

**ENGLISH 120
ENGLISH COMPOSITION II**

SYLLABUS: GOALS, POLICIES, AND PROCEDURES

Fall 2009

I. Locator Information

Day/Time of Class: TR 3:45p m-5:00pm (Section 09)

Class Location: BU 359

Instructor: Dr. Maria Orban

Office: BU 125

Office Phone: 672-1049

Instructor's email: morban@uncfsu.edu

Office Hours: TR 12:15-2:00pmp; 3:30-3:45pm; 5:00-5:30pm;
W 3:00-6:00pm; and by appointment

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description and Design:

This course introduces students to reading and writing arguments that are viewed both as a means of truth seeking and a means of persuading audiences. The characteristics of academic discourse addressed in 120 include producing and analyzing arguments. To produce discourse with these characteristics students need to think and read critically as well as use a range of composing strategies for various rhetorical situations common in academic writing. These strategies include articulating issue questions, formulating propositions, examining alternative points of view and creating structures of supporting reasons and arguments.

Prerequisite: English 110.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Texts: John D. Ramage, John C. Bean, June Johnson, *Writing Arguments*, Pearson Longman.

Course Requirements:

Assignments: The students will produce six essays this semester, consisting of a one sided argument essay, a formal argument summarizing and refuting an opposing view, a definition argument, a causal argument, a resemblance argument, and an evaluation argument essay.

They will also do in-class writing, journals, peer responses to one another's writing and group work.

V. Student Learning Outcomes: After completing this course, students will be able to:

Communication

- Evaluate effectiveness of various forms of communication *Master*
- Create written and spoken communication: organization *Master*
- Create written and spoken communication: clarity *Master*

Ethics and Civic Engagement

- Develop and demonstrate personal system of ethics and morality *Introduce*

Reasoning: Critical Thinking

- Evaluate Reasonableness of arguments *Emphasize*
- Construct reasonable arguments *Emphasize*

Inquiry Skills

- Formulate effective questions *Emphasize*
- Organize, sort, evaluate, retrieve academic information *Emphasize*
- Cite sources appropriately *Emphasize*

VI. Course Requirements and Evaluation Criteria

a. Grading Scale – This class will use the university’s “10-point” scale as follows:
90-100=A 80-89=B 70-79=C 60-69=D 59 and below=F

Grading: One-sided argument essay 100

Formal argument refuting an opposing view 100

Definition argument 150

Causal argument 150

Resemblance argument 150

Evaluation argument 150

Final exam 100

Class Participation: Attendance, Punctuality, and Attentiveness; Class Discussions; Class Activities, and Collaborations 100. (Attendance and punctuality are assumed. Thus, they do not contribute points toward a grade. However, lapses in attendance and punctuality can in effect detract from the final grade because **a student who is absent cannot participate in class and loses touch with class and teacher expectations.**)

The grade will reflect:

a. Quality of content

b. Suitability of content to purpose

c. Arrangement of content

d. Clarity of purpose

e. Mechanics, Spelling, Usage (together as a group often referred to as “grammar”)

f. Suitability of vocabulary and sentence structure to purpose.

g. Metadiscourse and cohesion

h. Audience accommodation

More specific standards for each assignment will be distributed and discussed at pedagogically appropriate junctures. You will always receive an assignment sheet for each major writing assignment.

Grammar errors will detract from your grade according to their severity and according to what has been taught and what should have been learned in the other areas of importance. Though good grammar alone does not make a good paper, bad grammar hinders a reader’s understanding and projects the writer as an uneducated person. Grammar weaknesses will be addressed in individual conferences and in class. By the end of the course, you should be able to write an error-free paper

No late papers will be accepted unless otherwise decided by the instructor for exceptionally good reasons.

All papers must be typed; they should be double-spaced unless the parameters of the assignment dictate single spacing. A double-spaced page should contain at least 280 words.

Students must hand in papers on the scheduled dates at the beginning of the period. On these dates, class work is predicated on each student's having a fair draft of the paper.

Papers will not be accepted without Peer Critiques attached.

b. Attendance:

A student may submit a valid and documented justification for any absence, especially those that unavoidably exceed the established limits. Examples of a valid documentation are an infirmity note, a doctor’s note, a court summons, or a notice from the FSU employee in charge that you will be away on a school-sponsored trip. **These documented justifications will normally be accepted.**

In the case of absences due to attendance at funerals, it is probably best to go through the office of the Dean of Students, who will certify that the absence is legitimate. Typically, someone from that office will email all teachers to say that the absence is legitimate. In other cases that do not clearly lend themselves to valid documentation, you could also go through the Dean of Students

Regular attendance is necessary for success. A person who is absent cannot participate in classroom activities. **Class work is, by definition, work done in class on the scheduled dates, not by email and not by**

special appointment, unless the circumstances are unusual (documented and excused absences).

