

Keiser University

West Palm Beach

**Course Syllabus**

**I. COURSE NUMBER AND TITLE:**

**ENC 2102**

**Composition II: (3 credit hours)**

**Class Meeting Times: Monday, Tuesday, and Thursday 6:30 pm- 10:00 pm**

**II. INSTRUCTOR/ PROFESSOR**

**Name: Professor Barletta**

**Email address:** [**cbarletta@keiseruniversity.edu**](mailto:cbarletta@keiseruniversity.edu)

**Class Website:** [**http://englishcomp2keiser.weebly.com/**](http://englishcomp2keiser.weebly.com/)

**Telephone: 561-471-6000**

**Office: 2nd floor (across from the Design and Multimedia Lab)**

**Office Hours: M,T,TH 12:00-5:00 and by appointment**

**As a rule, students should contact their instructor for any questions regarding this or any other course.**

NOTE: The Instructor/ Professor may add or modify topics and activities based on best

practices in the General Education Department.

**III. COURSE DESCRIPTION/ TOPICS**

A. Catalog Description: Continues ENC 1101. Topics include essay writing techniques with emphasis on literary analysis, persuasive writing, basic research, and documentation methods. Prerequisite: ENC 1101. (Gordon Rule course requiring a grade of “C” or higher. Keiser University requires a minimum of 4,000 written words.)

B. Course Topics:

* Reading analytically.
* Applying the stages of the writing process to create multi-paragraph essays.
* Writing arguments.
* Writing about media and the arts.
* Researching a topic.
* Documenting a research essay using the APA format.
* Identifying and correcting common errors in grammar, punctuation, and mechanics.

**IV. COURSE OBJECTIVES**

At the completion of the course, students will be able to:

1. Effectively apply the principles of the writing process: discovering, planning, composing, getting feedback, revising, editing, and proofreading.
2. Organize and develop purposeful, unified, and coherent documents.
3. Apply higher-order writing skills (such as organization, coherence, and support for arguments) and lower-order skills (such as grammar, spelling, punctuation, and documentation).
4. Apply basic research and documentation methods using the APA format.
5. Use elements of argument and logical reasoning in writing.
6. Demonstrate interpretative and critical thinking skills through the thematic analysis of nonfiction, fiction, poetry, visual texts, videos, and other media.

**V. REQUIRED MATERIALS**

**Required Textbook:** *Sound Ideas* custom book with *Pop Perspectives*, bundled with SmarThinking, Connect, and the APA card

**Supplemental Materials**

* American Psychological Association. (2010). Publication manual of theAmerican Psychological Association (6th Ed.)*.* Washington, DC:
* *Use* **Keiser University’s Library** *databases or other internet web-based portals.*
* **APA Formatting** and Style Guide - The OWL at Purdue <http://owl.english.purdue.edu/owl/resource/560/01/>

**VI. CALENDAR OF WEEKLY REQUIREMENTS**

**WEEK 1**

**Learning Objective(s): 1, 2, 3, 4**

Suggested Learning Activities: Lecture, class discussion, critical readings, rhetorical analysis, quizzes, in-class writing assignments, presentations

Evaluation: Quizzes, homework, writings, discussions, in-class literary analysis

**M:** -Introduction to ENC 2102

-Pretest

-Review of Essay Structure, thesis formation & writing strategies

-Diagnostic Essay

-Introduction to SmarThinking

-Read and discuss literature:

“A Way of Writing” by William Stafford (16-19); “Shitty First Drafts” by Anne Lamott (24-28); “Simplicity” by William Zinsser (28-33)

-Introduction to Chapter 1: On Gender Differences: Separating the Boys from the Girls

-**In-class writing: Write a 250 word essay on your views on writing based on tonight’s readings. Include 2 quotes from the text to support your statements.**

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| **Assignments due Tuesday: Have read “Inside the World of Boys” by William Pollack (62-66); “Why Boys Don’t Play with Dolls” by Katha Pollitt (67-70); “Barbie Doll” by Marge Piercy (104-106); “Wishes for Sons” by Lucille Clifton (106-107)** |

**T:** Review and discuss literature

-Chapter 2: Ideas about Family: Parents and Children (120-121)

-Introduction to the 1500-2000 word Research Paper

-How to Research

-APA refresher

-Read and discuss literature:

“Mother” by Grace Paley (171-172); “My Mother’s Memoirs, My Father’s Lie, and Other True Stories” by Russell Banks (173-180); “A Chinese Banquet: For the one who was not invited” by Kitty Tsui (196-198)

Group literary analysis and writing exercise: Read, analyze, write, and present on the visual texts on pages 209-212

