

English 102: Analytic and Argumentative Writing
Spring 2003
Section 062: TR 11:00-12:15, Mitchell Hall 215, Call #15179

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Office Hours: Tues. and Thurs.
12:30-2:30, and
Wed 12:00-1:45
or by appointment

Course Description

Throughout the course of the semester, we will be working very hard on improving your academic writing skills. In this course, we will endeavor to bring your reading and writing to that polished level of refinement which is necessary not only for your continued academic work in higher education but also for your success in subsequent professional pursuits. Writing is simply the key to career communication, success, and the main mode of articulation by which you are professionally and socially judged. It is also important to recognize that writing well is inextricably connected to the art of reading well. They are the flip sides of the same coin. One won't work without the other – **so be prepared to read a lot!** When we read superficially, we tend to write superficially. Both processes reflect the level of our thought – and **that** is the connective bridge, the circumference edge to the reading/writing coin. Mastering any skill requires both commitment and practice. Thus, we will be writing a great deal as well as reading a whole bunch, perhaps more than you ever have done before in your life. So plan your schedules accordingly.

If you expect this class to be a straight lecture class in which you might passively sit back and watch the action, I suggest you alter that perception immediately. Both your personal success and the quality of the class as a whole are directly proportional to the level of individual student participation. Productive class discussion is essential. Much of the responsibility for the interest and activities of the course depends on you. My role as instructor in English 102 entails not only the coach/ally function but also the facilitator's job to create a trusted environment and community of readers and writers to help you develop and hone essential composition skills.

At this level, we will assume we have all mastered the basic technical skills of grammar, possess an adequate understanding of academic essay structure and format, and have been introduced to the complexities but essentials of style. This course starts where English 101 left off.

Qualified students with disabilities needing appropriate academic adjustment should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available with alternative accessible formats upon request.

Course Objectives

Pay close attention to this, because this is what you need to do to pass this course:

- Accurately summarize a text by another author **and analyze** the structure and rhetorical strategies of the piece
- Interpret and evaluate another writer's text in terms of its argument, evidence, reasoning, organization, style, and values
- Offer substantial and concrete suggestions for revision of a peer's text
- Use the library to find periodical and book sources related to your written work
- Propose a compelling, arguable, specific, and original thesis in response to an analytical or argumentative writing assignment

Comment:

- Draft, revise, and edit an analytic or argumentative essay of 1000 to 1250 words with:
appropriate evidence to support a thesis
effectively integrated quotations from appropriate sources
tone, style, and organization appropriate to an academic audience
coherent, well-developed paragraphs
sentences that effectively express relationships between ideas
conventionally correct Edited Standard American English

Required Readings:

Maasik, Sonia and Jack Solomon. *Signs of Life in the USA: Readings on Popular Culture for Writers*.
One romance novel to be handed out in class
Hacker, Diana. *A Writer's Reference*. 4th edition.
UNM Freshman English Program Information for Students
(see English Dept. web site: [Http://www.unm.edu/~english/freshman/handbook](http://www.unm.edu/~english/freshman/handbook))

Grading: The grades for this course will be based on a 1000 point scale.

Paper Packet #1	80	A	93-100%	C	73-77%%
Paper Packet #2	105	A-	90-92%	C-	70-72%
Final Essay	100	B+	88-89%	D+	68-69%
Class participation	100	B	83-87%	D	63-68%
Research Component	50	B-	80-82%	D-	60-62%
Conferences and Peer Review	65	C+	78-79%	F	0-59%
Portfolio	500				
	1000 pts				

***Students must write a passing, that is a C- portfolio to pass the course.

***Students must complete and turn in all three formal essays to pass the course.

***Students need to earn at least a C in this class in order to satisfy the English 102 requirement.

Attendance

The work we do in this class is cumulative; therefore, attendance is absolutely necessary and mandatory. The “University of New Mexico Freshman English Program Information for Students” states that “a student may fail or be dropped from a class for excessive absence.” The Freshman English Program defines “excessive absence” as **four unexcused absences** in a TR class. If you miss four or more classes during the semester, expect to be dropped from the class immediately without recourse. I will not excuse absences, **except** in the case of a documented absence (a doctor’s note is required), **or** a university sponsored activity (note also required). Excessive tardies (more than 5 throughout the semester) may result in a reduction of your grade, so be on time.

My attendance policy is as follows:

- **1-2 absences:** no questions, no penalty
- **3 absences:** minus 25 points from your cumulative grade
- **4 absences:** expect the inevitable, by which I mean a withdrawal with a failing grade, or an F as a final grade.

