

**EN102—First Year Composition II**

102-143 (CRN) TR 2:00-3:15

102-106 (CRN) TR 3:30-4:45

**Spring 2010**

Rowand-Johnson 4

Morgan 310

**Ms. Bellee Jones**

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Office Hours: W 1:30-3:00, R 12:00-1:30, and by appointment

This course is designed to help you develop your college-level reading and writing skills, and, more generally, to assist you in cultivating your critical thinking and analytical abilities. These skills and abilities are the foundation of your education, and they will serve you in any major or career path you might follow. In recognition of the needs of first-year students, the University of Alabama First Year Writing Program has devised several outcomes for this course. I have reproduced those outcomes below for your convenience and delight:

*English 102, the second course in UA's first-year sequence, introduces students to the principles of formal argumentation, advanced critical thinking, university-level research techniques, and research paper writing. Students will understand the elements of formal argumentation and the differences between Aristotelian, Rogerian, and post-modern argumentation. Students will apply the principles of formal argumentation in writing and understand that various disciplines apply these principles in different ways. Students will learn to locate source material both in the library and online, read and evaluate this material critically, analyze and summarize points of view and assumptions, and synthesize sources in order to write extended papers incorporating source material. Students will understand that citation formats vary from discipline to discipline and be able to use at least one of them correctly. Students will understand that academic research is ethical and be able to understand ethical paraphrasing and summarizing.*

*Students must have earned a C- or higher in EN 101 to take this class.*

Feel free to discuss these outcomes and objectives with me at any time—even if it means asking, “*Why on Earth* are you making us do *THIS*, Ms. Jones?!?!?” Though you may not always *like* the answer, there will always *be* an answer, and it will usually tie to these objectives.

A note before we continue: Writing is made up of much more and better substance than you see here. Therefore, don’t let this syllabus put a bad taste in your mouth. I spent a great deal of time writing and collecting this stapled stack of documents, but it only contains the paperwork necessary to our classroom; the actual experience is what you and I will make of it. We will read. We will explore. We will think. We will write in order to think and explore. We will write to expand our minds and those of others. We will write our hearts out.

**Required Texts and Materials:** In addition to the texts below, there will be handouts and, occasionally, materials put on hold in the library. You should bring all texts (including handouts and your journal) with you to each class meeting. Failure to do so may lower your daily grade substantially.

Hacker, Diana. *A Writer's Reference*. 6<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2007.

Roen, Duane, Gregory R. Glau, and Barry M. Maid, eds. *The Brief McGraw-Hill Guide: Writing for College, Writing for Life*. Boston: McGraw, 2009.

a one-subject notebook to be used as a writer's notebook

materials you deem necessary for your group project

texts on reserve at Gorgas Library and on eLearning

**Course Summary:** This course is organized around the theme of Evil. We will work in four basic writing units, full explanations of which will be included in course materials and assignment sheets to be given at a later date. Readings, in-class activities, and various homework assignments will correspond with these writing units. The course structure, due dates for essays, and final exam details are as follows:

☞ Paper One: Definition of Evil. Due February 9, 2010.

☞ Paper Two: Rogerian Argument (or: Not as Evil as All That). Due February 25, 2010.

☞ In-class Essay: Classical Argument One-Off. Written in class on February 23, 2010.

☞ Paper Three: Researching Evil. Due March 30, 2010.

☞ Paper Four: Definition of Evil (Revisited). Due April 15, 2010.

☞ Group Project: Dissemination of Ideas (A Zine Project). Presentations on April 20 and 22, 2010.

☞ Final Exam: The exam is held in our regular classroom. Schedule travel plans accordingly! I cannot reschedule the exam, give it early, or give makeup exams (except for documented emergencies.) You'll be rewriting and editing an essay in class. Please fill in the date and time for your course's final exam period in these convenient blanks.

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Attendance Policy:** You are expected to attend class regularly. There are no “excused” absences in this class. You will not be penalized grade-wise for participation in school-sponsored events or for disasters/emergencies beyond your control; however, missing class for any reason always counts as an absence. If you know you'll miss class, please notify me in advance. *Class begins on time.* I

will take role by some means at the beginning of each class period. If you are tardy, please make sure I know you were not absent. Talk to me *before* you develop attendance problems if you have concerns or questions. **If you miss a scheduled conference, it counts as two absences.** You will be signing up for conference appointments, and there is no excuse to miss an appointment for which you choose the time. The following policy particulars have been outlined by the University of Alabama First Year Writing Program.

