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SYLLABUS—ENGLISH 2010-13 (CRN 43499) — Fall 2009
MWF-11:00-11:15 A.M.---MCDON 102

College catalog Description: Required of all students with an interest in improving their abilities to analyze and write academic papers, including the research-supported essay. Completes the composition requirement for AA/AS degrees. Provides opportunities to write and revise a number of essays. Activities, portfolios, library research, and tests may also be used to help students improve their writing of advanced-level papers. Successful students will demonstrate competence in the use of standard written English, in analyzing texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others. Prerequisite: "C" or higher in English 1010 and LIB 1010 (can be concurrently enrolled). 3 lecture hours per week.

COURSE DESCRIPTION AND OBJECTIVES:

English 2010 is designed to refine and expand upon the rhetorical and basic essay-writing skills studied in English 1010. Students will increase their capacity to think clearly and independently, learn to order their thinking, and learn to communicate knowledge and ideas more skillfully. Students will receive training in the skills necessary for written communication demands in college, on the job, and as citizens. To reach those objectives, the course will provide frequent occasions to read, write, edit, and revise.

The course will emphasize analytical, expository, and source-supported writing and library research in which students will demonstrate an understanding of

information literacy and the skills necessary to enable competent and successful research.

This course will also build upon and improve upon the usage and mechanics principles which students have learned in English 1010.

The course is also designed to introduce you to methods of library research and teach you an appropriate style and format for source supported writing. You must learn to do library research, including both print and electronic, and you must use a research style guide (MLA or APA) in order to successfully write a research paper.

Departmental Minimum Course Requirements:

To complete the course successfully, students will:

- ❖ Write 3-4 short papers (a minimum of 2000 words total) in genres such

as analysis, classification, persuasion, pro-con, or cause-effect.

- ❖ Write at least one 10-12 page research paper (at least 8 pages of text) that incorporates a sufficient number of credible sources (from such places as the DSC Library's article databases, book catalog, subject-specific encyclopedias and/or Utah's catalog).
- ❖ Produce an annotated bibliography of at least 6 sources (ideally, in preparation for the 10-12 page research paper).
- ❖ Engage in opportunities to draft and revise, and receive instructor feedback on early drafts (such as non-graded first drafts).
- ❖ Write a total of at least 18 essay pages over the course of the semester (4500 words)

Note 1: If you are a student with a medical, psychological or a learning difference and are requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the Center on the main campus to follow through with and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. We are located in the Student Services Center, Room #201 of the Edith Whitehead Building.

Note 2: Important class and college information will be sent to your Dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you do not know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail, so please check it often.

Dixie State College, as well as your instructor, wants you to be successful. Take advantage of the Tutoring Center and the Writing Center in the Browning Building and of the open access computer labs in the Smith Computer Center and the Browning Library. Materials to supplement the course are regularly placed in the Browning Library for your use, and, of course, the library has a vast wealth of information to assist you in research. More detailed information about those facilities and the Testing Center in the Browning Building will be given you in class.

Specific Departmental Objectives of the Course:

WRITING OBJECTIVES

By the end of English 2010, students will demonstrate their ability to:

- ❖ Assess the relationship of writers to audience and purpose.
- ❖ Understand the value of undertaking the writing process in stages, including planning, brainstorming, organizing, drafting, revising, and proofreading.

- ❖ Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material.
- ❖ Use the thesis/purpose statement to control the selection, arrangement, and presentation of support material.
- ❖ Use strategies for creating effective overall structure, including the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structure.
- ❖ Know and use organizational and developmental strategies necessary to write individual paragraphs and the paper as a whole.
- ❖ Compose introductory paragraphs that attract the reader's attention, introduce the subject, state the thesis, suggest a plan of development, and set the tone.
- ❖ Produce conclusion paragraphs that draw on a variety of techniques that bring the discussion to an end, and when necessary restate the thesis or summarize key points.
- ❖ Organize and connect ideas and information in logical and meaningful order.
- ❖ Develop the thesis throughout paragraphs that contain topic sentences, offer adequate supporting detail, and are joined by appropriate transitions.
- ❖ Understand the value and process of collaboration in the writing process.
- ❖ Use concise and precise language.
- ❖ Write essays with correct usage and punctuation.
- ❖ Select words appropriate to their subject and audience, and recognize the need for precise expression.
- ❖ Prefer the concrete to the abstract, the specific to the general, and use active and precise verbs.
- ❖ Practice word economy, using only those words, phrases, and details that are apt and necessary.
- ❖ Use multiple sentence structures for emphasis and variety.
- ❖ Recognize and avoid logical fallacies, emotional arguments, and misleading ambiguities.
- ❖ Recognize and avoid jargon.
- ❖ Use relevant, convincing, and sufficient evidence and logic.
- ❖ Recognize and avoid all forms of plagiarism.

READING AND THINKING OBJECTIVES

By the end of English 2010, students will demonstrate their ability to:

- ❖ Identify the writer's thesis and purpose.
- ❖ Understand the writer's organizational strategies.
- ❖ Recognize the writer's tone, i.e., the author's attitude toward subject and audience.
- ❖ Assess the writer's presentation of detail in support of the main idea.
- ❖ Analyze the writer's underlying assumptions and possible biases.

RESEARCH AND SOURCE-SUPPORTED WRITING OBJECTIVES

By the end of English 2010, students will demonstrate their ability to:

- ❖ Identify an information need and assess the appropriate resources
- ❖ Demonstrate competent use of the computerized catalog, periodical indexes, and the variety of electronic databases available for research.
- ❖ Demonstrate the ability to paraphrase, summarize, and quote source material.

