Ms. Weeks’ ENG 122 FA18 Syllabus

Ms. Weeks’ email is the very best way to reach her: weekscd@d11.org
Class website for assignments and grades: PPCC D2L

I. Course Title
Communications Arts II

II. Course Prefix/Number
ENG 122: GT-CO2

III. Credit Hours
3 hours

IV. Prerequisites
ENG 121 or equivalent

Important Dates
Drop: September 10 / Withdraw: November 1

V. Course Description
Expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, public speaking, and writing analytical, evaluative, and/or argumentative compositions.

VI. Curricular Relationships
Communication Arts II satisfies 3 hours of the Category II requirement in General Studies: “Fluency in Oral and Written Communication.” The course is designed to refine writing, reading, thinking and speaking skills that will carry over into any discipline the student may choose to follow. English 122 is intended to improve the student’s skills in preparing assignments based on written and other public sources. However, because the success of documented writing and informed speaking depends largely on the student’s ability to weigh evidence and arguments, the course will contain a large component in critical reading, thinking, and evaluation.

VII. Student Learning Outcomes
Students will demonstrate the following:
1. ability to write, speak, read, and think from an informed and critical perspective;
2. facility in research methods, including ability to appraise sources, synthesize information into a well-developed composition;
3. skills in written and oral argumentation, including the ability to defend one’s position in written and oral responses;
4. collaborative approaches to argumentation, research, and writing.

VIII. Content Outline
1. Documented Research
   a. Library orientation
   b. Informed writing (source-based writing)
2. Oral presentations
   a. Speaking in a group
   b. Speaking as an individual
   c. Listening to arguments
3. Critical writing
   a. The logical structure of arguments
   b. Persuasive techniques
   c. Style and argument
4. Critical reading (analysis of expository and argumentative essays)
**IX. Course Procedures/Policies**

The student will produce a series of argumentative papers and oral presentations of varying length and difficulty. The student will also write a paper that will require more extensive documentation. All papers, however, will require the use of sources, and these sources must be correctly documented. Students will use MLA or APA formatting and citation styles.

Grading Scale:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59 and below</td>
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Grading Breakdown:

- 30 points for each week's work
- 20 points for the audience analysis
- 100 points for the paper presentation
- 400 points for the final essay
- Total points for the course: 1000

**X. Required Texts**

*From Inquiry to Academic Writing, 2nd Ed.*

*The Little Seagull, 2nd Ed.*

Other rhetorical reading will be assigned at the instructor's discretion.

**XI. Workshops**

Writing Workshops and peer editing workshops take place before the final draft is due. The workshops provide opportunities to hear suggestions for revision before you turn in your essay for a grade. Learning to edit and critique writing is one of the most valuable skills you can develop as a writer. In addition, it is essential that you always write for an audience and purpose.

**XII. Cell phones /distractions**

The atmosphere of my classes reflects the respect students have for the learning process. Anything that interrupts my ability to teach or students' ability to learn will not be tolerated. Because I am magnanimous, owners of cell phones that go off during class will simply take a "minus" for behavior for the day. Repeated distractions will result in confiscation of your cell phone for either the class or for the day, with your parent having to retrieve it. Don't let it happen to you!

**XIII. Plagiarism**

Don't plagiarize. It's not worth it. As student who in connection with his or her studies plagiarizes may be dismissed from class and given a failing grade. Further academic sanctions are possible. There is no distinction between intentional and unintentional plagiarism. Students are responsible for reading and being familiar with the class texts' discussion and examples of plagiarism.

**XIV. Tutoring:** The Writing Studio at PPCC offers students personal instruction in the areas of critical thinking, critical reading, English as a Second Language, and effective writing for any subject! Go to The Learning Commons at [https://www.ppcc.edu/learning-commons](https://www.ppcc.edu/learning-commons) and see how to contact tutors. You can use the online features in class and at home. Additionally, use your AVID tutors here at Odyssey ECCO and Thursdays after school with Mrs. Banfield and me.
ATTENDANCE, PREPAREDNESS, AND PARTICIPATION (Please refer to the Odyssey ECCO Policies Guide for details.)

To get the most out of this class, attend every class, be on time, and be prepared to discuss your work with others in a group or whole class setting. Often, the most important information and communication occurs at the beginning and end of class. Per Odyssey ECCO policy, students who arrive between one and five minutes of class beginning constitute tardy. A tardy of over thirty minutes constitutes an absence.

Absences will affect your knowledge and your grade, as there are some activities which require in-class participation and cannot be made up. Because of missed assignments and lack of understanding caused by excessive absenteeism, students who miss more than 10% of class meetings will be considered chronically absent. Any late work is worth only 50% of the original points. Deadlines matter! If you are absent when something is due, make sure to email it to me, and it will receive the same grade as if you had been in class.

