

ENGL 1102 Syllabus ~ Spring 2011

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Office Hours and Location: 3:00-5:00 MWF, 1:00-3:00 TR, and otherwise by appointment, Academic Building 103I

Textbooks (and Daily Calendar Key):

- Defoe, Daniel. *A Journal of the Plague Year*. 1722. Ed. Louis Landa. New York: Oxford UP, 2010. Print. Oxford World's Classics. Print. [JPY]
- Bullock, Richard, and Francine Weinberg. *The Norton Field Guide to Writing, with Handbook*. 2nd ed. New York: Norton, 2009. Print. [NFGW]

Course Description: A composition course emphasizing interpretation and evaluation, and that incorporates a variety of advanced research methods.

Placement Policy: Grade of C or better in ENGL 1101.

Course Objectives: In order to successfully complete ENGL 1102, the student should fulfill the following objectives.

Literacy Objective: Students must further advance their reading, comprehension, and response skills, both written and oral, in relation to nuanced and complex texts.

Critical Thinking Objectives: Students should develop or significantly improve their ability to

- Synthesize, for example in the use of multiple texts as support for an original idea.
- Reflect on argumentative and research writing processes and products.
- Develop and respond to individualized critical questions.

Process Objectives: Students should develop or improve their ability to recognize and apply complex writing processes, including but not limited to the following:

- Increased awareness of process fundamentals as stated in the process objectives section of the ENGL 1101 Course Objectives.
- Strategies and skills for academic research.
- Strategies and skills for framing and developing an argument.
- Strategies and skills for critical interpretation.

Product Objectives: Students should develop or improve their ability to produce an organized, coherent, and developed essay demonstrating a mastery of Standard Written English. Successful demonstration of these skills includes the following:

- Increased competency in rhetorical strategy as related to audience, tone, and purpose in a variety of contexts.
- Articulation and understanding of complex subtleties involving a thesis idea.
- Demonstration of the ability to correctly apply modal competency in research and argumentative situations.

- Demonstration of advanced documentation skills, including but not limited to the analysis, interpretation, and appropriate documentation of primary and secondary critical texts.
- Competency in grammatical and mechanical correctness.
- Competency in timed writing situations such as the Regents' Exam.

Academic Dishonesty: Gordon College's current Academic Catalog includes detailed descriptions of what actions are academically dishonest and a statement on the purpose of having an academic dishonesty policy in the first place. The entirety of Gordon College's Academic Dishonesty policy is available in the Catalog on pp. 260-61 and online at <http://www.gdn.edu/admissions/catalog/conductcode.asp#dishonesty>.

The Academic Catalog also outlines, among other things, the possible penalties for academic dishonesty and the process by which these penalties can be repealed. This information can also be found in the Catalog on pp. 59-60 and online at <http://www.gdn.edu/admissions/catalog/academic.asp#dishonesty>. In most cases of Academic Dishonesty for this course, a student can expect to receive no better than an F on the assignment in question. In more severe cases the students may receive a 0 for the assignment grade or expulsion from the class.

Course Assignments: The following is a list of the specific assignments for this course section. Each assignment name is accompanied by a short description of its requirements. Where noted, see the corresponding supplementary materials for more detailed information.

Annotated Bibliography: This assignment complements the Research Essay by detailing the direction of students' research before the Research Essay is submitted for a grade. The requirements for this assignment will be explained in handouts given on Tuesday, February 8, and the assignment itself is due on Tuesday, March 1. This assignment accounts for ten percent of the semester's final grade.

Argumentative Essay: Will be written in class on Thursday, February 3 and will account for ten percent of the semester's grade. The requirements for this assignment will be explained in a handout given on Tuesday, January 18.

Class Participation: Each class meeting will include some writing activity that factors into the semester's final grade. Some writing activities may require students to make special preparations outside of class, so students should come prepared and be mindful of homework assignments on the Daily Calendar (below). If a student comes to class unprepared for a Class Participation assignment, but works to make up for this deficit, then half credit for that day's assignment will be given. If a student does not fully follow the instructions for a Class Participation assignment, then half credit for that assignment will be given also. Class Participation accounts for fifteen percent of the semester's final grade.

