English 120: College Composition II
Spring 2014

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"The boundaries of my language are the boundaries of my world." ~ Ludwig Wittgenstein

Course Objectives:
Rhetorical Knowledge
Audience
- ✓ Understand and use formal academic tone with a clear understanding of audience and purpose
- ✓ Independently adapt a self-generated text's content, form, and style to a particular writing task defined by audience and purpose

Rhetorical Situation and Purpose
- ✓ Respond appropriately to different kinds of reading and writing situations
- ✓ Use conventions of format and structure appropriate to different kinds of reading and writing situations

Form
- ✓ Articulate how disciplinary and generic conventions shape the form of a text
- ✓ Read and write different kinds of texts

Knowledge of Conventions
- ✓ Demonstrate a command of standard written English, academic writing conventions, and make appropriate decisions about grammar, language usage, punctuation, word choice, and style
- ✓ Understand and avoid plagiarism or the appearance of plagiarism
- ✓ Cite research in an established documentation style

Critical Thinking, Reading, Writing, and Research
Thinking
- ✓ Use writing and reading for inquiry, learning, thinking, and communicating
- ✓ Understand the relationships among language, knowledge, and power
- ✓ Consider multiple perspectives and identify bias
- ✓ Understand and evaluate logical reasoning and evidence

Reading
- ✓ Understand data, its origins, and its inferences
- ✓ Identify the controlling idea of a text
- ✓ Grapple with and analyze complex, nuanced arguments and texts
- ✓ Paraphrase and summarize complex, sophisticated source material
- ✓ Analyze and evaluate the content, organization, and rhetorical appeals of an argument

Writing
- ✓ Identify, narrow, and develop a topic appropriate to an assignment
- ✓ Construct a logical, well-supported argument
- ✓ Identify, generate, and refute counterarguments
- ✓ Distinguish between "reporting on" or regurgitating information and taking a position and supporting it using source material
- ✓ Synthesize and integrate source material
- ✓ Support a thesis using credible, appropriate, accurate, and sufficient source material

Research
- ✓ Demonstrate a command of the research process including but not limited to:

- Generate and develop a research question and thesis
- Locate, evaluate, and synthesize secondary source material
- Distinguish between primary and secondary sources and primary and secondary research
- Effectively use the scholarly online databases, online library catalog, and other library resources

Processes
- ✓ Demonstrate a command of multiple drafts to create and complete a successful text
- ✓ Develop successful strategies for generating, revising, editing, and proofreading
- ✓ Demonstrate the recursive writing process that permits writers to use later invention and rethinking to revise work
- ✓ Understand the collaborative and social aspects of writing processes
- ✓ Critique their own and others' works
- ✓ Learn to balance the advantages of relying on others with the responsibility of doing their part

Textbook and Additional Required Materials:
Required Textbook – *The St. Martin's Guide to Writing*, 9th Edition, Axelrod, Cooper. 978-0-312-53612-1

Accommodations
If you need any special accommodations, please see me to supply documentation of your need and to make the necessary arrangements.

Mondays: As we are not meeting in a classroom it is important that you check Moodle often. Every Monday until the end of the course, then, I will post new assignments on Moodle (hence, it would be a really good idea to check Moodle every Monday).

Discussion Topics: Each week you will be required to participate in a Discussion Topic (these are posted in Moodle under the Announcements). There are 16 total Discussion Topics and each one is worth .5 points (for a total of 8 points or 8% of your final grade). In order to get credit you must respond to the Discussion Topic by the end of the week (i.e., you must post to the thread before midnight on Sundays).

Reading Assignments: Reading assignments will come from the textbook as well as from several handouts found on Blackboard. Each assignment should be read in full before the following Monday's posting of the new assignments.

Writing Assignments: There will be several written papers assigned throughout the semester – specifications for each paper/assignment will be placed on Moodle every Monday.

Short Video Clips: I will be posting short video clips on Moodle of myself further elaborating on the assignments (if a picture's worth a thousand words than a one minute clip of video explanation is probably worth a million). These video clips are essential to understanding some of the more abstract points you will have to understand before writing the paper – therefore, please view these clips before beginning any paper.

