

Syllabus and Course Requirements

<u>Week</u>	<u>Assignment Description</u>
Wk 1	<p>Introduction to the course and discussion of class syllabus and requirements Begin Essay 1 – The Argumentative Synthesis Essay In Class Brainstorming -- two columns of pros and cons For Wed of week 2: Freewrite a first draft based only on your ideas and class discussion—no sources. For Friday of week 2: Read your articles (for your specific controversy – see assignment desc. for details)</p>
Wk 2	<p>Discussion of the articles (see assignment description for how to access those articles) Source Synthesis - What is it? Continue writing essay, while synthesizing your sources</p>
Wk 3	<p>Read 89-95 (on “Source Synthesis”) from <i>WARAC</i> (our class text) Continue crafting your essay. Remember: Don't organize your essay around your sources; org around <i>your ideas</i>. First draft due: Fri, 9/8 → Bring 3 copies for your peer workshop group!</p>
Wk 4	<p>Read <i>WARAC</i>, pgs 33-34; 37-44. These pages will help you learn how to quote AND paraphrase—both of which you need to do in each essay for this class. They will also help you see subtle distinctions between a good use of a source and a bad one (ie. plagiarism). Final draft due: Fri 9/15 by 1 p.m (slide packet under office door McD 222). HW for Mon of Wk 5: Read (& respond to) the Milgram & Zimbardo essays (see assg. description)</p>
Wk 5	<p>Discuss Milgram (on Monday) Zimbardo (on Wednesday) and Lessing <i>and</i> Walton (on Friday) → Be sure to read and respond to all prior to discussing. See assignment description for details.</p>
Wk 6	<p>Discuss Dalrymple (on Monday) and the short story you chose to read (for Wednesday) → Again, see the reading schedule (on the assignment description) for all reading response due dates Thesis and detailed prewriting (for our second synthesis essay) is due Friday of this week. → On Friday, be prepared to work on your essay in class – so bring your disks (or flash sticks) Also, what <i>focused</i> topic will you tackle for the big and final paper? Try to tell me soon!</p>
Wk 7	<p>For Mon, write your first 2-3 pgs, focusing on the 4 elements of an effective intro (bring disks/flash sticks) → For help with your first draft, read the section: “Writing Introductions” (in Chapter 3). First draft of the socio-cultural analysis is due Friday of this week – 10/6 – bring 3 copies! → On this day, you will get the schedule for next week's 1/3 class conferences. These will take place in one of the computer classrooms (to be announced). On the day you are scheduled, be sure to bring the latest version of your essay on disk/flash stick.</p>

* * ***Want to know your midterm grade? Fill out your self-assessment guide (end of this packet).***

Wk 8 To your conference, bring disk/flash sticks (with best, most recent version of your essay on it). Please read the section: "Writing Conclusions" (in Chapter 3).

*** * Want to know your midterm grade? Fill out your self-assessment guide (end of this packet).**

Wk 9 More key synthesis tips; final revision tips; persuasive appeals and logical fallacies.
Final Draft Packet due: Wed 10/18 by **2 p.m.**– slide packet under my office door (McD 222).
→ For Fri 10/20, bring 24 copies of a poem (see notes for the specific *kind* of poem to bring).
If you haven't already done so, come up with a list of 4-6 *focused* topics for the major research paper.
→ Talk with me or e-mail me about your ideas.

Wk 10 Finalize (and commit to) your topic for the final project / "breather" poetry assignment
How to conduct college-level research (and how to avoid common research mistakes)
Begin finding, reading, and annotating your sources for your annotated bibliography
Read pages 185-209 and 212-225 (this week, we'll also finish appeals/fallacies lesson)

Wk 11 Continue your research for the annotated bibliography (which is due next week)

Wk 12 Your annotated bibliography is due **Friday: 11/10 by the end of class.**
For Mon of Wk 13: 1) read 73-80 (However, remember that thesis statements are not summaries!)
2) bring 1-3 possible thesis statements, with *detailed* pre-writing for the best
one
For Wed of Wk 13, write (and bring) the "hook" part of your intro
→ play around with an extended hypothetical scenario (1-2 pages long)!

