

Course Policy Statement and Syllabus – EN 102

Prerequisite: Successful completion of EN 101 (Grade of C– or higher)

Course Description and Objectives: The purpose of EN 102 is to help you develop confidence and expertise in writing persuasive essays (or arguments) acceptable in both content and language in the university community and in reading and analyzing the arguments of others. Thus, this course should help you

- to read critically and think analytically
- to recognize and use rhetorical strategies
- to generate and revise drafts
- to give and receive constructive feedback on peer texts
- to express thoughts and ideas precisely
- to organize effectively
- to support arguments with appropriate and accurate evidence
- to master the conventions of written English

The unifying theme for this course is “Individuality and Community”: What is a community? What is the relationship between individuality and community? How do different communities or individuals within those communities fit into the social context of their own time or ours? However, the course is organized around various writing assignment types or writing skills that all college students need to know: how to keep journals, how to produce written responses to readings, how to write rhetorical analyses, how to write essays that define concepts, how to do library and online research, how to write essays that evaluate and synthesize the information or ideas from several different sources into a unified paper, how to make an effective oral presentation, and how to write personal narratives. In addition, the practical work in the course will include the steps of the writing process: invention, drafting, and revising/editing.

Course Overview: In this class you will keep a reading journal, to which you will add throughout the semester. You will also write four essays: a persuasive essay, a rhetorical analysis, a definition essay, and a researched evaluation essay. You will also do an oral presentation. In addition, your final exam will consist of an in-class narrative essay related to the course’s unifying theme. Due dates for these assignments can be found on the attached syllabus.

Required Texts: (underlining indicates what the text is called in the course syllabus)

- Lester Faigley and Jack Selzer, *Good Reasons: Designing and Writing Effective Arguments*, Longman, 2003 (bundled with CompSolutions access code).
- Missy James and James Merickel, *Reading Literature and Writing Argument*, Prentice Hall, 2002 (bundled with Plagiarism booklet and *Evaluating Online Resources* booklet).
- Andrea Lunsford, *The St. Martin’s Handbook 5th Ed.*, Bedford St. Martin’s, 2003.
- WebCT (free, access and instructions provided by instructor)
- MyDropBox.com (free, access & instructions provided by instructor)
- Bedford’s *Comment* peer review Web site (free, access provided by instructor); Prentice-Hall’s, ditto
- www.ReadingLinks.com (free online reader, links provided by instructor)

Other Course Materials:

- 2 unmarked exam books
- One flat three-prong folder for turning in papers & one manila folder for reading journal

Attendance, Make-up work, and Late Papers: You are urged to attend ALL classes. However, you may miss **three** classes without penalty. You are responsible for the material covered during your absence, and your work is still due on the assigned date whether you are absent or not. You are also responsible for having the next class assignment done when you return. All of your absences are considered excused—no matter what the reason. **CAUTION: Please use your three absences WISELY! Your final average will**

be lowered by five points for each absence over three (i.e., 4 abs = -5; 5 abs = -10; 6 abs = -15; 7 abs = -20). In addition:

- Please let me know in advance if you know you will be miss class. Life happens, but if you let me know soon enough, I might be able to help you.
- I take attendance at the beginning of each class. If you come in late, be sure to see me after class to make sure that you are counted present in my records (even if I have called on you by name during class). At the end of the semester, what is marked in my grade book stands.
- Daily work must be turned in when due and CANNOT be made up for any reason. Three daily grades will be dropped, in accordance with the three absence policy. If you have perfect attendance, then these three daily grades will count, instead, as extra credit.
- Papers will draw upon material discussed and workshopped in class. Papers that do not follow instructions, either written or given orally during class, may be marked “F.”
- With advance permission, one (and only one) major-grade paper or oral presentation will be accepted up to one class meeting late with no penalty. Any other major-grade work turned in late will receive a penalty of one letter per class meeting for each meeting that it is late (i.e., due T, turned in R = -1 letter grade; due T, turned in next T= -2 letter grades). I will not accept any paper handed in after the assignment has been graded and returned to the class.
- One (and only one) journal entry may be turned in late with no penalty. Any other late journal entries will be accepted at the end of the semester for half credit.
- The final exam should be taken as scheduled. Only in the case of direst emergency will you be allowed to make it up, and I do not give finals early. Make your travel plans accordingly.

Manuscript preparation: All out-of-class papers, drafts, and journal entries must be typed in a standard 12-point font, double-spaced, with 1” margins, according to MLA guidelines. Handwritten papers will not be accepted.

Grade Distribution:

- Daily Work (10%)
- Reading Journal Folder (10%; explained on separate handout)
- Paper #1 Persuasive Argument (10%)
- Paper #2 Rhetorical Analysis (10%)
- Paper #3 Definition (20%)
- Paper #4 Evaluation Essay with Research (20%)
- Oral Presentation (10%)
- Paper #5 Narrative Essay – Final Exam (10%)

Grading of Daily Work: Daily work can include homework writing, peer critique memos, in-class writing, drafts brought to class, editing exercises, practice assignments, online work, and the like. These will receive checks: one check for any honest effort that is done completely; zero for incomplete work or work not done. At the end of the semester, I will drop your three lowest daily grades. I will then determine a number grade based on the percentage of checks earned.