- ❖ Demonstrate the ability to use the MLA style of parenthetical documentation, bibliographic form, and research paper format.
- ❖ Demonstrate the ability to synthesize research with their own ideas.
- ❖ Develop an annotated bibliography as a step in writing a research paper.

Writing Center:

The college provides a free service for students desiring additional assistance with their writing assignments in all courses. The Writing Center is located in the first floor of the Browning Bldg. Call 652-7743 for hours and more information.

Online Writing Lab:

You can consult the Online Writing Lab website for information on a variety of issues related to writing, and for numerous links to relevant web-sites. To reach the page, type the following link in your browser <http://dsc.dixie.edu/owl/>, or go to the DSC home page, scroll to “Academics,” and select “Online Writing Lab.”

Class Expectations: This class depends upon discussion and collaborative work among students. Late arrivals and absences disrupt the class and harm your grade. Water bottles or non-sugared drinks are acceptable if kept off the desks. Also, cell phones, beepers, and watch alarms should be turned off or to vibrate. They should also be kept off the desk. No headsets or earphones may be worn in class.

TEXTS: *Critical Thinking, Reading and Writing* 6th ed., by Sylvan Barnet and Hugo Bedau; *Research Paper Guide*, Sept. 2009 ed., compiled by Ed Reber

You will also need a formatted, IBM-compatible, high density disk or a flash drive, and you should also have access to a good college dictionary.

The syllabus and the *Research Paper Guide* can also be found online in the **Dixie OWL** <<http://dsc.dixie.edu/owl/>>. Either type in this URL or click on “Academics” on the Dixie College Homepage <new.dixie.edu>; then, click on “Online Writing Lab” (bottom right column).

GRADES:

The final grade will be compiled by compiling the grades received on essays, quizzes, research assignments, the final exam essay, and the research paper.

To obtain credit for the course, no more than 1 paper can be missing, and the research project must be successfully completed. Since much of the course work will involve in-class exercises, such as quizzes and paper

revision, excessive absences will lower the grade. Tardiness, since it is disruptive, will also lower the grade. Excessive absences or tardiness (two weeks or more) may lower the grade one full grade or more.

Essays will earn up to 100 points each. .
Essays one day late will be marked down one grade; those one week late will fail.
 Up to 15 points may be earned at each

revision workshop for students who come with a typed, competed draft of an essay and the required sheet for the instructor. Quizzes will usually earn up to 10 points.

Quizzes are intended to reward attendance and preparation; hence, they are only accepted if they are on time (usually the beginning of the class) and if you are

present.

The research steps and paper will earn up to 200 points.

The grades are weighted slightly and will be distributed according to the following chart:

Category	Weight	Grade	Low	High
Research steps	7%	A	94	100+
Workshops	7%	A-	90	93
Quizzes	11%	B+	87	89
Essays	75%	B	84	86
		B-	80	83
		C+	77	70
		C	74	76
		C-	70	73
		D+	67	69
		D	64	66
		D-	60	63
F	0	59		

PAPERS:

In this course, you will write several essays. Every essay should be analytic or argumentative in nature unless you are otherwise instructed. Simply, that means that you should select topics on which there are **varying positions which could be defended reasonably**, and you should write with the **aim of persuading** your reader, not only informing.

These topics do not have to be large global issues: whether a full-time music teacher is needed at Sunset Elementary might work as a topic as well as whether campaign finance reform is good or bad.

Further, you should realize that certain topics, for example, capital punishment, steroid use, abortion, gun control, and drug legalization, have been covered so often that they will seem worn out to most readers (and especially to your instructor). **Unless you have a genuinely new perspective, avoid such topics.**

Do not choose topics about which most reasonable people would agree. For example, an essay opposing child abuse would be pointless--who would argue against you?

But you might argue what the **causes** of child abuse are, or you might debate whether stiffer criminal penalties or psychological therapy is needed for offenders.

Submitted essays should meet the following standards:

- ▶ 600 to 800 words in length (in most cases)
- ▶ Essays should be neatly typed. Please use a word processor to produce your essays.
- ▶ Essays will meet acceptable standards in logic, content, rhetorical skills, usage and punctuation.
- ▶ Essays will be on time: they will be due at the beginning of the class hour; those handed in one day late will be marked down one grade; those one week late will fail. Assignments which are skipped will receive a negative score.
- ▶ **Essays will be submitted in a manila folder, along with the revised drafts.**

REVISION:

Most papers will be submitted to a peer review before they are submitted to the instructor for a grade. The papers should follow the following format:

- Title: Make the title relevant to the essay, make it pique the interest of the reader, and if possible, cast it so that it shows your point of view.

- Thesis Statement: This statement should clearly identify the main idea of the essay, and it should clearly express your attitude toward the idea.
- Opposing view: If the reader does not know what the issues are related to your topic, include a short but fair summary of the issue, including viewpoints contrary to your own and your response to them.
- Support for your position: Here you should have several paragraphs in which you use logic and evidence to build a case for the view you hold.
- Closing: The closing may emphasize a key point, summarize briefly, or in some other way signal to the reader that you have completed your argument.

This course aims to help you produce good writing; it also aims to teach you a process of writing. You should write several drafts of essays before you turn them in. **Excellence requires revising.** You will work with others to revise your own and others' essays. **Your essays may be used by the instructor to demonstrate writing skills to other students and other classes. If you submit an essay which you do not want other students to see, please let me know.**

PLAGIARISM: Any student who submits work that is not his or her own will fail the course. Plagiarized work includes "borrowed" papers, and it also includes papers that contain material from books, periodicals, etc, that is not given a reference.