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| **Assignments due Thursday: Have read “Everyday Use” by Alice Walker (180-187); review literature for Quiz #1; write a 250 word essay reflecting on the themes, symbols, and characters from this week’s readings and post it on the blog.** |

**TH: Quiz #1 on literature and writing**

-Have posted the 250 word essay on the class blog

-Career Expo

-Review Readings

-Read and discuss:

Chapter 3: Ideas about Education: Stories from School

Read and discuss literature:

*From* Zami: A New Spelling of My Name by Audre Lorde (225-234)

“The Lesson” by Toni Cade Bambara (249-257)

“We Real Cool” by Gwendolyn Brooks (282-284)

“The History Teacher” by Billy Collins (284-286)

**-In-class writing workshop: we will be working on developing your research paper topics**

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| **Assignment due on Monday: Have written a 1,000 word essay on one of the writing assignments from “Narrative/Expository Choices,” “Argument Choices,” and “Research Choices” (215-217)**  **\*One electronic copy on the course website and 1 hard copy** |

**WEEK 2**

Learning Objective(s): 1, 2, 3, 4

Suggested Learning Activities: Lecture, class discussion, critical readings, rhetorical analysis, quizzes, in-class writing assignments, presentations

Evaluation: Quizzes, homework, writings, discussions, in-class literary analysis

**M: 1,000 word essay due**

-Education around the world

-Review APA format and research writing

-Research review

-Read and discuss literature:

*From Teaching as a Subversive Activity* by Neil Postman and Charles Weingartner (235-237)

Chapter 4: Ideas about Love and Hate

*From* All about Love: New Visions by bell hooks (306-308)

“Hate Poem” by Julie Sheehan (365-366)

**In-class writing: Write a 500 word essay on one of the following topics:**

1. **Using Postman and Weingartner as a model, write as a subversive activity and give a guide for readers.**
2. **Write a reflection on Ideas about Love and Hate based on the reading selections**

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| **Assignments due on Tuesday: Have read “What we talk about when we talk about Love” by Raymond Carver (pp.327-336); write a 250 word response to one of the questions on pp. 336-337 and a 50 word response to one of your peers** |

**T:** Review and discuss literature

-Group literary analysis and writing exercise: Read, analyze, write, and present on the visual texts on pages 288-291

-Group Activity: Read, analyze, and present on the text “What’s So Bad about Hate” by Andrew Sullivan (308-324)

-Midterm Review

-Love and Hate in the Media

-In-class writing workshop: developing the research paper

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| **Assignments due on Thursday: Have reviewed literature for the Midterm; have written the first 500 words of your research paper (turn in an electronic copy to the website and Smarthinking)** |

**TH: Research Paper Draft Due**

**Midterm**

**\*Friday is the last day to withdraw from the course without receiving a grade of “WF.”**

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| **Assignments due on Monday: Create a PowerPoint on your paper topic (7-10 slides on content) and be prepared to present to the class (you will discuss the thesis of your paper as well as your sources in a 5 minute presentation); upload your PowerPoint onto the class website before 6:30 p.m. on Monday** |

**WEEK 3**

**Learning Objective(s): 1, 2, 3, 4**

Suggested Learning Activities: Lecture, class discussion, critical readings, rhetorical analysis, quizzes, in-class writing assignments, presentations

Evaluation: Quizzes, homework, writings, discussions, in-class literary analysis

**M: Research Paper Power Point Presentations**

-Chapter 6: Ideas about Crime

-Read and discuss literature:

“Illegalities and Delinquency” by Michel Foucault (456-461)

-Visual Texts (pp.552-554)

-Video clip of *The Shawshank Redemption* (1994)

-Midpoint reports

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| **Assignments due on Tuesday: 1500 -2000 word research paper due; have read “Seventeen Syllables” by Hisaye Yamamoto (pp.653-663)** |

**T: 1500-2000 word Research Paper Due**

-Peer Review

-Review and discuss literature

-Chapter 7: Ideas about the Environment: Human versus Nature versus Human

Read and discuss literature:

“Nature” by Ralph Waldo Emerson (562-565)

“The World is Too Much With Us” by William Wordsworth (602-603)

Selected poems by Robert Frost (handout)

Watch and discuss *An Inconvenient Truth*

**In-class writing: write a 250 word essay on how nature is depicted based on tonight’s readings. Include 2 quotes from the text to support your statements.**

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| **Assignments due on Thursday: Have read “The Things They Carried (pp. 407-420); “The Colonel” by Carolyn Forche (pp.437-438)** |

**TH: Quiz #2**

Review Literature and Writing Techniques

Read and discuss literature:

Chapter 8: Ideas about Art and Poetry: A New New Wave

“Stakes Is High” by Jeff Chang (641-646)

“Loops of Perception: Sampling, Memory, and the Semantic Web” by Paul D. Miller (aka DJ Spooky) (pp.647-652)

