

English 120: College Composition II, 3 Credits

TR 11:00-12:15 Minard 118

Opinions cannot live unless they have the chance to do battle.
—Thomas Mann

All the world's a text.
—Robert Scholes

COURSE DESCRIPTION AND OUTCOMES:

Bulletin Course Description

Advanced practice in reading and writing of various genres for different situations and audiences. Includes field research, collaboration, and visual communication.

General Education Outcomes for English 120

Outcome #1: To communicate effectively in a variety of genres for various audiences, purposes, and situations

English 120 will emphasize academic genres, and extend reading and writing to include genres common in public communication situations. In order to achieve this outcome, students will:

- Read a variety of genres of writing, with an emphasis on writing produced for students and scholars and writing produced for the general reader, intended to inform and influence members of the public.
- Write in a variety of genres for various audiences and purposes (e.g., writing for specific disciplines, writing to communicate visually as well as textually in order to reach wider audiences and meet different reading styles, writing for the general public).
- Practice effective and efficient writing strategies, including generating, developing, and focusing ideas, sharing drafts of writing with peers and the instructor, revising and editing for clarity, consistency, and correctness. Students should also understand that effective communication can only be defined within the context and situation of reading and writing tasks.

Outcome #6: To integrate knowledge and ideas in a coherent and meaningful manner

English 120 will instruct students in library and web research skills, and introduce field research as an additional means of finding or generating ideas and knowledge. In order to achieve this outcome, students will:

- Locate information in library and web resources, and respond to others' ideas within their own writing.
- Conduct field research appropriate to their writing projects (e.g., observe people or things, collect and analyze primary sources, conduct interviews), and integrate that research.
- Use a thesis statement, claims, and evidence effectively when a writing situation calls for these particular elements.

COURSE TEXTS, MATERIALS, AND BASIC COURSE ASSIGNMENTS/REQUIREMENTS:

Required Texts

Johnson-Sheehan, Richard, and Charles Paine. *Writing Today*. 2nd ed. Boston: Pearson, 2012. Print.
LaBute, Neil. *The Shape of Things*. New York: Faber and Faber, 2001. Print.

Recommended Texts

Writing Today contains chapters devoted to proper MLA citation and grammar. However, you are encouraged to consult online resources such as the Purdue Online Writing Lab (OWL) for further MLA citation information. We will also cover MLA citation and research information presented in *Atomic Learning*, a storehouse of tutorials available via the NDSU library database system.

—Additional course handouts or readings will be provided in class or via electronic distribution (e.g., email or Blackboard).

Materials

College-ruled notebook; folder/portfolio for all course documents (keep all essay drafts, pencil graded work, handouts, notes, in-class writings and homework activities, etc.); reliable technology (portable flash drives, printers, ink, paper, etc.); a stapler.

Writing

In addition to daily in-class or other short writing assignments, quizzes, and homework or collaborative and other workshop activities, you are required to complete five major writing projects: a genre awareness project, a rhetorical analysis project, a researched commentary project, a final portfolio project, and a literary/film analysis project. Short writing assignments and other exercises will inform and help guide/build the content, structure, and design of your major writing projects.

Participation

Daily thoughtful, meaningful class participation—informed by the assigned course readings/assignments/exercises and writing project requirements—in large and small group discussion, workshops, and class activities is required.

Course Theme

This course allows students to critique, analyze, and argumentatively discuss various “primary texts” in U.S. popular culture. Most U.S.—and global—citizens live in spaces awash in the seemingly inescapable cultural and commercial wallpaper of advertisements, movies, music, television, art, and digital culture. This cultural wallpaper is hardly neutral, as these “texts” or cultural systems reflect, reinforce, encourage, or create ideologies about gender, sexuality, race, class, and identity. To quote Bertrand Russell, “the purpose of education is to defend oneself against the seductions of eloquence.” In a culture where citizenship and critical thought/action is often reduced to button-click “liking” or “disliking” of everything from the seemingly inconsequential (e.g., commercial brands or products) to the decidedly more profound (e.g., political candidates or systems of government), closer critical attention must be paid to these “seductions of eloquence” in order to become thoughtfully aware, critically adept citizens able to defend against or write back to such seductions. The focus of the course enables students to combine genre awareness, rhetorical analysis, critical reading strategies, argumentative/persuasive research, successful documentation, and critical thinking into both shorter, analytical writing projects as well as longer research writing projects that explore contemporary of-the-moment issues currently dominating widespread media and U.S. popular culture.

