

## English 2000 Syllabus Spring 2013

Instructor: Ali Mullin  
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Office: Allen 212-M  
Office hours: MW 1:30pm-3:00pm  
TTH 12:30pm-2:30pm  
(and by appointment)

### Required Texts and Materials:

Text: *The Aims of Argument*, 7<sup>th</sup> Edition, by Timothy W. Crusius and Carolyn E. Channell. ISBN: 978-0-07-734379-8

Computer and printer access

### Course Description:

English 2000 is the second of the two courses in the University Writing Program. The purpose of this course is to advance students' writing skills in a variety of academic, professional, and public genres, with an emphasis on research and argumentation. In order to communicate effectively and persuasively, writers must start with a research question, collect, organize, and evaluate sources, anticipate the needs and expectations of their audiences, understand the basic conventions of a chosen genre, and craft clear, focused, and compelling arguments. Students will acquire these skills in the process of completing sustained, well-researched writing projects. Each larger project will be approached as a series of discrete tasks ranging from the identification of a research problem or inquiry to the final revision of an essay. Group collaboration and classroom discussion will be important elements of the course.

### Outcomes:

1. Use writing and reading for inquiry, learning, thinking, communicating and persuading.
2. Learn how to conduct research and use it effectively in your written works:
  - a. Interpret, evaluate, integrate, and document information gathered from primary and secondary sources;
  - b. Understand a research assignment as a series of tasks that include: finding, evaluating, analyzing, and synthesizing information from primary and secondary sources;
  - c. Use a variety of research strategies (interviews, surveys, online and print journal articles, books and databases, etc.);
  - d. Integrate information from sources into your writing, documenting it according to appropriate conventions.
3. Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences using appropriate genre conventions.
4. Adopt appropriate voice, tone, and level of formality.
5. Apply knowledge of structure and organization, paragraphing, and mechanics.

### **Course Policies**

#### Conduct:

Any student disrupting class or displaying disrespectful behavior to a student or the instructor may be asked to leave. Cell phones and other devices must be turned off and put away before class begins. If a cell phone or other device rings or vibrates during class, you may be asked to leave. If a student is texting or using a cell phone or other device in any way, he or she may be asked to leave. In addition, any disruption may result in the student losing participation points for the day/week.

#### Academic Integrity:

According to section 10.1 of the LSU Code of Student Conduct, "A

## Louisiana State University

student may be charged with Academic Misconduct” for a variety of offenses, including the following: unauthorized copying, collusion, or collaboration; “falsifying” data or citations; “assisting someone in the commission or attempted commission of an offense”; and plagiarism, which is defined in section 10.1.H as a “lack of appropriate citation, or the unacknowledged inclusion of someone else's words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the instructor(s).”

### Disability Code:

According to the our General Catalogue, The Office of Disability Services assists students in identifying and developing accommodations and services to help over-come barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need. Students must provide current documentation of their disabilities. Students should contact the office early so that necessary accommodations can be arranged.

### Attendance Policy:

When students have valid reasons for absence (see [PS-22](#)), they are responsible “for providing reasonable advance notification and appropriate documentation of the reason for the absence” and “for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.” Teachers “will assist those students who have valid reasons,” but some in-class activities are difficult to make up. Valid reasons that must be documented include: Illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations such as subpoenas or jury duty; military obligations; serious weather conditions; religious observances (see the interfaith calendar website); official participation in varsity athletic competitions or university musical events.

Absences without valid reasons, or unexcused absences, are limited to three per term in classes that meet three times a week (e.g., MWF) and two per term in classes that meet two times a week (e.g., TTH or MW). Beyond these limits, each unexcused absence will lower the final course grade by half a letter grade, or five points on a 100-point scale.

**NOTE: DOCUMENTATION FOR ABSENCES ARE DUE TO THE INSTRUCTOR WITHIN A WEEK FOLLOWING THE ABSENCE.**

### Conferences:

Students will have the opportunity to sign up for writing conferences before most major writing assignments are due. Students will typically have a choice between two types of conferences: in-person (one-on-one in my office) or through email (students email me their drafts and I give written feedback). Although I will not grade, edit or proofread your drafts during our conference, I will give general feedback on organization and development. Please see “Writing Conference FAQ” on Moodle for more information.