Critical Analysis Essay: This is a major writing assignment that accounts for ten percent of the semester's final grade. Its requirements will be explained in a handout given on Tuesday, March 1, and the assignment itself is due on Thursday, March 24.

Final Exam: On Tuesday, May 3, from 7:15 p.m. to 9:15 p.m., there will be a final exam that will require students to write an essay in class. Find this semester's complete final examination

schedule online at <http://www.gdn.edu/pdf/schedule/201102/finalexams.pdf>. The final exam accounts for fifteen percent of the semester's final grade. Note: The exam will involve reflection over the semester's work, so it may benefit students to save their graded work to bring for the examination. Further details about this exam will be explained in a handout given on Tuesday, April 26.

Group Conferences: There will be Group Conferences during class for two essays this semester. During class periods where these conferences occur, students will be split into small groups and discuss their essay drafts in detail. Further details and requirements for these assignments will be explained closer to the dates on which they are conducted. Taken together, these conferences account for five percent of the semester's final grade.

Oral Presentation: This assignment also complements the Research Essay. Students will deliver ten-minute presentations on their research to the class during class on April 5, 7, and 12. This assignment accounts for five percent of the semester's final grade. The requirements for this assignment will be explained in a handout given on Thursday, March 24. Students are required to attend others' presentations in order to get full credit for their own.

Research Essay: This essay must be at least 1,500 words long and include at least five secondary sources. The requirements for this assignment will be explained in a handout given on Tuesday, March 8, and the assignment itself is due on Tuesday, April 5. This assignment accounts for fifteen percent of the semester's final grade.

Revision/Revision Notes: The final major writing assignment will involve major revision of the Argumentative Essay, the Critical Analysis Essay, or the Research Essay, and it will account for fifteen percent of the semester's final grade. The requirements for this revision will be explained in a handout given on Tuesday, April 12, and revision drafts and notes will be submitted for grading on Tuesday, April 26.

Grade Distribution: Each assignment will factor into the course grade by the following percentages:

Class Participation	15%
Final Exam	15%
Research Essay	15%
Revision/Revision Notes	15%
Annotated Bibliography	10%
Argumentative Essay (In-Class)	10%
Critical Analysis Essay	10%
Group Conferences	5%
Oral Presentation	5%

Make-up Policy: The Annotated Bibliography, Revisions, Revision notes, and the Critical Analysis and Research essays will be accepted late, but with a five-point penalty for each day they are past due. (This includes holidays and weekends.) To be considered on time, these documents need to be printed out and submitted any time before the conclusion of the class meeting during which they are due. Submission after

the conclusion of that class meeting makes that assignment one day late, two days late twenty-four hours later, and so on.

For differing reasons, there are certain elements of the course grade that cannot be made up. Class Participation activities are always group-based, so there is no way for these activities to be made up. Group Conferences cannot be made up for the same reason, in addition to the fact that they need to be conducted on certain dates in order for them to be useful. Oral Presentations can be rescheduled where valid excuses are established, but they cannot be made up outside of class.

Argumentative Essays and Final Exams can be made up, but only after students establish valid excuses for having missed the assignments and then make arrangements for making them up. Note: If a student has three or more finals scheduled on the same day, he or she can go to the office of Academic Affairs and fill out a petition to take one or more exams on alternative days.

No assignment will be accepted via email or by any other method of electronic submission. If a student must miss class on the day an assignment is due, and if email is the only means by which the assignment can be submitted on time, then an exception can be made if the student requests and receives permission to do so beforehand. If the student emails the assignment on time, but without receiving permission beforehand, the assignment will be accepted, but with a five-point deduction from the assignment grade.

