

English 112
Dr. Julianne Newmark
Fall 2009
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College Writing II

“Identifying American Argument: Race, Gender, and the Rhetoric of Identity”

Mondays, Wednesdays, and Fridays: 10:00 to 10:50 p.m.

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Office hours: Mondays and Wednesdays from 2:00 to 3:30 p.m. and by appointment in 211 Fitch.

ABOUT OUR COURSE:

Welcome to English 112. In this course, you will read public arguments and use written reasoning to respond persuasively to these arguments. You will grapple with texts of various kinds and will create your own written texts, of varying lengths. As a student in 112, you will conduct research, taking into account issues related to our course topic that you find interesting or that concern you. Your course papers will take into consideration the broad aims and objectives of 112 as well as the specific focal issues of our class.

New Mexico Tech’s objectives for English 112 are that you will learn to:

- Respond to specific audiences and rhetorical situations
- Read, think, and write critically and coherently
- Recognize writing as a process rather than a product
- Demonstrate mastery of the conventions of academic English
- Conduct efficient and ethical research

In this course, you will write two short assignments (of two pages each), two four- to five-page papers, and one ten-page formal research paper. You will be expected to complete many in-class writing assignments and you will be expected to contribute to our class blog. You will also be required to meet with me in a one-on-one conference three times during the term.

This course counts for Humanities required credit, Part 1A in 2007-2009 catalog (General Degree Requirements) and Communications required credit Area 1 (General Education Core Curriculum) in the new catalog. Prerequisite: ENGL 111 or equivalent course passed with a C or better

POLICIES:

Required texts:

- *Rereading America*. Seventh Edition. Colombo, Cullen, and Lisle. ISBN: 978-0-312-44703-8
- *The Everyday Writer*. Fourth Edition. Lunsford, Andrea A. ISBN: 978-0-312-48859-8
- Occasional texts that I will post on my website

Required work and grading scale:

Your grade will be based on various factors, including attendance, participation, and completion and quality of written work. You will be expected to participate in daily class discussions and occasional group work in class; you will be expected to regularly provide comments/entries on our class blog.

Response paper one (two pages)	30	Grading scale:	
Response paper two (two pages)	30	A	465 and above
Essay one (four to five pages)	60	A-	450-464
Essay two (four to five pages)	60	B+	435-449
Conference attendance/preparedness (3)	30	B	415-434
Quizzes	50	B-	400-414
Participation and attendance	55	C+	385-399
Final research paper (ten pages)	120	C	365-384
<u>Blog participation/posting</u>	<u>65</u>	C-	350-364
TOTAL	500		

Class Participation:

You will be evaluated on your ability and willingness to participate in classroom discussions and other activities. Keep this in mind and be sure to be alert in class, prepared for class work, and engaged in our subject matter.

Attendance and Tardiness:

If you miss more than four classes, you will be asked to drop the course or you will receive a failing grade. There are, of course, extraordinary situations in which absences might be excused. A stay in the hospital, for example, is what I would call "extraordinary." I do take attendance into consideration in the calculation of your final grade, along with the above-mentioned factor of participation. Be sure to attend all class meetings and to be on time. Every three days that you are tardy (more than five minutes) count as one "absent" day. I consider this syllabus, incidentally, as your contract with me, and mine with you. If you choose to continue in this class, after reading this syllabus, I expect that you will abide by the requirements of this course. If you call or email me PRIOR to class time with a legitimate excuse for an absence, I will excuse you for that day. If, however, you will be missing more than three "excused" days because of illness, you will need to work with Academic Affairs to ensure that you have properly documented your illness. I will not continue to excuse absences after three emails or calls without the proper involvement of Academic Affairs.