*** * If you are going to revise an earlier essay, meet with me by the end this week at the latest!**

Wk 13 First ½ of your first draft of final research essay is due Mon 11/20

*** * * Want to know your current grade? Fill out your self-assessment guide (end of this syllabus.)**

Wk 14 Mon, 11/20 - workshops with first ½ of your final research essay (bring 3 copies!)
Also on this day, you will receive the schedule for week 15's 1/3 class conferences.

Wk 15 1/3 class conferences (in one of the computer classrooms) – see schedule for your conference day
→ bring best/latest version of essay on disk/flash stick
Also: → Remember to apply the concepts from the handout "Synthesizing Sources"
→ Remember to include a "Works Cited" list

Wk 16 **Final Draft packets** are due Wed 12/6, **at the beginning of class.**
Wed: How to prepare for the final exam; in-class practice. Fri: Student-Led Review for Final

Wk 17 **Final Exam** – Monday, 12/11 – 9:30 – 11:30 a.m. (not at 10 a.m.!)

Other important dates for your planning calendar:

Labor Day (no classes) Monday, Sept. 4
Last Day to Drop or Audit any classSept. 27
Semester Break (no classes) Thurs-Fri, Oct. 12-13
Career Day (only night classes meet)Tuesday 11/14
Thanksgiving Wed-Fri, Nov. 22-24

Instructor: Dr. Brad Barry
Office: 222 McDonald Center
Office Phone: 652-7819
Office Hours: Mon & Wed: 1-3 p.m.; Thur: 1:00 – 2:00 p.m.
→ **And by appointment – please contact me if the above days and hours do not work with your schedule**

E-mail: barry@dixie.edu
→ **If you e-mail me**, be sure to put the following 2 things in the *subject* line:
your name - English 2010. If you don't, my junk-mail rules may automatically delete your e-mail before I get a chance to see it.

Class Location: Smith Computer Center, Room 103
Course Prerequisite: A grade of C or higher in English 1010
Writing Center: Browning Building (bottom floor-below testing cntr), 652-7743, Hours: TBA
Browning Library: Next to Browning Building – check campus web page for hours and services

What materials should you get for this course?

- Behrens & Rosen's *Writing and Reading Across the Curriculum*, 9th edition
- A Dixie College e-mail account
- An official Dixie College computer username and password
- A college level dictionary and thesaurus (see paperback combo in bookstore)
- 2 floppy disks OR 2 flash memory sticks (no Zip disks, as they're on their way out)
Label them "Original" and "Back Up" -- put your name, phone & e-mail on them
- 4 "wing" document clips from bookstore (.10 cents each?)
- A mini stapler to fit in your book bag (optional--but highly recommended--\$2.00?)

What will this Course be like?

This will be a workshop class in which all of you will be active participants. We will focus just as much on the *process* of writing as on the final *product* of each paper. The main purpose of English 2010 is to help you better communicate your ideas clearly and effectively (in writing) to an audience of college educated adults in *academic* settings. (Interested in specific course objectives? Please see list on pages 7-8.)

Are you intimidated by computers and the World-Wide Web? If so, don't worry too much about it – I'll help you along the way. If you are already proficient with computers and the Internet, I will occasionally ask you to help me by tutoring your less knowledgeable peers. One key drawback is that you will be required to write all papers on ***computers that are compatible with the computers in the Smith Computer Center.*** Why? ***I will occasionally expect you to revise essays during class.*** NOTE: If, on revision days, you often tell me that you can't revise your essays because "the only copy is on my home computer," then this may decrease your grade.

Workload:

- Writing: 25 pages of polished, analytical writing
- Reading: 16 articles (8 of which are your choice) and 1 short story

Does this work-load intimidate you? If so, simply remember to stay on track, and attend every class (on time), and you will find this class to be very manageable.

What kinds of essays will you write?

