



## **ENGLISH 1302: COMPOSITION AND READING**

### **DR. MONICA SMITH**

**Class Meeting Times:** MW 11:00-12:15

**Office:** 413C Classroom Center

**Email:** msmith@wtamu.edu

**Office Hours:** T/TH 1:00-2:30 or by appointment

**Office Phone:** 806-651-2477

**COURSE DESCRIPTION:** Expository writing skills, fundamentals of the academic research process, including library sources and documentation; research reports. Fall, spring, summer. Formerly ENG 102. This course is intended to give students a comprehensive introduction to argument. As we work with different kinds of texts, we will strive to become stronger, more critical readers. As we explore the recursive writing process, our goals will be to understand audience, develop individual writing styles, and craft persuasive, substantial arguments.

**COURSE OBJECTIVES:** In this course, students should learn to:

- comprehend and critically analyze readings from a variety of sources such as arguments, position papers, political theses, articles, and editorials
- analyze text structure, word choice, and intended audience in a variety of print and non-print sources
- evaluate logical arguments to determine mode of reasoning such as induction, deduction
- demonstrate through written processes, the common techniques of argument and reasoning
- demonstrate the use and rhetorical purposes of logical fallacies
- generate relevant, interesting, and researchable questions
- research self-selected and assigned topics
- demonstrate effective use of library resources to aid in research
- locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet
- demonstrate proficiency in convention of mechanics, punctuation, grammar
- demonstrate the correct use of style manuals for specific academic disciplines
- demonstrate an understanding of the relationship between effective communication and professional development

**CLASSROOM PERFORMANCE:** This course is both reading and writing intensive, and as such, requires considerable daily work. Students should come to each class with all assignments prepared and with all required texts in hand. Students should be prepared to participate actively in each class day, both verbally and in writing. Failure to do so will be reflected in the final course grade. Please note that while no particular prior computer experience is required, students enrolled in this course should possess a general knowledge of word processing and file management.

**REQUIRED TEXTS AND SUPPLIES:** Check the edition numbers on your copies before purchasing; make sure you have the correct book.

- Ramage, John D., John C. Bean and June Johnson. *Writing Arguments: A Rhetoric With Readings* 7<sup>th</sup> ed. New York: Pearson/Longman, 2007
- Rosen, Leonard J. *Academic Writer's Handbook*. New York: Longman, 2006
- MyCompLab 2.0, CD-ROM. New York: Longman, 2006. **NOTE:** If you have a code from Fall 2006, it is valid for one year, and you do not need to purchase additional access.

- *The New York Times*. Available free of charge at kiosks around campus and online at <http://www.nytimes.com/>.
- Bronson, Po. *What Should I Do With My Life?* (Readership WT Common Reader).
- College dictionary of your choice.
- Thesaurus or synonym dictionary of your choice.
- Pocket folder for submitting assignments.

Optional but recommended:

- Thumb drive (pen drive, flash drive, jump drive). Can be purchased in the HELC for \$21-\$80
- Headphones (**optional**, but needed for listening to MyCompLab exercises in the HELC)

## ASSIGNMENTS

**Daily Assignments**, both reading and writing, are substantial and demanding. All assignments should be completed before coming to class, and I strongly recommend that you get in the habit of looking ahead on the syllabus; know when your next large assignment is due, and plan accordingly.

**In-class Assignments** will vary from a quick response to a writing prompt to a detailed analysis of a particular passage to a quiz over the day's assigned readings. These writings will be assessed according to the degree of engagement the student demonstrates with the question or assignment. If you are absent, you cannot make these up.

**Homework writings** will vary and are designed to assist you in preparing larger assignments. See the daily schedule for specific topics due each day. All entries should be typed and brought to class every day. I will collect these entries randomly and without advance notice. Those who have completed the entries satisfactorily will receive full credit; those who have not will receive no credit. Students who add the course during Drop/Add will need to make up any missed entries. All entries should be completed, regardless of your class attendance on due dates.

