

ENGLISH 112 SYLLABUS
SPRING SEMESTER 2012
1:30 – 4:40 p.m., Tuesdays and Thursdays
PROFESSOR: MRS. KAREN RANDOLPH

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Campus Office Hours: Tuesdays and Thursdays 12-1:30 p.m.

The purpose of this class is to build on, explore, and enhance communication and writing skills gained in Composition I using lectures, assigned readings, writing assignments, discussions, films, tests, and oral presentations.

Required Textbook: *Pearson Custom Library: English, Mercury Reader* (Green Cover)

Required: Course Pack (purchase in the Delta College Bookstore)

Required:

- Thumb drive or CD to save and/or back up work
- An active Delta email account that you check frequently
- Access to Desire to Learn at: <http://elearning.delta.edu>
- Basic tools for note-taking and word processing: pens/pencils, a notebook for just this class, a stapler, and access to a reliable printer
- Computer use and back-up computer use

Recommended: A good dictionary and a good thesaurus

Note: This document is not a contract and the Professor reserves the right to change any aspect of the syllabus/schedule/assignments if needed to meet the course objectives. The students will be informed of such in a timely manner.

Workshops:

- For our paper #3 (the 200-point research paper), we will conduct workshops in order to “tinker” with our writing as it is in progress. When these “pieces” of your paper are due for workshop, make sure to bring them on a sheet of paper, typed up, no name, in 12-size font.

POLICIES

DISABILITIES STATEMENT: If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D-102. Unlike in K-12, students need to self-identify with the Office and provide documentation to the professor.

PLAGIARISM: Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an F for the project and possibly for the course. For more information about Delta's policies, refer to the "Integrity of Academic Work" section in the "Students' Rights, Responsibilities, and Conduct" section of the Delta College Catalog. If in doubt about plagiarism, please ask me for clarification. **Note that I consider the submission of papers that you have previously written for another course to be plagiarism.** Also note that taking any ideas or words from any source (including Internet and television sources) without proper citation is plagiarism. In this class, we will use MLA citation methods.

DISRUPTIVE STUDENT POLICY: Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct creates a serious enough

disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the formal procedures will be implemented. Those can be found in the College catalog.

Instructor Initiated Drop for Lack of Attendance: Your English Division instructor may 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 (2) class periods. This is an English Division policy. Missing class seriously and negatively affects your grade. Studies show students who do not attend class on a regular basis do not do well.

The last day to withdraw with a grade of W, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of WI is June 14, 2012. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw (D-102, 686-9330), and if you have or will ever have financial aid, you should also talk to the financial aid office before you drop the course (D-101, 686-9080). If you stop coming after this date, you will receive an F instead of a W/WI at the end of the semester. This is College policy.

ABOUT LATE PAPERS: Papers #1 and #2: **You may hand in only ONE of these papers (#1 or #2) late (up to one week)--make your choice wisely.**

If your argumentative/persuasive research paper (paper #3) is not handed in to me by the end of class, a full letter grade will be taken off. Papers will be accepted up until one day (not class, DAY) late. If they are not handed in by one day late, they will not be accepted, and you will receive a zero.

PAPER REQUIREMENTS: All papers must be word-processed, double-spaced, with a first page heading, numbered and on one side only. You must meet these requirements or your paper will be returned to be fixed and/or may be graded down. We will discuss these MLA requirements in class.

WRIT CENTER REQUIREMENTS: The WRIT Center (Writing, Reading and Information Technology Center) is a vital aspect for your success. **Therefore, I require that you take your paper #3 (research paper) to the WRIT Center at least twice during the semester. Documentation of your appointment with a writing consultant must be included when you hand in the paper at the end of the semester.** More on this in class.

SEMESTER CALENDAR

May 8

Introduction to the class; explanation of syllabus; etc.

Assessment of abilities

Paper #1 assigned

May 10

Understanding Persuasion; read 1-23

In-class individual and group work

Paper #3 (research paper) discussed in class

Trial Exercise

May 15

Finding Arguments; read 58-78

In-class discussion of the writing process

Topic for discussion: Civility: Defining and Exploring the Concept
Video for Discussion?

May 17

Paper #1 due (letter to an editor)-discussion of each

Paper #2 assigned

Shaping Arguments; position and proposal arguments; read 113-154

Visual Arguments; read 204-242

Bring in 2 editorial (not political) cartoons for discussion

Topic for discussion: Civility/King—read both King pieces in the textbook

May 22

Paper #3 Topic and Thesis Due for Workshop

Reading Arguments; read 25-45

Making Aesthetic Judgments

Topic for discussion: Civility/Thoreau

“How Facts Backfire” article

May 24

Topic for discussion: Race, Ethnicity, and Civility

Documentary/Film on Race and Ethnicity?

