

## ENGLISH 2000

Jane Doe  
Office: Allen Hall  
Phone: 578-xxxx (office)  
e-mail: xxxxxx@lsu.edu

Section 10 Spring 2011  
Office Hours: Thursday 9:30-1:30  
MWF 2:00-4:00  
(and by appointment)

### TEXTS AND SUPPLIES

#### Required

Ramage, John D.; John C. Bean & June Johnson. *Writing Arguments: A Rhetoric with Readings*. Concise Ed. 5<sup>th</sup> Ed. New York: Pearson, 2010.

Other readings supplied by Faculty.

Back-up drive (flash or external or Google docs) (**WA: Writing Arguments**)

### 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.

### PLAGIARISM & CONDUCT

“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](#)*).

Cases of academic dishonesty will be reported to the Dean of Students.

Students will show respect for others in the classroom and will not use cellphones or other electronic media unless asked to by the instructor. In addition, any disruption can result in the student leaving the classroom and losing participation points for the day/week.

### DISABILITY SERVICES

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**

Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. Class activities and other participation points cannot be made up if the student is not in attendance. The course instructor will determine the validity of a student's reason(s) for absences (student must provide documentation) and will assist those students who have valid reasons.

Valid reasons for absences include:

1. Illness
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court-imposed legal obligations such as subpoenas or jury duty
5. Military obligations
6. Serious weather conditions as announced by LSU
7. Religious observances. See the interfaith calendar website ([www.interfaithcalendar.org](http://www.interfaithcalendar.org))
8. Participation in varsity athletic competitions or university musical events.

The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence.

## **ASSIGNMENTS**

To pass the course, you must complete all major assignments.

Annotated Bibliography (Collaborative) 10%			Due Feb 1
Research Proposal 10% (written), 5% (oral presentation)	3pp	Draft Feb 3	Final Feb 10
<b>Essay 1:</b> Background (Rhetorical Situation), 15%	6pp	Draft Feb 22	Final Mar 3
<b>Essay 2:</b> Multiple Perspectives/Issue, 15% (draft 5%), 20%	6pp	Draft Mar 17	Final Mar 31
<b>Essay 3:</b> Researched Argument, 20% (draft 5%), 25%	8pp	Draft Apr 14	Final Apr 28
Homework, Quizzes, Memos, Class Participation, 15%			

## **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. Major assignments will not be accepted late unless you have a valid excuse that is documented.

## **CONFERENCES**

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

## **GUIDELINES FOR FORMATTING**

1. Double-space (MS style), Times New Roman, 12 Point Size, 1-inch margins for all essays, including drafts.
2. Turn in source materials for your research (print outs of web-site materials) plus Works Cited for drafts and finals.

3. Always turn in everything that you or I write for each assignment: the assignment sheet, all notes, brainstorming, outlines, drafts, etc.
4. Number pages: upper right.

## COURSE SCHEDULE (subject to change)

### **Introduction**

#### *Week 1*

#### **T Jan 18**

- Introduction to the course; sign syllabus.
- Introduction to the text.
- In-class writing Task: Write a brief description of your previous group contributions. Were you a leader, a peacemaker (social skills), a “techie,” or the writer?  
Assignment for next class: **WA: Chaps 1 & 2.**

#### **Th Jan 20**

- Discuss Chaps 1 & 2.
- Discuss issues/controversies and brainstorm/map them on board.
- Vote on class issues/controversies for the semester
- Groups assigned based on self-identified “skills”  
Assignment: Read Annotated Bibliography assignment sheets.

### **RESEARCH PROPOSAL**

#### *Week 2*

#### **T Jan 25**

**(Last day to drop without a “W”)**

- Library Visit  
Assignment: Choose 2 sources to read and write down why you want your team members to read them. Post your list to Moodle in your group space. Meet with your topic team online and make a list of articles, images, statistics, web sites, etc., that will provide context for your controversy/issue. Working together in your team online, assemble your Annotated Bib and begin editing using MLA style.

#### **Th Jan 27**

#### **-Discuss Research Proposal**

In class assignment: Meet in class and finish your Group Annotated Bibliography.

#### *Week 3*

#### **T Feb 1 Annotated Bib (collaborative) Due.**

- Discuss contexts for the 5 controversies/issues in class.  
Assignment: Read 6 articles (3 Internet and 3 Library) for context from your Annotated Bibliography. If they do not fit your individual research proposal, find others. Draft your individual research proposal. See Assignment sheet.

### **Th Feb 3**

–**Bring to class your rough draft of your Research Proposal (individual)**

–Meet with your group in class and work out a plan for assembling and presenting your Annotated Bibliography.

Assignments: Work on your part of the group presentation.

### *Week 4*

### **T Feb 8**

–**Group presentations of Annotated Bibliographies and research topics.**

–Feedback from other groups

Assignment: Complete Research Proposal. Edit it carefully and proofread (DO NOT rely on Spellcheck or Grammar check alone). Revise it from the peer responses you got in class. See where you need to add more depth and improve the organization.

### **Background Essay 1** (Rhetorical Situation)

### **Th Feb 10**

–**Final Research Proposal DUE** – bring a hard copy of your essay to class. In your folder include your draft and any notes, outlines, etc. for full credit/points.

Assignment: Read **WA: Appendix 2 & MLA Citation**. Discuss in several paragraphs how statistics, description, and history set the stage (contextualize) your controversy/issue.

