

Gail Yngve  
English 2010  
Spring 2006

Office: Annex 2—room 1  
Office hours: M/W/F—10:00-10:50  
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## SYLLABUS

### REQUIRED TEXTS:

1. *Signs of Life in the USA: Readings on Popular Culture for Writers*, (SOL) by Sonia Maasik and Jack Solomon; 4<sup>th</sup> edition

2. *A Writer's Reference*, (WR) by Diana Hacker; 5<sup>th</sup> edition (packaged with dictionary)

Any notebook with pockets—please store all graded essays in this notebook until the end of the semester. We will discuss them in individual conferences.

### MY POLICIES:

- \*\*\*\*Note: please have assigned readings completed by the dates listed on the syllabus so that you are prepared for class discussion. You will need to bring *A Writer's Reference* and your dictionary to all in-class exercises and peer reviews. You will also use them as references for revising outside of class and the research essay, **so you must have WR.**
- The final revision of all essays should be **typed** and **double-spaced**. If this is a problem for you, please arrange other options with me before or after class.
- E-mail: for certain circumstances, e-mailing your essays or questions to me may be the best option, but please reserve for emergencies and please

discuss the option of e-mailing your essay with me first before sending it. If you e-mail an essay, you must also bring a hard copy to the next class.

- Each week grammar and punctuation rules or elements of style will be reviewed. They are listed on the syllabus. If you would like to earn extra credit, you may prepare a mini lesson (no more than 10 minutes in length) relating to one of the items being reviewed. See me at least one week in advance for scheduling.

- Essay grading: if your returned essay has circled or highlighted paragraphs, next to these areas will be margin notes that detail specific problems within the paragraph. Use your textbooks to find the errors and correct them, then return the essay to me for additional points. You will receive one extra point for each type of error you correct. If you cannot figure out where the error is located, see me, and we will go over the problem in more detail. For outside help with punctuation problems, try logging onto the Punctuation Made Simple Web site at: <http://chuma.cas.usf.edu/~olson/pms/> or use the *Writer's Reference* site at [dianahacker.com/writersref](http://dianahacker.com/writersref)

- \*\*\*To pass this class, you must receive a grade of “C” or higher. A “C-” is *not* a passing grade. To be in this class you should have received a grade of “C” or higher in your 1010 class (or your 1010 class may have been waived because of high ACT/SAT scores).

### **DISABILITIES:**

If you have a disability of any sort that may interfere with your learning process or essay scores, you must contact me within the first two weeks of class so that I can accommodate you. I am happy to work with you. However, if you do not choose to see me in the first two weeks, you will be held accountable for your grades as they stand.

### **PLAGIARISM:**

Plagiarism will not be accepted in any form. If you directly quote someone in your writing, you must give the author credit. If you paraphrase someone else's ideas, you must also credit the original

source. Failure to do so will result in a failing grade for the assignment in question.

## COURSE SCHEDULE

1/9/06	<b>Introductions; discussion of syllabus and course policies; some important terms: semiotics and rhetoric; handout: Reading Critical</b>
1/11/06	<b>Read for class: SOL Introduction and chapter 1 pp 1-44; claim and support; group discussion</b>
1/13/06	<b>Induction, deduction, and syllogisms; SOL essays starting on pages 63</b>
1/16/06	<b>Martin Luther King Jr. holiday, no class—Enjoy!</b>
1/18/06	<b>SOL essays starting on pages 71, 101; assignment of essay # 1—Personal Experience Essay (see page 31) and explanation of the enthymeme workshop; review of subject/verb agreement</b>
1/20/06	<b>SOL essays starting on pages 112, 126, 132; thesis/purpose; review pronoun/antecedent agreement</b>
1/23/06	<b>Library Orientation: (mandatory) meet in the library, room 138 (p try to be on time)</b>
1/25/06	<b>SOL essays starting on pages 150, 160 171; warrants; rebuttals</b>
1/27/06	<b>The Toulmin model; conceding to the opposition; rough drafts of es due for peer review and enthymeme workshop</b>
1/30/06	<b>In-class exercise identifying the claim and warrants in an argumentative essay I supply. Essay # 1 is due.</b>
2/1/06	<b>SOL essays starting on pages 186, 205, 217; assignment of Essay # Image Analysis; comma splices and run-on sentences</b>