With the exception of pre-writing, notes, and homework assignments, please computer print *all* drafts which you will hand in to me. When handing in a draft, please format your essays in the following manner:

Firstname Lastname
English 2010, Dr. Barry
Assignment Description
Date of Printout (not begin date)

Title

(One that Reflects your Essay's Goal or Main Point)

The body of your essay should be *evenly* double-spaced, with *no extra spaces between paragraphs*. Please also avoid extremely large or small font sizes, and number your pages. Times 13 is a good font. Also, if you use Microsoft Word, remember that you will have to change margins to 1

Be sure to save all pre-writing, early drafts and final drafts! **All final and revised drafts must be submitted with each previous draft on which I've commented**. When you submit an essay, please clip together the following elements:

- TOP → Best draft
- First draft(s) with my comments
- First draft(s) with peer comments from workshops
- Any freewriting you've done
- BOTTOM → Any prewriting you've done (and/or topic sheet)

I also encourage you to have at least one back up copy of every draft of every assignment. This is a good idea for two reasons: 1) you may have computer problems and lose entire assignments; and 2) you may misplace an assignment or disk. I have seen many students come to tears over both reasons!

Once you decide on a paper's focus, I will expect you to carry through with that focus. Because I have had plagiarism problems with students, you may not change a paper's focal point midway through that paper.

Late work?

All drafts and final versions are due on their announced due dates. Final drafts submitted up to three days late will be penalized a full letter grade. Each three-day period after that results in another letter reduction. If for some reason you have a *legitimate emergency* arise, try to let me know as soon as you possibly can.

→ Also, you may be wondering: "Can I submit late reading responses?" Keep reading. . . .

What about the reading?

Each time we are scheduled to discuss a particular essay, please be fully prepared. Part of this means coming to class able to a) summarize what you've read, and b) ask thoughtful questions about it. In other words, *proactively* read the essays.

Also, I will occasionally ask you to type reading responses. Know that you cannot turn these in late.

→ In other words, each type-written reading response is due **during the class in which we discuss that reading**. Nonetheless, I realize that problems come up in life, so *you can miss one reading response without a grade reduction*. But again, I will not accept any late responses—so save your freebie for when you really need it.

You might be wondering, *How many points will I lose if I miss more than one reading response? Or a first draft of an essay?* To me, these are the wrong kinds of questions. They reflect a student who has little desire to be a part of our class' learning community. So, at the end of the semester, I will look at *patterns* of involvement/non-involvement and make point-value decisions at that time.

Also, throughout the semester, I might add one or two assignments to those listed on the syllabus and the self-evaluation guide. These assignments can factor into your final grade.

In summary: To do well in this class, you need to attend, do the assignments, and choose to be a part of our learning community—and do so because you love to learn (not because you fear losing points).

What about revising essays?

While extensive revision is mandatory for all of the major essays, the goal is for you to write and revise them **before** you submit final drafts. As you revise your work-in-progress, I encourage you to take advantage of my office hours, to e-mail me with questions, to schedule appointments with me and to use the college writing center for additional assistance.

Nonetheless, you may revise one of the first two major essays once more **after its original grade**. In order to take advantage of this extra revision opportunity, you must fulfill the following requirements:

- 1) Make an appointment with me so we can discuss why your essay needs revising.
- 2) You must have written (and submitted) a first draft of the essay.

If you missed a first draft on the essay, you may not take advantage of the extra revision opportunity. Why? The extra revision is not a makeup of missed work. Instead, it is intended to help those students who have sincerely (and consistently) struggled with writing.

- 3) You will need to have attended the peer response day for the first draft of the paper.

Attendance and Timeliness

Unlike in a lecture-oriented course, I will expect you to attend **all** class sessions. If you must be absent—due to a severe illness, death in the family, etc.—please try to let me know *before* class if possible (either by phone or e-mail).

While I will not apply a strict grading formula in terms of attendance, I will share with you an observation I've made over the years: student attendance is almost always a strong reflection of performance. During class, you will receive writing tips, sample essays, assignment directions, etc. Because of this, it is tough to do well on each assignment's requirements if you miss class.

Having said that, I understand that life is sometimes complex and difficult. Therefore, some of you will have great reasons for missing classes. Yet great reasons don't change the fact that you are still missing class discussions, activities, sample essays, and directions. So if you choose not to be in class on a given day, choose wisely *and please communicate with me so that I can help you stay on track*.

Also note that, even if you receive strong grades on all essays, missing class will affect your grade. For example, if I have two A writers, and one often misses class and comes in late, should they both receive the same grade? I think not. (On the same note, if I have two equally skilled writers, and one does not do the *ungraded* homework assignments, should they both receive the same grade? Not likely.)

