

Syllabus for English 2010
Intermediate Writing
(Three semester credit hours)

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Wednesday Evening, 5:30--8:20 P.M.
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REQUIRED TEXTBOOKS:

Current Issues and Enduring Questions, seventh edition, by Sylvan Barnet and Hugo Bedau

A Writer's Reference, fifth edition, by Diana Hacker

CONTROLLING PHILOSOPHY

English 2010 builds upon the skills developed in English 1010. The course provides instruction and practice in exposition, argumentation/persuasion, and documented research. It emphasizes critical thinking, the reciprocity of reading and writing, and the production of well-developed analytical arguments. It encourages students to choose context-specific projects in which they are writing to real audiences to accomplish specific purposes. It studies the impact of computer technologies on writing, such as the visual rhetoric of documents and the evaluation of electronic sources. Students must complete English 2010 satisfactorily with a grade of C or better.

INSTRUCTOR'S STATEMENT OF OBJECTIVES

The objectives of this course are to teach the student the fundamentals of writing persuasion and argument, to teach the process for writing an argumentative research paper, to teach the correct MLA form for writing research papers, to familiarize the student with the college library, and to show the student some strategies for reasonable and effective thinking and for recognizing common fallacies in argumentative and persuasive writing. Some other objectives are to teach the student how to read critically, how to evaluate arguments advanced by others, and how to evaluate current problems and issues in society. An important objective is to teach the student to edit papers carefully, teaching him or her how to correct and how to avoid common mistakes in English usage and mechanics. No statement of objectives for a writing class could ever hope to be complete. There are many aspects to the teaching of writing. It is not possible to list all of the objectives of the class here, but those listed above are important ones.

GRADING

Grading for this course will be based on the percentage of the possible points the student earns. The scale is as follows:

91% to 100%	-----A
89% to 90%	-----A-
87% to 88%	-----B+
80% to 86%	-----B
79%	-----B-
77% to 78%	-----C+
69% to 76%	-----C

The papers are graded holistically. All aspects of the composition are considered in the process of assigning a grade. The composition should be well organized, focused, and coherent. The claim should be clear and well supported. The supporting evidence should be from authoritative sources. The paper should show evidence of close editing. MLA documentation should be accurate. No paper with numerous errors in mechanics, usage, or MLA form will receive an A grade. What you say is the most important aspect of a paper, but how you say it is also very

important. You need to write your ideas in correct English, using good MLA form.

ATTENDANCE POLICY

Attendance is important in this class. The student is expected to attend and to be on time. Nontraditional students have unique problems balancing work and school; nevertheless, the student's grade will be affected by attendance. One quiz may be made up. One essay may be handed in one week late. No other work may be made up, and the student's grade will be adversely affected by missed classes. Excessive absences, two or more, will adversely impact the student's grade. The final grade of any student who misses more than two meetings will be lowered. The final paper must be on time. The only exceptions to this attendance policy are for catastrophic illness and personal tragedy. In the event of hospitalization or death in the family, the student should notify me, the instructor, as soon as possible to see what arrangements can be made.

SPECIAL NEEDS

If the student has a learning disability, cultural disadvantage, or handicap that he or she believes will affect performance in this class, and if the student wishes for me to take this disability, cultural disadvantage, or handicap into consideration when I award final grades, the student should notify me at the beginning of the semester rather than later in the semester or at the end of the course. Such notification does not constitute guarantee of a grade the student desires, or even a passing grade, but if the student performs reasonably well in class, I will take disadvantages such as those mentioned above into consideration.

PLAGIARISM

The student must understand that plagiarism will not be condoned and that consequences for plagiarism could include consequences beyond failure of this class. I reserve the right to implement sanctions that range from lowering the student's grade to giving the student a failing grade. There are several programs available to check the Internet for documents that seem to have been plagiarized. Students should see the class as an opportunity to grow, doing their own work and receiving whatever grade they honestly earn.