You must avoid the practice of taking ideas or quotes from books, periodicals, or encyclopedias without telling the reader where such data came. In particular, be aware that paraphrased ideas must still be cited. While teachers in some classes may have overlooked such plagiarism, it is considered a grave offense in serious research writing.

This does not mean that you cannot supplement your writing with data from other sources: indeed, the course is intended to teach you to research and support your positions with ideas from authorities. But you must develop good habits of note taking which include not only writing down the ideas you like but also the author's name, title of the work, date, page, and so on.

A common form of plagiarism happens when students actually cite information, but fail to put quotes around words copied verbatim.

At Dixie College, and at other colleges and universities, **the consequences of plagiarism are that you fail the assignment, and in some cases, the entire course. See the DSC Policy below:**

Academic Discipline Policy

Remember, Plagiarism (using borrowed material without appropriate citations) is grounds for failing the course. The DSC catalog reads:

“[S]tudents shall:

Maintain academic ethics and honesty; to this end, prohibited activities include, but are not

limited to, the following:

- Cheating, which includes, but is not limited to, copying from another student's test papers, or plagiarism.
- Plagiarism, which is the unacknowledged (uncited) use of any other person [sic] or group's ideas or work. This includes purchased or borrowed papers.
- Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.
- Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process.

Discipline

The purpose of disciplinary action is to provide a uniform method of dealing with violations of the Student Rights and Responsibilities Code at Dixie State College. The disciplinary procedure is structured to deal uniformly and fairly with students. Though subject to due process, the disciplinary procedures are not subject to the same procedural due process as is established in criminal and civil courts.

The disciplinary actions which the college may impose on a student include but are not limited to:

1. Warning or reprimand. Verbal or written notice to a student that his/her conduct may be in violation of college rules and regulations, and that the continuation of such conduct or actions may result in further disciplinary action.

2. Grade adjustment - for either an assignment/test or the course.

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4. Suspension - temporary dismissal from participation in a specific program or activity or from the college for a specified or indefinite period of time.

5. Expulsion - permanent dismissal from the college. A permanent indication of expulsion will be made on the student's transcript. The person may also be barred from the college campus or campus activities.

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9. Denial or revocation of degrees (for academic violations only).

10. Temporary and/or permanent removal from a class.” (DSC Online Catalog 2008-09) (For more explanations of plagiarism, go to the Dixie OWL <<http://dsc.dixie.edu/owl/>>, click on MLA Style Guide, click on Recognizing and Avoiding Plagiarism.)

Important dates are listed in the Syllabus; however, other sources can be found at the link below:

<http://new.dixie.edu/reg/syllabus>

TENTATIVE OUTLINE OF COURSE

DATE	DISCUSSION/LECTURE/ASSIGNMENTS	Assignments Due
Week 1 Aug 24 m	<p>Introduction to the course: Class standards and policies; roll;</p> <p>Assign: If you have not yet opened a Dmail account, do so. You will need the password to log on to computers in the labs;</p> <p>Assign: Handouts: Montaigne & Benedict;</p> <p>Review and discussion of Handouts: <u>New York Times</u> editorials, Discuss the nature of argument: What are clues to the writer's biases and assumptions; What is the writer's purpose or motive, i.e., what does the writer want us to think or feel after having read the work? Does the writer clearly explain opposing views or counter-arguments?</p>	
26 w	<p>Barnett and Bedau text, 75-92, Logic Overview; (always read all the pages that are listed here before the class period)</p> <p>Review rhetorical principles of good writing; Discuss Montaigne and Benedict on Ethical relativism: Discuss pages in the text, 75-92, Logic</p> <p>Assign: Essay # 1: For the detailed Essay Assignment instructions, go to Appendix # 3 near the end of this Syllabus.</p> <p>Assign: handouts: Pojman, Claims</p> <p>Assign for next class: Quiz on the Syllabus, and a quiz on Dershowitz' article, pp. 15-16</p> <p>Aug. 26th is the last day to add without instructor permission</p>	<u>PRE-TEST.</u>
28 f	<p>Text, pp. 3-18; Discuss thesis, structure, logic, dialectic processes, etc.; (always read all the pages that are listed here before the class period)</p> <p>Discuss Pojman & Claims Handouts;</p> <p>Assign: Write a list of 5 arguments that could support ethical relativism and 5 arguments that could support ethical objectivism</p>	In-class Quiz on Syllabus; Quiz on Dershowitz' essay, pp. 15-16
Week 2 Aug 31 m	Text 337-49, Deductive logic	List of arguments for ethical relativism and arguments for ethical objectivism
Sept. 2 w	text, 349-71, Discuss Inductive logic and fallacies (Be prepared for a quiz on the fallacies)	Quiz on fallacies