- ☞ Successful students attend class regularly and are not tardy.
- ☞ Major graded work (such as tests or papers) missed due to legitimate circumstances beyond the student’s control may be made up if arrangements are made with the instructor in advance or in a timely fashion upon the student’s return to class.
- ☞ The lectures, class discussion, group work, and other daily exercises in a writing class cannot be reconstructed for a student who has been absent; therefore, daily work missed due to tardiness or an absence (for any reason) cannot be made up.
- ☞ Students who miss more than 20% of class meetings (6 classes) may receive a grade of NC; such cases, and those of disputed multiple or extended absences, will be referred to the Department Chair for review. Especially difficult cases may be forwarded to the Dean of Arts and Sciences for adjudication.
- ☞ This should not be understood as the number of classes you are allowed to miss; rather, it sets the outside limit after which the higher administration of the University may become involved in the grading process.

**Completion of Assignments (Missed Course Work/Late Paper Policy):** All assignments are due by the beginning of class on the due date specified. If assignments are late, points will be deducted. *No late work will be accepted without advance permission*, which I will grant for *legitimate* reasons only. Absence is not an excuse. If you are going to be absent, please make sure any work you may have due is turned in *prior to your absence*. (If you are violently ill, held hostage in a foreign country, or otherwise unavoidably detained, contact me as soon as possible, and we will discuss your situation.) There will be quizzes or other in-class assignments every day, and make-up quizzes and assignments will not be given. Papers must be typed in 12pt. Times New Roman, doubled-spaced, and conformed to MLA documentation guidelines (unless otherwise specified). Written work must be backed up either by photocopy or on disk. No backup is no excuse, and neither are printer problems, hungry dogs, faulty spell-check quills, etc.

**Grading and ABC-No Credit Policy:** Written work is evaluated in four areas: Content, Organization, Style, and Mechanics. “A” work will be excellent in all four. “B” work must be good in all four. “C” work must be at least competent in all four. “D” work is marginally below college standards in at least one of the four. “F” work is clearly below minimum college standards in one of the four. Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” **Work not done or not turned in is recorded as a zero.** All major papers will be marked and returned before the next major assignment is due. **Final grades for the class below a C- are given a mark of No Credit (NC), which does not reflect on your GPA but will require you to take the course again.**

**Assignments and Grading Summary:** Prior to midterms, you will receive concrete feedback on your overall academic performance and improvement in this course. **Course requirements:** three revised essays (3-6 pages in length, depending on the assignment); a **brief** (5-7 pages) documented essay; an in-class essay which serves as your final exam; quizzes, in-class writing, and other less formal work; journals; regular attendance and participation. Please keep all your work in a folder. Your final grade is comprised of the following:

Quizzes and Daily Work	10%	<i>The letter grading system in the English Dept. works like this:</i>
Writer’s Notebook	10%	
Paper One: Definition of Evil	10%	A = 90-100 (excellent, brilliant, woohoo!)
Paper Two: Rogerian Argument	10%	B = 80-89 (good, extremely well done)
In-class Essay: Classical Argument	10%	C = 70-79 (average, okay, satisfactory)
Paper Three: Researching Evil	15%	NC = 0-69 (unsatisfactory, not there yet)
Paper Four: Definition (Revisited)	15%	
 <i>Plusses and Minuses at UA (and in this class) work like this:</i>		
Group Project	10%	A+ = 98-100 A = 93-97 A- = 90-92...and so on.
Reflective Final Exam	10%	A+ = 4.33 A = 4.0 A- = 3.67 ...and so on.

Because the University of Alabama awards plusses and minuses in undergraduate classes according to a four-point scale (and you need to get used to thinking about GPA rather than a 100-point scale), I will grade your papers using letter grades which correspond directly to the values found in the *Undergraduate Catalogue* and partially reproduced above. If you receive an A- on a paper, that’s not a 90, or a 91, or even a 92, but a 3.67. If a rubric gives you a result of 3.55, that’s a B+, but I’ll use that particular numerical value in your final grade calculations. Instead of converting all your paper grades to a 100 point scale and then changing those numbers to the four-point GPA scale, I’ll end up converting your daily work grade average (which will be on a 100-point scale) to the four-point scale before I average your final grades. This may seem complicated, but it’s the best way to assure that my grading scale and UA’s are of an accord. In short, I want you to receive the final grade you’ve earn and to understand exactly how that grade was tabulated. If you ever have a question about how to figure your grade in this class (or your GPA, which works the same way), please feel free to ask.