***If you no longer wish to be in this course, you must drop it. I will not do it for you.

Explanation of Assignments

Class Participation, Class Discussion, Workshops, and Conferences: Nothing is more crucial for your success than this component. You will be expected to work in pairs, or small groups, to participate in class discussions, to engage in class workshops. Your participation with essay drafts for peer workshops and conference work is crucial and mandatory. Writing workshops and feedback letters provide constructive feedback of your peer’s writing for your classmates. In general, I’ll expect that when in class, you will have something constructive and relevant to contribute. Please – it is in your interest to come to class prepared.

*****All assignments must be typed, stapled, double-spaced, using proper citation format using a 12 pt font size, Times New Roman font only, and one inch margins on all sides. NO EXCEPTIONS! Please do not ask me to make exceptions to my policies on papers. I will not do so.**

Response Papers: Response papers are your opportunity to investigate an issue discussed in the texts we will read or see throughout the semester. I want you to have the opportunity to investigate a topic of interest to you in depth, not only as preparation for your formal essays, but also because I would like you to write well about topics that interest you. Therefore, I will ask you to choose topics that interest you and write about them in your response papers. I will read response papers as you write them, but I would like you to revise them in order to re(de)fine your ideas. You will have the opportunity to work on these papers, which will be turned in as a packet, along with your formal essay on the topic you've chosen. I will grade all assignments as a group, and you will receive a grade for the entire packet. Response papers must be 2-3 pages, typed, and double-spaced in proper citation format. **Response papers must be handed in at the beginning of class on the day they are due. No late response papers will be accepted.**

Essays: Formal essays build upon response papers and class discussion. Conferences and peer workshops are designed to facilitate this process. Essays are graded on their controlling ideas (thesis), explication and support of those ideas, development, structure, style, and grammar. All three essays must be completed to pass the course. **The first two essays must be 4-5 pages, typed, and double-spaced in proper citation format. The final research paper must be a minimum of 7 pages, typed, and double-spaced in proper citation format.** Because workshop drafts are an integral part of the process, failure to complete drafts on time will result in a reduction of the essay grade. **Essays must be handed in at the beginning of class on the day they are due. No late essays will be accepted.**

Research Component (Research Proposal and Annotated Bibliography): While the sequences we do together will enable us to explore several major issues raised in *Signs of Life in the USA*, the research component will enable you to study one of these issues in more depth. The third essay will incorporate the research component of the course. I will ask you to supplement and combine at least three outside sources with a text we read or seen together. You will complete a research proposal (10 points), which I will approve. Don't wait until the last minute to research. You should be doing your research independently as the semester progresses. You may use sources from the library (journal articles and books) or objective web-based sources. The results of your research will appear in an annotated bibliography (25 points) that covers at least five outside sources. This researched essay will appear in your portfolio. Finally, after you complete your paper, you will write an abstract on your paper (15 points). More information will follow.

Portfolio: Writing well is a process both exciting and frustrating that takes time. The portfolio gives a student the opportunity to revise formal essays written earlier in the semester and to demonstrate everything learned throughout the term. Therefore, it is in your self-interest to put the time and the effort into the revision process and make concrete improvements by engaging more fully with your ideas, choosing stronger words, creating smoother transitions, developing more effective organization structure, and so on. Your work should show conscious effort at an expansion of your ideas and revision of your writing strategies and styles. Simply correcting marked errors on drafts will not suffice; rather, the essays you decide to include in your portfolio should be a major re-imagination, a significant reshaping of previous writing in which you articulate a different, or more complex, idea or argument, a revision of a former insight, or include new supplemental evidence.

Your portfolio will contain two (2) text-based essays written outside of class and a cover letter describing how you've revised your essays, how you think your writing has improved, and the kind of aid helpful to you in the composition process. One of the essays will be Essay #3, which incorporates at least three outside sources as well as texts read together in class (your independent research). The portfolio will be turned in to me on the first day of finals, May 12. You must receive a passing grade (C-) in order to pass the class.