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If you ever do miss a class, you are still responsible for all material covered and you must attempt to hand in any missed work soon after your return. **Please note: this does not apply to papers.** If you are absent on the day a paper is due, have a friend or classmate turn it in for you at the beginning of class. Since you will have much time to complete every paper, illnesses need not interfere with getting them in on time.

Why am I making such a big issue about attendance and tardiness? In this class you will be working in groups, and the daily in-class work and discussions will be essential to the essays that you will write for this course. Also, the writing assignments and essays will be given and discussed in class, so missing such discussions puts you at a distinct disadvantage before you even begin your task.

A Note about Workshop Days: I will ask you to leave class if you come to workshop days unprepared. Being prepared means 3 things:

- 1) Come to peer response days on time.
- 2) Come with a genuine effort; hurried, half-baked drafts will not be helpful to you or your peers.
- 3) Bring 3 copies (to share with your peer group members).

Again, a key part of this class involves a workshop element. Your active participation is essential! Ultimately, your classmates need you here and you need to be here. There is no easy way to duplicate class instruction and discussion. Missing classes can result in serious problems that show up in your writing. And believe it or not, we will occasionally have FUN in here!

“How Do I Earn a Good Grade in this Course?”

Please know that, because this is a *sophomore level course which focuses on analytical composition*, this class will likely be a very challenging course. I don’t say this to scare you. Nonetheless, know that the bar has been raised from a freshmen composition course.

In this course, attending class and doing the work will not earn you a passing grade; you must also learn and master the material. Therefore, strive to a) understand and appreciate the concepts I will teach you, and b) apply those concepts to your writing. This will help you earn a good grade in this course.

NOTE:

I do *not* expect you to come to this class as a strong writer; I do, however, expect everyone to *improve* in their writing (even those who are already strong writers). We all learn to write and our writing improves over a period of time and effort. If I see consistent improvement in your writing as the semester progresses, I have designed the course to reward your progress (see revision policy above).

At the same time, good writing is a skill which—in spite of tremendous effort and improvement—takes some students longer than others to achieve. If by the end of the semester, your writing is not strong enough to allow you to pass this course, please know that you may be able to retake the course and have your subsequent grade replace a previous low grade. (See the Registration and Records office for more details.) *If at any point in the semester you are concerned about how you are doing, please feel free to come and talk with me.*

Plagiarism – Serious Stuff that Can Get You in Serious Trouble

Plagiarism is a serious offense that can result in your failing the course and can also result in the permanent marking of your college file. Plagiarism is either:

1) using someone else's *ideas* without giving credit to them (in that paragraph)

OR

2) using someone else's *words* without “quoting” them (Smith wrote, "blah blah.")

We will talk about this in more detail during class. If you are ever unsure about any possible offense regarding plagiarism, it is always better if you bring it to my attention before (or while) it is happening rather than my discovering something suspicious on my own and after the fact.

The Disability Resource Center

If you are a student with a medical, psychological, or learning disability—or think you might have a disability and would like accommodations—contact Sherri Dial (652-7516) in the Disability Resource Center located in the Student Services Center. The Disability Resource Center will determine whether or not you are eligible and will determine the appropriate accommodations for your disability. This syllabus is available in alternative formats.

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Four Specific Objectives of this Course:

1) Writing Principles

By the end of the course, you should be able to:

- Produce writing which assesses the relationship of writers to their subject, audience, genre, and purpose.
- Undertake the writing process in stages—including planning, organizing, drafting, revising, and editing.
- Demonstrate the ability to choose and restrict subjects and create effective thesis or purpose statements.
- Use the thesis/purpose statement to control the selection, arrangement, and presentation of support material.
- Create introductory paragraphs which state the thesis and suggest a plan of development for the paper; create concluding paragraphs which give a sense of closing and when necessary restate the thesis or summarize key points.
- Use organizational, developmental, and coherence strategies necessary for effective paragraphs, essays, and other documents.

- Develop an idea through several paragraphs and within individual paragraphs, using appropriate transitions, topic sentences and adequate supporting detail.
- Effectively argue in writing (ie. persuade readers by using effective rhetorical strategies, such as sound reasoning and the respectful acknowledgement of opposing viewpoints).
- Understand the value and process of collaboration in the writing process.
- Use appropriate, concrete words.
- Write essays with correct usage and punctuation.