**Some Notes on Class Participation:** Though class participation does not count for a specific percentage of your final grade, I highly recommend that you be an active member of the class. Write your papers, attend class, and involve yourself in the reading and

discussion of assignments. Reading assignments should be completed before class discussion, and you should be prepared to share perceptive, insightful, and original observations about the texts which you have read. This course will not be based on lectures; rather, we will work together to understand the texts we read (including your own!) and their relevance to our lives as writers. I will evaluate you on your input for class, and failure to write, read, and discuss may hurt your grade, **but you are ultimately responsible for your own education**; I will not beg you to participate or to learn. If you choose to prepare and speak, you'll receive praise and knowledge. If you choose otherwise, your grade will show it. Don't be afraid to speak; as long as you can support your opinions, there are no wrong answers. If you are painfully shy, feel free to set up a conference with me to discuss options and strategies for better participation.

**Academic Honesty:** The UA Honor Code and Code of Academic Conduct regarding plagiarism, cheating, fabrication, and misrepresentation apply in this course. As a UA student, you are responsible for knowing and abiding by them. In addition, you will be required to read and sign the First-year English Policy on Academic Misconduct/Plagiarism and the UA Academic Honor Pledge. If you have difficulties or questions regarding plagiarism, please see me, study your textbook, or visit the UA Writing Center for help.

**Turnitin.com:** The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents. *Please note that we may not use Turnitin.com at all. I might simply make it available for your own use, so that you may check your own work or play around with the interface to see how it works for other classes, etc. I might decide that it's a waste of our time. I might spot-check papers in the system if necessary. In any case, I will let you know what's going on, how we're using this service if we do, and what it means. I promise.*

**Classroom Conduct:** The classroom should be a bolstering, educational environment in which students feel safe in sharing their work and opinions. You are expected to treat your peers (and me) with respect at all times. Be nice, okay? Silence all cellular phones and other devices that make noise, take out your iPod headphones, and settle in for some learning. I will consider interruptions of a technical nature just as serious as disruptions to the safe atmosphere of the class. Everyone forgets to silence a cell phone once in a while, so you'll get one freebie, but no more. Do not text or Facebook or Twitter in class. **Disruptions of any kind may result in conference with me.** Though I cannot lower my own grade, I will hold myself to these same standards.

**Student Disabilities:** If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any specific course accommodations that may be necessary. I'm glad to help. If you have a disability but have not contacted the Office of Disability Services, please call 348-4285 or visit 135B Martha Parham East to register for services.

**Chain of Command for Complaints:** If you have a problem with anything that happens in this class, please see me first. If we are not able to resolve the problem, please see Jessica Kidd, Associate Director of First-year Writing.

**Late Instructor Instructions:** If I am late and there is no notice on the door, please wait ten minutes. Then, send someone to the First-year Writing Program Office (Morgan Hall 207) to tell them I was not in class.

**The Writing Center:** I will always be available to give you advice and feedback on your writing, but the UA Writing Center is an excellent resource for student writers of all kinds. The consultants there—writers themselves—provide individualized, conference-style help with anything from job applications and statements of purpose to research papers and radical revision. Your student fees pay, in part, for the operation of the Writing Center and you should not hesitate to acquire the help for which you pay; know that I *always* recommend it for help with assignments in this class (as well as other writing). Located in Lloyd 322, the Writing Center provides services Sunday-Friday. For more information, visit <http://english.ua.edu/writingcenter>.

**Tentative Class Schedule:** Read all materials and have assignments ready to turn in by the dates they are listed. ***This schedule may be modified; assignments may be added or taken away, etc., as best benefits our class—particularly because your eLearning is not yet set up!*** Grammar and style work, mini-lessons on MLA format, etc., will be added on a class-by-class basis as I determine what you actually need from me. You *always* need your books! I have listed particularly demanding Hacker days separately, but please, expect to use your books, and expect to lose daily points if you don't come prepared with your materials. If you are absent, it is your responsibility to find out what we have done and will do in class.

Week	Date	Class Activities	Readings and Assignments Due
1	1/12	EVIL: Introductions (Ourselves and Our Theme) Critical Thinking: in-class reading and writing.	<i>Look on eLearning for all those "extra assignments" the Provost warned you about. Roll Tide!</i>
	1/14	101 Recap—What do you know? What do you need? The Rhetorical Triangle & Argument Logical Fallacies	Letter to Ms. Jones & Syllabus Response DUE Preliminary Thoughts on Evil (Writer's Notebook) MGHG 742-747

