

## Composition and Rhetoric

ENGL 1301-60

Summer 2005

Mark Bernier

Pack Unit

TR 3:15 - 6:15 p.m.

### Course Description

English 1301: Composition and Rhetoric is a writing-intensive first-semester freshman composition course that focuses on the writing of researched argumentative expository and persuasive papers. Analytical reading, critical thinking, and library-based research skills are emphasized. Essays, including a 2000-word documented library research-based paper, are required. Three class hours per week; credit: three semester hours.

### Course Objectives

English 1301 is an introduction to college-level academic writing—with emphasis on writing from sources—that focuses on the writing process, especially on content (with attention to purpose, audience, and tone), organization, revision, editing, and the documentation of sources, as well as on the proper use of the library as a resource tool. The student will have an opportunity to organize, revise, and edit several essays, an annotated bibliography, and a 2000+ word documented researched term paper.

Full participation in English 1301 should allow the student to learn

- to use appropriate library research methods;
- to paraphrase and summarize, fairly and accurately, the ideas of others;
- to support his own theses with the works of others in a well-assimilated, accurately and appropriately documented final product;
- to follow the guidelines and conventions set forth by the Modern Language Association for the writing of research papers;
- to recognize purpose, audience, and voice (tone) as they apply to various readings;
- to apply the principles of purpose, audience, and voice (tone) to his own writing;
- to revise essays in response to others' comments so that improvement is evident to his immediate audience;
- to evaluate and formulate discourse, thereby reinforcing the inherent logical habits of the mind;
- to understand the connection between thought and written language, especially the concepts that govern grammatical and syntactical usage, as well as the various criteria that determine correctness, appropriateness, and idiomatic language choice as dictated by given rhetorical situations in the endeavor to communicate logical thought clearly and precisely;
- to analyze and review essays or short studies in a critical manner; and
- to understand and apply the principles of persuasion to the development of arguments.

### Required Texts

Fowley, H. Ramsey, and Jane E. Aaron. The Little, Brown Handbook. 8th ed. New York: Longman, 2001.

Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron, eds. The Bedford Reader. 8th ed. Boston: Bedford/St. Martin's, 2003.

Any standard collegiate dictionary. **(Most paperback-size dictionaries will not suffice.)**

### Course Requirements

The student is required to bring both textbooks and the dictionary to class.

The student is required to bring highlighter(s), paper, etc. to every class meeting.

The student is required to annotate his textbook while preparing for class.

The student will compose and submit

- two MLA-format working bibliographies (associated with the researched term paper);
- one MLA-format annotated bibliography (associated with the researched term paper);
- four 700+ word essays;
- one 2000+ word (text) documented researched term paper; and
- a required 850-word minimum in-class final examination essay.

**All writing assignments must be submitted in order for the student to earn credit for the course.**

**The 2000+ word documented term paper must reflect a sincere effort in order for the student to earn credit for the course.**

In that enrollment in English 1301 is predicated on the student's ability both to follow directions and to use a writing handbook, careless proofreading, indifferent editing, and/or non-compliance with the MLA format for documenting research papers—as presented in class—will not earn the student a passing grade for the assignment marred by any of these failings. NB: Writing assignments should be idiomatically and grammatically correct; spelling and punctuation errors should not appear in final drafts. The paper's content alone will not serve to carry a poor presentation. See Grading Criteria.

**NB: Any assignment not meeting minimum requirements will not be read and will earn a zero.**

### Due Dates

No late work is accepted without severe penalty unless the student and the instructor agree on a different due date well in advance of the original due date. Unless otherwise indicated, all assignments are due at the beginning of the class. Severe penalty means, for the compressed summer session, a penalty in excess of one letter grade off for each calendar day the assignment is late.

### Other Considerations

The Internet cannot be considered a final, authoritative source of information; therefore, the Internet and information obtained therefrom should not contribute to any aspect of the research for any paper associated with this course.

The student will be held responsible for all assignments, even reading assignments not actually discussed during scheduled class meetings. Class meetings are designed to further understanding; therefore, class time will be spent exploring—not explaining—the assigned reading. In short, the student must come to class prepared to discuss any and all aspects of the assigned reading.

