ENGLISH 2000  
***Spring 2015***

Instructor: Section:

Office: Office Hours:

Phone:

e-mail:

TEXTS AND SUPPLIES

Required

Ramage, John D., John C. Bean, and June Johnson. Writing Arguments: A Rhetoric with Readings. Concise 6th Edition. New York: Pearson, 2012. (WA: Writing Arguments)

Moodle

Back-up drive (flash or external or Google docs)

OUTCOMES

* Demonstrate ability in research and written argument.
* Undertake writing as a recursive process that develops and transforms thought.
* Learn how to conduct basic research and use it effectively in written works.
  + Learn how to use the resources of the LSU library.
  + Interpret, evaluate, integrate, and document information gathered from print and online sources.
  + Understand a research assignment as a series of tasks that include finding, analyzing, and synthesizing information from primary and secondary sources.
  + Integrate information from sources into writing, and document this information appropriately.
* Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences, using appropriate genre conventions.
* Adopt appropriate voice, tone, and level of formality.
* Apply knowledge of structure and organization, paragraphing, and mechanics.

ACADEMIC INTEGRITY

“Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student...” (Sec. 5.1, C. of the LSU [*Code of Student Conduct*](http://www.lsu.edu/judicialaffairs/code.htm)).

Cases of academic misconduct & plagiarism will be reported to the Dean of Students.

Students will show respect for others in the classroom and will not use cell phones or other electronic media unless asked to by the instructor. In addition, a student who disrupts instruction will be asked to leave the classroom and will lose participation points for the day/week.

DISABILITY SERVICES

According to 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 to their 1001 teacher. Students should contact the office early so that necessary accommodations can be arranged.

ATTENDANCE

When students have valid reasons for absence (see [PS-22](http://appl003.lsu.edu/ups.nsf/$Reference/D45654A11F8AC79686256C250062AE4D/$File/PS+22+revision+8+2007.pdf)), 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.

DESCRIPTION OF ASSIGNMENTS AND GRADING

Annotated Bibliography 500 words Due Feb 6 10%

Research Proposal 500 words Due Feb 13 10%

Causal Argument Essay Draft-5% 1000 words Due Mar 9 20%

Issue Analysis Essay Draft-5% 1500 words Due Apr 3 20%

Researched Argument Essay Draft-5% 1500 words Due Apr 27 25%\*

Visual Analysis Presentation 5%

Participation/In-class Writing/Homework 10%

TOTAL: 100%

\*Assessed Document

Grades will be calculated on a ten point scale and will not be rounded up:

90 - 100 = A

80 - 89 = B

70 -79 = C

60 - 69 = D

00 - 59 = F

LATE ASSIGNMENTS

Homework will not be graded if it is submitted late. Quizzes and other classroom activities cannot be made up if you miss them. If you have a valid excuse that is documented, the instructor will then assist you in making up the assignment. (see attendance policy above)

\*Hardcopies of assignments are due at the beginning of class.  If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. I will not grade work turned in after the due date and time, unless you have made arrangements with me in advance or you provide valid documentation for your absence (see attendance policy above).  You must turn in a hardcopy of each assignment and upload a copy to our course Moodle page as back-up; however, only hardcopy assignments will be graded and returned.

CONFERENCES

You will be required to discuss your work with me in one or more conferences.

COURSE SCHEDULE

(subject to change)

Week 1

W 1/14: Introduction to course, syllabus, and text

In-Class Writing

Homework: Read WA: Ch. 1 and 2.

F 1/16: Discuss Ch. 1 and 2.

Homework: Read WA: Ch. 3, 4, and 5.

Week 2

M 1/19: *Martin Luther King, Jr. Day – No Class*

W 1/21: Discuss Ch. 3, 4, and 5.

Analyze “Why Violent Video Games are Good for Girls” sample essay .

Discuss reading and writing strategies.

F 1/23: In-class writing on Ch. 3, 4, and 5

Final day for dropping the course without receiving a “W” (4:30 p.m.)

Week 3

M 1/26: Discuss annotated bibliography assignment.

Students brainstorm issues for the assignment.

W 1/28: Library Day

F 1/30: Discuss MLA, citation, and research.  
Homework: Read WA: Appendix 2 on evaluating sources and MLA format.

Week 4

M 2/2: Discuss WA: Appendix 2.

Source evaluation and MLA exercises

W 2/4: Looking at sample sources

Students discuss quality sources from annotated bibliographies.

F 2/6: Annotated Bibliography Due

Introduce research proposal assignment

Homework: Read WA: Ch. 11 and 12 (including the sample essays from Ch. 12) to prepare

for Causal Argument Essay.

Week 5

M 2/9: Discuss WA: Ch. 11 and 12.

In-class writing responses to sample essays

W 2/11: Introduce Causal Argument Essay assignment and requirements.

F 2/13: Research Proposal Due

Discuss causal argument further

Week 6

M 2/16: Mardi Gras Holiday

W 2/18: Mardi Gras Holiday, continued

F 2/20: Integrate research proposal into causal argument essay.

Week 7

M 2/23: In-class writing day

W 2/25: Causal Argument Essay Rough Draft Due

Discuss peer review strategies

F 2/27: Peer Review

Homework: Read WA: Ch. 6 and 7.

Week 8

M 3/2: Discuss Ch. 6 and 7.

W 3/4: Discuss audience awareness, objections, alternate views.

Student response to peer review

F 3/6: Discuss making writing more persuasive.

Week 9

M 3/9: Causal Argument Essay Due

Homework: Read WA: Ch. 8 and 9

*T 3/10: Midterm Grades Due*

W 3/11: Rhetorical analysis of (visual) arguments

Visual argument exercise

Group students

F 3/13: Students work in groups to select image for visual analysis presentation

Week 10

M 3/16: Students give group presentation of visual argument analysis.

Read WA: Ch. 10, 13, and 14 on evaluation, proposal, and hybrid arguments.

W 3/18: Finish group presentations.

Moving from visual argument analysis to issue analysis essay

Discuss logical fallacies

F 3/20: In-class writing/research day

Week 11

M 3/23: In-class writing/research day

W 3/25: Issue Analysis Rough Draft Due; peer review

F 3/27: Conferences

Final day for dropping the course (4:30 p.m.)

Week 12

M 3/30: Conferences

W 4/1: Issue Analysis Essay Due

Introduce research argument assignment.

Brief review of key chapters

Discuss sources for final paper

Integrating student argument with source arguments

Homework: write a working thesis and outline for the essay

F 4/3: Spring Break begins – No Class

Week 13

Spring Break

Week 14

M 4/13: Drafting/researching final paper

Mini-conferences on thesis statements and outlines

W 4/15: Briefly review logical fallacies

Drafting/researching final paper

F 4/17: Researched Argument Rough Draft Due; peer review

Week 15

M 4/20: Drafting/researching final paper

W 4/22: Drafting/researching final paper

F 4/24: In-class writing day

Week 16

M 4/27: Final Researched Argument Essay Due

Brief Presentations on Argument Essays

W 4/29: Brief Presentations on Argument Essays

F 5/1: Conclusion; Reflection on argument and how argument is constructed in your major.

**Final Grades Due (for degree candidates): Tuesday, May 12, 9:00 a.m.**

**Final Grades Due (for non-degree candidates): Wednesday, May 13, 9:00 a.m.**

By remaining enrolled in this course, you agree to the policies outlined in this syllabus and the university’s academic integrity, conduct, and attendance policies.