“Epilogue: Women Like Us” by Edwidge Danticat (664-667)

Pre-registration

Writing Workshop: Editing for content, clarity, and APA

Student Conferences

**In-class writing: write a 250 word analysis of how poetry and/or music effects society**

**WEEK 4**

**Learning Objective(s): 1, 2, 3, 4**

Suggested Learning Activities: Lecture, class discussion, critical readings, rhetorical analysis, quizzes, in-class writing assignments, presentations

Evaluation: Quizzes, homework, writings, discussions, in-class literary analysis

**M:** Review and discuss literature

Chapter 9: Ideas and the Mind

*Prologue to* Invisible Man by Ralph Ellison (767-775)

“A Clean, Well-Lighted Place” by Ernest Hemingway (775-779)

-Video clip of *A Beautiful Mind*

Group Work: In-class writing and presentations from Argument Choices (p. 820)

-Present your arguments as a group

**T: Research Paper Revisions Due**

Chapter 10: Ideas about the Future: Utopia and Dystopia

“Forecasting the Future” by H.G. Wells (834-840)

*From* Utopia by Sir Thomas More (852-856)

Excerpt from George Orwell’s *1984* (Handout)

Video clip: *A Clockwork Orange* (1971)

Group Work: In-class writing (250 words) and presentation from Argument Choices (p.900)

-Present your arguments as a group

Final Exam Review

**TH:** Final Exam and Post-test

**Research Paper Explanation**

This paper must be a minimum of 1500 words in length (this does not include the title page, abstract, and reference page), typed, double spaced and in APA format (12 point font). We will work on this paper in class, but the majority of your paper should be written at home. You will be using quotes from the text and from your sources to support your argument. You must also use 2-3 scholarly sources for this paper which you must quote and include in your Reference page (this is in addition to the citations you will be using from the text). You may submit a paper topic proposal if you have an analytical concept that connects to the readings and theme. I must approve the topic before you submit the paper. All students must upload their assignments to Smarthinking and the assignment form <http://englishcomp2keiser.weebly.com/>.

**Assignment: Choose any of the research topics in Sound Ideas and use the text as well as scholarly sources to support your thesis.**

Selections:

Chapter 1: On Gender Differences (p.118)

Chapter 2: Ideas about Family (pgs. 216-217)

Chapter 3: Ideas about Education (p. 295)

Chapter 4: Ideas about Love and Hate (p. 375)

Chapter 5: Ideas about War (p. 452)

Chapter 6: Ideas about Crime (p. 558)

Chapter 7: Ideas about the Environment (pgs. 616-617)

Chapter 8: Ideas about Art and Poetry (p.738)

Chapter 9: Ideas about the Mind (p. 820)

Chapter 10: Ideas about the Future (p.900)

**You may not use Wikipedia. I recommend that you use ProQuest, Gale Research, JSTOR, educational websites ending in “edu,” organizational websites ending in “org,” and/or governmental websites ending in “gov.” I also recommend that use peer reviewed journals, print materials (such as reference books), scholarly articles and journals, newspapers, and interviews.**

**Helpful websites:**

e-companion/portal: <http://www.keiseruniversity.org>

The Writing Studio:

<http://www.keiseruniversity.edu/keiser%20writes/resources.html>

Keiser University Library:

<http://kesu-vero.auto-graphics.com/WelcomePages/Splash2.aspx?cid=KESU&targetLibPK=9221&lid=LESU>

**U.S. Students:** Your **USERNAME** is the 6 or 7 digit number that appears on the side of your Student ID card. Your **PASSWORD** is the last 4 digits of your Social Security Number (Federal Tax ID Number). If the last 4 digits of your Social Security Number start with a 0, replace the 0 with a 1.

**International Students:** Your **PASSWORD** is the **PIN** as supplied to you by the Registrar’s Office.

**VII. GRADING CRITERIA**

**A. GRADING SCALE**

**Course Evaluation Strategies (Methodologies)**

Student performance is evaluated as follows:

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| --- | --- |
| 20 % | * Midterm |
| 30 % | * Assignments (quizzes, tests, writing assignments, discussions, and presentations) |
| 25% | * 5 page Literary Research Paper |
| 20 % | * Final Examination/Project |
| 5 % | * Post-test |
| 100 % | * Total possible score |

**Grading Scale**

A final grade is determined using the following grading scale:

|  |  |
| --- | --- |
| 90-100% | * A |
| 80-89.99% | * B |
| 70-79.99% | * C |
| 65-69.99% | * D |
| Less than 65% | * F |

**Methods of Course Delivery:** The subject matter in this course is presented in various forms which may include lectures, class discussions, demonstrations, collaborative activities, computer assignments, student projects and presentations, on-line research, guest speakers, or field trips.