I will be glad to help a student if he or she has missed multiple classes because of a traumatic experience or hospitalization. If this happens, I will need documentation for your hospitalization/family emergency. The documentation will help me make an informed decision and provide an explanation for any exemption I may grant.

Participation Grading: After each class meeting, I take a few minutes to record for each of you a check, a plus, a minus, or a zero in my grade book.

Check (Average) means that you seemed to come to class prepared. You seemed to follow the discussion, and your body language seemed to encourage others in the class to share their insights. You probably made a comment or two—or you may have remained silent, but you were prepared and engaged. Your presence was productive.

Plus (Above Average) means that you satisfied all of the criteria for a check. However, you also contributed in explicit and effective ways to the class discussion or work. Perhaps you made several appropriate comments (and you were also attentive to the needs of others to participate). Perhaps you made only a few comments, but these were of such quality that they moved the class in good and productive directions.

Minus (Below Average) means that you came to class, but you either didn't seem prepared or your presence detracted, in however small a fashion, from the quality of class experience for others. Perhaps you came late or left early. Perhaps you read other material, slept, or browsed online. Perhaps you muttered or talked or had some behaviors that discouraged others from talking. A minus, obviously, is a cause for concern, so I'll talk to you if I see this happening more than a couple of times. If the problem continues, disciplinary action will ensue.

Zero means, alas, that you didn't show up at all. Limit these to emergencies only!
ENG 122 FA18 Schedule (Aug 22—Dec 19)

(This schedule is subject to change in consideration of weather, mandatory state testing, and other high school related activities.)

Regardless of testing, absences, snow days, or other interrupters to our class, assignments are still due when they are due! If you’re not here, email your work to weekscd@d11.org!

Discussion Questions: Weeks 1-10 you have discussion questions that relate to the reading and writing skills that you will develop in this course. You may respond using one continuous sheet or several attached together. Discussions work is due every Wednesday unless otherwise announced. You check in with me/conference Mondays and Tuesdays.

Research: Right away, you begin your research for the Final Research Paper! It will behoove you to complete all of these inquiry activities so that you stay on track with your research. Remember, the research paper is a large portion of your grade in this class (400 out of 1,000 points). The research portions are due every Friday unless otherwise noted.

Week 1: Aug 20-24
Discussion
1. Read the excerpt on pgs. 10-11 of Inquiry Ch. 1 "A Practice Sequence." Write notes about the article excerpt based on the “Steps to Inquiry” listed on the bottom of pg. 5 and respond to the practice exercise on pg. 11, #1.


3. Read Gerald Graff’s “Disliking Books” on pgs. 22-26 and answer questions from pg. 15 about the reading, bullet points 3 (“What seem…”) and 4 (“Do you find…”). Additionally, write your own literacy narrative. (There are two literacy narratives in Ch. 1. You’ve already read Graff’s as an example. A literacy narrative is an account of your development as a reader, writer, and thinker. Focus your narrative on an event or person or book or class that was especially formative for you. Reread the questions on pg. 27 if you need more pre-writing help.) This should be 3-5 paragraphs.


Research
1. Your research should be guided by genuine interest. A topic should stimulate your curiosity, inspire you by its beauty and truth, or compel you by its cruelty or injustice. You must choose a topic that places you in the middle of a larger academic conversation that has many angles of vision (sides), and you will eventually need to take a contestable position about the subject, making an argument. Make sure you feel like investigating this topic for the next four months and won’t tire of it. Use the “Personal Reflection” sheet to start your thinking.

2. Go to https://libguides.ppcc.edu/c.php?g=16624&p=1087813 and bookmark it as a favorite. On the page, select “Articles and Key Resources” and “Choosing a Topic.” Look at “Opposing Viewpoints.” You might also look at Pro/Con.org. You can find out more about topics as you click around.

3. Create a list of topics (four or more). Additionally, for each topic, list some issues and some questions. Your classmates will help you with this.

4. Go back to the PPCC Library page OR to our RJWAC database page. Report something that you discovered about each of the topics. Some pages will cite your source for you for later use!
5. On the PPCC Library page, hit “Library” on the upper left. On that page, find “Contact Us.” Email, text, chat (Ask Us) or call them up and ask something about research, credibility, MLA, anything. Record your chat.

Week 2: Aug 27-31
Discussion
1. Read Inquiry Ch. 7, pgs. 139-151. Also see L-1b, c and L-6c in The Little Seagull. After you study, do the exercises on pg. 391-392 “Unnecessary Words.” Choose any five exercises. Based on your understanding of concise writing, summarize the Edmundson article (pg. 322-336) in one fully developed paragraph.