COURSE POLICIES:

Attendance

In compliance with NDSU University Senate Policy, Section 333: Class Attendance and Policy and Procedure, <<http://www.ndsu.edu/fileadmin/policy/333.pdf>>, and with the English Department’s Attendance Policy, <http://www.ndsu.edu/english/majors_and_minors/english_department_policies_attendance_and_academic_honesty/>, students’ prompt, regular attendance is required for this course. If you are aware of a potential conflict with this class, consider taking another section at another time. You have 1 week’s worth of free misses for illness/emergency. After a week, your participation grade will go down, and after three weeks’ absence you will automatically receive a zero for participation. (See **Participation** policy below.) Lateness will not be tolerated; students arriving late will be counted absent for the day.

According to English department policy, **students who miss four weeks or more of class during the standard academic semester (e.g., twelve 50 minute classes, eight 75 minute classes, or their equivalent) will not pass the course, regardless of reason for absence.** Each student is accountable for all work missed because of absence, and instructors have no obligation to make special arrangements for missed work. If you have a major emergency that causes you to miss a large amount of class unexpectedly, you should withdraw and take the course at a time when you are able to attend more regularly.

Participation

Class participation is based on attendance and level of active, meaningful participation in class. Come to class prepared to thoughtfully discuss the assigned material. Be prepared to discuss assigned readings, in-class writing, and/or assigned homework exercises or responses. Students who have not completed the assigned reading, activities/exercises, or homework will not be allowed to participate in the discussion (i.e., it is not my job, nor the job of other students, to “fill in” those who fail to come prepared). Bring to class the required text, reading, writing, or homework assigned for discussion and be ready to locate, analyze, and discuss relevant passages or components. Participation is worth **50 points** (see **Course Grading and Evaluation Scales** section below). The participation grade will be earned as follows:

- A** No more than 2 absences (1 week); active, substantive, and regular participation in class (your body being in the room isn’t enough to earn an A).
- B** No more than 3 absences, plus active and regular participation in class.
- C** No more than 4 absences (2 weeks), plus regular participation in class.
- D** No more than 5 absences, some participation in class.
- F** No more than 6 absences, minimal participation. After 6 absences (3 weeks) the participation grade is zero points. Four weeks (8 absences) or more will constitute **failure of the course**, regardless of reason.

Academic Honesty

Academic Dishonesty/Plagiarism: Work submitted for this course must adhere to the Code of Academic Responsibility and Conduct as cited in the *Handbook of Student Policies*: “The academic community is operated on the basis of honesty, integrity, and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This code will serve as the guideline for cases where cheating, plagiarism, or other academic improprieties have occurred. See also: <http://www.ndsu.edu/fileadmin/policy/335.pdf>. All instances of deliberate plagiarism will be reported to Registration and Records.

Academic Honesty Defined: All written and oral presentations must “respect the intellectual rights of others. Statements lifted verbatim from publications must be cited as quotations. Ideas, summaries or paraphrased material, and other information taken from the literature must be properly referenced” (*Guidelines for the Presentation of Disquisitions*, NDSU Graduate School, 4).

English Department Policy on Plagiarism: Instructors in the English department try to distinguish between inadvertent and deliberate plagiarism. Initial instances of inadvertent plagiarism will be pointed out and revision will be expected; deliberate plagiarism may result in zero for an assignment, possible F for the course. See the English department guidelines for more details: http://english.ndsu.edu/majors_and_minors/english_department_policies_attendance_and_academic_honesty/

Special Needs

In keeping with the Americans with Disabilities Act, I encourage students with special needs who need accommodations in this course to contact me as soon as possible so that the appropriate arrangements can be made. From the NDSU Disability Services website: “Students are encouraged to speak with instructors and Disability Services staff about accommodations well before the term begins to allow enough time to make necessary arrangements. Although instructors may need to be flexible with accommodations, they will hold students with disabilities to the same academic standard as other students” (<http://www.ndsu.edu/disabilityservices/>). Also, veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Classroom/Email Etiquette

- Your cell phones should be put away and silenced during class time. Students using cell phones, iPads, laptops, etc., for social networking, games, or other non-classroom related activities will be counted absent for that day and may be asked to leave.
- Take care of bathroom breaks, snack breaks, etc., *before* getting to class.
- I assume that all interactions in this course will be civil and show respect for others. Student conduct at NDSU is governed by the Code of Student Behavior, Policy 601.
- Email is a formal system of communication. As such, you must structure your emails as you would a formal letter by including an appropriate subject heading, greeting, and signature. Allow 24 hours for email responses. I do not discuss grades via email.