DATE	DISCUSSION/LECTURE/ASSIGNMENTS	Assignments Due
Sept. 4 f	Review of thesis, outline, etc.	Bring to class a document that has your name, title, your introductory paragraph, your thesis, and an outline of the essay you will submit. I will review those briefly and you will do a peer review as well.
Week 3 Sept. 7 m	Labor day: no classes	
9 w	<p>Workshop # 1 (This draft of the essay will be revised, but it must be a typed, completed draft.)</p> <p>Read the instructions on page 6 of the syllabus about preparing and turning in the essay.</p> <p>Assign: Emailed class quiz on the reading. (For the quiz, read the assigned pages in the text, and, before coming to class, write a one page essay in which you explain which essay is more convincing, Lawrence's essay in favor of prohibiting offensive speech or Bok's essay opposed to codes against offensive speech. Identify specific arguments that are strong or weak. Send <u>the quiz to me on Dmail to reber@dixie.edu</u>)</p>	Essay 1 due
11 f	Barnet & Bedau Text, 55-62 (always read all the pages that are listed here before the class period)	Quiz on 55-62 is due (via Dmail)
Week 4 Sep 14 m	<p>Brief introduction to the MLA style of source Documentation in the Works Cited and in Parenthetical Documentation (If you need more help with this, review the MLA style in your <u>Research Paper Guide</u> or on the DIXIE OWL);</p> <p>Assign quiz on pages 41-46 & 51-55. (Before next class, write a one page essay in which you summarize and evaluate some of the arguments of Jacoby; also, write a one page essay in which you summarize and evaluate some of the arguments of Brownmiller. Finally, explain which essay is more convincing.)</p> <p>Last day for a refund</p>	Final draft of Essay 1
16 w	<p>Discuss Text, 41-46 & 51-55: Critical Thinking and Reading;</p> <p>Assign Quiz on pp. 75-100. (In a one-page essay, summarize some key ideas that can help you write better arguments.)</p> <p>Assign Essay # 2–Analysis of an argument (Go to Appendix 3 of this syllabus for detailed instructions); Assign: Handout Essays for Analysis</p> <p>Sept. 18th is the last day to add classes</p>	Quiz on essays pp. 41-46 & 51-55 due; Do <u>not</u> e-mail this quiz.

DATE	DISCUSSION/LECTURE/ASSIGNMENTS	Assignments Due
18 f	Text 75-100 ; Discuss Critical Writing in Argument Analysis ; Discuss Definitions; Ethos, Pathos, and Logos triangle; and Rhetorical Stance; You should have read the Essays in the Handout and selected the first 2 choices that you would <u>most</u> prefer to write a critical analysis on; Begin to identify effective elements and weak elements of the assigned argument; Assign pairs to select and analyze one of the four arguments; Last day to add or drop classes	Quiz on pages 75-100 is due
Week 5 Sep 21 m	Student pairs work collaboratively to develop ideas for Essay # 2, analysis of an argument Assign Quiz on 177-91(In a one-page essay, identify strengths and weaknesses in Nicholas Kristof's essay on hunting; second, in another page, identify strengths and weaknesses in Betsy Swinton's critical analysis.);	

Date	DISCUSSION/LECTURE/ASSIGNMENTS	DUE
23 w	Text, 177-91 :: Discussion: analysis and evaluation of arguments: Ethos, Pathos, Logos, and quality of arguments: Sufficient, Relevant, Acceptable; Review Checklist on p. 190	Quiz due on pp. 177-91
25 f	Student groups work collaboratively to compose Essay # 2, analysis of an argument	
Week 6 Sep 28 m	(This draft will be revised, but it must be a typed, completed draft.)	Draft of Essay # 2 due Workshop 2
Sept. 30 w	Assign Library Handout; Assign Essay # 3–Source-supported argument (Go to Appendix 3 for detailed instructions); Assign quiz on pages 221-49; (In a one page essay, identify techniques you used in your 1st essay; also, identify ideas that you will implement on your upcoming essay.)	Essay # 2 due
Oct. 2 f	Text, 221-49 ; Review topics for Essay 3 and Research Paper; Assign quiz on text, pages 257-73 and RPG, pages 40-41:	Quiz on pp. 221-49
Week 7 Oct 5 m	Text 257-73; Research Paper Guide, 7-27, 40-41; Library Handout due; Online Research--Methods, sources, and format; Print Sources; Assign Take-home bibliography assignment handout Block Classes begin	Quiz on text 257-73 and RPG 40-41: Explain in about 1 page what is included in an annotated bibliography.
7 w	Research Paper Guide, pp. 33-38 ; Review of parenthetical documentation; Continued review of bibliographic style	
9 f	Review Bibl. Assignment	Take-home Bibliography Assignment

Date	DISCUSSION/LECTURE/ASSIGNMENTS	DUE
Week 8 Oct 12 m	Workshop	Essay # 3 due
14 w	Read Research Paper Guide (RPG), i-ii, 3-6; (Expect a quiz on this reading) Mid-term grades are due.	Essay # 3 due
15-16	Semester Break: No classes	
Week 9 Oct 19 m	Assign longer Source-supported Research paper (10-12 pages) (Go to Appendix 3 for detailed instructions); Introduction to the research process, topic selection, etc.; Sample Research Papers; Assign Quiz on Plagiarism: Go to the Dixie OWL <dsc.dixie.edu/owl/> ; click on MLA Style Guide; click on Recognizing and Avoiding Plagiarism; Summarize the contents.); Last day to drop or audit.	
21 w	Research Paper Guide:(RPG) 7-27; Discuss Preliminary Annotated bibliography form: books, anthologies, periodicals, reference works, and electronic sources; Assign step 1 of research: preliminary annotated bibliography cards and paper topic card;	Quiz on Plagiarism
23 f	In-class research and writing of Annotated Bib Cards (Bring photocopies of your sources to class.)	
Week 10 Oct 26 m	Library Research–No formal class	
28 w	(10 points);; RPG 28-29; Discuss Note Cards: PPT on Form and substance of Note Cards	15 Preliminary Annotated Bibl. Cards: Submit your topic on a card also
	<u>(Note: Students must show evidence of research in progress. If I do not see the preliminary bibliography and note cards, sentence outline, and other steps of preparation at or very near the due date, I will not accept the final research paper.</u> <u>Students must attend regularly during the research steps, and they must check off the research steps as they are due. A student who does not show me that he or she is completing the steps of research but hands in a paper when it is due will fail the paper; that means will the student will also fail the course.)</u>	
30 f	Library Research and writing (We will not meet in the classroom): Continued print or online research and writing of Note Cards (Remember, you must have both print and electronic sources.)	
Week 11 Nov 2 m	RPG 17-20; (10 points); Assign Handout Quiz on Parenthetical Documentation (Complete the Handout according to the rules in RPG 33-36)	30 Note cards

