

English 2010 Policies and Procedures

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

English 2010 builds upon the expository writing skills developed in English 1010 and 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 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-level papers. We will emphasize building a foundation for research, choosing substantive academic journals over popular reading or commercial web sites. Research takes time; however, we will use a systematic approach that will significantly improve the quality and integrity of your papers, which translates into better grades in other classes.

Objectives and basic skills: writing a significant thesis with adequate development, awareness of audience, tone, style, diction, accurate punctuation, and mechanics. Peer edits in class and visits to the writing center are essential stages. Class preparation will emphasize effective analysis and evaluation of peer and professional writing. The goal is to submit well thought out papers that use persuasion, analysis, logic, and research strategies that avoid any plagiarism through documentation.

Plagiarism: 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 thoughts 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 or concerns. 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. You will want to study it closely.

Students with Disabilities: Check with SSD in Student Service Center room 181 and notify me of any special considerations that I need to be aware of.

Minimum requirements: Students must attend class (with less than 3 absences--additional absences will drop your grade 10%), 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 made up 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 chapter, 50 pts.; punctuation quizzes, around 45 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. Some students prefer writing in a bound journal (8 1/2 x 11" page equivalent). 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 are **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 for short essays, MLA documentation, and punctuation. You are welcome to use your Curious Researcher, and all 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 included my home e-mail address, but I prefer a phone call on questions that need immediate answers.

English 2010, CRN 32129, Spring 2006
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Texts: Current Issues and Enduring Questions, 7th ed. (CI) and The Curious Researcher, 4th ed. (CR) handbook from English 1010 required for punctuation and usage—open book for quizzes and final

T Jan 10 Intro., syllabus, groups of three, personal essay

Th 12 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 Jan 17 CI 18-46. Bring thesis (claim) and supporting points for Persuasion Paper—group feedback.

Th 19 CI 47-64. **Bring typed, 3-page draft for peer edit.**

T Jan 24 **Meet in library room 138.** 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 26 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 Jan 31 MLA documentation workshop in class—annotate Appendix A. CR 251-295.

Th Feb 2 **Library Skills due.** CR 125-139 (we will do the exercise in class.)

T Feb 7 CI 65-100. Inductive/ Deductive Reasoning, syllogisms (definitions for the final) Student corrections.

Th 9 CI 102-118, choose **one** essay on diversity (118-140) Group discussions and issues.
Journal check (3 pages a week).

T Feb 14 **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 130-166. Plagiarism and research.

Th 16 CR 241-247 Ten Common Mistakes. 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 Feb 21 CR 173-206. **Do ex. 4.3 CR 195, step 1 and bring 3 intros. to class!** Get a serious draft started.

Th 23 CI 323-51; Toulmin, warrants game in class, backing, and logic.

T Feb 28 CI 351-71. Bring to class an example of a **logical fallacy**.

Th Mar 2 CR 207-230 Revising. Review Appendix A. Typing your Works Cited page, sample outline suggestions, and common paper format questions.

T Mar 7 **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, 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 9 Video summary: *Still Killing Us Softly, 30 Second Seduction*. 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.

Spring Break: March 14-16!

T Mar 21 **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 Mar 23 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 Mar 28 CI 141-166. Visual Rhetoric—images as arguments. Group discussions.

Th 30 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 Apr 4 CI 169-182, 211-218. Analysis and “Modest Proposal” Introduce Newscast Analysis, the final paper. Tape the program—focus on primary research.

Th Apr 6 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 Apr 11 Group Planning session—dress rehearsal. Punctuation quiz in the SS testing center this week. Check their hours and allow yourself enough time to complete the exam (at least 45 min.)—it will be open book, just like the previous punctuation quiz in class.

Th Apr 13 **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.)

T Apr 18 Group 3 _____ Group
4 _____

Th 20 Group 5 _____ Group
6 _____. Turn in group project **evaluations** with article summaries, ratings, and notes on all groups.

T Apr 25 **Newscast analysis peer edit.** CI 915-920, 930-32. Happiness—can it exist the week before finals?

Th 27 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., May 2, 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).