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
• 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
*UNM Freshman English Program Information for Students* (see English Dept. web site: http://www.unm.edu/~english/freshman/handbook)

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

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<thead>
<tr>
<th>Assignment</th>
<th>Maximum</th>
<th>A</th>
<th>93-100%</th>
<th>C</th>
<th>73-77%</th>
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<tbody>
<tr>
<td>Paper Packets (3 @ 70 pts each)</td>
<td>210</td>
<td>A</td>
<td>93-100%</td>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>Final essay</td>
<td>100</td>
<td>A-</td>
<td>90-92%</td>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>Peer reviews and conferences</td>
<td>50</td>
<td>B+</td>
<td>88-89%</td>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>Class participation</td>
<td>90</td>
<td>B</td>
<td>83-87%</td>
<td>D</td>
<td>63-68%</td>
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<tr>
<td>Research Component</td>
<td>50</td>
<td>B-</td>
<td>80-82%</td>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>Portfolio</td>
<td>500</td>
<td>C+</td>
<td>78-79%</td>
<td>F</td>
<td>0-59%</td>
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<td></td>
<td><strong>1000 pts</strong></td>
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***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 six unexcused absences in a MWF class. If you miss six 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:

- **1-3 absences:** no questions, no penalty
- **4-5 absences:** minus 25 points from your cumulative grade
- **6 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.

**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 a topic or two that interests you and discuss how the topics appear in the texts in each part of the class. 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 #4, 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 6. 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

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<th>Week 1</th>
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<tr>
<td>M Jan 14</td>
<td>Introduction to class</td>
<td>Hand out syllabus, class contract</td>
<td>Discuss class</td>
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<tr>
<td>W Jan 16</td>
<td>Popular Culture and Semiotics</td>
<td><strong>Be prepared to:</strong> Discuss “Popular Signs,” pp. 1-19</td>
<td>Hand in <strong>Class Contract</strong></td>
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<td></td>
<td><strong>Hand in</strong></td>
<td><strong>Personal Statement</strong></td>
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<tr>
<td>F Jan 18</td>
<td>Finish semiotic discussion</td>
<td>Oprah Winfrey and Talk Shows</td>
<td><strong>Be prepared to:</strong> Discuss Stark, <em>The Oprah Winfrey Show and the Talk Show Furor</em> (228)</td>
<td><strong>Also read:</strong> “Video Dreams” (223)</td>
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<th>Week 2</th>
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<tr>
<td>M Jan 21</td>
<td>No class</td>
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<tr>
<td>W Jan 23</td>
<td>Nouns</td>
<td>So Our Situations Make Us Different?</td>
<td><strong>Be prepared to:</strong> Discuss Calcutt, “The End of Adulthood” (645)</td>
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<tr>
<td>F Jan 25</td>
<td>Last day to change sections or add classes</td>
<td>Difference, con’t.</td>
<td><strong>Be prepared to:</strong> Hand in grammar assignment</td>
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<th>Week 3</th>
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<tr>
<td>M Jan 28</td>
<td>Verbs</td>
<td>What Does It Mean to Be Different?</td>
<td><strong>Be prepared to:</strong> Hand in Response Paper #1</td>
<td>Discuss Algranati, “Being an Other” (570)</td>
<td><strong>Also read:</strong> “Constructing Race” (515)</td>
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<tr>
<td>W Jan 30</td>
<td>Last day to hand in contracts and personal statements</td>
<td>Difference, con’t.</td>
<td><strong>Be prepared to:</strong> Discuss Anders, “Beauty and the Battle” (636)</td>
<td>Hand in grammar assignment</td>
<td><strong>Also read:</strong> “Life on the Margins” (599)</td>
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<td>F Feb 1</td>
<td>Difference, con’t.</td>
<td><strong>Be prepared to:</strong> Discuss Hammonds, “Race, Sex &amp; AIDS: The Construction of ‘Other’” (625)</td>
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**Special note:** All class contracts and personal statements must be handed in by Wednesday, January 30 in order to receive credit

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<th>Week 4</th>
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<td>M Feb 4</td>
<td>Subjects/Predicates</td>
<td>Difference, con’t.</td>
<td><strong>Be prepared to:</strong> Hand in Response Paper #2</td>
<td>Discuss Omi, “In Living Color: Race and American Culture” (526)</td>
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W Feb 6  Difference, con’t.
**Be prepared to:** Hand in grammar assignment
Discuss DeMott, “Put on a Happy Face: Masking the Differences Between Blacks and Whites”