**VIII. CLASS POLICIES**

1. **Attendance and Participation**

The attendance requirement is met through consistent participation activities in the discussion area postings with eCompanion (eCollege) and in class sessions. Attendance is part of the overall grading score. Punctuality is expected as a common courtesy to other students.

Class attendance is mandatory and imperative for student success. If you plan on missing class, will be late, or need to leave early, please let me know ahead of time and understand that it is your responsibility to complete all assignments to the best of your ability and turn them in on time.

**Students who miss 20% or more of class time may not be eligible to take the final exam and may not be able to pass the course.**

Part of the attendance includes dress code, which means you must be in business attire as part of the class and Keiser requirements. Students not properly dressed will be asked to leave and return when dressed appropriately. Please see the Keiser Catalog for more information on dress code and policies (page 65-66).

Students are responsible for all course material, assignments, quizzes, tests, essays, and exams that are missed due to class absences.

Students must be present on the days of the midterm and final. Students will not be permitted to make up the exam without proper documentation.

**Writing and Revision**

This is a course that is writing intensive and centered on revision. You may revise your work up to 3 times in order to improve your writing and your grade. The revision must include your original paper with my comments and the revision. The revised copy must also have the changes highlighted using Microsoft Word.

**Withdrawing from the Class**

If you decide to withdraw from the course, you must do so by the end of week 2 in order to avoid receiving a “F.”

The Instructor will notify students by email or in class about any changes in course requirements or about expectations for responding to lectures or questions if they are different from what is stated in the course materials. Because of the nature of this course, it is very important to stay current and to meet deadlines established in the course materials.

**B. General Course Requirements**

Students must login to eCompanion on a weekly basis:

Login: WPB + course code (WPBENC2101)

Password: Success

Postings and assignments must reflect an understanding, appreciation, and synthesis of the readings and course content. All assigned work must be completed by established due dates. Failure to submit assignments by the designated due date will result in a failing grade for the individual assignment and may result in a failing grade for the course.

**C. Late Assignments Policy: *Assignments are due at the beginning of class. There will be a 10% grade deduction for each day that an assignment is late.*** (For example, if an assignment is due on Tuesday but is submitted on Thursday, it will receive a 20% grade deduction.) ***Assignments that are more than two days late will not be accepted*.**Quizzes and in-class assignments missed due to absence or tardiness cannot be made up.All assignments must be submitted by the beginning of class in order to be considered on time. If you are absent on the date that an assignment is due, it must be e-mailed to me by the beginning of class.Students who do not turn in an assignment will receive a grade of “0.”

**D. Make-up Exam Policy:** There are no make-up exams. Documented emergencies will be reviewed. Should late exams or quizzes be accepted 1 point per day will be deducted and no more than 10 points will be deducted from exams or quizzes.

**E. Method of Instruction:** The type of teaching and learning methods used, but not limited to, lectures, group projects, groups discussions, research, and anything else that will increase the students success in this class.

**F. Professor’s Expectations:** The student is expected to add significantly to all class discussions. As such you should be prepared for each class by reading all of the assigned chapters, articles, and materials to become actively engaged. You should be prepared to discuss, share ideas or thoughts. As it is noted, participation in class is strongly encouraged because this is calculated into your total grade.

**G. The Use of Electronic Devices:** Cell phones, blackberry, iPhones, text messaging, iPods, recording devices and personal laptop computers are strictly prohibited unless authorized by the instructor. Use of any such device without the express approval of the instructor may be cause for an immediate dismissal from the class session or the course in case of repeat offenses. See KU catalog section “Academic and Administrative Dismissal” page 64.

**H. Academic Misconduct**

The following acts violate the academic honesty standards or anything else named in the KU’s Student Policy handbook and will result in a finding of Academic Misconduct (p.60-64):

1. **Cheating in any Form**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one’s own.

2. **Fabrication**: intentional and unauthorized falsification or invention of any information or citation

in an academic exercise

3. **Facilitating Academic Dishonesty**: intentionally or knowingly helping or attempting to help

another to violate any provision of this code

**4. Plagiarism**: The adoption or reproduction of ideas, words, or statements of another person as

one’s own without proper acknowledgment.

5. **Conspiracy to commit academic dishonesty**: Assisting others to commit acts of Academic

Misconduct

6. **Misrepresentation**: intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.

7. **Bribery**: Offering of goods, services, property or money in an attempt to gain an academic advantage

**8. Forging or altering documents or credentials**: Examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.

**9. Knowingly furnishing false information to the institution**

**I. Plagiarism**

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards:

**1. Original Work**

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author if properly cited. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the recognized form

and style manual and accepted citation practice and policy of Keiser University.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation.

