

## **ENGLISH 2000**

### ***Spring 2015***

Instructor:  
Office:  
Phone:  
e-mail:

Section:  
Office Hours:

#### **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**

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.

#### **ACADEMIC INTEGRITY**

According to section 10.1 of the LSU Code of Student Conduct, “A 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 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](#)), 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				<u>10%</u>
TOTAL:				100%

\*Assessed Document

## **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>	

### 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.**