Discussion: Conducting Surveys/Polls

Addressing Audiences; read 79-112

Test #1

Topic for discussion: Civility/Obama

May 29

Detailed, typed outline of paper #3 due for peer review discussion

Using Evidence; read 155-179

Researching Arguments; read 243-268

Bullied Documentary?

Topic for discussion: Civility/Paine

May 31

Library work

Paper #2 due

Topic for discussion: Cantor and Anthony

June 5

Testing Arguments and Logical Fallacies; read 45-57

Peer Review #1 for Paper #3

MLA Documentation Information; read 281-315

June 7

Individual help on research paper

Topic for discussion: Civility

Documentary “Shakespeare Behind Bars” (or something as appropriate)

June 12

Test #2

Optional Individual **Conferences** for Research Paper (some face to face and some cyber confs)

Discussion of Oral Presentations, part one

June 14

Peer Review #2 for Paper #3

Other Ethical, Legal or Political Issues Related to Civility?

Discussion of Oral Presentations, part two

Continued Optional Individual **Conferences** for Research Paper (some face to face and some cyber confs)

June 19

First ½ of Oral Presentations of Research Paper

June 21-Last Day of the Semester

Research Paper Due

Second ½ of Oral Presentations of Research Paper

Good luck this semester. If you have any questions or concerns, please feel free to contact me--that is what I am here for.

Breakdown of Grades:

Paper 1	50 points
Paper 2	100 points
Test #1	50 points
Test #2	50 points
Paper #3	200 points
Oral of Research Paper	100 points
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	550 points

<u>Grading Scale (percentages)</u>	100-95	A	79-77	C+
	94-90	A-	76-74	C
	89-87	B+	73-70	C-
	86-84	B	69-67	D+
	83-80	B-	66-64	D
			63-59	D-
		58/below	F	

ENG 112 expands students' abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing.

Outcomes and Objectives

Write effective college compositions.

Objectives:

- A. Consider audience and purpose.
- B. Plan writing processes, using effective strategies and techniques.
- C. Include a clear articulation of the important ideas.
- D. Select organize, and present details to support a main idea.
- E. Demonstrate the ability to move between generalization and detail.
- F. Write effective introductions and conclusions.
- G. Employ the appropriate writing conventions.

Use writing tasks that involve both reading and writing.

Objectives:

- A. Demonstrate the ability to derive meaning from a piece of writing.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
- C. Interpret reading and writing task in such a way as to invest them with personal significance, thereby creating ways to make reading and writing vital activities in a lifetime of learning.
- D. Demonstrate critical thinking skills.
- E. Understand the relationship among language, knowledge, and power.

Work with others, both in and out of the classroom.

Objectives:

- A. Reflect upon and assess one's own work as well as the work of others.
- B. Show willingness to work with others, seeking help where necessary and offering help where it is sought.

Write an academic research composition.

Objectives:

- A. Locate information using a variety of search tools and methods, including library sources.
- B. Select source material appropriate to the writing context.
- C. Integrate their own opinions with various source points of view.
- D. Quote, paraphrase, and summarize accurately.
- E. Document sources in conventional style with parenthetical references in text.

Paper Requirements

****All papers must be typed, double spaced, formatted in the MLA style, with a first page heading, numbered, and typed on one side only. (Use 10 or 12 size type/Times or Helvetica—this is MLA)**

Papers #1 and #2

There are two shorter writing assignments this semester. One is worth 50 points and one is worth 100 points. The purpose of this type of writing is to help you more critically understand argumentative writing and argumentative topics. They also aid our discussion in class and will be used to do so. Therefore, when a writing is due in class, bring it completed and ready to share. **Only one of these two papers can be handed in late.**

Why write “shorter” papers?

When we write about a topic or issue, we begin to process it on a deeper level. We are then more likely to make solid connections for ourselves and retain the information better. Second, these writings prepare you for our class discussions. They prepare you for the skills you'll use when writing the research paper, paper #3. They help you practice concepts and explore, too.

Writing is a powerful learning tool. It helps us to make meaning of what we read and to synthesize new with old knowledge and experience. For some of you this may be a very common experience. Basically it involves putting your thoughts concerning a particular issue on paper to clarify your own thinking as well as to share thoughts with others and gain skills necessary to be successful in ENG 112.

Both papers need to meet some specific requirements: they need to be at least two-pages (double-spaced); they need to be in the MLA style, with a first-page heading for #2; they need to be word-processed; and they need to be your best effort.