**2. Referencing the Works of Another Author (APA formatting)**

A. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the APA specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students’ work must comport with the adopted citation manual for the APA.

Please refer to Keiser University’s Student Handbook Policy for more information regarding policies, procedures, and academic responsibility of the student.

*Partially plagiarized assignments*

The first occurrence of a student turning in an assignment containing plagiarized material results in an automatic ―F for that assignment.

The second occurrence of a student turning in an assignment containing plagiarized material results in an automatic ―F for the course.

The third occurrence of a student turning in an assignment containing plagiarized material results in an automatic dismissal from the University.

*Entirely plagiarized assignments*

The first occurrence of a student turning in an entire plagiarized assignment results in an automatic ―F for the course.

The second occurrence of a student turning in an entire plagiarized assignment results in an automatic dismissal from the University.

Students who have been dismissed may reapply to Keiser University after remaining out of school for one full semester. Keiser University believes strongly that each student, against whom the University is forced to take action, has a right to procedural due process where the student has notice and an opportunity to be heard. If the administration has to take disciplinary measures against a student or other action related to the student, the student may appeal the decision to the Grievance Committee. The procedures for the grievance are found in the Keiser University catalog.

*On written papers for which the student employs information gathered from books, articles, electronic, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another's work.*

*At Keiser University, references are cited in accordance with the American Psychological Association (APA) approved format. Guidelines for the appropriate use of this format for citing references are included in the appendices of this Handbook and assignments may be used by the University to assist in future education by students.*

**Avoiding Plagiarism**

Please make an appointment with Mrs. Spalding for writing help. Her office is located on the 2nd floor of the main building in Student Services. You can also meet with me after class or make an appointment.

In order to avoid plagiarizing, use the following guide on APA citations and paraphrasing:

**Keiser University Writing Studio**

**APA Quick Guide**

**Format**

* Double-spaced
* “Before” and “After” spacing under “Paragraph” should be “0”
* Times New Roman, 12 pt. font
* 1-inch margins
* Title page – centered: includes Title of the Paper, Your Name, and Name of University
* Running head
* Each paragraph indented 0.5 inches (except the abstract)
* Double spacing between sentences and throughout paper

**References**

\* Some of the examples below are made up and others come from real sources.

**Scholarly Journal Article with doi:**

Author, A. A., & Author, B. B. (Date of publication).Title of article.*Title of Journal*, *volume number* (issue number), page range. doi:0000000/000000000000

Smith, J. A., Brown, R. W., & Rogers, M. (2012).How to create an APA reference page.*Writing Studio Journal*, *22*(1), 63-72. doi: 10.1080/14622200410001676305

**Scholarly Journal Article or Periodical without doi:**

Author, A. A., & Author, B. B. (Date of publication).Title of article.*Title of Journal*, *volume number* (issue number), page range. Retrieved from http://journalhomepage.com/full/url

Smith, J. A., Brown, R. W., & Rogers, M. (2012).How to create an APA reference page.*Writing Studio Journal*, *22*(1), 63-72. Retrieved from

http://keiserwrites.wordpress.com/apa/how-to-create-an-apa-reference-page

**Website Article with Author(s):**

Author, A. A., & Author, B. B. (Date of publication).*Title of document*. Retrieved from

http://journalhomepage.com/full/url

Smith, J. A., Brown, R. W., & Rogers, M. (2012).*How to create an APA reference page*.

Retrieved from http://keiserwrites.wordpress.com/apa/how-to-create-an-apa-reference-page

\* If there is no date provided, write n.d. in place of the year.

**Website Article with a Corporate Author:**

Name of Corporation or Organization (Date of publication).*Title of document*. Retrieved from http://journalhomepage.com/full/url

World Health Organization (2012).*Schizophrenia*. Retrieved from

http://www.who.int/mental\_health/management/schizophrenia/en/

\* If there is no date provided, write n.d. in place of the year.

**Book:**

Author, A. A., & Author, B. B. (Date of publication).*Title of book: Capital letter also for*

*subtitle*. Location: Publisher.

Smith, J. A., Brown, R. W., & Rogers, M. (2012).*Mastering APA style: Format, references, and citations*. New York, NY: Cambridge University Press.

**Film:**

Producer, P. P. (Producer), & Director, D. D. (Director). (Date of publication). *Title of motion picture* [Motion Picture]. Country of origin: Studio or distributor.

Grazer, B., Hallowell, T. (Producers), & Howard, R. (Director). (2001). *A beautiful mind*

[Motion Picture]. United States: Universal Pictures.