*****Essays that appear for the first time in the portfolio will not be accepted and will cause that portfolio to be rejected as failing.**

TENTATIVE SCHEDULE

Week 1

- T Jan 21 Introduction to class
Hand out syllabus and class contract
Discuss personal statement
Discuss plagiarism
For next class: Read Introduction, “Popular Signs” (1-18)
Finish personal statement and class contract
- Th Jan 23 Discuss semiotics
Be prepared to: Hand in [Personal Statement](#) and [Class Contract](#) (on website)
You’ll need: [NWA Liner Notes](#) (on website)
[NWA Song Lyrics](#) (click for link)

Week 2

- T Jan 28 Film, *Shrek*
For next class: Read “Writing about Popular Culture” (25-44)
- Th Jan 30 Film, *Shrek*
Discuss reading
You’ll need: [Guide to Grammar Terminology](#) (on website)
For next class: Finish Response Paper #1
Read Stark, “*The Oprah Winfrey Show* and the Talk Show Furor” (243-250)

Last day to change sections or add classes is Friday, January 31

Week 3

- T Feb 4 Discuss Stark
Be prepared to: Hand in Response Paper #1
- Th Feb 6 Discuss Stark and Talk Shows
For next class: Finish Response Paper #2
Read Bernstein, “Goin’ Gangsta and Choosin’ Cholita” (599-604)

Special note: Class contracts and personal statements must be handed in by Thurs, February 6 in order to receive credit

Week 4

- T Feb 11 Discuss Bernstein
Be prepared to: Hand in Response Paper #2
For next class: Read Omi, “In Living Color” (577-568)
- Th Feb 13 Discuss Omi
For next class: Finish Response Paper #3
Read DeMott, “Put on a Happy Face” (569-578)

Week 5

- T Feb 18 Discuss DeMott
Be prepared to: Hand in Response Paper #3
For next class: Decide on tentative essay topic

Th Feb 20 Essays
 Thesis statements and support
Be prepared to: Hand in essay topic
You'll need: [Thesis handout](#) (on website)
[Grammar and Mechanics Review Sheet](#) (on website)
[Transitional Expressions](#) handout (on website)
[Homonyms and Other Similar Sounding Words](#) (on website)
[Grading Criteria](#) (on website)
 Your chosen citation formal handout (on website)
For conferences: Bring draft of Essay #1

Week 6

T Feb 25 Conferences

Th Feb 27 Film, *Bulworth*

Last day to drop a course without a grade is Friday, February 28

Week 7

T March 4 Film, *Bulworth*
 Hand out romance novel
For next class: Finish Paper Packet #1

Th March 6 Hand in Paper Packet #1 (Essay #1, Revised Response Papers, Response Paper Drafts)
For next class: Finish Response Paper #4
 Read Devor, "Gender Role Behaviors and Attitudes" (484-488)

Week 8

T March 11 Discuss Devor
Be prepared to: Hand in Response Paper #4
For next class: Read Nelson, "I Won. I'm Sorry" (679-686)

Th March 13 Discuss Nelson
For class: Finish Response Paper #5

Week 9

T & Th March 18 & March 20 Spring Break

Week 10

T March 25 Film, *Legally Blonde*
Be prepared to: Hand in Response Paper #5
For next class: Read Loh, "The Return of Doris Day" (365-372)

Th March 27 Film, *Legally Blonde*
 Discuss Loh
For next class: Finish Response Paper #6
 Finish romance novel and worksheet (on website)

Week 11

T Apr 1 Discuss romance novel
Be prepared to: Hand in Response Paper #6
 Hand in [Romance Novel Worksheet](#) (on website)
For next class: Read Jenkins, "Never Trust a Snake" (688-703)
 Bring 2 drafts of Essay #2 to class

Th Apr 3 Discuss Jenkins
Be prepared to: Exchange drafts of Essay #2
You'll need: [Peer Review Evaluation Memo](#) (on website)

Week 12

T Apr 8 Peer Review
You'll need: [Group Participation Evaluation](#) (on website)
For next class: Finish Paper Packet #2

Th Apr 10 Library Research Day
Be prepared to: Hand in Paper Packet #2

Last day to withdraw without Dean's approval is Friday, April 18

Week 13

T Apr 15 Discuss research component
You'll need: [Research Proposal Guidelines](#) (on website)
[Annotated Bibliography Guidelines](#) (on website)
[Annotated Bibliography Example](#) (on website)
[Abstract Guidelines](#) (on website)
[Abstract Example](#) (on website)
[Extra Credit Assignment](#) (on website)
For next class: Finish research proposal

Th Apr 17 Research day (on your own)
Research proposal due by 2:30 pm in my box
For next class: Finish Annotated Bibliography

Week 14

T Apr 22 No class – open office hours
Sign up for research paper conferences
Annotated Bibliography due by 2:30 pm in my box

Th Apr 24 No class – open office hours

Week 15

T Apr 29 Research paper conferences

Th May 1 Research paper conferences

Week 16

T May 6 Portfolios
You'll need: [Final Portfolio Guidelines](#) (on website)

Th May 8 Open office hours

Finals Week

M May 12 Portfolios are due **by 12 pm** in my office (**NO EXCEPTIONS**).
Portfolios may be picked up in my office on Friday, May 16