Attendance Policy: There is no maximum number of absences allowed. However, each class meeting involves an activity that factors into the Class Participation grade, and these activities cannot be made up. Students who discover that tardiness will be a reoccurring problem are encouraged to sit near the door. Further information on Gordon's class attendance policies can be found in the Catalog on pp. 51-52 and online at <http://www.gdn.edu/admissions/catalog/academic.asp#attendance>.

Access Policy: Gordon College provides aid for students with physical, psychological, or cognitive impairments that may negatively affect their academic performance. This assistance is available to all students who are up-to-date with their student fees, and unless a student seeking this aid wishes teachers, peers, or family members to know about it, it is private. For further information about the scope and requirements of this service, look in the Academic Catalog on pp. 74-75 or go to this center's web page at <http://www.gdn.edu/studentlife/ADA.asp>.

Teacher/Student Conferences: Though they are not required as a part of the semester grade, students are encouraged and welcomed to schedule conferences with the teacher regarding their work on particular writing projects or their progress in the course in general. In cases where a student receives a D or an F on his or her essay, a teacher/student conference is strongly recommended. There is no maximum number of conferences allowable. To schedule a conference, a student should first consult his or her schedule and the teacher's hours of availability and then email him with a request for a specific conference time.

Daily Calendar

Week 1 (January 10 – January 14): Course Introductions			
Tues.	Introductions ~ Review Syllabus		Homework: For January 13, complete Introductory Exercise requirement
Thurs.	Discuss Homework	Class Participation writing assignment	Homework: For January 18, read Section 9 (“Arguing a Position,” pp. 83-110) of NFGW
Notes: Drop/Add and Payment Deadline for Late Registration ends Wednesday, January 12, 6:00 p.m.			

Week 2 (January 17 – January 21): Features of Academic Writing			
Tues.	Discuss Requirements for Argumentative Essay and Thesis Statement	Class Participation writing assignment	Homework: For January 20, read pp. 1-19 of JPY and Sections 1 (“Purpose,” pp. 3-4) and 2 (“Audience,” pp. 5-8) of NFGW
Thurs.	Discuss Purpose, Audience, and readings from JPY	Class Participation writing assignment	Homework: For January 25, read pp. 19-52 of JPY and Sections 3 (“Genre,” pp. 9-11) and 4 (“Stance,” pp. 12-14) of NFGW
Notes: Argumentative Essay will be written in class on Thursday, February 3			

Week 3 (January 24 – January 28): Purposes for Academic Writing			
Tues.	Discuss Genre, Stance, and readings from JPY	Class Participation writing assignment	Homework: For January 27, read pp. 52-72 of JPY and Sections 5 (“Media/Design,” pp. 15-17), 8 (“Reporting Information,” pp. 59-82), and 51 (“Print Text,” pp. 523-33) of NFGW
Thurs.	Discuss Media/Design, Print Text, Reporting Information, and readings from JPY	Class Participation writing assignment	Homework: For February 1, read Sections 14 (“Literary Analyses,” pp. 143-52) and 23 (“Generating Ideas and Text,” pp. 219-25), and HB-35 (“Words”) of NFGW for any questions you have about word choice; and bring NFGW to class
Notes:			

Week 4 (January 31 – February 4): First Major Writing Assignment			
Tues.	Discuss Word Choice, Literary Analyses and Generating Ideas and Text	Class Participation writing assignment	Homework: For February 3, bring necessary materials to compose the Argumentative Essay (see assignment requirements from January 19)
Thurs.	Argumentative Essay (In-Class)	Compose Argumentative Essay in Class	Homework: For February 8, read Sections 10 (“Abstracts,” pp. 111-15), 11 (“Annotated Bibliographies,” pp. 116-24), and 42 (“Developing a Research Plan,” pp. 375-83) of NFGW; and bring JPY and NFGW to class
Notes:			