**APA Quick Guide for Reference Listings & In-text Citations**

When referencing a source, include as many of the following as applicable:

* Author’s name: Last name, followed by first (and second, if available) initial(s) only (Example: Smith, A. G.).
* Year of publication: Include month and day for websites/newspaper articles, if available.
* Title of article or webpage.
* Title of book, periodical, newspaper, or website.
* Editors’ names (Eds.); edition number (ed.).
* Volume and issue number (for journals).
* City (full name) and state (abbreviation) of publisher (Example: New York, NY).
* Name of publisher (Example: McGraw-Hill).
* URL (web address) or doi (digital object identifier).

**In-text citations must include:**

* Author’s last name
* If there is no author, the first few words in the article title in quotation marks
* Year of publication or “n.d.” for “no date” if none is provided
* Page or paragraph number

**Examples:**

“There is no known cure for Alzheimer’s disease” (Graham, 2007, para. 6).

-or-

According to Graham(2007), “there is no known cure for Alzheimer’s disease” (para. 6).

Alzheimer’s is defined as “a degenerative disease of the brain with no known cure” (“Alzheimer’s Disease,” n.d.).

-or-

*Merriam-Webster’s* (n.d.) defines Alzheimer’s as “a degenerative disease of the brain with no known cure.”

**In-Text Citations**

\* Note: When you incorporate secondary source material into an academic paper, most of it should be paraphrased rather than quoted. You should be choosy about when you quote word-for-word from a source. A paraphrase is a restatement of someone else’s ideas in your own words. Simply substituting a few words in the original with synonyms will not do. When paraphrasing, make sure that the language and sentence structure are truly your own.

**Paraphrase (1st. time cited):**

According to Smith, Brown, and Rogers (2012), bla blabla.

Smith, Brown, and Rogers (2012) suggest that bla blabla.

**Paraphrase (subsequent citations for sources with 3 or more authors):**

According to Smith et al. (2012), bla blabla.

Smith et al. (2012) suggest that bla blabla.

**Direct Quote (1st. time cited):**

A recent study finds that “bla blabla” (Smith, Brown, & Rogers, 2012, p. 23).

Smith, Brown, and Rogers (2012) state, “bla blabla” (p. 23).

**Direct Quote (subsequent citations for sources with 3 or more authors):**

A recent study finds that “bla blabla” (Smith et al., 2012, p. 23).

Smith et al. (2012) state, “bla blabla” (p. 23).

**Miscellaneous**

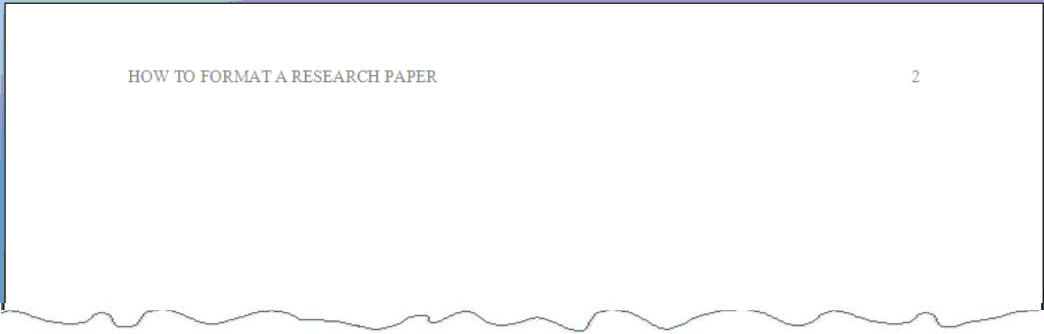
\* When writing an academic paper, avoid contractions (for example: don’t, he’s, it’s) and certain personal pronouns (for example: I, me, my, you, your, we, our, us).

**Setting Up a Different First Page Header in Word for APA-style headings and page numbers**

* On page one of your Word document, **double-click** anywhere in the area at the top of the page to open the header & footer toolbar (you should see a blue dotted line across the top of the page when it’s open, and the cursor will be blinking in the header).
* On the toolbar above, to the right of center, you will see a small checkbox next to the option “Different first page.” Click that box to give it a checkmark.
* On the toolbar, to the far left, Click **“Page Number,”** select **“Top of Page”** from the menu that drops down, and then **“Plain Number 3.”** This will position your page number at the top right.
* Press backspace (the page number will move to the left, and that’s okay) until the cursor is all the way back to the left margin and type: Running head: PLUS THE TITLE OF YOUR PAPER IN ALL CAPITAL LETTERS.
* Now press tab until your page number “1” is back in position at one-inch from the right edge of the paper.
* Highlight your header and page number with the mouse and change your font to **Times New Roman**, size **12**.
* Scroll down to the header on page two.
* As before, and on the toolbar to the far left, Click **“Page Number,”** select **“Top of Page”** from the menu that drops down, and then **“Plain Number 3.”** This will put a number “2” in the top right.
* Also as before, backspace to the left until you’re at the margin (one-inch from the edge of the page), and this time, only THE TITLE OF YOUR PAPER IN ALL CAPITAL LETTERS.
* Tab the number “2” back to the right until it is flush with the margin; highlight and change your font to **Times New Roman**, size **12**.
* On the toolbar, to the far right, click “Close Header and Footer Options.”