The 50-point assignment will be scored as either done well (40-50 points), done acceptably (35 points) done poorly (30 points) or not done at all (0 points). The 100-point assignment will be scored as either done well (80-100 points), done acceptably (70 points), done poorly (50-60 points), or not done at all (0 points).

PAPERS #1 and #2 ASSIGNMENTS
(FOLLOW THE SPECIFIC REQUIREMENTS ABOVE)

Paper #1--Letter to a newspaper editor—Worth 50 points

Assignment: Write a letter to a local newspaper editor in which you address a specific concern you have in your community. For the purpose of this assignment, a “community” is limited to a neighborhood and nothing bigger than a city. You can also write about the Delta College community. Explain, in detail, what the problem is. Also explain, in detail, specific solutions you have to this problem. Make certain to have structure:

- introduction with main point (thesis)
- supporting paragraphs—focus first on problem (quickly) and then on solutions
- recognition and refutation of the opposition
- conclusion

Address your letter as either Dear Editor or use the person’s name.

Paper #2—Civility—Worth 100 points

Assignment: Deal with any ethical, legal or political issue related to civility in our society. After deciding on your topic, formulate your own judgment, put that judgment in a position or proposal claim/thesis, and write a persuasive argument supporting your claim/thesis.

You may focus on any of the sub-topics associated with the issue and you may use reference (general) to current events.

You are also required to conduct a poll for this assignment. Your poll must be completed by at least 30 participants and it must consist of at least 6 questions, at least two of which must be short-answer questions. To construct the poll, think about what you want to know in terms of your main point/thesis for the paper. This poll will be your own primary research for the assignment.

Essential Elements:

- introduction with thesis/claim
 - supporting paragraphs
 - a conducted poll—minimum of 30 participants—poll results and quotes/paraphrases/summaries from the poll responses must be integrated and synthesized into the paper
 - conclusion
 - plagiarism equals a failing grade
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Paper #3—Argumentative/Persuasive Position or Proposal Paper (with a research component)

Length: minimum of 3 full pages--maximum of 5 full pages (not counting outline or Works Cited page)

Assignment: You will argue one side of a pro/con issue using a topic of your own choice or you will offer a proposal/solution paper.

Research Required: Researchers must study and take notes on at least ten (10) sources; they must then choose at least (5) separate sources which best support their thesis: book, magazine/journal articles, interviews, computer information, pamphlets, films, etc. In your essay, use a minimum of five (5) and a maximum of eight (8) citations in MLA style (diversify the types of citations used). These must be

properly documented and done so with accuracy. Remember, you are required to have 5 separate and diverse sources.

Your paper must have the following components:

- final, detailed outline (one that corresponds exactly to final copy)
- first page heading (see example in MLA Handbook, at end)
- introduction with clear thesis
- sufficient support in the body paragraphs
- a recognition and refutation of the opposition
- citations in MLA style (lead-ins and parenthetical references)
- conclusion
- works cited page at end (separate page)

Your grade for the final paper will be determined by the quality of your work. It is assumed that you will submit all parts. Should you fail to do so, your grade will be lowered; however, simply producing these parts will not raise your grade.

Strength is your goal. A concise three pages may be better than someone else's longer, rambling, incomplete paper.... Do not assume that quantity equals quality. There is, also, a point to having a maximum length. Therefore, if I receive a paper that is much too long, I will return it or treat it in the same manner as I would a paper that is underdeveloped.

Tests

Test #1 is an objective test, which means there are true/false and multiple-choice questions. The test is worth 50 points.

What you need to study:

Argument
Persuasion
Ultimate Goal vs. Realistic Goal
Types of Judgments
What's arguable/what's not
The shape of arguments—position and proposal
Thesis statements in argumentative papers
Recognizing and refuting the opposition in argumentative papers
Audience

Test #2 is an objective test, which means there are true/false and multiple-choice questions. The test is worth 50 points.

What you need to study:

Citations
Plagiarism
Documentation
Works Cited entries
Logic and logical fallacies
Paraphrasing, summarizing and quoting

ENG 112
Grade Calculation Sheet/Randolph

Name _____

Assignments for the semester:

Paper #1	50 points	_____
Paper #2	100 points	_____
Test #1	50 points	_____
Test #2	50 points	_____
Paper #3	200 points	_____
Oral of Paper #3	100 points	_____

Total	550 points	You received:	_____
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Grade: _____

To determine your grade at any given time, divide the number of points you have received by the total number of possible points on those assignments.

Grading Scale (percentages):

100-95	A	94-90	A-
89-87	B+	86-84	B
83-80	B-	79-77	C+
76-74	C	73-70	C-
69-67	D+	66-64	D
63-59	D-	58/below	F