Date	DISCUSSION/LECTURE/ASSIGNMENTS	DUE
4 w	Library and internet research; Finish Parenthetical Documentation assignment. (We will not meet in the classroom.)	
6 f	RPG 23-26; Assign: Topic and Sentence Outline: Instructions on writing outlines;	Quiz on Parenthetical Documentation
Week 12 Nov 9 m	RPG 31-32: Review use of Tags or Signal Phrases Assign: Effective Use of Tags or Signal Phrases	
11 w	Review Tag Assignments Assign: page with a tentative title, introductory paragraph and thesis, and a concluding paragraph (10 points)	Tag/Signal Phrase Assignment
13 f	(10 points); PPT on Typing Instructions and Works Cited Page Mini Check list for Research Essay [] I have both print and electronic sources [] I have enough information about some sources to make introductory tags [] I have most of my electronic sources from the college's subscription databases [] I have information about the opposing view [] I plan on using at least 10-15 different sources [] I do not plan to use more than three sources from anthologies Last day for complete withdrawal	Sentence Outline; tentative title, introductory paragraph and thesis, and a concluding paragraph
Week 13 Nov. 16 m	RPG, 30-32, 40-41; (10 points); Instructions on typing the Research paper;	Tentative Annotated Works Cited
18 w	RPG 20-22; No formal class; use the time typing. I will be available in my office to answer last minute questions.	
20 f	RPG 20-22; Research Paper due (10-12 pages);	
Week 14 Nov 23 m	Assign In-class literary critique paper of <u>Sonny's Blues</u> (Essay # 5) (Go to Appendix 3 for detailed instructions); Handouts: Elements of Fiction and <u>Sonny's Blues</u> ;	
25-27	Thanksgiving Holiday: No classes	
Week 15 Nov. 30 m	Discuss elements of fiction. Discuss Blues music and its relevance to <u>Sonny's Blues</u> ; Assign: Read Appendix 2 in this syllabus;	

Date	DISCUSSION/LECTURE/ASSIGNMENTS	DUE
Dec. 2 w	<p>Discuss <u>Sonny's Blues</u>; Expect a quiz on the story; Discussion of sources and organization of the essay;</p> <p>Assign: Write a 2 page (about 500 words) paper on <u>Sonny's Blues</u>, explaining which character changes the most within the story. Support your claims with quotes and events within the story.</p> <p>When we discuss <u>Characterization</u> in a work of literature, we often identify the main character as the protagonist; the protagonist is the character whose will or actions move the plot forward in some way. Other terms we use with characters include the following:</p> <p>Round characters: such characters are the most developed and seem most real</p> <p>Dynamic characters: these seem to evolve during the course of the plot</p> <p>Flat characters: these are ordinarily not as developed and they do not change as much (they are "static")</p>	In-class Quiz on <u>Sonny's Blues</u>
4 f	<p>Discuss papers in class.</p> <p>Instructions on citing sources in <u>Literature Resource Center</u>.</p>	2 page paper on <u>Sonny's Blues</u>
Week 16 Dec 7 m	<p>Library Research: Review Appendix # II; We will meet in the library. In the library, find and summarize autobiographical writings about James Baldwin and/or literary critiques of <u>Sonny's Blues</u>; Also, review one of the books on Reserve (that is the Front Desk in the Library) about writing essays about literature.</p> <p>Assignment: For next time, prepare an outline of your critical analysis of <u>Sonny's Blues</u> and a tentative Works Cited page.</p>	
9 w	Workshop: Review Outlines and Works Cited	Outline of Sonny's Blues essay and a tentative Works Cited
11 f	Final Class Day; Text 471-80; We will examine and discuss the literary critiques on those pages in the text.	Post-test
<p>Final Exam: <u>We will meet in the Smith Computer Center for the final exam. You may have an outline of your essay, and you may bring a paper copy of your Works Cited page, but you must type the essay itself within the 2-hour block provided by the Final Exam.</u></p> <p>English 2010-13 (11:00) Dec. 18th (Friday) 10:00-12:00</p>		Sonny's Blues Essay

Appendix # 1—Brief MLA Style Guide: The appropriate use of source material.

Question: When I find information that I wish to summarize or quote that explain issues or support the thesis I am developing, how can I use them without plagiarizing?

Answer: First, copy down all the publishing data from the source. That will go in a **Works Cited** page at the end of the paper. Each **book citation** should have the *author, title, city, publisher, year, and medium*. Here are some examples:

(Book) V----- City: Publisher, Year
Oring, Elliott. *Engaging Humor*. Urbana: University of Illinois Press, 2003. Print.

(Periodical --Magazine, newspaper, etc.)

Augustine, Norman R. "Learning to Compete." *Princeton Alumni Weekly* 7 Mar. 2007: 34-36. Print.

^ Note Date format: 26 Oct. 1996

(Online Periodical)

Melloan, George. "Why It Would Be a Mistake to Deny China PNTR." *Wall Street Journal* 16 May 2000. N. pag.

ProQuest. Web. 12 Sept. 2007.

(The citation should be double-spaced.)

Okay, I've got that. This goes at the **end** of the paper, in a Works Cited. But what do I do to cite data within the text of the essay? When I quote or paraphrase from Oring, for example, don't I need a footnote, endnote, or something?

Answer: Good question. There is a very simple way to show where borrowed information is being used. It is simpler than footnotes or endnotes.

First, you quote, summarize, or paraphrase the words/idea.