**Sample title page**



**Sample header for all pages after title page**

B. Americans with Disabilities Act

Keiser University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.

The Keiser University’s ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations; certain programs may require manual dexterity. Please consult campus Admissions Offices for further information and/ or Keiser University’s Section 504 Coordinator:

Gery Hochanadel, Ph.D.

Vice Chancellor of Academic Affairs

Office of the Chancellor

1900 W. Commercial Boulevard, Suite 180

Ft. Lauderdale, Florida 33309

Tel: (954) 776-4476

[geryh@keiseruniversity.edu](mailto:geryh@keiseruniversity.edu)

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed at time of enrollment prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement. Accordingly, every effort is made to make reasonable adjustments/accommodations.

C. Course/Instructor Evaluation

It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.

Notices of Course/Instructor Evaluation access are sent to registered students by KU email or personal delivery.

D. The current edition of the Keiser University Catalog and Student Handbook is available on the Keiser University website at <http://www.keiseruniversity.edu/catalog/2012-2013%20Keiser%20University%20Catalog,%20Volume%2012,%20No.%201,%20August%202012.pdf>

This Catalog provides extensive information on Keiser University policies, regulations and procedures.

G. Course Evaluation Formatting

**GENERAL DESCRIPTION OF ASSIGNMENTS AND RUBRICS**

**I. Rubric for Written Assignments (Essays, Research Paper)**

**“A” Paper: 91-100**

- The paper has a strong thesis that is supported throughout the entirety of the draft.

- The student’s argument is innovative, original, and offers more than mere superficial observations.

- Student works alongside the chosen authors, supporting his or her statements with direct textual evidence; student remembers that textual evidence helps argument but does not carry the argument.

- Student builds rational connections between the authors, demonstrating why this particular text(s) works well together.

- The argument exhibits sound logic and reasoning; the argument is easy to follow and flows seamlessly from one point to the next.

- Student avoids summary and instead uses his or her paper to thoroughly present meaningful, “hidden” social commentary.

- Paper includes a varied balance of simple, compound, complex, and compound-complex sentences.

- The paper completely fulfills the minimum for fictional and non-fictional texts; the paper completely fulfills the page requirement.

- There are little to no spelling, typographical, or grammatical usage errors.

- The overall content of the paper is excellent, prompting deep contemplation and self-reflection from its audience.

**“B” Paper:**

- The paper has a solid thesis that is largely supported through the entirety of the draft.

- The student’s argument exhibits moments of innovation and originality, and attempts to offer more than mere superficial observations.

- Student attempts to work alongside the chosen author(s) by supporting his or her statements with direct textual evidence; however, at times, student allows chosen authors to assume too much responsibility for furthering the argument.

- Student builds solid connection with the author(s) in an attempt to explain why that particular outside source works well within the context of the paper.

- For the most part, argument exhibits sound logic and reasoning; aside from a few rough patches, the argument is relatively easy to follow and flows effectively from one point to the next.

- Student includes little summary, and instead uses paper to begin exploring meaningful, “hidden” social commentary within the text.

- Paper attempts to include a varied balance of simple, compound, complex, and compound-complex sentences.

- The paper completely fulfills the minimum for fictional and non-fictional texts; the paper nearly fulfills the page requirement.

- There are very few spelling, typographical, and grammar usage errors.

**- The overall content of the paper is strong, beginning to prompt deep contemplation and self-reflection from its audience.**

**“C” Paper**

- The thesis is too broad and attempts an argument too large in scope, resulting in a draft that lacks direction and rhetorical structure.

- The student exhibits few moments of innovation and originality, but paper is largely comprised of “obvious,” cursory observations.

- Student struggles to engage the chosen authors in a significant way, instead allowing authors to carry much of the responsibility for furthering the argument; or, student does not incorporate the outside source much at all.

- Student struggles to explain a rational connection between the chosen authors, making the choice of outside source appear relatively random and disjointed.

- Argument exhibits much in the way of faulty logic and reasoning, making paper difficult to follow and understand.

- Student offers large portions of summary, spending the majority of the paper discussing plot rather than commentary.

- Student fails to include a varied balance of sentences, resulting in a repetitive writing style.

- The paper does not fulfill the minimum for fictional and non-fictional texts; the paper does not fulfill the page requirement.