The student should bring to the classroom setting notebook paper, highlighter(s), functioning pen, dictionary, the two required texts, and all handouts. The student should not at any time rely on borrowing; borrowing will be construed as a sign of ill preparedness, which, in turn, affects the student's participation grade.

The student should retain for his own folder copies of all returned essays.

Because the nature of the course and the nature of the presentation both invite classroom discussion, any potential impediment to the free flow of ideas cannot be permitted; therefore, **no mechanical recording of class meetings is allowed**. See instructor.

### Grading Criteria for Compositions and In-Class Essays

Editing symbols and chapter-section references used in the marking of student papers are found on the end sheets in The Little, Brown Handbook.

The following common, inexcusable errors, absent from **A** and **B** papers, occur infrequently in **C** papers and guarantee, when they occur with any frequency, the paper's earning a **D** at best.

agr; s-v; p-a	= error in subject-verb or pronoun-antecedent agreement	Chapter 8a - 8b
ap	= apostrophe needed or misused	23a - 23d
cs	= comma splice	11a - 11b
frag	= sentence fragment	10a - 10d
fs; r-o; ro	= fused sentence; run-on sentence	11c and 21; 22
ref	= error in pronoun reference and/or shift, including the indefinite you	12a - 12f
sp	= misspelled word	34
vb	= error in verb form or verb tense	7a - 7f
ww	= wrong word	31b
wc	= word choice: perhaps a synonym study, not a thesaurus, is the appropriate resource!	
SLN	= see lecture notes	

### Grading Criteria

The **A** paper represents original outstanding work; it shows careful thought, fresh insights, and stylistic maturity. Having practically no mechanical errors to distract the reader, it is free of jargon, clichés, and other empty language. Word choice is marked by a high degree of precision and a varied, advanced vocabulary; sentences are structured in a manner that creates interest and rhetorical power. The tone is appropriate for the designated audience. The reader moves through the **A** paper effortlessly because of its effective transitions, lucid organization, and thorough, purposeful development. Having finished, the reader feels that he has learned something, that he has received some unexpected and welcome illumination. In the **A** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are gracefully integrated into the text with appropriate attribution.

The **B** paper is significantly more than competent. Besides being almost free of mechanical errors, the **B** paper delivers substantial information and makes cogent, fresh arguments—that is, in both quality and interest-value. Its specific points are logically ordered, well developed, and supported, and unified around a clear organizing principle that is apparent early in the paper. The **B** paper's relatively few syntactic, usage, and mechanical errors do not seriously distract the reader, but the language, while neither trite nor bureaucratic, probably lacks the candor and the precision of the most memorable writing. Its transitions, while appropriate, emphasize the logical turnings of the writer's mind, making the reader occasionally more aware of the efforts taken to unify and control an idea than of the idea itself. In the **B** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **C** paper represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language; its **content/focus** is general, commonplace, or trivial, or not adequately related to the assignment; its **development** is vague, incomplete, or inconsistent; its **organization** lacks adequate or appropriate transitions or relation of ideas. The **C** paper, in addition to meeting all the requirements of the assignment, exhibits a **writing style** that is basically correct and is marred by a relatively few syntactic, usage, and mechanical errors. By relying on generalities rather than precise, illustrative details, the writer of a **C** paper leaves the reader feeling not much better informed than when the reader first picked up the essay. In the **C** paper all research material is correctly documented, and formatting adheres to current standards of the Modern Language Association. Directly quoted passages are integrated into the text with appropriate attribution.

The **D** paper has only skeletal development and organization. Its serious mechanical errors, together with the awkwardness and ambiguity of its sentence structure, make the reader feel slighted, as if his time and attention were of little concern to the writer.

**NB:** A paper exhibiting major weaknesses in any specific area—**content, development, organization, grammar and mechanics, documentation conventions, writing style**—or, indeed, a failure to address the assignment is usually considered, at best, a **D** paper.

As writing that falls below minimal standards for college-level literacy, the **F** paper shows lack of thought and purpose, little or no organization, numerous mechanical errors, and a garbled or immature style. Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph; however, serious weaknesses usually occur in several areas of concern.

A paper should earn the grade **zero** if it contains plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s). A paper can earn a **zero** if it does not address the assigned topic or if directions have been either ignored or not followed.

### **Class Attendance: Class Attendance Is Expected**

Students are expected to attend all classes. An accurate record of each student's attendance is kept by each instructor. It is the student's responsibility to officially drop a class he is no longer attending. To officially drop a class the student must obtain the class withdrawal form from an admissions office, complete the withdrawal form, secure the required signatures, and return the completed form to an admissions office. A student who is subject to TSI rules and who acquires the equivalent of two weeks of absences in a required developmental course(s) will be withdrawn from the course and not allowed to attend class. Likewise, a student who is NOT subject to TSI rules and who acquires the equivalent of two weeks of absences in a developmental course will be withdrawn from the course. An appeals process is in place for these students. Students are not assessed absences when representing Blinn College but are responsible for work missed. Class days missed due to inclement weather will be made up as appropriate. A student on scholastic or disciplinary probation should not have any unexcused absences. (Bulletin of Blinn College 2004-05 60)

**NB:** The instructor is not responsible for ensuring that the student who elects not to attend class and who chooses not to complete a Change of Registration Card is dropped from this course. It is the student's responsibility to officially drop the class. The student should check the academic calendar for Last Day to Drop dates. The student accruing six hours of absences during the course of a long or short academic term is well on the way to ensuring his failing the course.

**NB:** This instructor views arriving to class late and, especially, leaving class before it is dismissed inexcusable.

The student is responsible for all assignments, including those made during any class meeting from which the student has absented himself. Any clarification of directions, etc. for any assigned work will take place during the instructor's conference hours. All assigned work is due before or on the designated day and time. Unless indicated otherwise, all assignments are due at the beginning of class on the day designated. If a student is unable to attend class on the day that an assignment is due, he should nevertheless ensure that the instructor receives the assignment by the designated time. In-class essays and daily quizzes can be made up only if the student's absence is excused in accordance with Blinn attendance policy.

Conference [office] hours are reserved for students who come to class on a very regular basis: These students are encouraged to seek clarification or to pursue a line of questioning stemming from either classroom discussion or individual reading. If, however, the student's need for a conference is more along the lines of academic progress, the student—no matter how many classes he might have missed—should come by to discuss viable options.

### **Plagiarism**

Pride of accomplishment is the boon of any academic achievement. It should be the goal of each student to put forth the best effort possible for each assignment; progression toward better writing is the reward of diligent application to the tasks assigned. The student who demonstrates a lack of integrity by seeking academic gain (good grades, scholarships, etc.) through avenues that circumvent the rigors and rewards of truthful scholarship will be, at some point, thwarted and ill-prepared to work within an honest system.

Any degree of plagiarism appearing in any assignment submitted by the student will earn that student a zero for that assignment. Egregious plagiarism may result in the student's failing the course. The Blinn College Student Handbook, Brenham Campus states that the following penalty "may be imposed by the instructor and division chairman: an appropriate grade penalty ranging from a grade of zero on the assignment/examination up to and including the imposition of an F for the entire course [for egregious plagiarism]" (26). For clarification of the concept, see Joseph Gibaldi's MLA Handbook for Writers of Research Papers, 3rd, 4th, or 5th edition, which is available for in-library use at the circulation desk, and/or The Little, Brown Handbook 8e, chapter 44 or 9e, chapter 47. And because the numerical equivalent for an F earned for an honest paper is 50, it is better to submit a poor paper than to submit a plagiarized paper.

Blinn Board Policy FLB (Local) defines plagiarism as the "appropriating, buying, receiving as a gift, obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work." All students should be aware of the several different types--not levels--of plagiarism, including the failure to properly indicate directly quoted passages, phrasings, or significant wordings as such by the proper use of quotation marks, as well as other failures, including misattribution of cited material, as early as possible in the semester. Students should also be made aware that collusion is considered to be as egregious an offense as plagiarism is.

Blinn Board Policy FLB (Local) defines collusion as the "unauthorized collaboration with another person in preparing written work for fulfillment of course requirements."

**Manuscript Form**

All papers should be written in dark ink or typed (dark ribbon, etc.) on standard-size paper--one side only—in accordance with the MLA format as outlined in the MLA Handbook for Writers of Research Papers, 4th, 5th, or 6th edition. (See LBH and hand-outs.) Handwritten papers must exhibit an understanding of the MLA format, including adherence to margin requirements. All bibliographies and works-cited pages, as well as the researched essays, must be typed. Papers must be argued from the third-person and in the literary present tense. All essays and papers submitted must have a title that is both appropriate and adequate. English 1301 is not a course in creative writing: Be certain that the paper's title indicates fully the paper's contents. **No staples; use a paper clip. Do not align right.**

**ADA Policy**

Blinn College would like to help students with disabilities achieve their highest potential in college. In order to receive accommodations on examinations or assignments, proper documentation must first be provided to the Office of Disability Services. The student must then self-identify and conference with the ADA office to begin receiving accommodations in a class.

**Decorum / Civility Statement**

Members of the Blinn College community, which includes faculty, staff, and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behav[ing] in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others. If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he arranges a conference with the instructor; it is the student's responsibility to arrange for this conference.

**Required Conferences**

Each student is required to meet with the instructor at least twice. The purpose of both conferences is to ensure that progress is being made toward the satisfactory completion of the researched term paper. NB: An acceptable paper—one that reflects the student's sincere effort to complete the assignment on his own—must be submitted in order for the student to receive credit for the course.

**Grade Determination**

750+ word essays and annotated bibliography	40%
working bibliographies	10%
documented researched term paper	20%
final examination	15%
two conferences, unannounced quizzes, in-class essays, and active participation	15%

**Tentative Paper Due Dates and Exam Dates**

June	narrative-descriptive essay
June	documented extended definition essay
June	researched term paper topics due
June	first working bibliography
July	documented causal analysis essay
July	second working bibliography
July	annotated bibliography
July	documented position paper
July	cumulative final examination

A	95	B+	88	C	75	D+	68	F	50
A-	91	B	85	C-	71	D-	61	F-	25

**Additional Notes**

## English 1301

## Tentative Course Outline and Schedule of Reading Assignments

**NB: The student is responsible for not only the actual text of each assigned reading but also the questions that might follow each reading; the student is also responsible for understanding the vocabulary found in the readings, the very words (familiar and unfamiliar to the student) that constitute the authors' written expression.**

**Note: LBH = The Little, Brown Handbook 8e;**

**BR = The Bedford Reader 8e**

T	31 May	introductions; introductory essay; the <i>topoi</i>	
R	2 June	course inventory; <u>LBH</u> : documenting sources Descriptive Narrative: <u>BR</u> : Telling a Story and Writing with Your Senses <u>BR</u> : Amy Tan's "Fish Cheeks" <u>BR</u> : Maya Angelou's "Champion of the World" <u>BR</u> : Calvin Trillin's "Spelling Yiffniff" <u>BR</u> : Brad Manning's "Arm Wrestling with My Father" <u>BR</u> : Sandra Cisneros's "Only Daughter" <u>BR</u> : Judith Ortiz Cofer's "Silent Dancing"	598-629 39-48; 91-96 57-58 52-54 62-64 100-04 533-36 122-29
T	7 June	<u>LBH</u> : Introduction <u>LBH</u> : Chapter 1: Developing an Essay <u>BR</u> : Introduction <u>LBH</u> : Chapter 2: Drafting and Revising the Essay <u>LBH</u> : Chapter 3: Writing and Revising Paragraphs <u>LBH</u> : Chapter 4: Reading and Writing Arguments  assign first essay	1-21 24-62 1-35 63-84 85-125 126-60
R	9 June	<u>BR</u> : Maxine Hong Kingston's "No Name Woman" Example: <u>BR</u> : Pointing to Instances <u>BR</u> : Barbara Lazear Ascher's "On Compassion" <u>BR</u> : Anna Quindlen's "Homeless" <u>BR</u> : Brent Staples's "Black Men and Public Space"	573-83 175-82 145-47 150-52 168-70
T	14 June	Process Analysis: <u>BR</u> : Explaining Things Step by Step <u>BR</u> : Linnea Saukko's "How to Poison the Earth" <u>BR</u> : Jessica Mitford's "Behind the Formaldehyde Curtain"  Division or Analysis: <u>BR</u> : Slicing into Parts <u>BR</u> : Barbara Ehrenreich's "In Defense of Talk Shows" <u>BR</u> : Emily Prager's "Our Barbies, Ourselves" <u>BR</u> : Gail Sheehy's "Predictable Crises of Adulthood"	219-23 228-30 2944-51  265-70 283-85 288-90 294-301
R	16 June	first essay due  <u>LBH</u> : Essay Examinations <u>BR</u> : Classification: Sorting into Kinds <u>BR</u> : William Lutz's "The World of Doublespeak" <u>BR</u> : Russell Baker's "Plot against People" <u>LBH</u> : Planning a Research Project <u>LBH</u> : Finding Sources <u>LBH</u> : Working with Sources <u>LBH</u> : Writing the Paper <u>LBH</u> : Two Sample Research Papers (MLA)  assign second essay	894-901 311-16 350-56 319-21 617-32 633-66 667-99 700-09 744-84