2	1/19	What is Evil? How do we know? <b>Paper One: The Definition of Evil</b>	Alford: Chapter One and Appendix (answer questions in your Writer's Notebook) <i>MGHG 189-193, 196-198, 703-706</i>
	1/21	More Discussion on Evil The Six Fundamentals	Hart: Introduction and Chapter 1 (eLearning) <i>MGHG 228-232</i>
3	1/26	Getting Started Definition and the Ways of Defining	eLearning Discussion Post "Be Specific" (eLearning) <i>MGHG 97-113, 159-161</i>
	1/28	First Draft Woes Discussion & MLA Preview	Lamott, "The Shitty First Draft" (Handout) <i>Bring your first draft to class. You'll have to turn it in.</i>
4	2/2	Mini-Peer Critique and Revision Strategies MLA Format, Brief Documentation Discussion	Rough Draft DUE (Bring two copies, please!) Bring your Hacker!!!
	2/4	Paper One Wrap-up: What do you need? Details & Specifics	Alford: Chapter Two
5	2/9	Discussion: Fairy Tales/Good/Evil Second Paper Assignment: Rogerian Argument In-class Reading and Writing	<b>Paper One DUE.</b> Reread your favorite fairy tale (or review your favorite Disney movie) and <i>MGHG 738-740</i>
	2/11	A Special Discussion on Purpose Logos/Ethos/Pathos Group Activities	<i>MGHG 718-726</i> Rogerian Argument Handouts
6	2/16	In-Class Essay Preview: Classical Argumentation and the Evil League of Evil (Other Activities TBD)	Morton: Chapter One <i>MGHG 726-734</i>
	2/18	In-Class Essay Preparation: The "Small" Stuff: Introductions, Etc.	<i>MGHG Appendix B</i>
7	2/23	In-class Essay Sign up for Conferences. Other Shenanigans: TBD	Morton: Chapter Two (excerpts TBD)
	2/25	Third Essay Assignment: Toulmin/Classical Researching "Evil" Analyzing Sources	<b>Rogerian Argument DUE</b> <i>MGHG 734-738, other reading TBD</i>
8	3/2	Topic Workshop: Research Questions, Research Plans Paraphrasing and Summarization Confirm Conference Appointments **Possible Library Day**	<i>MGHG 871-877 &amp; Library Assignment</i> Bring your Hacker and the sources you've found so far. Bring your tentative research topic and materials to class.
	3/4	Conferences **Possible Library Day** <i>Visit the UA Writing Center &amp; post on eLearning</i>	Don't forget your conferences! Come prepared to talk about your Research Paper (bring a draft if you can!), any concerns you might have, and your general progress in the class. Also, bring any citation questions you have.
9	3/9	Conferences—No Class <i>Visit the UA Writing Center &amp; post on eLearning</i>	Don't forget your conferences! Come prepared to talk about your Research Paper (bring a draft if you can!), any concerns you might have, and your general progress in the class. Also, bring any citation questions you have.
	3/11	Research Roundtable: Where are we? Where have you been? Where are you going, and how will you get there? Mini Peer Critique	<b>Optional Revision DUE</b> <b>MLA Homework DUE</b> <i>Please come to class! Bring what you have done of your papers!</i>
10	3/16	<i>Spring Break—No Classes</i>	
	3/18		
11	3/23	In-class Shenanigans	Check eLearning for your assignment.
	3/25	Peer Critique	Bring two copies of your paper, please! Readings TBD
12	3/30	Evil: A Recap(?) & Two Assignments:	<b>Third Paper DUE</b>

		1) Group Project 2) Revisiting Your Definition of Evil	Bring your previous papers with you to class! <i>MGHG 861-869</i>
	4/1	Visual Argumentation and Zines	<i>MGHG Chapters 15 &amp; 18, Visual Rhetoric (eLearning)</i>
13	4/6	Discussion: Definition as Persuasion	Model Definition Essays (eLearning) Other Readings TBD
	4/8	Short Individual Conferences—No Class <i>Post to eLearning.</i>	<i>Work on your papers! Visit the writing center! Don't forget your conference!</i>
14	4/13	Revision Activities & Group Time	Readings TBD
	4/15	Group Conferences—No Class <i>Work on your presentations! Don't forget your conference!</i> <i>Post to eLearning.</i>	<b>Definition of Evil (Revisited) DUE by 4:00PM</b> (Place it in my box, or bring it to your conference.)
15	4/20	Group Project Presentations	<b>Project Materials DUE on the date of your presentation.</b>
	4/22	Group Project Presentations Final Exam Assignment <i>Last day for all tests, etc.</i>	<b>Writer's Notebook DUE</b> <b>Project Materials DUE on the date of your presentation.</b>
16	4/27	Reflection and Metacognition In-class activities and exercises	Bring all of your previous work with you to class. Readings TBD
	4/29	Preparation for the final exam.	Bring all of your previous work with you to class. Readings TBD
17	see above	Final Exam (In-class Rewrites and Edits for your Reflective Essay)	<b>Reflective Essay DUE</b>