INCOMPLETE GRADES

There are extremely rare occasions when a student may receive a grade of incomplete (I). The student must have already successfully completed at least eighty percent of the semester assignments and tests and have an extreme emergency before I will consider giving the student an I. The most appropriate example of an emergency that would justify an incomplete is extended hospitalization. If the student has completed eighty percent of the required work with a passing grade and is suddenly incapable of returning to class because of a medical condition that necessitates hospitalization, I will give that student an incomplete if we can agree upon a plan to complete the work by a specific date. Other circumstances seldom qualify the student for an I. Incompletes are given so rarely that the student should not consider the incomplete grade an option except in extremely dire circumstances.

OFFICE HOURS

Office hours will be Monday evenings from 8:00 P.M. to 9:00 P.M. on-line. Feel free to e-mail a question to me at any time. I will meet a student before or after class by appointment. My e-mail address is JJamesAud@AOL.com

WITHDRAWALS

If you feel you must withdraw from the class, please do so officially, even if you have missed the deadline for the refund of your tuition payment for the course. If you do not withdraw officially, you will receive a grade of UW.

TENTATIVE LIST OF ASSIGNMENTS AND A DESCRIPTION OF CLASS PROCEDURES

The following assignments are a provisional outline of the course. The syllabus outline will probably be

accurate, but I reserve the right to alter the assignments to better serve the needs of the class and to deal with exigencies that arise. Often, the assignments are altered a bit. The student is responsible for being in class to learn of these changes in assignments. One assignment will not be changed--the final ten-page paper. On the last day of class, a ten-page argumentative research paper written in MLA form will be due. This paper takes the place of the final examination for this course and is worth forty percent of the student's grade.

Each time the class meets, the student can count on taking a test on the reading assignment given for that day. The content of lectures will also be tested. Most tests will be taken in groups. Most tests are designed to make students use their critical thinking skills, but some of the tests, especially in the early part of the course, are designed to encourage close reading and accurate recall. Students will be divided into peer-editing groups that will read, criticize, and edit the papers the students write during the course. This process will be explained in lectures. These groups will also take tests together. They will function as cohesive learning units if they function as they should.

The content of this class largely concerns the big questions, conditions, and problems that face contemporary society. We will often discuss these important questions, conditions, and problems. Students, as members of contemporary society, should be interested in thinking critically about contemporary society and should participate in our discussions, making informed and cogent comments as often as possible.

A Writer's Reference by Diana Hacker will be used to teach areas of usage and mechanics the students seem to need. Please purchase this book and bring it to every meeting. Assignments in the book will be made according to the needs of the class.

Allow me to offer a word of encouragement. Although the class seems to ask for a great deal of work, the work is done in increments that can be handled by university students. To learn to write, you, the student, must write. You must also read and read well, engaging your mind. You must also sharpen your skills of critical thinking. Countless students have successfully completed the course work described in this syllabus and have received good grades. You, also, can successfully deal with this course. When you have finished the course, perhaps you will feel a sense of accomplishment and will feel that you have grown intellectually. This is the result I hope for.

Aug. 30--Introduction to the course. I will lecture on argument and discuss some of the terms of argument, especially claims. You will be given a concise set of instructions to help you begin to write the first draft of your first paper, which will be due the third meeting, a three-page argumentative essay in MLA form. I will discuss the organization of the class-- tests, grading, and other matters—and go over the syllabus quickly. The students will write an in-class placement paper to help me place the students in learning groups that will, among other activities, function as peer-editing teams. Other organizational matters will be discussed. The students should obtain the texts and begin to read the assignment for meeting three immediately. You will have two weeks to read this assignment, and you should begin at once.

Sept. 6--Introduction to the library. Meet at 5:30 P.M. in Room 31 in WSU Stewart Library unless otherwise notified. The research librarian will give you an assignment and will introduce you to the WSU library. After the presentation, there will be a short lecture. We will discuss how to get started on your paper and how to document, at least in a rudimentary way, your sources. After that, the students will work on their library assignments or do research for the paper that will be due next meeting. This paper must have an argumentative claim, be a minimum of three pages in length, be double-spaced, and follow MLA form as well as possible for a first paper.