Late Papers:

Papers must be turned in at the beginning of our class time on the day the assignment is due. After this time, for each day an assignment is late, I will deduct one letter grade (meaning, if the paper begins at an "A" and is one day late, I will begin grading it from an "A-" -- etcetera). Again, extraordinary circumstances might excuse a late assignment, but these are rare. I will not accept emailed versions of papers; you must come to class, or arrange to see me in my office, to turn in your paper-copy of your assignment. *I reserve the right not to accept late writing assignments or group projects. Even if you miss class on a paper due-date because of a documented illness, you must submit your paper to me on the due-date (by receiving authorization from me to submit an initial copy by email) or receive an extension due to a documented illness. An excused absence does not automatically mean you can turn your paper in late with no penalty.*

Courteousness and Cell Phones:

I expect all students to behave appropriately and respectfully in class. You are expected to be courteous to me and your classmates. One sign of courteousness is that you turn off your cell phone before entering class. If there are repeated problems with your cell phone, I will ask you to leave the classroom for the day. You will take an absence that day.

Equal Access:

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.

Plagiarism:

In our course, we will spend ample time covering what is required of you in terms of correct citation, academic honesty, and intellectual property. After this information has been presented to you in class, you are responsible for it and cannot claim ignorance as a defense against an accusation of academic dishonesty.

Plagiarism, in very general terms, is the use of someone else's words or ideas without proper citation. Your style guide, *Everyday Writer*, includes information about plagiarism. I suggest that you become familiar with pages 168 and 173-175 and commit to memory the information regarding plagiarism that I provide for you in class. Also, the NMT library offers a handy website addressing many plagiarism issues and provides advice on avoiding plagiarism:

<http://infohost.nmt.edu/~nmtlib/INFO/ORef/plagiarism.html>

Essay Format

All work that is to be handed in must be typed, double-spaced, printed on white paper in black ink, and must use twelve-point font (preferably Times New Roman); in essence, your paper must follow MLA guidelines. If your paper does not conform to these stylistic requirements, I will hand it back to you without a grade and you will be required to reformat in and will suffer a late-paper penalty.

Conferences

On the course calendar, you will notice that several class sessions have been cancelled in order to accommodate individual student conferences with me. These conferences are mandatory, and your failure to show up will affect your grade: not only will you not receive any of the participation points for the conference, your failure to show up will count as an absence.

COURSE CALENDAR

****Please note that all readings in *Rereading America* are listed by author name and title****

	DATE	ITEMS DUE	IN-CLASS ACTIVITY/OUTCOME	
OUTCOMES FOR THIS SEQUENCE: Invention, peer critique, purpose and thesis, active reading and analysis, summarizing/paraphrasing, and responsible use of sources	1	Wednesday, August 26	Course introduction. Differences between summarizing and analyzing.	
		Friday, August 28	EW 183-192, EW 3-11 Introductions continued. "Diagnostic" writing exercise." Common grammar errors. Our class blog introduced.	
	2	Monday, August 31	NO CLASSES	NO CLASSES
		Wednesday, September 2	RA 1-16, "Becoming a College Student"	Thinking critically about texts and "cultural myths." Creating arguments, i.e. <i>thesis statements</i> .
		Friday, September 4	EW 119-123, Fallacies RA Intro to "Learning Power" ch.	Response One assigned. Logical fallacies introduced.
	3	Monday, September 7	No Class. Labor Day.	No Class. Labor Day.
		Wednesday, September 9	RA Horace Mann "Report of the" and Michael Moore "Idiot Nation"	Definitional arguments. Handout in-class.
		Friday, September 11	RA Kozol "Still Separate" and Rose "I Just Wanna be Average"	Contemplating " educational myths ." Thesis construction and discussion. Response paper questions.
	4	Monday, September 14	Response One due. RA Anyon "Social Class and..." Be ready to discuss and consolidate ideas about all above readings.	Essay One assigned. Finding intersections between our class readings and personal interest. Discuss definitional argument worksheet. Definitional argument "idea map"
		Wednesday, September 16	Definitional argument worksheet due.	Discuss class blog. View sample essay; model essay.
		Friday, September 18	Mandatory blog postings: summary comments and essay questions.	TBA
	5	Monday, September 21	Draft of Essay One due for in-class peer review . Bring two copies of your essay to class.	Peer review.
		Wednesday, September 23	**Mandatory conferences** We will not meet in the classroom on Wednesday or Friday. Please attend your conference at your designated time <i>in my office</i> . Please come with your draft paper from your peer review, your peer review sheet <i>filled out by your peer</i> , and a <i>newly revised version (a new "clean copy") of your paper</i> .	
		Friday, September 25		
	6	Monday, September 28	ESSAY ONE DUE Cumulative Reading Quiz	

