

**ENGLISH 120**  
**ENGLISH COMPOSITION II**

**SYLLABUS: GOALS, POLICIES, AND PROCEDURES**

**Spring 2010**

**I. Locator Information**

**Day/Time of Class:** MWF 1:00pm-1:50pm (Section 14)

**Class Location:** BU 211

**Instructor:** Dr. Maria Orban

**Office:** BU 125

**Office Phone:** 672-1049

**Instructor's email:** morban@uncfsu.edu

**Office Hours:** MWF 11:00-12:00pm; WF: 2:00-3:00pm  
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](mailto: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.

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<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 (1<sup>st</sup> 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:

1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style, MLA or APA.
4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

**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 200

Evaluation argument 150

Midterm exam: 100

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. You also need to submit them on turnitin.**

**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 infirmary 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. **For more than 3 unexcused absences one letter grade will be deducted; for 6 unexcused absences two letter grades will be deducted; if you have 7 unexcused absences you get an F for the class.**

**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 and class notes, go over the textbook for the part covered, and then come to my office hours with your questions. The instructor cannot email you the classes missed or be settled it 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.

### Tentative Schedule

11 January	M	Intro
13 "	W	The Rhetorical Triangle
15 "	F	The Toulmin Model
18 "	M	<b>Martin Luther King Jr's Birthday Holiday</b>
20 "	W	<b>PRETEST</b>
22 "	F	Invention; Using Evidence
25 "	M	Moving your audience
27 "	W	Ethos and Pathos
29 "	F	Peer Critique
1 February	M	<b>ONE-SIDED ARGUMENT ESSAYS DUE;</b> One-sided versus Multisided Arguments
3 "	W	Summarizing Opposing Views
5 "	F	Refuting Opposing Views
8 "	M	Refuting Stated Reasons
10 "	W	Refuting Warrants
12 "	F	Strategies for Rebutting Evidence
15 "	M	Peer Critique
17 "	W	<b>SECOND PAPER DUE;</b> Invention
19 "	F	The Special Nature of a Definitional Issue
22 "	M	Finding a Definitional Controversy
24 "	W	Conceptual Problems of Definition
26 "	F	Developing Criteria for your term
1 March	M	<b>MIDTERM</b>
3 "	W	Testing a Definitional Argument
5 "	F	Peer Critique
<b>8-12 March Spring Break</b>		
15 "	M	<b>DEFINITIONAL ARGUMENT DUE;</b> Intro Causal Arguments
17 "	W	Methods for Arguing that one event causes another
19 "	F	Inductive Methods
22 "	M	Glossary of Terms
24 "	W	Conditions of Rebuttal
26 "	F	Intro Resemblance Arguments
29 "	M	Peer Critique
31 "	W	<b>CAUSAL ARGUMENT ESSAYS DUE;</b> Intro Evaluation Arguments
2 April	F	<b>Good Friday –no class</b>
5 "	M	The difference between Definitional and Evaluation Arguments
7 "	W	General Strategy for Evaluation Arguments
9 "	F	Finding and Exploring an Evaluation Issue
12 "	M	Developing criteria for evaluation
14 "	W	Testing your Evaluation Argument
16 "	F	Peer Critique
19 "	M	<b>EVALUATION ARGUMENT ESSAYS DUE;</b> Ethical Arguments
21 "	W	The Structure of Ethical Arguments
23 "	F	Major Ethical Systems
26 "	M	Developing an Ethical Argument
28 "	W	Testing an Ethical Argument
30 "	F	<b>POST TEST</b>

**FINAL EXAM - Friday, May 7 at 12:00pm**