COURSE ASSIGNMENTS AND MAJOR PROJECTS:

Breakdown of Major Assignments and Projects

In addition to the possible **50 points** for **Participation** (see policy above), you are required to complete several assignments and projects, each worth a specific amount of points in relation to your overall final grade. You will receive more detailed assignment sheets/packets for each major writing project. Your final course grade is figured out of a total of **1000 possible points**.

- **Daily Work, including Peer Responses.** Each randomly collected/graded piece is worth 5-25 points. I may not collect all daily writing, but I expect you will treat each assignment as worthy of collection and evaluation. **NOTE:** Daily work assignments are due when assigned, and cannot be made-up, revised, or redone for point value; however, you may still be required to complete this work. Running total, **100 points**.
- **Genre Awareness Project.** Full first draft, **25 points**. Final draft, **100 points**.
- **Rhetorical Analysis Project.** Full first draft, **25 points**. Final draft, **150 points**.
- **Researched Commentary Project.** Formal Proposal and Annotated Bibliography, **100 points**. Full first draft of the Commentary essay, **25 points**. Final draft of the Commentary essay, **200 points**.
- **Final Portfolio Project.** Students will include final versions of 3 different genres (i.e., Genre Awareness, Rhetorical Analysis, and Researched Commentary) and a formal reflection letter, and the portfolio must total 15-18 pages of writing (excluding Works Cited/Bibliography, but including the Reflection Letter). You may revise up to two major projects for possible higher point grades, but you must revise at least one major project for the portfolio. **100 points**.
- **Literary and Film Analysis Project.** Full first draft (or equivalent pre-writing work/homework), **25 points**. Final draft, **100 points**.

Note on Full First Drafts and Peer Review Workshops

For most major writing projects, you are required to turn in a full first draft to me. You are required to submit full first drafts via email when due. **This is the only assignment I will collect electronically.** The draft grade is based on 1) being on time, 2) being long/complete enough, 3) being on topic/on task, and 4) having a Works Cited page, reasonably formatted in MLA style. Points—in 3 point increments—will be deducted from the 25 possible points for lack of length (-3 for each page short), development of required elements (-3 for each major missing element), lack of appropriate source citation (-3 for missing or inappropriate citation), or general lack of completion (-3 for additional or other incomplete element/s). Completing a full first draft will strengthen your drafting and writing process. First drafts handed in after the due date/time will receive zero points. This is nonnegotiable, and falls outside of the late work policy that follows below.

NOTE: In order to earn any points for emailed full first drafts, you must also attend and participate in scheduled peer review workshops in class. If you fail to attend class—and fail to bring the required paper copy or copies of your writing project—you will receive zero points for the full first draft. Again, this is a nonnegotiable policy.

Due Dates and Late Work

Because this course is based on the process of writing, it is essential to hand in *all* assignments on time, as each step in the writing and revising process is vital to the success of your writing projects. You are expected to meet deadlines and due dates for all assigned work, from short homework assignments to drafts for peer review to major projects. Typed and stapled paper copies of the major writing project assignments are due at the beginning of class, unless otherwise noted. I will allow extensions—on *some* assigned work, not all—only if I am contacted at least one full day before the due date. Do not abuse this courtesy; request extensions sparingly, if at all. Late work will lose the equivalent point value of one third letter grade for each 24-hour period after the class meeting due date and time. **Note** that this loss of points cannot be recouped in the revision process; any/all late penalties will carry over to your revised work. Also, please **note** that regardless of the reason or reasons for the lateness or reduced point value for your work (including any/all plagiarized work or work so late as to not earn any points), you are required to complete all major writing projects in the class in order to complete the Final Portfolio Project and to earn a passing grade in the course. **NOTE: Unless I have indicated otherwise, I do not accept work submitted electronically.**

Conference Procedures

One-on-one conferences will be scheduled this semester. At times, these conferences will be scheduled in place of class time. In such cases, your scheduled conference time counts as your attendance for the class periods cancelled for conferences. Do not miss, skip, or come unprepared for conferences (see both the **Attendance** and **Participation** policies).