Then, in parentheses (), you write the **author's last name** and the **page** of the source where the data came from. **EXAMPLE:** (Oring 14). This is called *parenthetical documentation*. See examples below.

A) As a quote from Oring's book above (**Use quotation marks to show you took them verbatim.**)

An American writer remarked, "To perceive humor is to perceive an oxymoron" (Oring 14).

B) As a paraphrase (**Yes, even though you write an author's ideas in your own words, you still must tell us the source. Watch this carefully: it is a common error.**):

Jokes can't be resolved in the way problems in science can be (Oring 14).

C) Putting the author's name directly in the text (this is a convenient way to introduce the source of your data):
Elliott Oring identifies "appropriate incongruity" as the source of most humor (14).

D) Summarizing a work as a whole, which does not require you to list specific pages.:

Elliott Oring's work, *Engaging Humor*, challenges earlier theories about humor by Hobbes and Freud.

E) *Citing an online work in which individual page numbers can't be seen; cite the entire work:*

Melloan is convinced that China will be a major trading partner.

(For more complete information, go to <<http://dsc.dixie.edu/owl/>> . You will find more information there on research methods and on the MLA or APA style.)

Appendix # 2 – Essay Assignments

Essay # 1 --- Argument

English 2010 assignments aim to improve your skills in analysis and argument. *Argument*, as the term is used in this course, means the presentation of a particular position on an issue, a position that may be supported by logic, statistics, appeals to authoritative sources, or a combination of those. Argument differs from opinion in requiring logical support for the view one holds. Essay # 1 will require you to use logic in addressing an ages-old question: Are there objective ways to evaluate moral beliefs, or are morals relative to one's culture?

In preparation for the essay, you will read a number of writings by philosophers and others who present their perspectives on the issue. We will discuss the strengths and weaknesses of these writings, examining their effectiveness as logical arguments. In doing so, I will encourage each of you to formulate arguments of your own that can support your own best thinking on the topic. We will also examine methods of deductive and inductive logic, as well as logical fallacies you must seek to avoid.

In the essay, you should do the following:

- Introduce and explain the issue(s) you are examining
- Explain your position on the issue (that is your motive, your thesis)
- Assume your readers will not have read all the articles you have, nor have they discussed the topic at length; therefore, you will likely need to explain some of the positions which others take but which you find not as forceful or accurate.
- Build an argument for the position you take
- Attempt to foresee possible challenges to your position; then, then state them and explain why and how those challenges can be answered.

Length: 3-6 pages

Grading Standards for Essay # 1:

- *Effective introduction and argumentative thesis*
- *Adequate development of all aspects of the thesis*
- *Effective transitions and a unified, coherent essay*
- *College-level use of punctuation, usage, spelling, and grammar*
- *College level diction that is clear, direct, and interesting*
- *A charitable, fair presentation of opposing views*
- *Effective logic and avoidance of fallacious reasoning*
- *An effective closing*

“We do not see what we prefer not to see and do not see that we do not see.”
(Goleman, David. Vital Lies, Simple Truths, 1997)

Appendix # 2 – Essay # 2 – Argument Analysis

When you have read the essays and selected the one that you will analyze, judge its effectiveness. You might begin with the analysis Aristotle developed, an analysis of **ethos, pathos, and logos**. Does the writer seem informed, fair-minded, and able to see other view points or are there strong biases that distort the essay? Do the tone and style help us warm to the ideas, or do they alienate us from the writer's perspective? Are there specifics or concrete examples that add pathos? Are the appeals to emotion excessive? Do the facts, statistics, logic, and/or authorities cited work effectively?

As you look at the logos, outline the thesis idea and key supporting arguments. After you have outlined the chief claims (arguments), analyze each one. Ask how the claim is supported and how effective the support is. Identify whether each claim is supported by logic, by statistics, or by appealing to authorities (who must be authorities in that topic—and current). Identify arguments that are fallacious or weak, and identify those that are strong. Identify issues that are ignored or omitted. Philosophers and rhetoricians often exam the effectiveness of arguments by asking the following: Are there **sufficient** arguments to be convincing? Is each argument **relevant** to the issue? Are the arguments **acceptable**, that is, are they likely to be found convincing by a rational, unbiased reader? You may wish to follow that rubric as well.

You should also evaluate the clarity of the thesis and the effectiveness of the essay's structure. Are the style and tone appropriate?

Write your analysis of the essay, paraphrasing or quoting key arguments that you analyze; then evaluate each argument and the essay as a whole. Revise your essay to make it as clear, organized, and as correct as possible.

DO review Swinton's analysis of Nicholas Kristof's essay in our text before you begin. Swinton's essay is an example of what you are being asked to do in your essay.

DO NOT use the essay as a jumping off point for your own views on the topic. In fact, do not tell the reader whether you agree or disagree with the writer's position. Your essay is to focus on the effectiveness of the essay you are reading, whether or not you may agree with the writer's position.

Make the essay about 2-4 pages, double-spaced, and great!

Grading Standards for Essay # 2:

- *Effective introduction and thesis*
- *Adequate development of all aspects of the thesis*
- *Effective transitions and a unified, coherent essay*
- *College-level use of punctuation, usage, spelling, and grammar*
- *College level diction that is clear, direct, and interesting*
- *Effective logic and avoidance of fallacious reasoning*
- *An effective closing*
- *Clear reading and analysis of key points in the target essay*
- *Effective logic and avoidance of fallacious reasoning*
- *Active participation and contribution to group efforts*

Appendix # 2 – Essay # 3 – Source-Supported Argument

Essay # 3 is to be a source-supported argument.

An argument, as you know, entails selecting a topic on which there are two or more views that could be logically argued. Do **not** select topics that are just a matter of opinion, of taste, or of faith. Questions of that sort make it difficult for you to find “experts” who all of your readers might agree are credible. You must be able to marshal arguments that meet the standards of good logic. An argument might aim to convince your readers of the credibility of one perspective, it might attempt to argue a cause or causes for something, or it might define a problem and argue for a particular solution.

Second, you must also select topics *on which experts have written*. In addition to your own logic, you should also bring in data and arguments from at least 5 experts whose ideas can be used in developing your essay. It is wise to select sources that present a variety of perspectives, so your readers can understand clearly what the issue is. Most likely, you will need to present necessary background about various perspectives on the issue. Unfortunately, it is easy to forget that your readers may not have the background or interest in the topic that you do.

Third, remember that you must rely on credible sources to build your argument; therefore, it is important that you not simply argue for your gut opinion. Rather, present the strongest arguments you can find for a particular perspective. Even if you personally have a different opinion, it is better to take the position in this essay that is defended by the **best** sources. (“Best” usually means those with the best support, the most credibility, and the most forceful logic.)

Fourth, Remember the rule of charity; give a fair description of the opposing view(s). And remember the principle of Socratic humility; don’t attempt to claim more than your logic, evidence, and authoritative testimony leads you to claim.

Last, remember what you have learned about developing a thesis early in the essay, a thesis that will state your motive or purpose in writing the essay, show your point of view, and serve to organize the essay that is to come.

Be certain to use your Research Paper Guide to assure that your Works Cited at the end of the essay and the Parenthetical Documentation within the essay are correct. The Research Paper Guide also has a section containing typing instructions for a source-supported paper. Rely on that.

Length: 3-4 pages

Grading Standards for Essay # 3:

- *Effective introduction and argumentative thesis*
- *Adequate development of all aspects of the thesis*
- *Effective transitions and a unified, coherent essay*
- *College-level use of punctuation, usage, spelling, and grammar*
- *College level diction that is clear, direct, and interesting*
- *Effective logic and avoidance of fallacious reasoning*
- *Effective research, analysis, and use of source data*
- *An effective closing*

The long research paper is an 8-12 page (plus Annotated Works Cited) source-supported paper. In fact, if your topic for Essay # 3 worked well, you may wish to expand that paper and make this assignment a longer version of Essay 3. During the next few class periods, you will be given many shorter assignments that will facilitate your completion of the research paper, **each of which needs to be done in order for the longer research paper to be accepted.** **Your attendance and participation in the steps of research are required.** Both print and online sources are required.

The research paper will receive a maximum of 200 points that will be distributed as follows:

Research steps (done before the essay comes in)

- | | |
|-------------------------------------|-----------|
| ➤ Preliminary annotated bibl. cards | 10 points |
| ➤ 20 Note Cards | 10 points |
| ➤ 30 Note Cards | 10 points |
| ➤ Sentence Outline | 10 points |
| ➤ Draft Works Cited | 10 points |

Total points earned in the research process	50 points
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MLA Style of the essay	50 points
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Research Steps & Style total	=	100 Points
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Grade on the essay itself	=	100 points
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Research Paper Total points	200
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The Works Cited on the final draft of the essay will be written as an Annotated Bibliography. Look at the last two pages in the **Research Paper Guide** to review some instructions and examples.

Essay # 4 Writing Rubric—Scholarly Source-Supported Argument

Name: _____

Quality Criteria ↴	No/Limited Proficiency 1	Some Proficiency 2	Meets Expectations 3	Exceeds Expectations 4	Points Earned
1. Thesis/Focus/Significance	Reader cannot determine thesis & purpose, or thesis has no relation to the writing task	Thesis and purpose are somewhat vague or only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task. Thesis is an argument.	Argumentative thesis challenges the reader's thinking. Thesis and purpose are clear, pointing the reader toward the arguments.	/20
2. Rhetorical Stance and Strategies (i.e., Ethos, Pathos)	Writer's relation to the subject, the reader, and the purpose is not clearly established.	Does not adequately explain the issue and the purpose to the reader	Reasonable statement of the issue and some explanation of other views.	Gives a clear statement about the issue, purpose, and a charitable presentation of the opposing view. Establishes rapport and engagement with the reader.	/20
3. Organization: unity, coherence, & development	Unclear organization OR organizational plan is inappropriate to thesis. Ideas are not linked effectively to the thesis. Few or no transitions. Lacks coherence.	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas. Some development and support.	Organization supports thesis and purpose. Sufficient development of all key ideas. Transitions are mostly appropriate. Sequence of ideas could be improved	Fully supports thesis & purpose. Sequence of ideas and transitions are effective. Excellent, strong development of concrete support tied clearly to thesis. Effective closing.	/20
4. Reasoning (a) Logical (b) Reliable, effective sources well integrated into the essay	Offers weak, ineffective, or fallacious arguments for the claims. Weak or unreliable sources. Context and significance of source data is inadequate.	Some sources appear to be good (reliable and relevant). Some explanation of context. Some tags. Relevance of data to thesis is sometimes clear.	Good, reliable sources. Tags generally are used to introduce data. Sources are clearly relevant to thesis. Logic is made clear to the reader.	Excellent, reliable sources. Tags are used effectively to explain context of data, reliability of the source, and relevance to thesis. Logic is forceful and convincing.	/25
5. Diction, style, usage, grammar, & mechanics	Diction, style, grammar, usage, or punctuation is/are not standard edited English	Sentences are generally clear. Minimal errors that do not affect clarity.	Diction, style, usage, grammar, and punctuation are college level.	Effective word choice. Varied, clear sentences. Usage, grammar, & punctuation are excellent.	/15
6. Format, MLA/APA style, and length (8-10 pages of text & Annotated W.C.)	Citations are missing or incorrect, suggesting a disregard or lack of understanding of MLA/APA style. Plagiarism may be suspected.	Basics are correct. Various and/or repeated errors in style and format.	Style and format have only minor flaws. Paper shows evidence of attention to detail.	Essay formatted correctly. Works Cited and in-text citations show complete understanding of the style. Few or no errors.	/50 **
Points Earned during the research steps: (Those steps must be completed in order to have the essay accepted.)					/50
Total Points on Research Paper Assignment: Research & Style: _____ + Essay Grade _____ ==					/200