2. After reading Edmundson’s essay, create a focused response to an argument made by Edmundson (take a different side). What observations and outside evidence will you employ to support your position? Write at least one paragraph on a Word document and use MLA style formatting.

3. After reading Anna Quindlen’s article “Doing Nothing is Something,” pg. 82-84 Inquiry, answer questions 1-3 (“Reading as a Writer”), pg. 84.

4. After reading William Deresiewicz’s essay “The End of Solitude,” pg. 91-98 Inquiry, answer the 1st (What is…), 2nd (What types…), and 3rd (What do…) bullet point questions on pg. 91

Research
1. Complete the Practice Sequence on pg. 89-90 of Inquiry for your topic. Please don’t feel obligated to explore the initial topic you proposed. Perhaps you are more interested now in something introduced by one of your readings, or a topic proposed by a classmate, or one listed in the handout “A Brief List of Broad Topics.” Search online for “Topic Guides” or ProCon.org or PPCC’s “Opposing Viewpoints.” Now is the time to explore another path, if that is the way you are leaning. After this, the topic is solid.

2. Based on your reading so far, compose two or three possible research questions for your research paper. Revisit the databases and links on PPCC’s library or here at RJWAC to get more ideas and see how you might form research questions.

Week 3: Sept 5-7 I know it’s a short week! We carry on.
Discussion
1. Answer the questions (blue bullet points) on pg. 30 of Inquiry about the journal article you found on your topic (see Research, below, #1).

2. Tell us one rhetorical approach that Hirsch takes in his preface to “Cultural Literacy” (Inquiry pgs. 32-38) that you found convincing or effective. Name something he does as a writer that bothers you. Are you a part of his target audience?

3. Read Provenzo’s “Hirsh’s Desire for a National Curriculum,” pgs. 39-41 Inquiry and answer bullet point questions 1-4 in the “Practice Sequence” on pg. 39.

Research
1. Find, read, and annotate a journal article of your choice from an educational database like EBSCOHost. (Make sure you check boxes for “Peer Reviewed.” This should lead you to only journal articles. Also take a peek at the definition of scholarly journal articles on pg. 125-126 of Inquiry if you aren’t familiar with what they are). The CRAAP test is an excellent tool, found on PPCC’s library page, the RJWAC page, or just ask me for it.

The summary on pg. 81 of Inquiry lists how you can go about identifying issues. After finding a journal article on your topic, complete the steps on Identifying Issues for your topic. (Please don’t confuse this
process with that of rhetorical analysis. Here you are simply familiarizing yourself with your topic and exploring possible points of discussion for your research paper).

2. Examine EBSCOHost or another academic search on the library databases. Find a report related to your topic (this is a second source) and share with the class some details of what you found. Offer any search tips from which your classmates may benefit.

Week 4: Sept 10-14 (Sept 10 is the drop deadline!)

Discussion
1. What are the qualities of a strong, academic source? List the four criteria mentioned in Chapter 3 of Inquiry and offer some examples of strong and weak sources.

2. After reading the student essay on pgs. 64-67 of Inquiry, discuss which claims you agree or disagree with and why.

3. After reading Rojstaczer and Primack’s pieces on pgs. 67-71 of Inquiry, answer bullet point questions 1 and 2 under #2, and bullet point questions 1 and 3 under #3 from “Practice Sequence” (pgs. 71-72).

Research
1. Explore your topic in the databases. What are some subtopics of that subject? Where did you find helpful subject guides? Use the search tips provided on the library website to aid your exploration.

2. Is there any way you can refine your topic to a narrower, more concrete audience? There may be a few different types of audiences that may be interested or invested, so explore them and list a couple. Then choose one on which you can focus. Show your work!

Week 5: Sept 17-21

Discussion
1. Find a third article on your topic. Use either a summary, paraphrase, or a direct quote. Describe how you plan on using the source information and include an MLA-formatted in-text and Works Cited citation.

2. Write a response paragraph about an issue mentioned in the credible article (the third one) you discovered. Focus on writing a topic sentence and creating unity and coherence in the paragraph. Use as many of the seven strategies for paragraph development (Inquiry pgs. 262-265) as you can in your paragraph, even if the paragraph turns out to be enormous. Keep connecting the development portion of the paragraph to the topic sentence. After reading pgs. 182-186 in Inquiry, integrate two short quotations into your paragraph. Remember to cite, signal, and interpret the quotation (link to your thesis).