### *Week 5*

### **T Feb 15**

–Discuss in class what history, geography, cultural, economics, politics, timing, language and\ other factors “contextualize” your issue. What background should you and your audience have to understand the issue better? What is a rhetorical situation and how does that set-up your issue?

Assignment: Reading from Packet. Write down 2 possible thesis statements for Essay #1.

### **Th Feb 17**

Assignment: Bring your thesis statements to class. Share them in our class and get feedback on how well each will or won’t work for Essay 1.

### *Week 6*

### **T Feb 22**

–Bring to class 3 hard copies of your **complete rough draft of Essay #1** (hard copies).

–Post your draft, also, in the Moodle Forum labeled Essay 1 Draft.

–Peer Review Day A

Assignment: Revise Essay #1 based on peer comments.

### **Th Feb 24**

–Discuss your research discoveries as a result of drafting Essay #1

Assignment: Work on Essay #1 and reread your sources. Make sure you are quoting accurately and citing correctly according to MLA style. Review the rules on plagiarism and sign the pledge that you have not plagiarized your essay.

*Week 7*

**T March 1**

- Bring laptops to class for your final questions on Essay 1. Brief in-class conferences.  
Give your laptop to a writing partner to edit using MSWord Track Changes. Students not doing their work will lose points on their final Essay 1.  
Assignment: **WA, Chap. 5**

**Multiple Perspectives/Issue Essay 2**

**Th Mar 3 Final Draft of Essay 1 Due**

- Include in your folder: Essay 1 final, Essay 1 draft, copies of your sources, outlines, notes, peer reviews, etc.
- Discuss Essay 2 in class.  
Assignment: Begin Essay 2. Find 2 more articles on your topic; pick sources that seem to have opposing viewpoints on your controversy. Then find a 3rd source that is presenting a slightly different view not the same as the others. Read **WA: Chaps. 7,8**

*Week 8*

**T March 8 Mardi Gras Holiday**

**Th March 10**

- Brief Presentations showing how various authors construct arguments.**  
Assignment: Work on Essay #2. Have your thesis paragraph and intro ready for class. Prepare a brief outline of what multiple viewpoints and perspectives you will use in your essay.

*Week 9*

**T March 15**

**More Brief Presentations showing how various authors construct arguments.**

- Work in your teams and discuss early drafts and outlines of Essay #2 (if time).  
Assignment: Work on Essay #3

**Th March 17**

- Bring 2 hard copies of your **complete rough draft of Essay #2** to class & Post it in Moodle Forum labeled Essay 2 Draft.
- Peer Review Day.  
Assignment: Work on Essay #2. Incorporate suggestions from peer reviews and my comments. Bring into the next class a one-page (or more) plan (single-spaced) for how you will revise your essay.

*Week 10*

**T Mar 22 Midterm Grades Due**

- Discuss good Internet research again.
- View Internet sites that offer multiple viewpoints.
- Critique sites.  
Assignment: Work on Essay #2

Find an article online that offers multiple viewpoints. How is your essay like that one? What assumptions does the author make? Is the issue “informed” by good research? How do you know?

**Th Mar 24**

–Discuss/review the writing process.

–Discuss/review good style and the importance of proofing and editing after revision.

Assignment: Complete Essay #2. Examine it for the various “Outcomes” listed above on the syllabus. Write what you discover are the weaknesses and strengths of your essay.

*Week 11*

**T March 29**

–Discuss the revision of the entire paper

–In class write about how you will address the problems in your essay and in your writing in general.

–Schedule 20-min. conferences for 3/31, 4/5 and 4/7.

Assignment: Write a revision plan to bring to the conference in my office, along with your essay.

**Th March 31**

**ESSAY #2 FINAL DUE (All are due in Moodle today and bring hard copies to class.) First 7 students will have conferences in the class; those students must bring their revision plan for their writing.**

**Researched Argument Essay 3**

*Week 12*

**T Apr 5**

–No Class. Individual Conferences on Essay #2. Bring revision plan for your writing.

Assignment: Read **WA, Chap. 3. Begin work on Essay 3.**

**Th Apr 7**

–No Class. Individual Conferences on Essay #2. Bring revision plan for your writing.

Assignment: Read **WA, Chap. 4. Work on Essay 3.**

*Week 13*

**T Apr 12**

–In teams discuss what new sources you might need for completing the last phase of your writing project and what position you will take on your essay.

Assignment: Find additional sources. Work on Essay #3

**Th Apr 14 Draft of Essay 3 due.**

–Go through papers and highlight transitions in brackets. Underline your theses twice.

–Peer Reviews.

Assignment: Work on Essay 3 revision. Read **WA: Chap. 6 & 10.**

*Week 14*

**T Apr 19 Spring Break**

**Th Apr 21 Spring Break**

Assignment: Continue to work on Essay 3. Read **WA: Chap. 11. Read the Chapter that best describes your type of argument in Essay 3. Write a cover sheet pointing to the characteristics that make your argument that particular type.**

*Week 15*

**T Apr 26**

–Continue to discuss Argument using the type of argument you chose for Essay 3. Bring your cover sheets to class with you.

Assignment: Finish revision of Essay #3.

**Th Apr 28**

**ESSAY #3 FINAL DUE. (Include draft, peer reviews, notes, outline, revision documents, sources, etc. in folder for complete points).**

*Week 16*

**T May 3**

–In-class writing on rhetorical analysis.

**Th May 5**

–Reflection on argument and how argument is constructed in your major. Dead day.

**Final Grades: May 17, 9:00 a.m. – Deadline**