- There are several spelling, typographical, and grammar usage errors.

- The overall content of the paper is mediocre, prompting little in the way of deep contemplation and self-reflection from its audience.

**“D” Paper/ “F” Paper**

- The thesis does not offer a clear academic project, resulting in a draft that lacks direction and rhetorical structure.

- The student exhibits little to no innovation or creativity, but paper is primarily comprised of “obvious,” cursory observations.

- Student does not successfully engage the chosen author(s) in a meaningful way, and allows author(s) to take too much prominence in the paper; or, student fails to include the outside source at all.

- Student fails to explain a rational explanation between the authors, making the combination of texts seem random and disjointed.

- Student exhibits mostly faulty logic and reasoning, making paper exceedingly difficult to follow and understand.

- Paper is mostly summary, offering little to no analysis.

- Student fails to include a varied balance of sentences, resulting in a repetitive writing style.

- The paper does not fulfill the minimum for fictional and non-fictional texts; paper does not fulfill the page requirement.

- There are excessive spelling, typographical, and grammar usage errors.

**-** The overall content of the paper is poor, prompting little in the way of deep contemplation and self-reflection from its audience.

**II. COURSE RUBRIC ASSIGNMENTS (GENERAL)**

***Grading Rubric: Writing Assignments***

|  |  |  |
| --- | --- | --- |
| **ELEMENT** | **GRADING CRITERIA** | **POINT/COMMENT** |
| **CONTENT (30%)** | * Does the main topic/thesis comply with the assignment? * Is the main topic/thesis supported by specific, relevant, and appropriate details? * Are there supporting details? * Does the supporting evidence/argument form a coherent whole? * Are there 2-3 scholarly sources? * Are there quotes from the text? * Does the paper meet the length requirements (not including the title page, abstract page, and/ or the reference page)? | Total: \_\_\_\_\_\_ / 30%  Comments: |
| **ORGANIZATION (30%)** | * Is the paper logically organized? * Do the arguments/examples logically transition from each to the next, and to they relate to the topic/thesis as a whole? * Does the paper contain a well-structured introduction and conclusion? | Total: \_\_\_\_\_\_ / 30%  Comments: |
| **STYLE/**  **MECHANICS (20%)** | * Is the writing free of grammatical errors? * Are sentences clearly and variedly structured? * Is the student’s word choice accurate, appropriate, and specific throughout? * Is this paper written in Standard English? | Total: \_\_\_\_\_\_ / 20%  Comments: |
| **FORMAT (20%)** | * Is the paper typed in appropriate APA style (font, spacing, margins, headers, page numbers, etc.)? * Is the paper itself clean and stapled? * Does the paper meet all assignment directions? | Total: \_\_\_\_\_\_ / 20%  Comments:  **TOTAL PERCENTAGE: \_\_\_\_\_\_\_\_%** |

**Research Paper Checklist**

|  |  |
| --- | --- |
|  | Is this paper in APA format? |
|  | Is this paper a minimum of 1500 words (not including the title page, abstract, and reference page)? |
|  | Is there a minimum of 3-5 scholarly sources included in the research paper? |
|  | Is there a minimum of 1 accredited website, 1 scholarly journal, and 1 book? |
|  | Is the thesis statement clear? |
|  | Is the paper free of grammatical errors? |
|  | Is the paper a representation of your research and written in your own words? (The Turnitin report should be under 20%) |
|  | Is the paper written in Standard English? (The paper is free of slang words, abbreviations, or informal language.) |
|  | Is the paper written in APA style of citations? (Do in-text citations correspond with references?) |
|  | Is the paper written in APA style of citations? (3rd person is used and the paper is free of “I think,” “I believe,” and “in my opinion” statements) |
|  | Have you submitted your paper to Smarthinking? (the report should be attached) |
|  | Have you submitted an electronic copy of your paper to the instructor? |

Common Errors/Writing Tips

The paper speaks of

A lot

Clichés

I believe/think

First person, use third person (the writer, the researcher)

Use block quotes for more than 40 words

Cite the author in text

The writer, which (who)

Back in the day

Everyone thinks

Fantastic writer

Literatures should be literary works

The first time you mention an author, use their first and last name. For the remainder of the essay, refer to the author by the last name.

Please make sure you differentiate between a short story, essay, poem, and play.

;however,

Introduce your source

Include in-text citations to avoid cut and paste plagiarism

Your paper must include credible references

See APA for proper citation

,” (Bambara, year, p.).

|  |
| --- |
| KEISER UNIVERSITY  Course Control Document – Evidence of Understanding  Course: ENC 2102—Composition II  By signing below, I affirm that I have received, read and understand the information provided in the above course control document; and the grade which I must achieve to pass the course.  Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |