

Spring 2009 ENGL 1102 Section 19 MW 12:30-1:45 p.m.; Section 28 MW 2:00-3:15 p.m.

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### Office Hours

**M-W 9:30 a.m. 12:15 p.m.**

I also encourage you to email me with any questions you might have, as I check email several times during the day and can quickly help with any questions/problems you might be having. I will generally reply within 4 hours. However, if you send me an email after 8:00 p.m., I will reply to your message early the next morning. The [Writing Center](#) is available to provide assistance to all students free of charge. They are located in EB242. Sign up to make an appointment and a tutor will review your paper with you. However, the tutors **will not** proofread your papers for you.

### Course Objectives

English 1102, Composition II, seeks both to enhance the argumentative and analytical skills learned in English 1101 and to prepare students for the writing and research they will undertake in General Education and Major courses. The course emphasizes reading, writing, and research strategies appropriate for a variety of disciplinary and academic contexts; its primary goals include enabling students to identify topics of inquiry (i.e., questions, problems, controversies, or debates) which drive various fields of study, particularly their own, and to produce informed, persuasive, and documented essays in response to those topics. Throughout the semester, students will practice discovering and defining topics of inquiry pertinent to a specific audience and disciplinary area; identifying, analyzing, evaluating, and integrating the electronic and print sources relevant to that inquiry; strengthening their ability to use computer-based writer's tools; and respond effectively to classmates' writing as well as revising their own drafts in accordance with others' suggestions. A series of formal and informal writing assignments, in-class discussion of essays, research techniques, writing strategies, and peer group writing workshops will provide the occasion for students to develop these skills.

### Course Requirements and Policies

#### Extra Credit:

**I do not give extra credit—no exceptions--because there is ample opportunity throughout the semester to do well.**

#### Essays:

The essay assignments this semester will range from 3-10 typed, double-spaced pages in length; specific guidelines for each will be provided. Essays will be graded primarily on the basis of three criteria: the precision and power of its main claim or idea; the presentation and development of that claim or idea; the use and analysis of supporting evidence. Attention will also be given to stylistic and grammatical matters (e.g., subject verb agreement, sentence structure, pronoun reference, punctuation, etc.), as well as to spelling. All essays are due on the date noted on the syllabus. **Late papers will be penalized one letter grade for each day (including days we do not meet and weekends) late. No essay will be accepted later than five (5) days past the due date.**

#### In-class writing assignments and homework:

In-class writing exercises are meant to serve as the starting point for thoughts which, pursued independently, may furnish material for your graded essays. Writing done out of class-i.e., homework is meant to contribute to the development of your ideas or to facilitate class discussion. The writing you do in and out of class will be factored into your class participation grade. Neither in-class writing assignments nor homework will be accepted late. If you must miss class the day a homework assignment is due, either put the assignment in my mailbox (located in the English Department office, EB 155) or arrange to have a classmate turn it in for you.

#### Class participation and Attendance

Participating in class discussions and the various writing or workshop activities is a vital part of your learning experience and crucial to the success of this course as a whole. Obviously, you cannot engage in such discussions or activities without first having read or prepared assigned material, nor can you take part in either without attending class. Thus class participation-posing useful questions, exchanging ideas about texts, bringing necessary materials to workshops-together with regular attendance will be important factors in determining your final grade. To be counted present, you must be in class on time and must, of course, stay the entire period. In addition, you must have your text and other materials for the day's work with you in order to be counted present.

**More than 3 absences constitutes grounds for lowering your final grade for the course, as does excessive tardiness or early departures; more than 5 absences, excused or un-excused, will result in a failing grade.** If, because of some extenuating

circumstances, you must miss class, please try to inform me ahead of time. **The purpose of the computer classroom is to enable students to use resources that are vital to class work. Please refrain from "web surfing" and Instant/Text Messaging during class time. Students who use computers for personal work during class time will be marked absent for the day, as will those who chat with classmates during class.**

### **Academic Integrity Statement**

Every KSU student is responsible for upholding the provisions of the Student code of Conduct, as published in the [Undergraduate and Graduate Catalogs](#). Section 11 of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of conduct's minimum one semester suspension requirement. **\* if you have any doubt about whether your work is plagiarized, please see me at once and we will discuss your questions (without penalty). Please read and understand: Once a work is submitted, there is no excuse for plagiarized work!!**

### **ALL INCIDENTS OF ACADEMIC DISHONESTY WILL BE REPORTED!!!!**

**FINAL GRADES:** Final grades will be factored as follows:

Short Research Paper ("Choosing a Major"): 20%

Responses (6): 30%

Annotated Bibliography: 10%

Final Paper: 30%

Presentation: 5%

In-class assignments, homework, class participation: 5%

### **Grading scale:**

A=90-100

B=80-89

C=70-79

D=60-69

F=below 60

### **Required Texts/Materials**

Ballenger, Bruce. *The Curious Researcher*, 5th Edition. Boston: Allyn and Bacon, 2006.

Kress, Anne and Suellyn Winkle. *NextText: Making Connections Across and Beyond the Disciplines*. Bedford, 2008.

Handbook from ENGL 1101

### **In addition, you will need:**

a notebook; a college level dictionary (the Oxford is a good one); a flash drive; a valid, working, dependable email address; money on your ID to print documents or some other way to print out papers; log in Turnitin.com

### **Reading and Assignment Schedule:**

M 1/12—Introduction to the course

W 1/14--CR 1-25; discuss majors

M 1/19—MLK Holiday. No class meeting.

W 1/21—*Next Text* 2-39

M 1/26-- CR 27-62. Work on Majors paper.

W 1/28--*Next Text* 40-84. **Response #1 due: question 1, p. 85**

M 2/2--CR 63-97 (stop at "Arranging Interviews") **Majors Paper Due**

W 2/4 --*Next Text* 86-127

M 2/9--CR 97-154; work on research for annotated bibliography

W 2/11-- *Next Text* 128-166

M 2/16--CR 154-163; work on research for annotated bibliography. **Topic for annotated bibliography and research paper due.**

W 2/18-- *Next Text* 167-194. **Response #2 due: question 1, p. 195**

M 2/23--CR 165-211; work on research for annotated bibliography  
W 2/25-- *Next Text* 196-249  
M 3/2--CR 213-246; work on research  
W 3/4--CR 247-303; work on research  
March 7-15 Spring Break. No class meetings.  
M 3/16-- *Next Text* 250-308 **Response #3 due: question 2, p. 308.**  
W 3/18-- *Next Text* 310-351  
M 3/23-- *Next Text* 352-399 **Response #4 due: question 1, p. 400.**  
W 3/25--**Annotated Bibliography Due**; work on research paper  
M 3/30--*Next Text* 402-455  
W 4/1--*Next Text* 456-518 **Response #5 due: choose one of the non-research questions in the chapter for your response.**  
M 4/6-- *Next Text* 520-565  
W 4/8-- *Next Text* 566-599 **Response #6 due: question 1 OR 2, p. 600.**  
M 4/13—**Draft of research paper due. Revision exercise**  
W 4/15-- Peer review of research paper.  
M 4/20—Work on final research paper—no class meeting, but I will be in my office to help.  
W 4/22—Work on final research paper in class.  
M 4/27-- **Final Research paper Due.**  
W 4/29— Start presentations  
Finish presentations (Final exam): 12:30 class: May 4 12:30-2:30  
2:00 class: May 6 2:00-4:00

### ***The Papers:***

Shorter Research Paper (Majors Paper) **Due 2/2:** "Choosing Your Major"--5 pages

Soon you will have to choose a major and should have a good idea what the positive and negative aspects of your chosen field of study are. Write a 5 page discussion of what you have discovered about your major. Some questions to help you get started are: what kinds of classes will you have to take at the undergraduate level in your field of study? What kind of personality is required for someone to succeed in your major? Do you possess that personality? (Go to my web site for links to personality tests designed for job hunters). How much schooling (beyond the Bachelor's degree) will you need to have in order to succeed in your chosen field of work? If graduate or professional school is required in order to have your chosen career, what are the best schools for your program? What kind of career can someone who chooses your field of study have? What are the financial rewards of working at that career? Is the job market good or bad, in decline or increasing for your chosen field? \*\*these questions are to help you get started-you do not have to answer all of them.\*\* In addition to the pointers given in the excerpt below, consult some of the web sites designed for job hunters. A very good one is <http://www.monster.com>. There is also a series of books written by experts in each field entitled *What Can I Do With A Major in [fill in the blank]?*. These books are available at KSU's main bookstore (attached to the Student Center) and are very helpful (and realistic). Still have no clue what you want to do? For this exercise you must choose a major and write about it, even if you are not convinced that it is the field of study for you. I recommend a book called *What Color is Your Parachute?* as a way to help you decide what you really want to do with the rest of your life.

Responses 2-3 pages each

The response prompts are listed beside each response due date. Think carefully about the question, use the readings from the chapter, and answer the question thoroughly and critically. Be sure to use MLA citation style for both the in-text and works cited sections of the responses. Failure to cite sources will result in a failing grade on the assignment.

Annotated Bibliography **Due 3/25:**

This assignment is one of the most important steps toward completion of your final research paper. An annotated bibliography is a compilation of sources that you have consulted and summarized. Some entries can be rather long and detailed, but for the purposes of this assignment, you will need to consult at least 10 sources--4 books, 3 articles from scholarly journals, and 3 on-line and write a brief summary of the source. Consider the following questions when compiling your bibliography: will this source be useful for the final paper? What is the author's thesis? Does he/she prove the thesis successfully? How does the author support his/her points? Do you have to have specialized knowledge in order to fully understand this source? If so, what type of knowledge is required? Please go to my web site for a sample of an annotated bibliography. Your 10 source annotated bibliography must be at least 3 pages, but not longer than 4 pages (if it is single spaced). Please use MLA style for citation of source. Consult your handbook, noodletools.com, *The Curious Researcher* or the MLA web site at [www.mla.org](http://www.mla.org) for proper formatting examples. All items must be listed correctly in order to receive full credit for this assignment. If you have questions/problems, see me.

**Final Paper Due 4/27:** 10 pages. Research one of the topics found in *Next Text* for your paper. The topic does not have to be directly related to the chapters in our book, but can be related to one of those topics in some way. You will use the materials you found for the annotated bibliography, but not necessarily all of them. You may also find that other resources that were not included on the annotated bibliography are better suited to your topic.

**Final Exam: Presentation of Final Paper.** For the final exam, you will present your main ideas and supporting evidence of your final paper to your classmates. Your presentation need not include any audio, visual, or other "special effects" unless you think it is necessary. Your presentation should be 3-5 minutes in length. Please rehearse your presentation so that you do not speak longer than 5 minutes. The point of the presentation is to share your semester-long work with your classmates.

What is a good paper?

- An A paper represents superiority in composition, content, style, and mechanics. An A is the result of originality of thought, depth of understanding, and outstanding style as well as excellence in the structure and development of the essay, using concrete details, examples, or illustrations when necessary.
- A B paper is a paper in which the thesis or purpose has been developed and presented in a clear and cohesive manner. This paper may have problems in one or two of the categories listed above but shows strength in other areas. The meaning of this paper will not be obscured by mechanical errors.
- A C paper represents a satisfactory paper exhibiting some uneven qualities in content or organization. The paper needs revision. Again, the meaning of this paper will not be obscured by mechanical errors.
- A D paper represents below average, unsatisfactory work. This paper, through lack of revising, editing, or effort, is not clear or focused. This paper is very uneven in its content, organization, and style.
- *If you receive a D or an F on a paper, please see me ASAP.*

**Each of the following errors is serious enough to reduce an essay's final grade one full letter grade:**

A sentence fragment

A comma splice

A fused sentence

Disagreement of subject and verb

Error in the principal parts of a verb, including failure to write -d or -ed for the past tense or past participle of a regular verb

Error in case or agreement of pronoun

Excessive errors in use of the apostrophe

Excessive spelling errors

Use of 2nd person except in direct address to the reader.

**I use the following criteria in grading papers:**

**Content**

- Are the ideas provocative?
- Is the purpose of the paper clear?
- Where is the "eye" of the story (from what point of view is it written)?
- Is the topic sufficiently developed or researched?
- Is the information adequate with details, examples, anecdotes, or analogies to support the main and subordinate points?
- Does the paper demonstrate independent thinking? Are the ideas earned, or merely borrowed from elsewhere?
- Does the writer explore the subject in depth, considering implications and possibilities, or is the thinking superficial?
- Does the writer make broad generalizations without supporting details?

**Structure and Organization**

- Is the lead or introduction compelling? Does it offer a promise that will be fulfilled upon reading the essay?
- Are the major points clear?
- Is the paper coherent? Does some of the material need to be rearranged, deleted or added?
- Are individual paragraphs unified, coherent, and fully developed?
- Are the transitions between paragraphs graceful or abrupt?

- Is the focus clearly defined?
- Is the conclusion satisfying, thoughtful, or appropriate to the tone of the essay? (Or is it a mere summary?)

#### **Style and Voice**

- Is the language consistent with the essay content?
- Does the style of the essay take the audience into account? Does the writer's diction reflect a respect for the audience?
- Does the writer vary sentence length and type for emphasis?
- Are the writer's word choices precise and distinctive, or do they tend to be too general and vague?
- Should more description be added?

#### **Research**

- Are the sources varied? (Internet, journals, books, etc.)
- Are the sources credible?
- Is there an awareness of possible opposition to the writer's point of view?
- Are the sources documented and credited in MLA style?
- Are quotes and citations gracefully blended into the writing?
- Do the quotes serve as appropriate support/evidence for the claims?

#### **Mechanics**

- To what extent do errors in grammar, spelling, or punctuation detract from the readability and authority of the paper?
- Does the punctuation enhance or hinder meaning?
- Does form equal content?
- Are citations properly annotated and credited?
- Consider: comma usage; non sentences (fragments, comma splices, run-ons); misspelled words; nonparallel constructions in all series, pronoun reference; jargon, slang, and the like; illogical comparisons or contrasts; subject/verb agreement; overuse of clichés, metaphors, similes, etc. ; improper usage (using nouns as verbs, verbs as nouns, etc.)

#### **Degree of Difficulty**

- How ambitious is the paper? Has the writer attempted something difficult or has he/she played it safe? (HINT: playing it safe is never as safe as it seems--you must take risks to learn and grow!!)

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#### **My responsibility to you**

Now that all of the things you must do have been spelled out, here is what I must do:

Provide you with feedback that will lead to your improvement as a writer.

Challenge you to think "outside of the box." That is, make you think critically and reasonably at all times.

Introduce you to some of the finest writers of this and previous centuries.

Inspire you to want to read more, write more, and discover the wonders of both.

Demystify the writing process so that you know that a good writer is made, not born.

Return all assignments in a timely manner (within one week unless there are extenuating circumstances).

Prepare you for the Regent's Exam and the writing assignments that will be assigned in the remainder of your college career.