- 2/3/06 **Bring magazine, newspaper, or videos of TV ads to share with class**
- 2/6/06 **The logical fallacies; read “Love Is a Fallacy” on e-reserve; jigsaw activity on fallacies**
- 2/8/06 **Assignment of roles for the mock trial; peer review of Essay # 2—rough drafts to class; I will be available simultaneously for conference and consultation; be prepared to tell me your audience and purpose also to tell me how I can help you.**
- 2/10/06 **Rehearse and prepare for enactment of mock trial; point of view consistency**
- 2/13/06 **This class will be devoted to the mock trial and its enactment. Assignment: essay # 3—Mock Trial Essay—in which you’ll either argue pro or con the issue from the mock trial.**
- 2/15/06 **Essay # 2 is due; SOL essays starting on pages 238, 243, 250—class discussion.**
- 2/17/06 **Peer review of essay # 3; sentence fragments**
- 2/20/06 **President’s Day Holiday, no class—Enjoy!**
- 2/22/06 **Essay # 3 is due; SOL essays starting on pages 255, 258, 266**
- 2/24/06 **Review of comma rules; SOL essays starting on pages 308, 316, 330**
- 2/27/06 **Assignment of Essay # 4—Movie Analysis; Begin watching *Smoke Signals***
- 3/1/06 **Finish watching *Smoke Signals* and discuss.**
- 3/3/06 **SOL essays starting on pages 343, 355, 365, 373**
- 3/6/06 **Peer review of essay # 4 rough drafts; I will conference with you simultaneously; transitions**

3/8/06	<b>Gender and Race: SOL essays starting on pages 557, 569, 592; begin group work.</b>
3/10/06	<b>Essay # 4 is due; begin preparation for group presentations.</b>
3/13-17/06	<b>SPRING BREAK—NO CLASSES THIS WEEK. Relax!!! Have fun!!!</b>
3/20/06	<b>SOL essays starting on pages 484, 489, 495</b>
3/22/06	<b>Word choices; the connotation and denotation of words; group activities</b>
3/24/06	<b>Rehearse group presentations.</b>
3/27/06	<b>Begin group presentations to class.</b>
3/29/06	<b>Continue group presentations.</b>
3/31/06	<b>Finish class presentations.</b>
4/3/06	<b>Introduction to research. Bring SOL and WR.</b>
4/5/06	<b>We will watch the movie: <i>Using the Internet for Research</i>. Discussion questions will follow the movie.</b>
4/7/06	<b>Review of the semi colon and quotation mark rules; discussion of the research essay—topic sheet distributed (***)You must select and submit with a topic by next class.)</b>
4/10/06	<b>Readings from SOL 642, 659, 661; discussion of on-line services</b>
4/12/06	<b>Research log entries—explanation and assignment; italics or quotation marks—when each is used</b>
4/14/06	<b>SOL essays starting on pages 729, 738, 769, 775; varying sentence structures</b>
4/17/06	<b>Research log entries are due; the MLA system for citing resources parallelism</b>

4/19/06	<b>The research essay format; style, cover sheets, etc.; assignment of individual conferences; bring rough drafts of research essays for peer review</b>
4/21/06	<b>Individual conferences for the research essay (bring rough drafts of research essays and all other graded essays from this class)—come for your scheduled conference.</b>
4/24/06	<b>Individual Conferences—continued</b>
4/26/06	<b>Individual Conferences—continued</b>
4/28/06	<b>The final research essay is due; please bring a self-addressed stamped envelope (SASE) if you wish to have your essay returned. It must be large enough and have adequate postage. If you do not provide an envelope, I will assume you don't want your essay returned.</b>

## **ESSAY GRADING**

Content, unity, development, and style (CUDS) are my four most important considerations as I grade your essays. Yes, I will mark grammar, spelling, and punctuation, but these items account for only a small percentage of your grade. CUDS are the bulk of your grade, so pay attention to my written comments for tips on how to improve your writing and your grade.

You may opt out of Essays # 2, 3, and 4. If you do them all, the additional points will act as extra credit. Essays # 1 and 5 and the presentation/synopsis are all mandatory.

## **GRADE BREAKDOWN**

One half of your grade will come from the assigned writings and presentation prior to the research essay.

One quarter of your grade will come from class participation and attendance. If you miss more than 3 classes without a valid reason, your grade will be dropped one letter grade. See me about make-up work. Attendance is critical when we're meeting only twice a week. **Three late arrivals without valid reason equal one missed class.**

One quarter of your grade will come from the final research essay.