### Class Contacts

The instructor will not email students the day's notes or activities if they miss class. Instead, they should contact classmates to find out homework instructions and what we did that day in class. List three classmates, their email addresses, and their phone numbers below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Assignments and Grading

### Participation:

Participation in this class counts for 10% of your final grade. Participating in class discussion and group or individual activities is vital to students' success in this course.

### Late Work and Makeup Policy:

Essays and projects must be uploaded to Moodle before the start of class. If the assignment is uploaded after class has started, it will be considered one day late. For every day that an assignment is late, one letter grade will be dropped (10% deduction). Neither in-class assignments nor participation can be made up. Homework, essays, and projects may be turned in late with no penalty ONLY in the case of a documented emergency such as the death of an immediate family member, major injury, etc. Homework assignments must be printed out and turned in at the beginning of class to receive credit. I will not accept emailed homework assignments, digital copies, or homework turned in after class has begun for any reason. Oral presentations cannot be made up. However, students may "switch days" with one of their classmates if they are unable to be in class on the day they are scheduled to present. Students must make me aware of these changes before the day of the presentation.

### Guidelines for Formatting:

1. All assignments must be typed in black ink, Times New Roman font, 12 point size, 1 inch margins, and double spaced. Page numbers should be placed at the upper right hand corner. 10% will be deducted for assignments that do not follow these guidelines.
2. All assignments should be in MLA format. 10% will be deducted for assignments that do not follow MLA format. The following website is an excellent resource on MLA format: <http://owl.english.purdue.edu/owl/resource/747/01/>

### Turning in your essays and projects:

1. All essays and projects should be submitted on Moodle before the start of the class on the day the assignment is due. Assignments submitted after class has begun will be considered late.
2. The file name should contain the student's name (last name first), class, section, and assignment title. (Example: Smith, Jane, Engl 2000, Sec. 10, Analysis Essay).
3. Essays and projects should be uploaded onto Moodle in a Microsoft Word document only. I will not accept hard copies or emailed assignments

\*\*\*IMPORTANT NOTE: Even if Moodle says that the assignment is due by "5:00pm" or another time, assignments are ALWAYS due before the start of your class\*\*\*

### Technology Problems

Technology always seems to fail at the most inconvenient time, right? Moodle might be down while you're trying to submit an assignment, or your computer might freeze before you can save. No matter how irritated we become, one thing is certain: technology will inevitably fail at one inopportune time or another. The only thing

## Louisiana State University

that doesn't fail is the clock. The secret to avoiding technology problems is completing your work far in advance of the due date. I will always hold the student accountable unless I have received an official notice from the university that PAWS or Moodle has been down for an entire 24-hour period before class time.

### Plus/Minus Grade Policy

According to the Office of the University Registrar, "Plus/Minus Grading is required for all undergraduate, graduate, and professional courses using the A through F letter grading system. The letter grades A, B, C, and D have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of these letter grades. The letter grade F does not include the plus/minus distinction."

For determining mid-term and final grades, the following scale will be used:

<b>100-97=A+</b>	<b>89-87=B+</b>	<b>79-77=C+</b>	<b>69-67=D+</b>	<b>59 and below=F</b>
<b>96-93=A</b>	<b>86-83=B</b>	<b>76-73=C</b>	<b>66-63=D</b>	
<b>92-90=A-</b>	<b>82-80=B-</b>	<b>72-70=C-</b>	<b>62-60=D-</b>	

### Major Assignments

Annotated Bibliography (1500-2000 words—intro and five annotations)	10%
Group Oral Presentations on Annotated Bibliography	2%
Research Proposal (350-450 words)	9%
Background Essay (1500-2000)	15%
Argument Analysis Essay (1300-1500 words)	20%
Researched Argument Essay (2000-2500 words)	25%
Oral Presentation on Researched Argument	4%
Ongoing: Homework	5%
Ongoing: Participation	10%