Evaluation of Papers: Major-grade papers will be graded and commented on based on three criteria: Content, Organization/style, and Surface Language (as outlined by Lunsford and discussed in class). Major-grade papers will always be returned to you before your next major-grade paper is due. Please also be aware that the more we go over how to write in class, the harder I grade. In other words, I grade harder as the semester progresses.

Paper Grades will be awarded using letters, which will be converted to numbers (using the chart below) for determining final average:

A+ = 98	B+ = 88	C+ = 78	D+ = 68	F = 59 or below
A = 93	B = 83	C = 73	D = 63	0 = work not done

A- = 90

B- = 80

C- = 70

D- = 60

Final Grades will be determined by adding together all number grades using the percentages indicated by the grade distribution. The resulting total will be divided by 10, and the above chart will be used to convert your final number grade back to a letter.

ABC – No Credit Policy: All first-year English courses are graded A, B, C, No Credit (with pluses and minuses). NC is a non-punitive grade; it does not affect your GPA. It simply means that you need to repeat the course to get further help in improving your writing skills.

Academic Misconduct/Plagiarism: The UA Honor Code and Codes of Academic Conduct regarding plagiarism, cheating, fabrication, and misrepresentation apply in this course. They may be found in the UA Undergraduate Catalog (<http://catalogs.ua.edu/undergraduate/10480.html>). As a UA student you are responsible for knowing and abiding by them. In addition, you will be required to read and sign the First-year English Policy on Academic Misconduct/Plagiarism and the UA Academic Honor Pledge. If you have difficulties or questions regarding plagiarism, please consult me, your textbook, or the English Writing Center for help.

Student Conduct: You are expected to comport yourselves in class according to the Proscribed Conduct section of UA's Code of Student Conduct (found in the Undergraduate Catalog; <http://catalogs.ua.edu/catalog02/11340.html>). In addition, please turn off your cell phones, beepers, and alarms during class; please don't bring food to eat in class; and, if you bring drinks to class, be careful not to spill and clean up after yourself.

Disabilities: If you are registered with the Office of Disabilities Services, please see me as soon as possible to discuss any course accommodations that may be necessary. If you have a disability, but have not contacted ODS, call 348-4285 or visit 220 Research Drive to register. Students with disabilities must be registered before receiving academic adjustments.

English Writing Center is located at 125 Morgan Hall. This free tutorial service can help you with organization and surface language problems. They do NOT proofread or write papers for you. You may call for 30-minute appointments (348-5049) or just drop in. The Writing Center does not take new clients during study week. Extra credit may be given for using the EWC.

Conferences: Please feel free to come by my office during regular office hours (or by appointment) for individual conferences. Please remember, also, that you can send me an e-mail message asking for help at any time and I will respond as soon as possible.

Late Instructor: Please wait for me for at least 10 minutes. If I do not appear, you may leave. Please have your next class assignment ready as scheduled. One student should report my absence in Morgan 103, as there may be an emergency that needs to be check on.

Some final advice: Throw NOTHING away, and erase NOTHING from your computer.

Syllabus

Important Notes:

- This syllabus is subject to change with appropriate notice; changes will be announced in class and/or by class e-mail distribution list
- All reading and writing assignments should be completed by class time on the date for which they are listed
- UA deadlines are listed as a courtesy; always double check on Tide Guide

Week 1: Introduction to Argument – Finding Good Reasons

In class: Intro to course; go over course policy, syllabus, and journal assignments

Week 2

Homework reading: *GR* chaps 1 & 2 (pp. 1-54)

HW writing: Journal #1 due

In class: discuss journal & HW reading

HW writing: do *GR* exercises (pp. 24-6, Listing & Analyzing Issues and Making an Idea Map) and bring to English Computer Lab to use in class

In class: Meet in ECL for computer orientation; WebCT chat on *GR* exercises

Week 3

HW writing: do *GR* exercises (pp. 54-5, Getting Started on Your Draft and Writing Your Draft); **paper #1 rough draft due**

In class: discuss paper assignment; discuss workshop procedure; workshop draft

HW writing: Computer file of Paper #1 due (on disk or as e-mail attachment)

In class: Meet in ECL for online peer workshop (*Comment*) & MyDropBox tutorial

Week 4: Rhetorical Analysis

HW reading: *GR* chaps. 3 & 4 (57-100)

HW writing: Paper #1 folder due (revision, peer memos, draft, *GR* exercises, assignment)

In class: go over *GR* reading

HW reading: *RLWA* chap. 1 & 2 (1-21, 24-42); UA Library Research Web site

HW writing: Journal #2 due

In class: discuss *RLWA* reading; group work on rhetorical strategies; handout short story pre-writing exploration questions