Email: In an effort to acquaint you with appropriate business practices, I will teach you the proper format for sending an email to me. I will only answer email that is sent to me with an appropriate salutation, that uses formal language, and that ends with a formal ending (Sincerely, Joe Smith). Also, I will not answer e-mails written in "text speak" or shorthand. Further, note that I may not get back to you immediately

with a response to your email as the latest that I will check email is 8 pm. Do not email me in the middle of the night and expect a response the next morning.

Workshops/Revisions: Peer-review is an important aspect in any composition course (an Accountant I knew once put it this way, "it's a lot easier to spot errors in someone else's taxes than it is to spot errors in your own"). Therefore, there will be four workshops throughout the course and each workshop will be conducted before the final draft of the paper is due. During these workshops you will be required to review two other students' rough drafts. This will be accomplished via "workshop worksheets" – you will be required to fill out one "workshop worksheet" for each student you review, hence every time we have workshop you will be completing two "workshop worksheets." Please note – I WILL BE GRADING THESE WORKSHOP WORKSHEETS – at the end of the semester I will look at all of your workshop worksheets and giving you a grade as to how much effort I believe you put into your reviews. Simple "no," and "yes" responses to the workshop questions will result in a very poor grade; to get a good grade, then, each question should be answered with a two-three sentence response. The workshop worksheets will be placed on Moodle on Mondays and you will be required to e-mail your answers to the "workshop worksheets" to your instructor. If you, the student, do not receive a review for your own paper then contact me via e-mail as soon as possible so as I can contact the peer who was supposed to review your paper.

Computer Use
The College's computing equipment, and computing resources are owned by the College. All messages composed, sent, forwarded or received are retained by the College and are the property of the College. They are not the private property of any student or other individual. Violations of this policy include, but are not limited to, denial, revocation, removal of unacceptable data, or suspension of Internet/e-mail rights, disciplinary action, including expulsion, and/or appropriate legal action. Refer to the Student Handbook for additional details of this policy.

Paper Guidelines: All papers must be double-spaced, Times New Roman, with 12 pt. font. and 1" margins on all sides.

Late Papers: Late papers will suffer a one letter grade drop.

Grading (on a 100 point scale):

Paper 1 = 10 points or 10%
Paper 2 = 15 points or 15%
Paper 3 = 20 points or 20%
Paper 4 (Research Paper) = 20 points or 20%
Workshop Reviews = 10 points or 10%
Discussion Topics = 8 points or 8% (each DT is worth .5 points)
Research Journal = 4 points or 4%
Primer Worksheet #1 = 3 points or 3%
Primer Worksheet #2 = 3 points or 3%
MLA Worksheet #3 = 3 points or 3%
Background Paragraph = 2 points or 2%
Scavenger Hunt = 2 points or 2%

A	*93 and above*
B	*80-92*
C	*70-79*
D	*60-69*

Policy on Plagiarism: You are responsible for knowing and understanding the school's policy regarding academic honesty. This policy includes plagiarism: the use of someone else's ideas as your own. You may use the ideas and language of others in your writing, but you must acknowledge the source (using in-text citations and a Works Cited page).

Course Withdrawal Deadline
Friday, April 11th is the last day to withdraw from the course.