				Homework due next class
<b>Tentative Daily Class Schedule:</b>				
<b>Jan</b>	14	M	Introductions, syllabus	
	16	W	The Writing Process, Shitty First Drafts, brainstorming: issues and controversies	
	18	F	Form groups, research skills	
	21	M	<b>No classes, MLK Holiday</b>	
	23	W	Assign ann. bib. project, evaluating and interpreting sources <b>Final grade for dropping courses without receiving a grade of "W", 4:30 p.m. deadline. Jan 24 Final date for adding courses for credit and making section changes, 4:30 p.m., deadline.</b>	
	25	F	Paraphrasing sources	Print and complete at least 2 annotations
	28	M	Using quotations, correcting "dropped" or "floating" quotes	

Louisiana State University

	30	W	Correcting common writing errors, oral presentation skills	
<b>Feb</b>	1	F	Out of class assignment: work on presentations	
	4	M	<b>ANNOTATED BIBLIOGRAPHY DUE, GROUP ORAL PRESENTATIONS</b>	
	6	W	<b>GROUP ORAL PRESENTATIONS</b>	
	8	F	<b>GROUP ORAL PRESENTATIONS</b>	
	11	M	<b>No classes, Mardi Gras Holiday</b>	
	13	W	Classes Resume 12:30pm	
	15	F	Assign background essay	Print and complete shitty first draft
	18	M	<b>BACKGROUND ESSAY (shitty first) DRAFT DUE</b> , Writing introductions	Print and complete sample intro paragraph
	20	W	Writing conclusions	
	22	F	Writing thesis statements	
	25	M	Examining sample background essays	Print and complete almost final draft
	27	W	<b>BACKGROUND ESSAY (almost final) DRAFT DUE</b> , peer revision in class	Send in email conference essay by Jan 28 <sup>th</sup> at 8:00am (if applicable)
<b>Mar</b>	1	F	<b>No classes, in person conferences</b>	bring in copy of The Daily Reveille
	4	M	<b>BACKGROUND ESSAY (final) DUE on Moodle</b> , slanted and charged language in YOUR university newspaper	
	6	W	Assign argument analysis essay, uncovering inherent contradictions and assumptions	Bring in the written argument you intend to analyze
	8	F	Rhetorical appeals discussion and activity	Print and complete shitty first draft
	11	M	<b>ARGUMENT ANALYSIS (shitty first) DRAFT DUE</b> , Analyzing sample arguments in class	
	13	W	Analyzing sample arguments in class	
	15	F	Examining sample student essays, common errors	Print and complete almost final draft
	18	M	<b>ARGUMENT ANALYSIS (almost final) DRAFT DUE</b> , peer revision in class	Send in email conference essay by Feb. 19 <sup>th</sup> at 8:00am (if applicable)
	20	W	<b>No classes, in-person conferences</b>	
	22	F	<b>ARGUMENT ANALYSIS (final) ESSAY DUE on Moodle</b>	
	25	M	Assign researched argument essay, having a “conversation” with your sources	
	27	W	Using transitions, <b>Mar 28 Final date for dropping classes (4:30 p.m. deadline)</b>	

## Louisiana State University

	29	F	<b>No classes, Spring Break begins</b>	
			<b>Classes resume</b> , writing an argumentative thesis	Print and complete potential argumentative thesis
<b>Apr</b>	8	M		
	10	W	Writing introductions and conclusions for argument essays	Print and complete shitty first draft
	12	F	<b>RESEARCHED ARGUMENT (shitty first) DRAFT DUE</b> , Examining sample student essays	
	15	M	Examining sample student essays, assign pres. dates, review pres. skills	Print and complete almost final draft
	19	F	<b>RESEARCHED ARGUMENT (almost final) DRAFT DUE</b> , peer revision in class	
	22	M	<b>No classes, in person conferences held</b>	
	24	W	<b>No classes, in person conferences held</b>	
	26	F	<b>RESEARCHED ARGUMENT (final) ESSAY DUE uploaded on Moodle, ORAL PRESENTATIONS</b>	
	29	M	<b>ORAL PRESENTATIONS</b>	
<b>May</b>	1	W	<b>ORAL PRESENTATIONS</b>	
	3	F	<b>ORAL PRESENTATIONS</b>	

Final Grades due: May 14<sup>th</sup> (degree candidates), May 15<sup>th</sup> (non-degree candidates)