

English 1020 — Course Syllabus Fall 2006

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TEXTS AND MATERIALS

Annette T. Rottenberg. *The Structure of Argument*, fourth edition (2003)

Diane Hacker. *The Bedford Handbook*, sixth edition

A light-colored highlighter

A dictionary of your choice

A two-pocket folder for journal submission

Two alternate forms of saving essays (3 ½ in. floppy disks, flash drive, CDROM)

COURSE DESCRIPTION: Writing argumentative compositions based on issues raised in essays and literary works; emphasis on research skills, support, and revision.

COURSE PREREQUISITE: English 1010

COURSE OBJECTIVES: While an underlying goal of English 1020 is to develop your knowledge of and experience with the writing process, its main purpose is to improve your ability to write persuasively, a skill that can help you personally, academically, and professionally. The purpose of writing persuasively is to convince your audience to think the way that you do; thus, this course is designed to give you much practice in writing argumentatively, which will, in turn, develop your critical thinking skills. In addition, you will learn researching and reading strategies that will help you to understand the importance of creating an informed and believable argument. Specifically, you will learn the skills of reading analytically and carefully, adapting your information to suit your audience, organizing and presenting an argument effectively, and developing a writing style and voice that will invoke the respect of your readers.

LEARNING OUTCOMES: English 1020 builds on the skills you learned in 1010; thus, you will use those skills to develop the following abilities:

1. To generate ideas for writing and to explore and limit subjects for writing
2. To draw content for your writing from multiple sources and to summarize, paraphrase, analyze, quote from, and document these sources in your writing
3. To analyze and evaluate the rhetorical strategies of the writing of others, including student essays, scholarly essays, and secondary sources
4. To compose logical, fully documented argumentative essays
5. To write effectively in a variety of genres and especially to write successful arguments.

COURSE ACTIVITIES

Writing and Revising: In addition to your writing in class and in a journal, you will write four essays (600-900 words/2-4 pages each). You and your peers will respond to each other's writing with suggestions for revision. These suggestions will ask you to rethink and reshape content and organization, not just to correct errors in grammar and mechanics. Then, you will have the opportunity to revise your essay before turning it in to me for a grade. We will focus primarily on global issues of revision in this class so that you can develop your writing abilities and critical thinking skills. By the end of the semester, you should see an improvement in your ability to write persuasively and argumentatively because of the skills you will learn.

Journal writing: You will write in a journal approximately once a week, both in and out of class. The in-class assignments may include invention work for each essay assignment, reflective writing, or other writing geared towards improving your writing abilities and critical thinking skills.

Reading: In this course, you will read (1) chapters and selected readings from *The Structure of Argument*, (2) information from the *Bedford Handbook*, (3) a short novel, (4) scholarly publications by credible writers, and (5) essays written by others, including the writing of your classmates. I may also give you handouts in class that will aid you in your assignments.

Quizzes: Periodically throughout the semester, you will be asked to complete an announced quiz over a reading assignment. However, I observe the right to give pop quizzes on any reading assignment at any time. It is possible that you will be asked to take a number of pop quizzes during this course, and they will be averaged in with your quiz grade at the end of the semester. If you are absent on the day of a quiz, you will receive a zero for that quiz grade unless previous arrangements have been made with me.

Peer group process: You will have the opportunity to participate in at least four peer group days over the course of the semester. On each of these days, you will give and receive feedback on the first typed draft of each essay. You must not only attend but also **participate in at least two of the peer days** to pass the class.

Daily work: It is important that you keep all daily work that you do until the end of the semester. We will often do exercises in class that will help to improve your writing skills, your critical thinking skills, and your understanding of the selected readings.

COURSE POLICIES

Attendance--Class attendance is extremely important to your and your classmates' success in English 1020. Often classes will be conducted as writing workshops where your classmates and I will confer with you about your writing and where you will respond to your classmates about their writing. We may have days where all we do in class is work on your essay assignment, but I encourage you to take advantage of this opportunity to save yourself some work outside of class rather than failing the class due to absences. **The maximum number of penalty-free absences I allow is three of the required classes.** Absences in excess of three will result in your failure of the course. *Exceptions will be made to this policy only under extraordinary circumstances and then only when the student makes up the class time missed in a manner which will be left to my discretion.*

Only school-sponsored functions (for instance, trips relating to sports, chorus events, livestock judging) are automatically excused. In such cases, you are responsible for notifying me of the absence well in advance, and you are responsible for getting your work in early--before you have to be absent. **NOTE:** If you are receiving Title IV Financial Aid, failure to attend classes regularly could result in your having to repay PART or ALL financial assistance you have received for the semester.

Tardiness: Three late arrivals will equal an absence. If you arrive after I call roll, it is your responsibility to alert me to your attendance after the class period has ended. In addition, any student who arrives more than fifteen minutes after class begins will be considered absent for the day.

Late Work: I do not accept late work more than one week late, and only under the condition that you have discussed turning the work in late with me before the day it is due. Unexcused late essay drafts will result in a penalty to your final essay grade. Should you want me to consider late work, you must submit in writing your reason(s) for why I should accept it late.

Reasonable Accommodation for Students with Disabilities: Students must contact the Office of Disability Services (basement of Wood Campus Center, Room 122) in order to receive accommodations for disabilities. Only those students with appropriate documentation will receive services.

Plagiarism: You know that using another's work as your own is wrong. According to the *Volunteer State Community College Student Handbook*, "Plagiarism is using other people's ideas as your own, copying all or parts of someone else's work, having another person write the assignment, getting too much assistance in writing, or failing to document accurately the use of source material" (14). Such violations are very easy for writing teachers to spot because we get very familiar with students' prose style. Cases of plagiarism and cheating often result in the students' failure in the course, and a definite zero on the project. Students are responsible for seeking help if they are unsure about how or when to cite sources; ignorance of the rules is not a justification for plagiarism.

GRADES

Essay Grades:

Essay 1: 10% Definition

Essay 2: 15% Claim of Value

Essay 3: 10% Claim of Fact

Essay 4: 20% Claim of Policy

Essay 5: 15% Reader Response

Annotated Bibliographies:

For Essay 2: 5%

For Essay 3: 5%

For Essay 4: 5%

Final Course Grade: To pass the course and earn three credit hours, you must (1) complete all in-class writings, (2) complete at least two drafts of all essays, (3) submit and complete all required homework assignments, (4) meet writing assignment deadlines, (5) participate daily in class discussions, and (6) meet all attendance requirements for classes and peer groups. Then your course grade will be determined as follows:

70% Essays

15% Annotated Bibliographies

15% Daily Work, Quizzes, Journal Submission, and Class Participation

In order for your grade in English 1020 to transfer to another school, you must make a C or better for the semester. *Final course grades will be reported as A, B, C, D, or F (no plus or minus grades).*

Grading Scale:

93-100 = A; 85-92 = B; 77-84 = C; 70-76 = D; below 70 = F.

TENTATIVE CLASS SCHEDULE OVERVIEW—Fall 2006

Week 1:	Oct. 16-20	Intro to the class; begin Essay 1 assignment
Week 2:	Oct. 23-27	Essay 1 due
Week 4:	Nov. 6-10	Essay 2 due
Week 6:	Nov. 20-24	Essay 3 due; Wed-Fri: Thanksgiving holiday
Week 8:	Dec. 4-8	Essay 4 due
Week 9:	Dec. 11-15	Essay 5 due

PLEASE NOTE: Students who miss the first day of class are responsible for reading and reviewing this syllabus and the policies outlined therein. Those students are responsible for contacting the teacher in the case that they have any questions regarding these policies.

COURTESY IN THE CLASSROOM: Appropriate classroom conduct is simple courtesy to others. Discourtesy includes excessive noise or other distraction; therefore, private conversations, cell phones, and children do not belong in a college classroom. All policies for classroom misconduct and for cheating (including plagiarism) are discussed in the current VSCC Student Handbook. Students are advised to read them carefully and know that the course instructor adheres to them. These include provisions for my asking a disruptive student to leave the class for that day and be counted absent without excuse. Continued disruptions can result in the student being removed from the class permanently.

VOLUNTEER STATE CC IS AN EQUAL OPPORTUNITY INSTITUTION and ensures equal opportunity for all persons without regard to race, color, religion, sex, national origin, disability status, age, sexual orientation or status as a qualified veteran with a disability or veteran of the Vietnam era (97.32.7 Revised January 2003).

