft Due (discussion board)

Thursday, June 16th – Post feedback to peers

Wednesday, June 22nd – Essay 3 Final Draft Due