Research
1-2. Study Ch. 11 Inquiry “Writing a Proposal” (pg. 297-299). Write your research topic proposal. This is one paragraph indicating the nature of the academic debate about your topic (why this topic is relevant, academic, and debatable), your research question, and your tentative position about the topic. Write a specifically as possible, citing sources, facts, and data as applicable.

Week 6: Sept 25-28

Discussion
1. As a Works Cited exercise, find 1 newspaper article, 1 credible web source, 1 primary source (pg. 122 Inquiry), and 1 book source related to your topic. Organize those 4 sources, along with the three credible journal articles you already have, into a Works Cited page. That’s 7 sources. Also, comment on what new things you learned about MLA format. Feel free to pose any new questions.
2. Study pg. 97-108 in *The Little Seagull* (R-4). List three items you’ve either heard me lecture about or that you’ve seen in one of my handouts.

3. For one of your Internet sites you found on your topic, complete the evaluation under “A Practice Sequence” from pg. 138 of *Inquiry*.

**Research**

1. Find some statistics about your topic. Where did you find them? How credible is the source? Measure it according to the CRAAP test and discuss it.

2. Read pgs. 307-311 of *Inquiry*. Decide who you will interview about your topic and state the questions you will ask. What are the person’s credentials? Your deadline for your interview is Week 8.

**Week 7: Oct 1-5**

**Discussion**

1. According to all you know about integrity and how it applies to academia and research, what constitutes plagiarism?

2. According to *Inquiry* pgs. 887-892, when should you cite a source?

3. Comment on MLA format. What are some rules you are still unclear about? Share a tip or page from the textbook (*Seagull* or *Inquiry*) that is especially helpful to you.

**Research**

1. Report on ALL the sources you are finding for your research project. Which is strongest? What precisely will you use in your paper?

2. Explain how the readings you’ve been doing thus far has impacted your point of view about your topic.

**Week 8: Oct 8-12**

**Discussion**

1. Submit one of your citations and the related annotations. Check that you have all the required elements included for an in-text AND a Works Cited citations.

2. According to your textbooks, when should you use a direct quote? (See *Little Seagull* “Integrating Quotes” R-4).

3. According to your textbooks, when should you use a paraphrase?

4. How credible are the sources you are selecting for your research project? How do you know? Rate each of them (use a 1-10 scale: 1 for least and 10 for most credible).

5. State your research question AND tentative thesis for your research project. (See *Inquiry* pg. 99-100 and *Little Seagull* W-3b).

**Research**

1. Based on your research thus far, explain the relevance of your topic and overview the important concerns and various points of view about the issues (answer in two fully developed paragraphs).

2. Cite your interviewee (Works Cited citation), describe his or her credentials, and state one or two of his or her most crucial quotes that you plan on using in your paper.
Week 9: Oct 16-19

Discussion

1. Read two abstracts from journal articles in the educational databases (they can be about something other than your topic, or on your topic, if you choose). Read them like a writer (see Inquiry pgs. 29-30 about annotating). Identify the criteria for the abstract in terms of content and purpose. What kind of a thesis can you identify in the article? Why is the abstract written for the article? How are the various points of view and topics presented? What kind of evidence and detail is offered? Of course, cite the articles.

2. What is the style of writing in the abstracts? Is there any voice? Why or why not? What kind of signal phrases are used to introduce or to refer to the authors? Describe the audience, according to the vocabulary you see used in the abstract.

3. Based on reading Ch. 7 Inquiry, what are some topics that Thompson (144-146), Haven (153-158), and Keller (158-165) discuss on the emergence of new electronic media? What points of agreement do you find? What points of disagreement? What connections can be made between the three essays?

4. Respond to all the bullet point questions in “Practice Exercise #1” on pg. 170 of Inquiry.

Research

Complete steps 1, 2, and 3 on “Writing a Synthesis” for your topic (pgs. 169-170 of Inquiry) using all of your sources so far (you should have 6 or 7 now: 1 book, 1 web source, 1 newspaper article, 1 interview, 3 scholarly journals). A good way to do this is to create a chart as seen on pg. 167.

Week 10: Oct 22-26 (I know you don’t have school Thurs or Fri. Please email me the research part.)

Discussion


2. Answer questions 1 and 2 from the “Practice Sequence” on pg. 113 of Inquiry, but on your topic.

Research

1. Find a source that presents a credible opposing view to your tentative thesis. What is the source? What is his or her claim? How will you deal with this point of view in your paper? (now you have up to 7 or 8 sources).

2. As you prepare to write your outline, you may notice gaps in your research. What other evidence, facts, or sources do you need to track down?