**My CompLab Assignments** are listed on the daily schedule. These assignments are due before you come to class for the day. Those who have completed the exercises satisfactorily by the due date will receive full credit; those who have not will receive no credit. Students who add the course during Drop/Add will need to make up any missed exercises. All exercises should be completed, regardless of your class attendance on due dates.

**Papers** varying in length from 250-1500 words and centered on a variety of topics from *Writing Arguments* and other sources. Details for major assignments will be available on WTONline.

**Peer Editing:** On the day a peer editing session is planned, you must bring a complete draft of the assignment in the specified format to class. Any student without a complete, properly formatted draft during a peer editing session will be asked to leave class and will be counted absent for that day.

**ATTENDANCE:** Because writing skills develop slowly over time, students' regular attendance is essential. I will take roll every day. Students are allowed two absences without penalty (except for any missed in-class assignments that cannot be made up). One percentage point (1%) will be deducted from your final grade percentage (0-100%) for each absence beyond the allowed absences. For example, if you have a final grade of 82% (B) and you have missed four (4) classes beyond the allowed number of absences, your grade will be reduced by 4 percentage points, resulting in a grade of 78% (C). Students may not exceed the allowed number of absences for any reason, and all absences will be treated the same, i.e. no differentiation between "excused" or "unexcused" absences. Habitual or excessive tardiness may be counted as an absence. Any student who misses more than one-third of the class meetings will be asked to repeat the class.

**SUBMITTING ASSIGNMENTS:**

Assignments are due in class and are to be delivered in person unless prior arrangements have been made with me. Any assignment that does not adhere to this requirement is considered late. **Late assignments will lose one letter grade per business day, not class day.** Assignments are not considered submitted until I receive them. To be safe, then, papers should never be left in my mailbox or stuck under my office door. **I will not accept an email attachment in lieu of a hard copy.** Each student is held responsible for all assignments, regardless of her/his class attendance on the day the assignment is made. If a previously scheduled event coincides with an exam or due date, a written request for an extension or make-up date will be considered. All such requests must be submitted prior to the date in question. Any requests for extensions based on illness or family emergency must be accompanied by written documentation verified by the Office of Student Services. All make-ups and extensions are at the instructor's discretion.

**COMPUTER ACCESS:**

Students are expected to check email daily and WOnline several times a week or as indicated on the daily schedule. Students are responsible for securing working computer equipment; labs are available on campus. Please note that since "The printer wouldn't work," "Something's wrong with my disk," and "I don't know what happened—I saved it but now it's not there" have become the 21st century versions of "The dog ate my homework," computer, software, or printer malfunction/failure of any kind will not constitute a valid excuse for missed, late, or incomplete work. Remember: save early, save often; print early, print often.

**CONFERENCES:** I encourage you to take advantage of my office hours: Tuesday and Thursday from 1:00-2:30. During these posted hours, you may stop by without an appointment. If these times are not convenient, please schedule an appointment. In addition, each student will have at least one scheduled conference with me. This meeting is mandatory, so if a student misses a scheduled conference, it will be counted as a class absence.

**UNIVERSITY WRITING CENTER** (422 Classroom Center): Tutors are available to assist you with whatever difficulty you may be encountering with the writing process. Take a copy of your assignment with you and be prepared to state what assistance you require. Writing tutors do not proofread papers for errors. For best results, call for an appointment 651-2473.

**ACADEMIC INTEGRITY:** All students are expected to demonstrate the highest standards of honesty and integrity in every phase of their academic careers. **Any instance of suspected academic dishonesty will be reported immediately to the Office of the Vice President for Academic Affairs.** Examples of academic dishonesty, as defined by the WTAMU Academic Integrity Code, include Improperly Acquiring Information, Improperly Providing Information, Plagiarism, Conspiracy, Fabrication of Information, Violation of Departmental or College Rules, and Inappropriate Multiple Submissions of the Same Work. All students are expected to inform themselves about and abide by the policies set forth in the WTAMU Academic Integrity Code. Failure to do so will result in the most severe penalties allowable under university regulations. See <http://www.wtamu.edu/academic/facultyhb/page/app.htm> for more information.

