

English 130 Syllabus
Instructor John Freeman
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Office Hours: MWF 10:30am-11:30am

Course Objectives

This course will take students through the basics of argumentative writing. By writing three essays and revising them during the course of the semester, students will learn to construct an argument, formulate effective paragraphs, and provide readers with detailed thesis statements. Each assignment for this course will be typed in 12-pt. Times New Roman Font. Students will also be asked to read critically; this means going beyond retaining the content of the assigned reading, but also unlocking the argumentative strategies that drive the text at hand. Each assignment will be done using MLA format.

Required Texts

Reading Critically Writing Well: a Reader and Guide. Seventh Edition. Ed. Rise B. Axelrod, Charles L. Cooper, and Alison M. Warriner. Bedford/St. Martin's: New York.

Assignments

1). Essay #1: Personal Essay. 3-5 pages. (25 pts.) 2). Essay #2: Position Paper. 3-5 pages. (25 pts.) 3). Essay #3: Class Consciousness in Film. 5-7 pages. (25 pts.) 4). Short reading responses (5 pts. each)

Attendance Policy

Students who miss more than two class sessions will be marked down a half-letter grade for each of these extra absences. As much of this course requires your participation in workshop, your attendance is mandatory.

Non-Discriminatory Language (Non-Sexist and Non-Racist Language):

The use of non-discriminatory language (i.e. language that avoids stereotyping or offending readers in relation to their gender or ethnicity) is important in two ways. Firstly, it avoids irritating and distracting readers and, secondly, it focuses attention on the content of the reading rather than diverting attention to sexual or ethnic bias. For example, use of the terms "man," "woman," "he" and "she" need only be used when specific reference to the gender of the person is necessary to the sense of the statement. Similarly, reference to ethnic origin should only be made when it is relevant to the sense of the work.

Accordingly, the use of non-discriminatory language is required by students in their written and oral assignments. If you have any questions, please ask me. (Note: This statement was adapted

from www.usq.edu.au/education/policies/acmanual
<<http://www.usq.edu.au/education/policies/acmanual>>).

Students With Disabilities:

If you need accommodations because of a documented disability, and/or if you have medical information to share with me, please discuss this with me before our second class meeting. If you have not already obtained proper documentation from Disability Support Services, I will be happy to direct you to the appropriate office. Please feel free to e-mail me as well.

Course Evaluations:

Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are required to complete an online course evaluation. You will receive e-mails explaining how to complete the evaluation online. In addition, your instructor will remind you of the deadline for completing this course requirement. Should a student fail to complete the evaluation, his or her grade for the course will not be posted until the evaluation is completed.

Major Portfolios - A Reminder:

All English majors are required to submit a "Major Portfolio" (or "Senior Portfolio") before they graduate. All English Majors (and those planning on majoring in English) should be saving all writing assignments (including drafts, applicable writing assignments, and any other related materials) from your courses in order to prepare your required Major Portfolio. The requirements for the Portfolio may be found at http://liberalarts.udmercy.edu/english/english_portfolio.html
<http://liberalarts.udmercy.edu/english/english_portfolio.html> .

Week 1

September 6th--Pass out syllabus. Discuss course goals and requirements.

Assignment: Read pp. 1-12 in Reading Critically...

September 8th--Discuss assigned reading. Introduce expectations for your first reading response.

Assignment: Read pp. 13-26 in Reading Critically....

Week 2

September 11th--Discuss autobiographical writing. Break into groups to discuss past writing experience.

Assignment: read pp. 27-33 in Reading Critically... Bring copy of first reading response to next class.

September 13th--Turn in first reading response. Discuss assigned reading. I'll distribute assignment sheet for essay #1.

Assignment: Read pp. 33-40 in Reading Critically...

September 15th--Discuss assigned reading. Break into groups to discuss possible topics for personal writing assignment.

Assignment: Bring 2 copies of opening paragraph to essay #1 to next class.

Week 3

September 18th--Pair up to peer review opening paragraphs.

Assignment: Read pp. 40-53 in Reading Critically.

September 20th--Discuss assigned reading. In-class writing exercise.

September 22nd--Create a checklist for final draft requirements.

Assignment: Bring two copies of rough draft of essay #1 to next class

Week 4

September 25th--Turn in rough draft to instructor at beginning of class. I'll distribute a peer review handout. Break into groups of three to discuss essay. I'll circulate the room to help with any questions.

Assignment: Read pp. 53-64 in Reading Critically...