OUTCOMES FOR THIS SEQUENCE:

Invention, peer critique, purpose and thesis, active reading and analysis, summarizing/paraphrasing, and responsible use of sources

	Wednesday, September 30	EW 170-183 RA Intro to “True Women/Real Men” chapter	Doing research; incorporating sources. Scholarly versus popular sources.
	Friday, October 2	RA Tocqueville “How the Americans” and Kinkaid “Girl”	Assign Response Two
7	Monday, October 5	RA Devor “Becoming Members of” and Cofer “The Story of my Body”	Rebuttal arguments. Read handout.
	Wednesday, October 7	RA Kilbourne “Two Ways a Woman”	Appeals to pathos, logos, ethos.
	Friday, October 9	RA Intro to “Created Equal” chapter and Parillo “Causes”	Assign Essay Two. Causal arguments. Read handout.
8	Monday, October 12	Response paper workshop day.	Continue with authorial appeals.
	Wednesday, October 14	Response Two Due MEET IN LIBRARY	Library research day.
	Friday, October 16	RA Terkel “C.P. Ellis” and Steele “I’m Black”	Gender expectations/myths discussion.
9	Monday, October 19	Mandatory blog postings: summary comments and essay questions.	Identifying logical fallacies.
	Wednesday, October 21	Draft of Essay Two due for in-class <i>peer review</i> . Bring two copies of your essay to class.	Peer review.
	Friday, October 23	NO CLASSES	NO CLASSES
10	Monday, October 26	**Mandatory conferences**	
	Wednesday, October 28	We will not meet in the classroom on Wednesday or Friday. Please attend your conference at your designated time <i>in my office</i> . Please come with your draft paper from your peer review, your peer review sheet <i>filled out by your peer</i> , and a <i>newly revised version (a new “clean copy”) of your paper</i> .	
	Friday, October 30	Essay Two Due	Assign Final Research Paper

OUTCOMES FOR THIS SEQUENCE:

Essay organization and unity, sentence-level grammar and mechanics, responsible use of sources, research, use of rhetorical strategies, revision, thesis.

11	Monday, November 2	RA Wachtel “Talking About Racism” EW 193-197	Proposal arguments. In-class handout. Revisit pathos, logos, ethos.
	Wednesday, November 4	RA Visual Portfolio	
	Friday, November 6	RA Fredrickson “Models of” and Morales “Child of the Americas”	Thesis development. Academic genres.
12	Monday, November 9	RA Alexie “Assimilation”	
	Wednesday, November 11	Library research day—meet in computer classroom	Sign up for presentations.
	Friday, November 13	Library research day—meet in computer classroom	
13	Monday, November 16	EW 57-82	Drafting and paragraphing
	Wednesday, November 18	**Research Paper Presentations**	
	Friday, November 20		
14	Monday, November 23	First draft of Research Paper due. In-class <i>peer review</i> day. Bring one copy of your essay to class.	Peer review.
	Wednesday, November 25	EW <i>sections</i> 30-37: skim	
	Friday, November 27	NO CLASSES	NO CLASSES

		Monday, November 30	Mandatory blog postings: summary comments and essay questions.	
	15	Wednesday, December 2	**Mandatory conferences** We will not meet in the classroom on Wednesday or Friday. Please attend your conference at your designated time <i>in my office</i> . Please come with your draft paper from your peer review, your peer review sheet <i>filled out by your peer</i> , and a <i>newly revised version (a new "clean copy") of your paper</i> .	
		Friday, December 4		
	16	Monday, December 7	FINAL PAPER DUE	Course evaluations.
		Wednesday, December 9	Mandatory blog postings: course conclusions.	What's next in ENGL 341?
		Friday, December 11	LAST DAY OF CLASSES Cumulative Reading Quiz	(We have no final exam!)