**ACCESS STATEMENT:** If you need adaptations or accommodations because of a disability (i.e., physical, mental, psychological, learning), have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services and to contact the faculty member in a timely fashion to arrange for suitable accommodations. Student Disability Services is located in VHAC 218.

**GRADING:**

<i>Assignment Category</i>	<i>Length</i>	<i>% of final grade</i>
1. Summaries	2 @ 1 page each	5%
2. Analysis of Disagreement	2-3 pages	10%
3. Rogerian Argument	3-5 pages	10%
4a. Research Project Proposal	1 page	5%
4b. Annotated Bibliography	5 entries @ 300 words minimum each	10%
4c. Research Paper	5-7 pages	15%
4d. Research Presentation	5 minute presentation	5%
5. Visual Argument Analysis	2-3 pages	10%
6. Poster Argument	1 visual plus 1-2 pages	10%
7. In-class writings, quizzes, MyCompLab	varies	10%
8. Homework	varies	5%
9. Final Exam	cumulative objective portion and short essay	10%

**DAILY SCHEDULE: Subject to change.** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The most update version of the syllabus will be available on WTONline.

**Assignments for each day are broken down into three categories: Read, Write, and Lab.** Follow these instructions precisely for each category:

**Read:** Complete this reading before you come to class. Do not come to class without your book and/or copies of supplementary readings. All WTONline materials must be printed, read, and brought to class.

**Write:** Complete this homework assignment before coming to class. All homework assignments should be **typed, double-spaced, 12 pt. Times New Roman font, with appropriate MLA style header** (Your name, my name, class/assignment, date assignment is due). Assignments that are not typed will not be accepted. Late assignments will not be accepted. Some days I will collect your homework, and some days I will not. You are responsible, however, for completing every assignment, regardless of whether or not I collect it.

**Lab:** These assignments are to be completed on MyCompLab ([www.mycomplab.com](http://www.mycomplab.com))

WA = *Writing Arguments*

AWH = *The Academic Writer's Handbook*

W2D = *What Should I Do With My Life?*

NYT = *The New York Times*

WTONline = Available via WTONline

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
Week 1		<b>1/17: Introduction to class</b>
Week 2	<b>1/22: Defining "Argument"</b> <b>Read:</b> WA Ch. 1	<b>1/24: Claims and Reasons</b> <b>Read:</b> Ch. 4 (WA); Print Analysis of Disagreement Topics and Grading Rubric and bring both to class (WTONline under Lessons > Paper Topics) <b>Write:</b> 200-250 word analysis of an implicit argument in one of the poems available via WTONline (look under Lessons > Paper Topics); attach a copy of the poem to your analysis.