Writing Assessment Criteria

Criteria	Performance Measurement Indicators
Audience and Purpose	Clearly defines topic and purpose (inform, describe, persuade, etc.). Demonstrates understanding of the information needs and interests of the audience.
Structure	Adheres to organizational pattern and structure of required rhetorical mode (Narration, Description, Comparison and Contrast, Argument, Process Analysis, Classification and Division, Research Report, etc.).
Title and Introduction	Connects with audience using interest-generating forecasting title. Introduction utilizes an effective opening strategy appropriate to the subject (i.e.; question, anecdote, startling statistic, example, story, quotation, etc.). Includes a clearly written thesis statement that effectively identifies topic and author's focus.
Body	Supporting paragraphs are organized logically and effectively in spatial, emphasis, or chronological order. Each supporting paragraph contains a focused topic sentence that supports the thesis. Each paragraph is unified; all sentences support the topic sentence, using concrete evidence and details. Paragraphs are coherent; ideas flow logically through the paragraph. Appropriate transitional words or phrases signal changes in support or content. Transitions make logical connections (items in a series, result or cause, summary, etc.), spatial connections (directions, proximity, distance), or chronological connections (frequency, duration, sequence of events).
Conclusion	Conclusion utilizes effective closing strategy without introducing new ideas. Offers sense of completeness. Reinforces thesis statement. Concludes with summary, recommendation, call to action, comment on broader implications, or prediction.
Word Choice, Tone, and Style	Word choice is varied, imaginative, precise, & appropriate to topic and audience. Phrasing is concise and fluent. Avoids clichés, triteness, overstatement, and inaccurate or shallow vocabulary. Sentences are varied in length and type. Uses consistent tense. Words clearly convey intended meaning. Tone is appropriate to topic, purpose, and audience. Makes appropriate use of 1st person conversational writing style for informal or narrative writing, or appropriately uses 3rd person for formal writing.
Grammar and Mechanics	Adheres to conventions for standard grammar. Sentences are correctly structured, clear, concise, and logically organized. No errors in spelling, punctuation, or usage.
Document Format and MLA Style	Document meets all formatting requirements for margins, type style, white space, headings, illustrations, and layout. If APA style is used, document meets all MLA formatting and style requirements.
Research, Content,	Demonstrates adequate level of research utilizing credible sources. Presents researched information by utilizing appropriate paraphrasing or quotations. Synthesizes

Insight, and Analysis	information obtained from research. Provides new and useful information, insight, and thoughtful analysis of the topic. Claims are supported with facts & credible evidence.
APA References and Citations	Identifies and correctly integrates all sources of information. Cites all sources with correctly formatted APA in-text citations. Provides properly formatted APA references for all research sources. References listed in alphabetical order.

Spring 2014 Schedule

Week	Reading Assignment	Writing Assignment
Week 1 – Monday, January 13, class begins at 4pm	Chapter 15 Watch the film: *The Truth About Wikipedia* online	Paper 1 assigned
Week 2 – beginning Jan. 20	Chapter 16	Scavenger Hunt Activity
Week 3 – beginning Jan. 27	Chapter 17	Scavenger Hunt due Workshop 1
Week 4 – beginning Feb. 3	Chapter 18	Paper 1 due + Paper 2 assigned + Background Paragraph assigned
Week 5 – beginning Feb. 10	Chapter 20	Background Paragraph due
Week 6 – beginning Feb. 17	Chapter 21	Workshop 2
Week 7 – beginning Feb. 24	Chapter 22	Paper 2 due + MLA worksheet Assigned
Week 8 – beginning Mar. 3	Chapter 23	MLA Worksheet due + Paper 3 Assigned
Week 9 – beginning Mar. 10	Pages 755-763	Primer 1: Identify main points of "The Power of Context" Applying Logos, Ethos, Pathos to "The Power of Context" assigned
Week 10 – beginning Mar. 17	SPRING BREAK	SPRING BREAK Primer 1 due
Week 11- beginning Mar. 24	Chapter 24	Primer 2: Identify main points of "Where have all the Criminals Gone?" Applying Logos, Ethos, Pathos to "Where have all the Criminals Gone?" assigned
Week 12 – beginning Mar. 31	Chapter 25	Primer 2 due Workshop 3
Week 13 – beginning Apr. 7	Chapter 26	Paper 3 due + Research Journal assigned
Week 14 – beginning Apr. 14	Chapter 27	Paper 4 assigned
Week 15 – beginning Apr. 21	Chapter 28	Research Journal Due

Week 16 – beginning Apr. 28	Chapter 29	Workshop 4
Week 17 – beginning May 5	Chapter 30	Paper 4 due by Friday, May 9th
Week 18 – begin. May 12	N/A Final Exam Week	N/A Final Exam Week

Please note, this syllabus may change as unforeseen concerns or situations arise.