Blackboard/Email

Our course Blackboard site will function mostly as a repository for course information and course documents. Check the Blackboard site and your NDSU email account at least once daily. Any and every announcement posted on Blackboard will automatically be emailed to you, but also check the site for relevant handouts or links to pertinent course content. Please note, however, that your Blackboard/email use in no way replaces or otherwise stands-in for active engagement in this class. This is not a correspondence or distance learning course, and you are required to be an engaged member of the academic community fostered by classroom conversations and activities.

COURSE GRADING AND EVALUATION SCALES:

Grade Descriptions

- A** Excellent work, virtually free of mechanical error (grammar, citation, punctuation, spelling), going above and beyond the basic requirements of the assignment. Demonstrates sophisticated understanding of the assignment and the writing situation. Reader should be able to read without disruption.
- B** Good or above average work, minimal mechanical error, going beyond the requirements of the assignment in a least one way, fulfilling all assignment requirements. Demonstrates understanding of the assignment and the writing situation. Reading should be easy, with minimal disruption.
- C** OK or average work, some mechanical error is acceptable, just fulfills all assignment requirements. Demonstrates basic understanding of the assignment and the writing situation. Reading may involve minimal to moderate disruption.
- D** Needs improvement to meet assignment requirements. Reading the text is challenging.
- F** Unacceptable work. Does not fulfill most of the assignment requirements, is not handed in, or is not the writer's own work (the last two warrant zeroes at best). Reading for comprehension may be nearly impossible.

Grading Scales

For assignments worth 5 points: A = 5 B = 4 C = 3 D = 2 F = 0-1	For assignments worth 10 points: A = 9-10 B = 8 C = 7 D = 6 F = 5
For assignments worth 25 points: A = 23-25 B = 20-22 C = 17-19 D = 14-16 F = 0-13	For assignments worth 50 points: A = 41-50 B = 31-40 C = 21-30 D = 11-20 F = 0-10
For assignments worth 100 points: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59	For assignments worth 150 points: A = 135-150 B = 120-134 C = 105-119 D = 90-104 F = 0-89
For assignments worth 200 points: A = 180-200 B = 160-179 C = 140-159 D = 120-139 F = 0-119	For the course: A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 0-599

Final Course Grades

Barring any unforeseen disruption in the university schedule (e.g., weather-related cancellations) that affect assignments, course grades are uniformly calculated using a 1000 point scale. Review the course grade breakdown above, and note that even a single point can make a difference in the grade you earn in this course. As such, it is in your best interest to attend and thoughtfully participate in all classes, complete all assigned work on time and in accordance with assignment requirements, and take full advantage of revision opportunities provided. I do not discuss grades via email (see email policy), and all students will be evaluated using the same 1000 point scale.

Course Readings/Content

This is a college classroom, and you are all adults. As a result of this, the various materials we may read, analyze, and critique (in written texts and films/videos/visuals) as a class may constitute adult reading and viewing. In these various materials, language use, discussion of race or racial issues, sexuality and sexual content, and/or violent situations, for example, may be mature or graphic. Class discussions and critical approaches may at times deal with how and why this content affects/shapes/strengthens/lessens these materials and their messages, intentions, or purposes. Frequently, you may encounter course content that requires analysis of social and political ideologies that differ from your own. If you feel that this may be difficult for you, perhaps this isn't the course for you at this time.

ENGLISH 120 COURSE SCHEDULE
TR 11:00-12:15 Minard 118

Note: Quizzes, in-class writing or exercises, and homework due dates are not listed on the course schedule. In-class writing will be frequent (and may be closed OR open book; **bring the assigned text/reading to class**), as will homework assignments or activities. Homework will be provided in class via handout and/or posted on Blackboard.