Sept. 13--Read chapters one and two, as well as pages 263-288, in Current Issues and Enduring Questions. There will be a test on the reading as well as on the lecture material of the previous two meetings. I will lecture on claims and tone and discuss aspects of the assigned reading. The first draft of the first three-page paper is due, and a copy of the rough draft must be handed in this night. I will give these drafts a quick reading and mark anything that catches my eye in this cursory reading. The only draft I will read in detail will be your final draft. If I correct everything on each draft very carefully, your response group will not take responsibility for your paper, thinking that I am doing the job of editing. I will answer any questions about papers, but I do not carefully read any draft but the final draft of each paper. Response groups will be formed, and there will be a first reading of the first paper. Questions about MLA form will be taken. From this point on, usage and mechanics will be discussed when the class compositions show that certain aspects of usage and mechanics need work. I will bring up certain general points but will endeavor to deal with the common errors he sees in the student compositions. Bring your handbook, A Writer's

Reference, to class each meeting.

Sept. 20--Read chapters three and fifteen in Current Issues. There will be a test on the reading and last week's lecture. I will lecture on support and the reading assignment. From this point on, there can be an in-class paper on any subject we have read about or discussed in class. In-class papers lack the benefit of peer editing or multiple drafts; therefore, I take these disadvantages into account when grading in-class papers. In-class papers are graded, however, and should be written well. You will very likely have many times in your life when you have to write a report or paper quickly, and do so alone and without the opportunity to revise extensively. We will discuss the reason for such papers. There will be a second reading of the first three-page essay. A draft of this paper should be handed in and labeled as the second rough draft. MLA form will be discussed.

Sept. 27--Read chapters five and six in Current Issues. There will be a test on the reading and last week's lecture. This week's lecture will be on two subjects, definition and warrants. We will be discussing these subjects other meetings, as well. There will be a third reading of the first paper. This reading must be thorough. The group will look for changes from the earlier drafts and look at the MLA format closely. This draft should be an improved draft of your first two rough drafts.

Oct. 4--Read chapter nine in Current Issues. There will be a test on the reading and last week's lecture. This week's lecture will be on induction, deduction, and logical fallacies--in other words, on the use and misuse of logic. There will be a fourth and final reading of the first paper. The group should carefully edit each paper. The group will be held responsible for egregious errors in papers. If a particular group member is not offering papers for peer editing, the group should notify me. MLA form will be discussed. From this point, there will be a new standing assignment. Each week the student is to scan periodicals for letters or articles that show the misuse of logic (logical fallacies, in other words) or extremely cogent logic. The student will copy or cut out the article or letter and append it to a critique of one or two paragraphs that points out the strengths or weaknesses of the logic in the piece of writing. This is not busywork. Do not grab something at the last moment that you hope fulfills the assignment. This assignment is designed to encourage you to look at thinking that seems plausible but has basic flaws, or, conversely, to recognize a strong line of argument. We will read some of these in class and use them to spark discussion. This will give us, as a group, an opportunity to use our skills of critical thinking. Do not choose articles or letters that are merely informative, unless you can accurately criticize the factual content. The point is not how you feel about an issue, but how you think about an issue. You need to find argumentative pieces that make argumentative points, and you need to make substantive, critical statements about these pieces.

Oct. 11--Read chapters ten and eighteen in Current Issues. There will be a test on the reading and last week's lecture. I will lecture on language and thought. The final draft of the first three-page paper is to be handed in. You also need the first draft of the second three-page paper. You should hand in a copy of the rough draft of the second paper as well as the final draft of the first paper. This is an important point. On the night you hand in a final draft of a paper, you will need the first draft of the next paper. This allows the groups to have enough readings to properly edit the papers. There will be class discussion of the articles you found in periodicals and the critiques you have written of these articles. Your articles and critiques should be handed in. The first draft of the second three-page essay will be read in groups. We will discuss the final ten-page paper. This paper can be the topic of discussion whenever students have questions. MLA and usage are always topics of discussion.