Penalty points will be deducted from the final participation grade for absences. **Remember that three latenesses equal one absence, which then counts toward the total of unexcused absences.**

It is the student's responsibility to make up for the worked they missed out of class. You need to contact a classmate for the information. The instructor cannot email it to you and it cannot be settled by phone.

Classroom Methodology and Beyond:

In class, students will analyze student and professional essays for desirable traits, construct standards for writing, explore possibilities for their own writing, evaluate each other's writing, consult the instructor, and work in groups. Both in and out of class, students should accustom themselves to weighing choices for writing and to locating, generating, and analyzing evidence that best accomplishes the persuasive purpose of the assignment.

The Public Nature of Student Work in English 120:

Students should write knowing that their work will be examined by their peers and possibly in future classes. Outside this class, student work will remain anonymous, and it will be used only for educational purposes, not for political, economic, or other social purposes unless you give your permission. (I use the term "other social" here because I regard "educational purpose" as one type of social purpose).

c. Plagiarism:

Because the steps in producing a paper receive so much scrutiny, wholesale plagiarism is time-consuming and probably not worth the effort. Since the presence of the steps helps assure authenticity, the instructor will refuse to accept a composition unaccompanied by such preliminaries (Have you read this before?).

When students masquerade the work of others for their own, not only must they reconcile this dishonesty with their own self-image, but also they deprive themselves of learning and thus negate the purpose of taking the course. **The penalty for plagiarism will be failure, but students' motivation for not plagiarizing should be a desire for learning, a respect for others, and a concern for the morality of their own character.**

Documentation: Avoiding Plagiarism:

Students should make sure that they acknowledge the thoughts and words of others. Whether paraphrasing or quoting verbatim, students should name the writer or speaker whose material they have used. If you hand in an entire paper done by another person, you must indicate on the paper that you have done so. Of course, you will fail the paper for using the paper of another in such an unethical way, but penalties for handing in the work of another as if it were your own are course failure and/or expulsion.

If you are confused about what exactly constitutes plagiarism or if you feel unsure about ways to avoid plagiarism, consult a handbook (online or hard copy), see your instructor, or see a tutor in the Writing Center (Chick Bldg. 219).

VII. Behavioral Expectations

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
- 3 Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.

5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines, the instructor may deduct as many as **twenty points** from the student's next assignment grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

20 August	R	Intro
25 "	T	The Rhetorical Triangle
27 "	R	The Toulmin Model
1 September	T	Invention; Using Evidence
3 "	R	Moving your audience; Ethos and Pathos
8 "	T	Peer Critique; Revision
10 "	R	ONE-SIDED ARGUMENT ESSAYS DUE; One-sided versus Multisided Arguments
15 "	T	Summarizing Opposing Views; Refuting Opposing Views
17 "	R	Strategies for Rebutting Evidence
22 "	T	Peer Critique and Revision
24 "	R	FORMAL ARGUMENT REFUTING AN OPPOSING VIEW DUE; Invention
29 "	T	The Special Nature of a Definitional Issue ; Conceptual Problems of Definition; Finding a Definitional Controversy ;
1 October	R	Developing Criteria for your Term ; Testing a Definitional Argument
6 "	T	Peer Critique
8 "	R	DEFINITIONAL ARGUMENT ESSAYS DUE; The Nature and Logical Structure of Causal Arguments
13 "	T	Methods for Arguing that one event causes another
15 "	R	MIDTERM BREAK
20 "	T	Glossary of Terms; Conditions of Rebuttal
22 "	R	Peer Critique
27 "	T	CAUSAL ARGUMENT ESSAYS DUE; The Difference between Resemblance Arguments and Definition Arguments
29 "	R	Arguments by Analogy
3 November	T	Arguments by Precedent
5 "	R	Testing a Resemblance Argument
10 "	T	Peer Critique and Revision
12 "	R	RESEMBLANCE ARGUMENT ESSAYS DUE; The structure of the Evaluation Arguments
17 "	T	General Strategy for Evaluation Arguments Finding and Exploring an Evaluation Issue; Testing your Evaluation Argument
19 "	R	Peer Critique and Revision
24 "	T	EVALUATION ARGUMENT ESSAYS DUE; Ethical Arguments
26 "	R	THANKSGIVING HOLIDAY
		Major Ethical Systems
1 December	T	Developing an Ethical Argument
3 "	R	Testing an Ethical Argument

FINAL EXAM TO BE ANNOUNCED

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