

English 2010 Policies and Procedures

Susan M. Houtz 476-8983

mvhsou@juno.com

Texts: The Curious Researcher, 4th ed. and Current Issues and Enduring Questions, 7th ed.

English 2010 builds upon the personal experience, expository writing skills developed in English 1010. This course provides additional instruction in analysis, argumentation, and documented research (using MLA format). It emphasizes critical thinking to produce well-developed, logical arguments that are appropriate for specific audiences that will apply to most academic disciplines. The class explores the impact of technology on research and writing, including the visual rhetoric of documents and the evaluation of electronic sources that are appropriate for university papers. We will emphasize building a foundation for research with substantive academic journals over popular reading or commercial web sites.

Objectives and basic skills:

1. Demonstrate application of basic principles of rhetoric: a significant thesis, adequate development, awareness of audience and ethos (how you come across to your reader), tone, style, diction, accurate punctuation, and mechanics.
2. Effectively analyze and evaluate peer and professional writing.
3. Write interesting, academic papers using persuasion, analysis, logic, and research strategies that avoid plagiarism through documentation.

I realize that many students have been taught to plagiarize in school. Any use of someone else's **ideas** or words in any form will result in a failing grade on the assignment unless the ideas are properly documented. Even ideas that are paraphrased must be cited; it must be clear which ideas are your own and which draw upon outside sources. See me on each paper before it is submitted for a grade if you have any questions. We will work on this in class before the research assignments are due. Appendix A in Curious Researcher is a good reference for MLA citations.

Minimum requirements: Students must attend class (with less than 3 absences or additional absences will drop your grade 10% each), complete each paper by the assigned due dates, keep a journal, and pass the final in order to receive a C. Most days will begin with in-class writing assignments based on the reading or current events. These will add to class discussions and generally cannot be completed if you are late or absent, so every absence will affect your grade. Commit to being in class on time and participating. In-class writing, group work, peer edits, and quizzes will account for about 20% of your final grade. Library skills ex. is worth 25 pts.; group project on selected Current Issues, 50 pts.; punctuation quizzes, around 35 pts; ad analysis, 30 pts.; plus any other writing exercises. *A punctuation handbook is required.

Three journal entries will be written out of class each week for full credit. Each one needs to be a full page if it is hand written or the equivalent if it is done on the computer. *Number and date each page so that you know how many total you have at the end of the semester. Keep these in a separate section of your notebook so they are all in one place. See me if your prefer writing in a bound journal (8 1/2 x 11" pages). This is not a diary; I want you to record ideas you feel strongly about—reactions to current events, something you've read, or your personal opinions on controversial topics. These will be worth 10% of your grade.

Papers will be worth 60% of your grade. Shorter papers and the background study are worth 100 pts. each; pro/con research paper, 200 pts.; oral presentation on your paper, 25 pts; pro/con peer edit, 30 pts.

Rough drafts and peer edits will be submitted with each paper. The final exam is worth 10% and will cover concepts and definitions from the text, which will be announced throughout the semester, to be memorized for short essays. The final will also cover MLA documentation and punctuation; you are welcome to use Curious Researcher, and punctuation quizzes are open book. You will choose your own topic for an in-class essay as part of the final. Feel free to contact me at home with questions on assignments. I have also included my e-mail address, but I prefer a phone call on questions that need to be answered right away.

English 2010, CRN 21395 Fall 2006 TTh 7-8:15 am S. Houtz 476-8983
mvhsou@juno.com

Texts: Current Issues and Enduring Questions, 7th ed. (CI) and The Curious Researcher, 4th ed. (CR)
Hacker's A Writer's Reference from English 1010 required for punctuation and usage—open book for quizzes

- T Aug 29 Intro., syllabus, groups of three, personal essay
Th 31 Skim CR 1-20; **read CR 25-34.** Do ex 1.1 p. 27 in journal (topic interests). Read and annotate
CI 1-17. Introduce Persuasive Argument (first paper)
- T Sep 5 CI 18-46. Bring thesis (claim) and supporting points for Persuasion Paper—group feedback.
Th 7 CI 47-64. **Bring typed, 3-page persuasion paper draft for peer edit.**
- T Sep 12 **Meet in library room 59.** Persuasive Argument **paper due** with final draft stapled on top. Think of a topic for pro/con research argument. Begin Library Skills Exercise on your topic.
CR 35-76.
Th 14 Pro/Con Research Strategy lecture—Background Study handout. Read Curious Researcher Appendix A closely. We will spend several weeks on this section—do not miss this class.
- T Sep 19 MLA documentation workshop in class—annotate Appendix A. CR 251-295.
Th 21 **Library Skills due.** CR 125-141 (we will do exercise 3.3 in class.)
- T Sep 26 CI 65-100. Inductive/ Deductive Reasoning, syllogisms (definitions for the final) Student corrections.
Th 28 CI 102-118 Group discussions and issues. **Journal check** (3 pages a week).
- T Oct 3 **Typed Background Study Due.** Follow every step of research strategy. Bibliographies should reflect those steps. Proofread closely—grade based mainly on variety of solid sources, proper MLA documentation, and background information. CR 142-166. Plagiarism and research.
Th 5 CR 241-247 Ten Common Mistakes. Things to Avoid. Punctuation Review. Open notes/handouts/web sites (you have researched and printed) on punctuation for **Punctuation Quiz** on commas, apostrophes, semicolons, italics, quotes, capitals, and MLA citations.
- T Oct 10 CR 173-206. **Do ex. 4.3 CR 195, step 1 and bring 3 intros. to class!** Get a serious draft started.