Week 3	<p><b>1/29: Reading Arguments</b>  <b>Read:</b> WA Ch. 2; AWH Ch. 20; Rauch, “Will Frankenfoods Save the Planet?” (WA 584)  <b>Write:</b> Summary #1: 200-250 word summary of Rauch reading.  <b>Lab:</b> Go to Grammar &gt; Diagnostics. Complete both Diagnostic 1 and Diagnostic 2 before class today. Print your results page for both diagnostics and bring these to class.</p>	<p><b>1/31: Grounds of Disagreement</b>  <b>Read:</b> Altieri and Rosset, “Ten Reasons Why Biotechnology Will Not Ensure Food Security, Protect the Environment, and Reduce Poverty in the Developing World” (WA 593)  <b>Write:</b> Summary #2: A 200-250 word summary of Altieri and Rosset reading.</p>
Week 4	<p><b>2/5: Workshop Analysis of Disagreement</b>  <b>Read:</b> WA Ch. 3  <b>Write:</b> Bring two (2) copies of a full, typed draft of Analysis of Disagreement to class.</p>	<p><b>2/7: Making Arguments</b>  <b>Read:</b> Rogerian Argument and Grading Rubric—print both and bring to class (WTOonline under Lessons &gt; Paper Topics)  <b>Write:</b> <b>Analysis of Disagreement DUE</b></p>
Week 5	<p><b>2/12: STAR Criteria</b>  <b>Read:</b> WA Ch. 6 (109-128); “Environmental Double Standards For Sport Utility Vehicles” (WA 546)  <b>Write:</b> Answer the questions on WTOonline (under Lessons &gt; Homework)</p>	<p><b>2/14: Aristotle’s Rhetorical Triangle: Ethos, Pathos, Logos</b>  <b>Read:</b> WA Ch. 7 (129); Bradsher, “Gimme an SUV—ASAP” (WA 540); Huffington, “Road Outrage” (WA 552); Roberts, “Running Out of Oil—and Time” (WA 555)  <b>Write:</b> For each reading, answer the questions on WTOonline (under Lessons &gt; Homework)</p>
Week 6	<p><b>2/19: Accommodating Your Audience</b>  <b>Read:</b> WA Ch. 8 (141); Bragg, “The American Dream” (WA 535); Friedman, “As Toyota Goes.” (557)  <b>Write:</b> TBA  <b>Lab:</b> All exercises under Grammar &gt; Exercise Zone &gt; Sentence Grammar due no later than class time today</p>	<p><b>2/21 Workshop</b>  <b>Write:</b> Bring two (2) typed, complete drafts of Rogerian Argument to class.</p>
Week 7	<p><b>2/26 Locating Sources: Meet in HELC</b>  <b>Read:</b> Research Project Topics and Grading Rubric—print both and bring to class (WTOonline under Lessons &gt; Paper Topics)  <b>Write:</b> <b>Rogerian Argument DUE</b>   Last Day to Drop or Withdraw with Guaranteed X is Friday, 3/2</p>	<p><b>2/28 Library Day: Meet in HELC</b>  <b>Read:</b> WA Ch. 16 (359)  <b>Write:</b> 1-2 paragraphs on which research topic you are going to focus on and why; also write a list of the kinds of sources you’ll need to concentrate on finding.  <b>Lab:</b> TBA</p>
Week 8	<p><b>3/5 Workshop Proposals</b>  <b>Write:</b> Bring two (2) typed, complete drafts of Research Proposal to class.</p>	<p><b>3/7: Compiling the Annotated Bibliography</b>  <b>Read:</b> Writing the Annotated Bibliography (WTOonline; under Lessons &gt; Handouts)  <b>Write:</b> <b>Research Proposal Due</b></p>
	<b>3/12 Spring Break</b>	<b>3/14 Spring Break</b>
Week 9	<p><b>3/19: Library Day: Meet in HELC</b>  <b>Read:</b> WA Ch. 17 (387)</p>	<p><b>3/21: Drafting the Research Paper</b>  <b>Read:</b> TBA  <b>Write:</b> <b>Annotated Bibliography DUE</b></p>

Week 10	<b>3/26: Workshop Research Paper</b> <b>Write:</b> Bring two (2) typed, complete drafts of Research Paper to class.	<b>3/28: Writing to Be Heard</b> <b>Read:</b> “Writing to Be Heard” (WTOonline; Lessons > Handouts) <b>Write:</b> TBA
Week 11	<b>4/2: Research Presentations</b> <b>Write: Research Paper Due</b>	<b>4/4: Research Presentations</b>
Week 12	<b>4/9 Understanding Visual Arguments</b> <b>Read:</b> WA Ch. 9 (161-181 only); Visual Argument Analysis Topics and Grading Rubric—print both and bring to class (WTOonline under Lessons > Paper Topics)	<b>4/11: TBA</b>
Week 13	<b>4/16: Understanding Visual Arguments</b> <b>Read: TBA</b> <b>Write: TBA</b>	<b>4/18: Preparing Poster Arguments</b> <b>Read:</b> Poster Argument Topics and Grading Rubric—print both and bring to class (WTOonline under Lessons > Paper Topics) <b>Write: Analysis of Visual Argument Due</b>
Week 14	<b>4/23 Workshop Posters</b> <b>Read:</b> WA Ch. 9 (181-192)	<b>4/25 Present Poster Arguments</b>  <b>Poster Argument DUE</b>
Week 15	<b>4/30: Present Poster Arguments</b>	<b>5/2: Review for final</b>