LEARNING CONTRACT: This syllabus is a contract between you (the student) and me (the professor). By staying in the class, you agree to these policies and guidelines. The most vital element to your success in this class is your acceptance of the responsibility for your actions.

ENGLISH 1020 ASSIGNMENTS**Week 1**Monday, Oct. 16**IN CLASS:**

- (1) Introduction to English 1020, Research and Argumentative Writing.
- (2) Review syllabus.
- (3) Begin discussing Essay 1 assignment.
- (4) In your journal, answer questions for defining (handout).

Wednesday, Oct. 18**DUE:**

- (1) Read Chapter 3 on "Definition" in *The Structure of Argument*, pp. 63-72
- (2) Read Gordon Allport's "The Nature of Prejudice" (80-82).
- (3) In your journal, answer the reading and discussion questions for the Allport selection.

IN CLASS:

- (1) Discuss the concept of definition
- (2) Discuss the Essay 1 assignment
- (3) Begin drafting your essay

Friday, Oct. 20**DUE:**

- (1) Read Chapter 1, "Understanding Argument," in *The Structure of Argument*, pp. 3-22
- (2) In your journal, complete the exercise on pp. 22-24: "Assignments for Understanding Argument"

IN CLASS:

- (1) Discuss "Understanding Argument"
- (2) Go over the exercise, which you should have completed before class today.

Week 2Monday, Oct. 23**DUE:**

- (1) Create a typed peer draft of your essay, including a coversheet.
- (2) Draft three open-ended questions to ask in peer groups.

IN CLASS:

- (1) Complete peer group response for Essay 1.

Wednesday, Oct. 25**DUE:**

- (1) In *SOA*, read "Claims of Value" (113-22)

IN CLASS:

- (1) Discuss Essay 2 assignment

Friday, Oct. 27**DUE:**

- (1) Review the suggestions of your peers for improving your Essay 1. Pay close attention to issues of purpose, thesis, development, organization, and language when revising.
- (2) Follow suggestions of your peers in order to revise and to edit your essay.

- (3) Complete your final draft and coversheet of Essay 1

IN CLASS:

- (1) Submit Essay 1 materials for a grade: final coversheet/draft, peer coversheet/draft, peer response sheets
- (2) Watch film

Week 3

Monday, Oct. 30

DUE:

- (1) In your journal, answer questions I have given you about the movie.

IN CLASS:

- (1) Finish watching film (if needed)
- (2) Discuss the movie
- (3) Discuss Essay 2 assignment

Wednesday, Nov. 1

DUE:

- (1) In *Bedford Handbook*, review pp. 591-645 about MLA documentation.
- (2) In *Structure*, read Chapter 5, "Supports" (157-84) and Chapter 6 "Warrants" (220-38)

IN CLASS:

- (1) Discuss elements of argument: supports and warrants.
- (2) MLA review/discussion of integrating sources.

Friday, Nov. 3

DUE:

- (1) "Compiling an Annotated Bibliography" (430-31), and "Researching an Argumentative Paper" (394-415)
- (2) Print out or copy two sources to use in your essay.

IN CLASS:

- (1) Discuss annotated bibliography assignment
- (2) Discuss research for Essay 2 assignment
- (3) Begin work on Annotated Bibliography for Essay 2

Week 4

Monday, Nov. 6

DUE:

- (1) Typed peer draft and coversheet of Essay 2
- (2) Draft three open-ended questions to ask in peer groups.

IN CLASS:

- (1) Complete peer group response for Essay 2

Wednesday, Nov. 8

DUE:

- (1) In *Structure*, read Chapter 7, "Induction, Deduction, and Logical Fallacies" (269-95) and "Food for Thought (and for Credit)" (304-05)
- (2) In your journal, answer the Reading and Discussion Questions.
- (3) Complete annotated bibliography

IN CLASS:

- (1) Submit annotated bibliography for a grade
- (2) Discuss logical fallacies
- (3) Discuss reading assignment

Friday, Nov. 10

DUE:

- (1) Review the suggestions of your peers for improving your Essay 2. Pay close attention to issues of purpose, thesis, development, organization, and language when revising.
- (2) Follow suggestions of your peers in order to revise and to edit your essay.
- (3) Complete your final draft and coversheet of Essay 2
- (4) In *Structure of Argument*, read "Claims of Fact" (104-12)

IN CLASS:

- (1) Some time for final proofreading before submitting Essay 2 for a grade
- (2) Discuss Essay 3 assignment: Claim of Fact

Week 5

Monday, Nov. 13

DUE FOR BOTH GROUPS:

- (1) In your journal, answer questions I have given you for developing your Essay 3 topic.