**** Remember, a plagiarized paper fails despite any other strengths.**

Notes:

Appendix # 2 – Essay # 5--Writing a Critical Essay About Literature

Essays about literature have their own specialized set of assumptions and instructions. Go to Appendix # 3 of this syllabus for a list of good sources for use in researching and writing literary analysis.

Following are some Do's and Don't's in writing this essay:

- ★ Don't spend time merely summarizing or recounting the events in the plot.
- ★ Don't assume your reader will remember characters and events in the detail that you do.
- ★ Don't give a quotation or summary without explication or without explaining how it is relevant to your thesis. Don't insert long quotations.
- ★ Do discuss the events of the story in present tense. Example: After Sonny gets out of prison, he goes to live with his brother.
- ★ Do support any statement you make about the story with quotations and summaries from the work of literature.
- ★ Do shorten quotations or summaries of the key sections that are relevant to your point.

* * * * *

The following are special instructions for this particular assignment on Baldwin's Sonny's Blues:

- ★ This essay will be written in two shorter segments. The first essay will be a 1-2 page biography of Baldwin. **Use at least three different credible print or online sources.** Be certain to cite your sources properly inside the essay and include a bibliography at the end.
- ★ The 2nd essay will be an analysis of some of the elements in Sonny's Blues that we have talked about or that are listed on the elements of fiction handout. When you quote from Sonny's Blues, use only an intext reference, e. g., (Baldwin 456). You will not need to include a bibliography unless you refer to the writings of critics that you feel are particularly apropos since we all have the same handout. **This essay will be written in-class and will count as our final exam.**

- *Effective introduction to the author and an analytical thesis*
- *Adequate development of all aspects of the thesis*
- *Effective transitions*
- *College-level use of punctuation, usage, spelling, and grammar*
- *College level diction that is clear, direct, and interesting*
- *Clear reading and analysis of key points in the target work*
- *Effective logic and avoidance of fallacious reasoning*
- *Effective research, analysis, and use of source data*
- *An effective closing*

APPENDIX # 3 – Dixie State College Library: Literary Research Resources

Handbooks & Guidebooks

Dictionary of Literary Terms & Theory

Dictionary of Literary Terms

Handbook to Literature

Johns Hopkins Guide to Literary Theory & Criticism

Reference PN 41 .C83 1998

Reference PN 44.5 .S46 1972

Reference PN 41 .H6 1986

Reference PN 81 .C97 J64 1994

Encyclopedias

American Authors, 1600-1900

British Authors Before 1800

Contemporary Novelists

Encyclopedia of the Novel

Encyclopedia of World Literature in the 20th Century

European Authors

European Writers

Oxford Companion to American Literature

Oxford Companion to English Literature

Twentieth Century Authors

World Authors

Reference PS 21. K8 1938

Reference PR 106 .K9 1952

Reference PR 883 .V55 1972

Reference PN 41 .E473 1998

Reference PN 771 .E5 1999

Reference PN 451 .K8 1967

Reference PN 501 .E9 1983

Reference PS 21 .H3 1993

Reference PR 19 .09 2000

Reference PN 771 .K86 1956

Reference PN 451 .W673

Books

▶ [Library Home Page > Books & More > Online Library Catalog](#)

**HINT: Search Author's Name in Browse – Subject.*

Look for author's name and Bloom or author's name and Twayne's.

▶ [Library Home Page > Books & More > Online Books](#)

**HINT: Includes works by and about authors*

Databases

Literature Resource Center

▶ [Go to the Dixie OWL <http://dsc.dixie.edu/owl/>](http://dsc.dixie.edu/owl/) Under Research Links, click on [Literature Resource Center](#)

Contains full-text of Contemporary Authors (CA, CANR), Dictionary of Literary Biography (DLB), Contemporary Literary Criticism (CLC), Nineteenth-Century Literature Criticism (NCLC), Twentieth-Century Literature Criticism (TCLC), Shakespearean Criticism, Scribner Writer's Series, Twayne's Authors Series, Twayne's Literary Masters, and other journal articles and book reviews.

**HINT: Best searched by author, last name first (e.g. Hawthorne, Nathaniel).*

Use the tabs to navigate to Biographies, Articles, Criticism, and Work Overviews.

Project Muse (for criticism and articles)

▶ [Go to the Dixie OWL <http://dsc.dixie.edu/owl/>](http://dsc.dixie.edu/owl/) Under Research Links, click on [Project MUSE](#)

MLA International Bibliography

▶ [Library Home Page > Article Databases > Subject List > English and Composition > MLA](#)
Extensive coverage; no full-text.

To locate full-text in another database:

▶ [Library Home Page > Article Databases > Full-text Electronic Periodicals List](#)

To order copies from UTAD:

▶ [Library Home Page > Article Databases > UTAD](#)

Citations

▶ [Dixie Online Writing Lab \(OWL\) <http://dsc.dixie.edu/owl/>](http://dsc.dixie.edu/owl/) click on [MLA Style Guide](#)