2) Style and Diction

- I. You will also develop a sense of style, both in word choice and in sentence structure. By the end of the course, you should (ideally) be able to:
- Select words appropriate to their subject and audience.
 - Recognize the need for precise expression.
 - Prefer the concrete to the abstract, the specific to the general, and use strong verbs in writing.
 - Practice word economy, using only those words, phrases, and details which are apt and necessary.
 - Use various sentence structures for emphasis and variety.
 - Recognize and use various sentence patterns.
 - Use the active voice as the primary sentence pattern, recognizing the appropriate use of the passive, and the dangers of its overuse.
- II. You will also learn to write with clarity and simplicity. By the end of the course, you should be able to:
- Recognize and avoid fallacies, emotional arguments, and misleading ambiguities.
 - Recognize and avoid jargon.
 - Use evidence and logic that are acceptable, relevant, and sufficient.
 - Recognize and avoid all forms of plagiarism.

3) Reading and Thinking Objectives

Also by the end of the course, you will likely be able to:

- Identify a writer's thesis/purpose.
- Understand a writer's organizational strategies.
- Recognize a writer's tone, i.e., the author's attitude toward subject and audience.
- Assess a writer's presentation of detail in support of the main idea.
- Analyze a writer's underlying assumptions and possible biases.

4) Research and Source-Supported Writing Objectives

Finally, by the end of the course, you will:

- Be introduced to the research tools available in the Browning library by taking a tour or having some other formal introduction.
- Demonstrate competent use of the computerized catalog, periodical indexes, and the variety of electronic databases available for research.
- Demonstrate the ability to paraphrase, summarize, and quote with correct documentation.
- Demonstrate the ability to use the MLA or APA style of parenthetical documentation, bibliographic form, and research paper format.
- Properly cite books, periodicals, reference works, and electronic sources.
- Use library research for an in-depth study of a topic, including both print and electronic sources.
- Develop a preliminary bibliography, notes, and an outline or other organizational strategies as steps in writing a research paper.

A Few Final Notes

If you feel a bit overwhelmed by all of this, don't worry too much about it—most of your peers probably do as well. Please remember that *it is my job to help you successfully pass this course*. Try to think of me as a guide who will aide you. If at any time you have questions or worries about the above requirements, please feel free to talk with me. Again, my job is to do everything I can to help you succeed in this class! (I know this document sounds a bit cold, but I'm really a nice guy.)

I'll end with one last tip for succeeding in my class, as well as in college. Remember to communicate with your instructors. We don't bite! When you miss a class or an assignment, communicate with us so we can help you get back on track. If you don't communicate with us when missing class, we often assume you don't care about the class.

I wish you the best in your endeavors!

Self-Appraisal Sheet

Name: _____

Note:

To determine your grade at any point in the semester, simply divide the number of points earned by the number of possible points (up to that moment in the semester).

(Example: 80 divided by 100 = .80 = 80% = B-)

To keep track of your grade, fill this out every few weeks.

Assignment:	Points Possible:	Points Earned:
Argumentative Synthesis Essay	60	_____
Socio-Cultural Analysis Essay	80	_____
"Breather" Assignment (Poetry Collage)	10	_____
Annotated Bibliography	60	_____
Extended Synthesis Essay	100	_____
Final Exam	80	_____

Also:

Did you prepare for our reading discussions? _____ (see page 4 for details)

Did you write thoughtful & timely responses to the readings? _____ (see page 4 for details)

Did you attend class each day? On time? _____

Were you professional and courteous to classmates & prof.? _____

Your Semester Total (out of 390 points): _____

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Do you understand the definition of plagiarism on page 7?

I have read the document “Syllabus and Course Requirements” and I understand it.

Name: _____

Signature: _____ Date: _____

Occasionally, I might need to contact students for emergency purposes. If you don't mind, please tell me your:

Local phone: _____ E-mail address(es): _____

What two things did your past English teachers do to best help you learn?

Think about your unique and specific writing struggles.

- What can I best do to help you overcome those struggles?