Group A

DUE: Rough draft of Essay 3

IN CLASS: Workshop on Essay 3

Group B

DUE: In your journal, create a sentence outline of Essay 3.

IN CLASS: Work on your essay during class. NO TALKING!

Wednesday, Nov. 15

DUE FOR BOTH GROUPS:

- (1) Complete annotated bibliography

Group B

DUE: Rough draft of Essay 3

IN CLASS: Workshop on Essay 3

Group A

DUE: In your journal, create a sentence outline of Essay 3.

IN CLASS: Work on your essay during class. NO TALKING!

Friday, Nov. 17

DUE:

- (1) Typed peer draft and coversheet of Essay 3
- (2) Draft three open-ended questions to ask in peer groups

IN CLASS:

- (1) Complete peer response activities for Essay 3

Week 6

Monday, Nov. 20

DUE:

- (1) Review the suggestions of your peers for improving your Essay 3. Pay close attention to issues of purpose, thesis, development, organization, and language when revising.
- (2) Follow suggestions of your peers in order to revise and to edit your essay.
- (3) Complete your final draft and coversheet of Essay 3
- (4) In *Structure*, read "Claims of Policy" (122-27) and Moore's "Happiness Is a Warm Planet" (128-30)
- (5) In your journal, answer the Reading and Discussion questions about the Moore selection

IN CLASS:

- (1) Some time for final proofreading before submitting Essay 3 for a grade
- (2) Discuss Essay 4 assignment

WEDNESDAY-FRIDAY: NO CLASS – THANKSGIVING HOLIDAY**Week 7**Monday, Nov. 27**DUE:**

- (1) In *Structure*, read Julia Alvarez's "A White Woman of Color" (130-36)
- (2) In your journal, answer the Reading and Discussion Questions for the story
- (3) In your journal, write one page about your topic by answering questions about the solution you are suggesting.

IN CLASS:

- (1) Discuss organization and development of Essay 4
- (2) Discuss readings

Wednesday, Nov. 29**DUE:** In your journal, write one page describing your topic and detailing the types of sources you will possibly need in order to support your argument.**IN CLASS:** Research day: work on doing research during classFriday, Dec. 1*Group B***DUE:** Rough draft of Essay 4.**IN CLASS:** Workshop on Essay 4*Group A***IN CLASS:** Take class time to work on your essay.**Week 8**Monday, Dec. 4**DUE FOR BOTH GROUPS:** Complete annotated bib for Essay 4*Group A***DUE:** Rough draft of Essay 4.**IN CLASS:** Workshop on Essay 4*Group B***IN CLASS:** Take class time to work on your essay.Wednesday, Dec. 6**DUE:**

- (1) Typed peer draft and coversheet for Essay 4

- (2) Draft three open-ended questions to ask in peer groups

IN CLASS:

- (1) Complete peer group activities for Essay 4

Friday, Dec. 8

DUE:

- (1) In *Structure of Argument*, read "Responding to Argument" (25-33), "The Crisis" (509-20), and "A Letter from Birmingham Jail" (521-35)
- (2) Answer questions in response to the readings

IN CLASS:

- (1) Discuss readings and Essay 5 assignment

Week 9

Monday, Dec. 11

DUE: Rough draft of Essay 5

IN CLASS:

- (1) Finish discussion of readings from Friday (if needed)
- (2) Work on Essay 5 during class

Wednesday, Dec. 13

DUE:

- (1) Completed final draft of Essay 5
- (2) Completed journal

IN CLASS:

- (1) Submit final assignments for a grade
- (2) Submit journal for a grade

Friday Dec. 13

IN CLASS:

- (1) Turn in books
- (2) Conclusion to class