Oct. 18--Read chapters eleven and twenty in Current Issues. There will be a test on the reading and last week's lecture. I will lecture on the Toulmin system of logic and Aristotelian logic, primarily the syllogism, compared to the Toulmin system. There will be a second reading of the second three-page paper. A rough draft of the second three-page paper should be handed in. The second draft should be an improved version of your first draft. There will be only three readings of this paper and subsequent papers. This reading should be a very good one, giving the group members good feedback on the content of the papers. Articles and critiques will be discussed and handed in. MLA questions will be taken. It is likely that an in-class paper will be written this meeting. We may have written several of these before. If we have not, this meeting may very well be the evening we do so.

Oct. 25-- Read chapters twelve, thirteen, and nineteen in Current Issues. There will be a test on the reading and last week's lecture. Rather than lecturing, I will begin to tie up loose ends and will try to help stimulate discussion about the reading. There will be a final reading of the second three-page paper in class. This is your last chance to deal with this paper. You must edit this paper closely. Be sure to eliminate as many errors as possible in this final

reading. Naturally, you always pay close attention to the writing and content of each paper. Articles the students have found will be discussed and the articles and critiques handed in. If you, the student, have not begun your final paper, it is high time that you do so. You must not try to write this paper hurriedly, waiting until the last week or so of the course. You need to be reading and thinking, collating material, formulating a claim, and writing a draft. We will discuss this.

Nov. 1--Read chapter twenty-one in Current Issues. The test on chapter twenty-one will be open book. All tests will be open book from this point on. You must, however, read the assignment before you come to class. You will not be able to deal with the test without being very familiar with the assigned reading. Open-book tests challenge your thinking skills. You do not have time to read the essays in class and write good answers to thoughtful questions. You must know this material. Articles and critiques will be discussed and handed in. The final draft of the second three-page paper will be handed in. You must also have a first draft of your third three-page paper. This first draft of the third paper will be handed in. The first draft of your last three-page paper will be read in groups. MLA and usage questions will be discussed.

Nov. 8--Read chapter twenty-two in Current Issues. There will be an open-book test on chapter twenty-two. Articles and critiques will be handed in after class discussion of some of the articles. Questions will be taken on MLA documentation and the final paper will be discussed. The second draft of your third paper will be read in groups. This should be an especially good reading that concentrates on the content of the paper. A rough draft of this second draft of the paper should be handed in. We will look at usage and mechanics rules that the class seems to need to master before handing in the final essay.

Nov. 15--Read chapter twenty-three in Current Issues. There will be an open-book test on chapter twenty-three. Articles and critiques will be discussed and handed in. Questions about the final paper and MLA form will be entertained. The instructor will review some key concepts of the class. There may be an in-class paper, probably in response to an essay the instructor reads with the class. I will discuss the in-class paper that is to be written the next-to-last meeting. On that evening, the next-to-last meeting, we will meet in the computer writing lab in the Social Science Building and write a two-to-three page group paper in correct MLA form. Each group will write a paper. All students should be present this evening, and all students should contribute to the writing of the paper. There will be a final reading of the third paper in response groups. Groups should go over the papers carefully.

Nov. 22--Read chapter twenty-four in Current Issues. There will be an open-book test on chapter twenty-four. Articles and critiques are to be handed in. This is the last time you will have to do this assignment. No longer will you have to find articles and letters and write critiques of them. This is also your last reading assignment in Current Issues. The final draft of the third three-page paper is due this meeting. There will be discussion of group in-class papers that are to be written in the writing lab our next meeting. Rough drafts of the final ten-page paper will be read this night if the class wishes to have group assistance with these ten-page papers. .

Nov. 29--Meet in the computer writing lab in the Social Science Building and write your group papers. This is the assignment for this evening. There is no need to come to the classroom. I will be in the computer lab with you.

Dec. 6—We will take a final look at argumentation. I will pose some questions for the class. It is probable that the students will be asked to write a short in-class paper. The final ten-page papers are to be handed in. These papers must be handed in this meeting. Do not e-mail the paper to me. I want a hard copy of the paper handed in this evening. If you wish to have the corrected paper returned, give me a stamped, self-addressed envelope. I will return the paper and notify you of your final class grade. Have a good winter break.

