

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 papers. We will emphasize building a foundation for research with substantive academic journals over popular reading or commercial web sites. Good research requires 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 courses.

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. Peer edits in class and visits to the writing center tutors are essential stages.
2. Effectively analyze and evaluate peer and professional writing. Class preparation is mandatory.
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 and Hacker provides some excellent sample entries. Highlight these.

Students with disabilities: Check with SSD in Student Services 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 or 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 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., 25 pts.; group project on selected Current Issues, 50 pts.; punctuation quizzes, 45 pts each; ad analysis, 30 pts; project evaluations, 25 pts.

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 on the computer. ***Number and date** each page so that you know how many total you have when we take the final. Keep these in a separate section of your notebook so they are all in one place. See me if you 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

draft written.

Th 22 CI 323-51; Toulmin, warrants game in class, backing, and logic. Definitions for the final.

T Feb 27 CI 351-71. Bring to class an example of a **logical fallacy**.

Th Mar 1 CR 207-230 Revising. Review Appendix A. Typing your Works Cited page, sample outline suggestions, and common format questions. Refine thesis clarity; do ex. 5.1 CR 223 in class.

T Mar 6 **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. (worth 200 pts).

Th 8 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 projects. See CI chapters 15-28 to get you started on topics.

Spring Break: March 12-16! Revise and edit your paper and prepare for group project.

T Mar 20 **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.

Th Mar 22 Continue oral presentations in class. Type ad analysis at home. Be sure to answer every question **in detail**. Read and annotate your group project chapter. Gather additional research.

T Mar 27 Finish oral presentations. CI 141-166. Visual Rhetoric—images as arguments discussion.

Th 29 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 to update your topic.

T Apr 3 CI 169-182, 211-218. Analysis and “Modest Proposal” Introduce Newscast Analysis, the final paper. Tape the program—focus on primary research.

Th Apr 5 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 10 Group Planning session—dress rehearsal. **Punctuation quiz**: open book, just like the previous punctuation quiz in class.

Th Apr 12 **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

T Apr 17 Group 3 _____ Group
4 _____

Th 19 Group 5 _____ Turn in group project **evaluations** with article summaries, ratings, and notes on all groups, including your own.

T Apr 24 **Newscast analysis peer edit.** CI 915-920, 930-32. Happiness—can it exist the week before finals?

Th 26 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: Tuesday, May 1, 7-9 am. You will write essay definitions on logic terms, argumentation, and plagiarism; incorporate MLA quotes and citations; correct works cited entries; take a punctuation quiz; and write an in-class essay on the topic of your choice. Bring *Curious Researcher and Writer's Reference* 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).