Th 12 CI 323-51; Toulmin, warrants game in class, backing, and logic.

T Oct 17 CI 351-71. Bring to class an example of a **logical fallacy**.

Th 19 CR 207-230 Revising. Review Appendix A. Typing your Works Cited page, sample outline suggestions, and common paper format questions.

T Oct 24 **Pro/Con rough draft due** for peer edit in class. Be on time—print the draft a day ahead to avoid last-minute crises! Title page, outline, 6-8 pages of text, Works Cited page. Follow the sample papers in CI 294-310, (use Works Cited page, not Notes) and CR Appendix A. This edit is worth 30 pts. and will take the entire class period. Take advantage of the Writing Center tutors for an additional edit. This paper is worth 200 points.

Th 26 Video summary: *Still Killing Us Softly*. Begin media unit. Look for 3-4 interesting ads to analyze. Get Ad Analysis Workshop sheet. Choose groups and chapters for group projects. See CI chapters 15-28 to get you started on topics.

T Oct 31 **Pro/Con Paper due**. Put final draft on top and include in-class peer edit (signed by a class member). Begin ORAL PRESENTATIONS. Give a 5-minute summary of the most interesting parts of your research. Keep a numbered list of all presenters: name, topic, key points, and your response to their ideas.

Th Nov 2 Continue oral presentations in class. Type up ad analysis at home. Be sure to answer every question in detail. Read and annotate your group project chapter. Gather additional research.

T Nov 7 CI 141-166. Visual Rhetoric—images as arguments. Group discussions.

Th 9 Typed **Ad analysis due**. Bring extra ads to discuss in groups. Brainstorm for group projects. Bring chapter notes and ideas for ways to present the topic. What resources could your group use to add information to what is covered in the text? Consider panel discussions, debates, video clips, role playing, games or other ways to involve the class. You will have 20-25 minutes for the presentation—schedule presentation dates. Continue to look for additional information on your topic.

T Nov 14 CI 169-182, 211-218. Analysis and “Modest Proposal” Introduce Newscast Analysis, the final paper. Tape the program—focus on primary research.

Th 16 Calendar Project planning—make specific assignments and an agenda. Schedule each person’s topics and timing. Any group members not involved in the planning may be dropped from the group (at the group’s discretion.)

T Nov 21 Group Planning session—dress rehearsal. Punctuation quiz—it will be open book, just like the previous punctuation quiz in class.

Th Nov 23 Thanksgiving

T Nov 28 **Project Presentations**: Please be early if you are presenting. Don’t leave your group stranded, or you will hate your class grade.

Group 1 _____

Group 2 _____ The rest of the class will read at least one article from the chapters that the other groups are presenting. Take notes on each group and rate their presentation from 1-5. Base your score on the quality of information, interest level, organization,

creativity, and class involvement. Be sure to include your article summary, evaluation of the group's strengths and weaknesses, and the rating from 1 to 5. **You will also evaluate planning sessions for your own group** (no article summary for your group since you are expected to read every article from your chapter.)

Th Nov 30 Group 3 _____ Group
4 _____

Turn in group project **evaluations** with article summaries, ratings, and notes on all groups.

T Dec 5 **Newscast analysis peer edit.** CI 915-920, 930-32. Happiness—can it exist the week before finals?

Th 7 Read and write a brief analysis of any unassigned article of your choice from *Current Issues*, chapters 29-30 to discuss in class. Review for the final. **Newscast Paper due**, final draft on top.

Final: Tues., Dec 12, 7-9 am. Essay definitions on logic terms and argumentation, plagiarism, MLA quotes and citations, works cited entries, punctuation quiz, and an in-class essay on the topic of your choice. Bring *Curious Researcher* for MLA citations, blank paper for the essays, and your essay topic and rough outline (optional).

Final JOURNAL CHECK. Bring every journal entry written during the semester (numbered and dated).