September 27th--Discuss assigned reading. I'll bring a sample essay to share with you, specifically noting the effective use of topic sentences.

Assignment: read pp. 65-69 and pp. 79-81 in Reading Critically...

September 29th--Discuss the function of re-reading. I'll then distribute a worksheet asking students to chart their revision processes. General discussion about re-reading and rewriting.
Assignment: Read pp. 81-82 in Reading Critically...

Week 5

October 2nd--Discuss assigned reading. Introduce arguing a position. In-class exercise.

Assignment: Read pp. 571-75 in Reading Critically... Bring final draft of essay #1 to next class.

October 4th--Turn in final draft of essay #1. Discuss assigned reading. In-class writing exercise.

Assignment: Read pp. 583-89 in Reading Critically...

October 6th--I'll distribute assignment sheet for essay #2. We'll discuss this assignment in detail.

Assignment: Read pp. 627-33 in Reading Critically... Bring copies of opening paragraphs and thesis statements for essay #2 to next class

Week 6

October 9th--Discuss thesis statements/opening paragraphs. Break into groups to further this discussion.

October 11th--In-class reading and writing.

Assignment: Bring 2 copies of rough draft of essay #2 to next class.

October 13th--I'll distribute peer review guides. Break into groups of three to critique essays.

Assignment: Read pp. 590-599 in Reading Critically...

Week 7

October 16th--Discuss assigned reading.

Assignment: Read pp. 600-608 in Reading Critically...

October 18th--Discuss assigned reading. Discuss writing about film.

Assignment: Bring final draft of Essay #2 to next class.

October 20th--Begin watching Happy Gilmore.

Assignment: Read pp. 358-64 in Reading Critically...

Week 8

October 23rd--Finish watching Happy Gilmore. Discuss assigned reading.

Assignment: Read pp. 380-85 in Reading Critically...

October 25th--Break into groups to discuss possible focus for reading Happy Gilmore. I'll distribute assignment sheet and introduce final essay.

Assignment: Read pp. 365-71 in Reading Critically... Bring 4th reading response to next class.

October 27th--Turn in reading responses. Discuss Assigned reading. Discuss notion of reading against the grain of a text.

Assignment: Read pp. 330-39 in Reading Critically...

Week 9

October 30th--Discuss assigned reading. In-class exercise.

Assignment: Read pp. 340-49 in reading Critically...

November 1st--Discuss assigned reading.

November 3rd--I'll distribute assignment sheet for final essay. Discuss requirements for the final essay.

Assignment: Read pp. 158-73 in Reading Critically...

Week 10

November 6th--Discuss assigned reading. Break into groups to formulate final paper focuses.

Assignment: Bring copy of opening paragraph to next class

November 8th--Go over opening paragraphs. Break into groups to discuss.

Assignment: Read pp. 240-48 and 187-92 in Reading Critically...

November 10th--No Class.

Week 11

November 13th--Break into pairs to discuss paragraphs, specifically noting how they relate to author's thesis statement. Discuss assigned reading.

Assignment: Read pp. 193-200 in Reading Critically...

November 15th--Discuss assigned reading. Examine concepts of class in Curb Your Enthusiasm episode.

November 17th--In-class writing spent formulating another body paragraph.

Assignment: Type up body paragraph. Bring two copies to next class period.

Week 12

November 20th--Discuss the logic of your body paragraphs, specifically addressing the issue of topic sentences. Point toward a distinction between summary and argument.

Assignment: Read handout.

November 22nd--Discuss function of texts other than essays. Present ideas on effective strategies to employ when writing about them.

Assignment: Read pp. 201-06 in Reading Critically... Bring two copies of rough draft to next class.

November 24th--No Class. Happy Thanksgiving!

Week 13

November 27th--Discuss assigned reading. Break into groups to review final essay rough drafts. Sign up for individual conferences for remainder of week.

November 29th and December 1st--Individual Conferencing.

Week 14

December 4th--Campus space exercise.

Assignment: Bring two copies of revised version of essay to class.

December 6th--Peer review for revised essays.

December 8th--Continue peer review, specifically focusing on counter argumentation.

Assignment: Bring final draft of final essay to scheduled final exam period.

Grading Scale

This course follows a simple 100 point scale

A=100-94

A- =93-90

B+ =89-87

B=86-83

B- =82-80

C+ =79-77

C=76-73

C- =72-70

D+ =69-67

D=66-63

D- =62-60

E=59-0