

## English 112: College Composition II, Winter 2012

WN134—Friday, 9:00-11:55, Main Campus S034 3 Credits

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**Prerequisite:** Reading Level 3 and a “C” grade or better in any approved college level composition I course.

### Course Description and Objectives

Despite what you may think, this class is not about writing; it is about power. We write to get what we want. To this end, this class will focus primarily on critical thinking and the ability to analyze information and propaganda. These goals will be accomplished through four formal writing assignments, in-class writing, homework, peer response and editing, etc. Since the most important type of thinking and writing we are called upon to perform in academia is analytical argumentation, we can expect to do a lot of reading, viewing, observing and evaluating. By the end of the semester students should possess a heightened awareness of voice and audience, developed the ability to identify and employ various rhetorical strategies and appeals used to manipulate readers, and gained experience in using research methods and interpreting information gathered from research. Course outcomes may be viewed at <http://www.delta.edu/catalog/courses.asp>.

### Course Materials

--Axelrod, Rise B., Charles R. Cooper and Alison M. Warriner. *Reading Critically, Writing Well: A Reader and Guide*, ninth edition. Boston: Bedford/St. Martin's, 2011.

--Lunsford, Andrea A. *EasyWriter: A Pocket Reference*, 4<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2010.

--Two exam books

--Handouts will be posted online

### Instructor Initiated Drop for Lack of Attendance

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course this semester (or term) that means in excess of two class periods. This is an English Division policy.

## Assignments and Grading

There will be four out-of-class essay assignments and three in-class essays. They will be graded on responsiveness to assignment, thesis/purpose, organization/unity, support/development and presentation/professionalism. Except for the first in-class essay, these essays will be graded on a one hundred point scale with each criterion worth twenty points; the first in-class essay will be graded Credit/No Credit. Each out-of-class essay will be written in at least two drafts. The final course grade is divided as follows:

Essay 1:	100 pts
Essay 2:	100 pts
Essay 3:	100 pts
Essay 4:	100 pts
In-class Essays (@ 25 pts each):	75 pts
<u>Attendance/Participation:</u>	<u>25 pts</u>
Total:	500 pts

Students may choose **one** of the first three out-of-class essays to rewrite and resubmit for a higher grade within one week after the essay is returned to the class and made available for pickup. These papers may be resubmitted only once. Late papers may not be resubmitted. N.B.: In some cases students will be told to use the rewrite option; in such cases the assignment grade will be deferred until the rewritten paper is received. Failure to submit the rewritten paper will result in zero points awarded for that assignment.

### Late Papers

All drafts must be submitted in hard copy form **in class** on their assigned due dates. On peer response days, have four copies of your draft. Late essays will be marked down twenty points for each day they are late. Late essays *may* be accepted without penalty only under extenuating circumstances. Essays more than a week late will not be accepted under any circumstances.

**Extensions will not be granted for any reason.**

### General Draft Guidelines

All drafts other than the in-class essays are to be typed, double-spaced, with regular one inch margins and twelve point font (preferably Times New Roman) and all pages are to be **stapled** together. Staplers are inexpensive; either invest in one or use those that are available in the campus computing areas. Follow MLA format: put your name, my name, the class number, and

the date due in the top left corner of the first page of each essay, followed by an original title centered at the top of the first page. Unless directed otherwise, use proper MLA citations when quoting and paraphrasing. Again, no handwritten drafts will be accepted.

### **Academic Integrity**

All students are expected to be familiar with the College's policy on academic integrity, which may be found in the College catalog. In this course, violations of the policy will result in failure of the assignment for the first offense and failure of the course for the second offense.

### **Expectations**

- Everyone is expected to arrive promptly for each class meeting and stay until dismissed.
- Turn off all cell phones.
- Be respectful of classmates.
- Bring textbooks, paper, pens, etc. to each class meeting.
- Come to class prepared to turn in drafts or discuss readings.
- Do **not** bring computers to class.
- Do **not** bring children to class.

If you don't meet these requirements, I reserve the right to boot you right out of class and mark you absent. So there.

### **Disabilities**

If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D102. The telephone number is 989-686-9322.

### Tentative Schedule

(Homework assignments refer to *Reading Critically, Writing Well*)

#### **Week 1 (January 13)**

Introduce course; critical reading techniques; **In-class Essay 1**

Homework: pp. 281-83, 294-99, 303-04, 325-28, 330-44

#### **Week 2—Evaluation (Jan 20)**

Discuss voice and audience; evaluation criteria

#### **Week 3 (Jan 27)**

**Draft 1.1 due**; peer response; revision strategies; editing workshop

**Week 4—Rhetorical Analysis (February 3)**

Defining rhetoric; discuss rhetorical strategies; reading visual arguments

Homework: Read the essays in chapter 7; choose one to analyze

**Week 5 (Feb 10)**

**Draft 1.2 due**; practice rhetorical analysis; discuss logical fallacies

**Week 6 (Feb 17)**

**Draft 2.1 due**; peer response; revision strategies; editing workshop

**Week 7 (Feb 24)**

In-class writing strategies; **In-class Essay 2**

**Week 8 (March 2)**

**Draft 2.2 due**; mid-term conferences

Homework: pp. 147-49, 170-71, 175-78, 189-91, 195-206

**Week 9—Spring Break (Mar 9)**

**Week 10—Reflection (Mar 16)**

Discuss reflection and reflection essays

**Week 11 (Mar 23)**

**Draft 3.1 due**; peer response; revision strategies; editing workshop

**Week 12—Proposal (Mar 30)**

Arguing and counterarguing; proposal format

Homework: pp. 483-85, 486-94, 509-12, 533-35, 538-50

**Week 13 (April 6)**

**Draft 3.2 due**; Research methods; quotations and citations

**\*Week 14 (Apr 13)**

**Draft 4.1 due**; peer response; revision strategies; editing workshop

**\*Week 15 (Apr 20)**

**Draft 4.2 due**; final conferences and course wrap-up

**\*Week 16 (Apr 27)**

**In-class Essay 3**

\*Subject to change