Week 5

HW reading: read ONE of the following stories: "The Bride Comes to Yellow Sky" (*RLWA*, 68-76); "Ranch Girl" (85-90); "The Red Convertible" (77-90)

HW writing: complete pre-writing exploration handout on your selected short story

In class: group work on short stories; go over rhetorical analysis & paper #2 assignment

HW writing: Paper #2 rough draft due

In class: discuss common writing problems; workshop draft in class; online draft workshop after class; hand out pre-writing exploration questions

Week 6: Definition Arguments – Individuality and Community

HW readings: *GR* chap 5 (102-127); *RLWA*: "Individuality and Community," "Desiree's Baby," "Passing," "Outcast" (58-62; 63-7; 124; 127)

HW writing: Paper #2 folder due (revision, memos, draft, pre-writing, assignment); complete

pre-writing exploration handouts

In class: pre-writing exercise; group work on "community"; discussion of readings; hand out pre-writing exploration questions; hand out Paper #3 assignment

HW reading: *RLWA*: review chap 2 (24-51); read "from *Bodega Dreams*," "Burning Dreams," "Crazy Courage" (103-8; 117; 134-5)

HW writing: Journal #3 due; complete pre-writing exploration handouts

In class: group work on "individuality"; discussion of readings

Week 7 (Mid-term grades due Feb 16-18)

HW reading: *Antigone* (*RLWA*, 136-67)

HW writing: Journal #4 due

In class: discuss reading; discuss paper assignment; group work on paper planning

HW reading: "Harrison Bergeron" (*RLWA*, 109-114)

HW writing: write draft of introductory paragraph with thesis statement and outline

In class: discuss reading; peer workshops on thesis and organization

Week 8

HW writing: Paper #3 rough draft due

In class: discuss common writing problems; workshop draft

HW writing: online draft workshop; **Paper #3 folder due**

In class: meet in Gorgas Library for research orientation; practice research exercise; hand out pre-writing exploration questions

Week 9: Evaluations, Research, and Oral Presentations – Individuality and Community in Context

HW reading: *GR* chap 7 (153-68); "Lost Sister" (*RLWA*, 132-3)

HW writing: pre-writing exploration questions

In class: discuss *GR* chap 7 and hand out paper #4 assignment; discuss reading

HW reading: "Safe," "Red Sweater" (*RLWA*, 379-86; 396-403)

HW writing: Journal #5 due

In class: discuss journal entries; discuss readings

Week 10

HW reading: "The Chinese in All of Us," "Frank Chin" (*RLWA*, 188-94; 195-9); *GR* chaps 15 & 16 (277-320)

HW writing: pre-writing exploration questions

In class: discuss readings; discuss research and documentation

HW reading: look over "Evaluating Online Resources" booklet & bring it to class

In class: Meet in ECL; discuss online research; explore ReadingLinks topics: "Yellow" and "Aching for Beauty"; read and write on Wang Ping's poem "Syntax"; WebCT chats on readings and research ideas; hand out homework readings

Week 11

HW reading: 3 handouts: excerpt from Frank Wu's *Yellow*; cultural identity; excerpt from Gish Jen's *Mona in the Promised Land* (also available on e-reserve at UA Library)

HW writing: Journal #6 due

In class: work with descriptive details and parallelism using Wu's *Yellow* excerpt; discuss readings

HW reading: "In Response to Executive Order 9066" (*RLWA*, 128-9); read "Kubota" at "Yellow" ReadingLink topic (link at WebCT or by e-mail)

HW writing: write research proposals with questions for TWO potential paper topics; pre-writing exploration questions

In class: Meet in Gorgas Library for guided research on paper #4

Week 12

HW reading: *GR* chap 14 (267-75)

HW writing: **Journal #7 due**

In class: discuss effective oral presentations; hand out oral presentation assignment

HW writing: rough draft of introductory paragraph with thesis & outline due

In class: workshop drafts of intro & thesis statements

Week 13

HW writing: online draft workshop; **Rough draft of Paper #4 due**

In class: draft workshop; model oral presentation

In class: Paper #4 due; Oral Presentations (students 1-7)

Week 14 (Honors Week)

In class: Oral Presentations (students 8-16)

HW writing: Journal #8 due

In class: Oral Presentations (students 17-22)

Week 15: Narrative Arguments

HW reading: *GR* chap 8 (169-81)

HW reading: "Everyday Use" (*RLWA*, 428-34)

HW writing: **Journals Due**

In class: go over reading; hand out final exam paper assignment; begin final exam preparation

Last day for tests

Week 16: Study Week

HW reading: "Digging" (*RLWA*, 441-2); "Lineage" (459); handout: "Family Ghosts Hoard Secrets That Bewitch the Living" by Amy Tan (also on e-reserve at UA Library)

In class: go over reading; continue final exam preparations

In class: final exam preparations

Week 17: Final Exam