F Feb 8  **Last day to change grading options**
Thesis Discussion
**Essays**
**Be prepared to:** Hand in tentative thesis
**You’ll need:** Writing a Complex Thesis Statement (on website)
Grammar and Mechanics Review Sheet (on website)
Transitional Expressions (on website)
Homonyms and Other Similar Sounding Words (on website)
Logical Fallacies (on website)
Grading Criteria (on website)
Your chosen citation format handout (on website)

**Week 5**
M Feb 11  Conferences – no class (we’ll meet in my office)
W Feb 13  **You’ll need:** Draft of Essay #1
F Feb 15

**Week 6**
M Feb 18  Pronouns
Film, *Malcolm X*
**Be prepared to:** Hand in Paper Packet #1
(formal essay, revised response papers, response paper drafts)

W Feb 20  Film
**Be prepared to:** Hand in grammar assignment

F Feb 22  **Last day to drop a course without a grade**
Film

**Week 7**
M Feb 25  Adjectives
Film
**Be prepared to:** Hand in Response Paper #3

W Feb 27  Finish film
**Be prepared to:** Hand in grammar assignment
Discuss Ray, “The Thematic Paradigm” (299)

F Mar 1  Malcolm X as Hero
**Be prepared to:** Discuss Seger, “Creating the Myth” (308)
Steele, “Malcolm X” (328)
**You’ll need:** Quotes from *Autobiography of Malcolm X* (on website)

**Week 8**
M Mar 4  Malcolm: Myth or Man?
**Be prepared to:** Discuss Bader, “Larger Than Life” (720)
**You’ll need:** Peer Review Letter Guidelines (on website)

W Mar 6  Library Research Day (meet in Zimmerman 254)
**Be prepared to:** Exchange drafts of Essay #2 (also counts as RP #4, so bring 3 copies)
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<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>F</td>
<td>Mar 8</td>
<td>Peer Review</td>
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</table>
|     |      | Be prepared to: Discuss peers’ papers  
|     |      | Hand in copy of peer review letter (bring 2 to class) |
|     |      | You’ll need: [Group Participation Evaluation](on website) |

**Week 9**  
Spring Break!!!  

**Week 10**  
M Mar 18 | Adverbs  
Films, “Timothy McVeigh” and “The Klan”  
Be prepared to: Hand in Paper Packet #2  
(formal essay, revised response paper, response paper drafts)  

W Mar 20 | Films  
Be prepared to: Hand in grammar assignment  

F Mar 22 | Finish films  
Be prepared to: Discuss Doskoch, “The Mind of the Militias” (618)  

W Mar 20 | Men and Women  
Be prepared to: Hand in Response Paper #5  
Discuss Devor, “Gender Role Behaviors and Attitudes” (447)  

W Mar 27 | Men and Women, con’t.  
Be prepared to: Hand in grammar assignment  
Discuss Tannen, “There Is No Unmarked Woman” (490)  
Also read: “We’ve Come a Long Way, Maybe” (437)  

F Mar 29 | No class  

**Week 12**  
M Apr 1 | Prepositions  
Romance Literature  
Be prepared to: Discuss Lowery, “The Traditional Romance Formula” (418)  
Discuss your romance novel  
Also read: “It Was a Dark and Stormy Night” (371)  

W Apr 3 | Discuss research component  
Be prepared to: Hand in grammar assignment  
Exchange drafts of Essay #3 (also counts as RP #6, so bring 3 copies)  
You’ll need:  
[Research Proposal Guidelines](on website)  
[Annotated Bibliography Example](on website)  
[Annotated Bibliography Guidelines](on website)  
[Abstract Guidelines](on website)  
[Abstract Example](on website)  

F Apr 5 | Peer Review  
Be prepared to: Hand in research proposal  
Discuss peers’ papers  
Hand in copy of peer review letter (bring 2 copies to class)  
You’ll need: [Group Participation Evaluation](on website)
Week 13
M Apr 8  No class –
Hand in Paper Packet #3 by 12 pm
(formal essay, revised response paper, response paper drafts)
Work on research

W Apr 10  No class – work on research

F Apr 12  **Last day to drop a course without Dean’s approval**
No class – work on research

Week 14
M Apr 15  No class
Hand in Annotated Bibliography by 12 pm

W Apr 17  No class – open office hours

F Apr 19  No class – open office hours

Week 15
M Apr 22  Last day of class
Discuss portfolio
**Be prepared to:** Hand in Paper #4 and Abstract
**You’ll need:** [Final Portfolio Guidelines](#) (on website)
[Extra Credit Assignment](#) (on website)

W Apr 24  Conferences

F Apr 26  Conferences

Week 16
M Apr 29  Conferences

W May 1  Open office hours

F May 3  **Last day to drop a course with Dean’s approval**
No class or office hours

**Finals Week**
M May 6  Portfolios due by 12 pm – **no exceptions**
Portfolios may be picked up in my office on Friday, May 10