T	19 June	Definition: <u>BR</u> : Tracing a Boundary <u>BR</u> : Gloria Naylor's "The Meaning s of a Word" <u>BR</u> : Christine Leong's "Being a Chink" <u>BR</u> : Marie Winn's "TV Addiction" <u>BR</u> : Bruno Bettelheim's "The Holocaust" <u>BR</u> : Tom Wolfe's "Pornoviolence"	409-16 418-21 424-27 431-33 436-39 653-59
T	21 June	<u>BR</u> : Cause and Effect: Asking Why (casual analysis) <u>BR</u> : Stephen Jay Gould's "Sex, Drugs, Disasters, and the Extinction of the Dinosaurs" <u>BR</u> : Gore Vidal's "Drugs" <u>BR</u> : Megham Daum's "Safe-Sex Lies" <u>BR</u> : K.C. Cole's "Arrow of Time"  all about bibliographies	409-14 556-63 373-75 384-88 378-81  handout
R	23 June	second essay due  Comparison and Contrast: Setting Things Side by Side <u>BR</u> : Suzanne Britt's "Neat People vs. Sloppy People" <u>BR</u> : Dave Barry's "Batting Clean-Up and Striking Out" <u>BR</u> : Bruce Catton's "Grant and Lee: A Study in Contrasts" <u>BR</u> : Nancy Mairs's "Disability"	  175-82 185-87 191-93 196-99 203-05
T	28 June	<u>BR</u> : Horace Miner's "Body Ritual among the Nacirema" <u>BR</u> : Richard Rodriguez's "Aria: A Memoir of a Bilingual Childhood" <u>BR</u> : Linnea Saukko's "How to Poison the Earth"  assign third essay	255-60 606-16 228-30  
R	30 June	Argument and Persuasion: <u>BR</u> : Stating Opinions and Proposals <u>BR</u> : George Orwell's "Shooting an Elephant" <u>BR</u> : William F. Buckley, Jr.'s "Why Don't We Complain?"	453-67 596-602 496-501
T	5 July	<u>BR</u> : Armin A. Brott's "Not All Men Are Sly Foxes" <u>BR</u> : Barbara Hutmman's "A Crime of Compassion" <u>BR</u> : H. L. Mencken's "The Penalty of Death"	279-81 76-78 470-73
R	7 July	third essay due <u>BR</u> : Jonathan Swift's "A Modest Proposal"	621-29
T	12 July	<u>BR</u> : Chitra Divakaruni's "Live Free and Starve" <u>BR</u> : Michael Kroll's "The Unquiet Death of Robert Harris"	504-06 476-80
R	14 July	annotated bibliography due  peer editing	
T	19 July	final paper due  <u>BR</u> : Virginia Woolf's "The Death of the Moth" Paul Tillich's "The Lost Dimension of Religion"	  663-65 handout
R	21 July	final examination	