- 8/27: Introduction to the course.
8/29: *Writing Today*: Chapters 1, 2, and 3.
- 9/3: Review *Writing Today*: Chapters 1, 2, and 3.
9/5: Read *Writing Today*: Chapter 12. Read through the entire chapter, and pay close attention to the example reports provided. Read/Skim *Writing Today*: Chapters 24 and 25, especially regarding basic research information. Discuss the Genre Awareness Project.
- 9/10: Review *Writing Today*: Chapter 12. Read *Writing Today*: Chapters 16 and 27. Developing/designing the Genre Awareness Project.
9/12: **Genre Awareness Project Full First Draft due via email to me before the class period.** Bring one full paper copy to class for peer review/reading workshop. Read *Writing Today*: Chapter 18.
- 9/17: **Genre Awareness Project Pencil Grade due at the beginning of class. This should be a clean, typed and stapled copy of your complete project.** Discuss the Rhetorical Analysis Project.
9/19: **Conferences. No class. Meet in my office instead.**
- 9/24: Read *Writing Today*: Chapters 8 and 22. Developing/designing the Rhetorical Analysis Project.
9/26: Review *Writing Today*: Chapters 8 and 22. Developing/designing the Rhetorical Analysis Project.
- 10/1: Read/Review *Writing Today*: Chapters 24 through 27. Developing research skills.
10/3: Review *Writing Today*: Chapters 8 and 22. Developing/designing the Rhetorical Analysis Project.
- 10/8: **Rhetorical Analysis Project Full First Draft due via email to me before the class period.** Bring one full paper copy (plus advertisement) for peer review/reading workshop.
10/10: **Rhetorical Analysis Project Pencil Grade due at the beginning of class. This should be a clean, typed and stapled copy of your complete project.** Review *Writing Today*: Chapters 24 through 27.
- 10/15: Read *Writing Today*: Chapter 9. Discuss Commentary Project.
10/17: Review *Writing Today*: Chapter 9. Sample Commentaries. Sample Proposals/Annotated Bibliographies.
- 10/22: **Conferences. No class. Meet in my office instead.**
10/24: **Conferences. No class. Meet in my office instead.**
- 10/29: Review *Writing Today*: Chapter 9. Sample Commentaries. Sample Proposals/Annotated Bibliographies.
10/31: Read *Writing Today*: Chapter 17. **Commentary Project Proposal and Annotated Bibliography Due at the beginning of class. This should be a clean, typed and stapled copy of your complete proposal and annotated bibliography.**
- 11/5: Developing/designing the Commentary Project.
11/7: Developing/designing the Commentary Project.
- 11/12: **Commentary Project Full First Draft due via email to me before the class period.** Bring one full paper copy for peer review/reading workshop.
11/14: **Commentary Project Pencil Grade due at the beginning of class. This should be a clean, typed and stapled copy of your complete project.** Discuss the Final Portfolio Project.
- 11/19: Revision and the Final Portfolio Project. Developing/designing the Reflection Letter. **Class Meets in Computer Cluster.**
11/21: Revision and the Final Portfolio Project. Developing/designing the Reflection Letter. **Class Meets in Computer Cluster.**
- 11/26: **Final Portfolio Project due at the beginning of class.** *Writing Today*: Chapters 7 and 10. Discuss the Literary/Film Analysis Project.
11/28: **NDSU BREAK. NO CLASSES.** Read all of Neil LaBute's play, *The Shape of Things* over break.
- 12/3: Neil LaBute's *The Shape of Things* film/play discussion and analysis.
12/5: Neil LaBute's *The Shape of Things* film/play discussion and analysis.
- 12/10: Neil LaBute's *The Shape of Things* film/play discussion and analysis.
12/12: Neil LaBute's *The Shape of Things* film/play discussion and analysis. **OR? No Class. First-Year Writing Assessment.**
- 12/20: **The Final Exam period is a required class meeting. We meet 10:30 a.m. to 12:30 p.m. in our usual room. You will use this time to complete the Literary/Film Analysis Project in-class essay. We will also use the final exam period to complete any/all remaining required course work, complete any/all evaluations, and to return or exchange any remaining work for the course.**

This course schedule and syllabus are subject to change. I will, however, allow ample time to accommodate any alteration. All students—including late enrollees—by accepting this syllabus, agree to and are expected to know the course policies.