Week 11: Oct 29-Nov 2

1. Create a peer review check list for this DETAILED outline. What do you want to double check?

2. Submit a hard copy of your outline and comment on a peer’s draft in detail for them to submit.

3. Additionally, have them use the peer review check list you created and attach it to your draft.

Week 12: Nov 5-9

1. **Thesis:** a) The final research paper is an argument in which you assert a contestable academic position and back it up with reasoning and evidence. Take a look at bullet point descriptions of an academic thesis on pgs 99-100 of Inquiry. With those guidelines in mind, write a thesis for your final research paper. (I have handouts and additional help if you need it). b) Now rewrite your thesis using two of the methods discussed on pgs. 101-103 of Inquiry. I want to see both versions.
2. Write several topic sentences that support your argumentative thesis. (Review pgs. 259-260 in Inquiry).

3. After reading pgs. 247-253 of Inquiry, draft two different introductions which include background, context, and your thesis. Use two of the strategies proposed. I also have a handout for you that gives introduction ideas. Of your two introductions, which version do you like better, and why?

4. Read the introductions of two articles of your choice in your textbook, Inquiry. Read as a writer, noting how the author establishes the relevance of the topic, stimulates interest, and explains the controversy. Write about them: What articles did you choose, and what authors? What techniques do you find effective? What vocabulary intrigues you?

Week 13: Nov 12-16

1. Read the Loewen essay, pgs. 201-205 of Inquiry. Answer the questions under #1 of “Reading as a Writer.”

2. After reading pgs. 214-218 Inquiry, write a paragraph on your topic modeled after the Loewen sample on the top of pg. 218 (“All these…”).

3. To convince an educated audience, your final research paper must include a variety of evidence for EVERY main point you are making. List the main points you are making along with the types of evidence you’ve compiled specifically that fits into each category. If it helps, create two columns: the main points on the left and the corresponding evidence and source on the right.

4. To further build the ethos and logos of your argument, your final research paper must respond at some point to a credible opposing point of view. This point of view should be found in more than one source. Name your opposing sources. What are their claims? How will you deal with these opposing points of view in your final research paper? Will you concede to a point and refute? Remember, do not bully.

5. This is worth more points than usual: 20! Use my audience sheet to analyze your audience thoroughly. This will help you narrow your vocabulary and tone to suit your audience and boost your credibility.

Week 14: Nov 1 (withdraw deadline today!) –Nov 30

1. Revise the paragraphs in the draft of your final research paper. Check the focus, development, and coherence of each paragraph. This includes integrating sources smoothly. Submit your BEST paragraph with an explanation of why it’s good!

2. Use my “Little Seagull Code Sheet.” Check the sentence level writing in your draft. Edit out grammar errors, cut out unnecessary words or phrases, and replace vague language with specific powerful words. Submit two of your best sentences with an explanation of why they are effective.

3. Identify the weakest point or paragraph in your essay. Find an additional fact or bit of evidence to bolster your point (should have 8 or 9 sources now). Show the class what you found that improves your audiences’ understanding.

4. Conclusions can be tricky. You want your reader to remember and believe all that you’ve just argued, without repeating yourself. Read through the conclusions on pgs. 266-271 in addition to my “Conclusions” handout. Which one would you want to emulate and why?
Week 15: Dec 3-7
Students will perform public speaking this week: a 5-7 minute presentation of their paper for 100 pts on Tuesday or Thursday.

1. Read through the final paper rubric. Which category seems easiest to achieve? Which will be the most difficult? Do you have any questions about the rubric?

2. Review someone else’s essay for MLA formatting and style. What are some issues you observed? How did you address the issues?

3. As you peer-reviewed your classmate’s paper, what are you learning about your own? Remember to use the “Little Seagull Code Sheet.”

4. Answer questions #1-5 in figure 10.7 (pg. 289) about your partner’s essay.

Week 16: Dec 10-14

1. Your final paper is due on Friday, Dec 14 by 11:59 pm on Turnitin. This is 400 points.
2. Write a letter to a future ENG 122 student offering advice on research and academic writing (please do not praise or criticize this particular course or teacher). This is 30 points.

SIGNATURE LINES  (For 5 points extra credit!!)

Student: I understand that this is an intense, rigorous, college class. I understand how my work/performance will be evaluated. I know when I can contact my teacher for help or to submit work online. I also understand the policies and procedures (and consequences…ahem…cell phones) outlined in this document.

Parent/Guardian: I understand that my student is in a college class, and she/he should try to resolve issues with the instructor first, advocating for him/herself, using a mature, problem-solving process. I also understand that I am free to contact the instructor with questions. I understand the expectations and consequences regarding the cell phone policy, and I will contact the office for emergencies, not my student.