Week 5 (February 7 – February 11): Preparation to Begin Research			
Tues.	Discuss Requirements for Annotated Bibliography	Class Participation writing assignment Out of Class: Begin work on Annotated Bibliography	Homework: For February 10, read Sections 46 (“Quoting, Paraphrasing, and Summarizing,” pp. 408-19), 47 (“Acknowledging Sources, Avoiding Plagiarism,” pp. 420-24) and 48 (“Documentation,” pp. 425-27); review Section 49 (“MLA Style,” pp. 428-76) of NFGW; and bring NFGW to class
Thurs.	Discuss MLA Documentation (Section 49, NFGW) and Quoting, Paraphrasing, and Summarizing	Class Participation writing assignment	Homework: For February 15, read Sections 21 (“Writing as Inquiry,” pp. 211-18) and 43 (“Finding Sources,” pp. 384-99) of NFGW
Notes: Annotated Bibliography is due at the beginning of class Tuesday, March 1			

Week 6 (February 14 – February 18): Research and Academic Integrity			
Tues.	Discuss Writing as Inquiry and Finding Sources	Class Participation writing assignment	Homework: For February 17, read Sections 12 (“Evaluations,” pp. 125-32), 44 (“Evaluating Sources,” pp. 400-403), and 45 (“Synthesizing Ideas,” pp. 404-407) of NFGW and pp. 72-90 of JPY
Thurs.	Discuss Academic Integrity, Composing Evaluations, Evaluating Sources and Synthesizing Ideas, and readings from JPY	Class Participation writing assignment	Homework: For February 22, read pp. 90-108 of JPY and Section 16 (“Profiles,” pp. 161-70) of NFGW
Notes:			

Week 7 (February 21 – February 25): Content for Analysis			
Tues.	Discuss Profiles and readings from JPY	Class Participation writing assignment	Homework: For February 23, read pp. 108-150 of JPY
Thurs.	Discuss readings from JPY	Class Participation writing assignment	Homework: For March 1, read Section 7 (“Analyzing a Text,” pp. 38-58) of NFGW, and bring JPY to class
Notes: Thursday, March 3 (Midterm) is the last opportunity to drop any course without an automatic WF			

Week 8 (February 28 – March 4): Analytical Writing			
Tues.	Annotated Bibliography Due ~ Discuss Requirements for Critical Analysis Essay	Class Participation writing assignment Out of Class: Begin work on Critical Analysis Essay	Homework: For March 3, read Section 24 (“Drafting,” pp. 226-28) of NFGW and pp. 150-171 of JPY
Thurs.	Discuss Drafting and readings from JPY	Class Participation writing assignment	Homework: For March 8, bring JPY to class
Notes: Critical Analysis Essay is due at the beginning of class Thursday, March 24			

Week 9 (March 7 – March 11): Begin Writing Research Essay			
Tues.	Discuss Requirements for Research Essay	Class Participation writing assignment Out of Class: Begin work on Research Essay	Homework: For March 10, read pp. 171-212 of JPY and Sections 13 (“Lab Reports,” pp. 133-42) and 15 (“Memoirs,” pp. 153-60) of NFGW
Thurs.	Discuss Lab Reports, Memoirs, and readings from JPY	Class Participation writing assignment	Homework: For March 22, read Section 27 (“Editing and Proofreading,” pp. 242-46) and review Section HB-3 (“Sentences”) of NFGW for any questions you have about sentence structure, and bring JPY and NFGW to class
Notes: Research Essay is due at the beginning of class Monday, April 4			

SPRING BREAK, MARCH 14 – MARCH 18 ~ CLASS DOES NOT MEET

Week 10 (March 21 – March 25): Sentence Structure and Mechanics			
Tues.	Discuss Sentence Structure and Editing and Proofreading	Class Participation writing assignment	Homework: For March 24, read Sections 26 (“Getting Response and Revising,” pp. 235-41) and 52 (“Spoken Text,” pp. 534-45) of NFGW
Thurs.	Critical Analysis Essay Due ~ Discuss Oral Presentations and Requirements for Group Conferences	Class Participation writing assignment	Homework: For March 29, print out and bring the most recent draft of your Research Essay
Notes: First Group Conferences will begin Tuesday, March 29			

Week 11 (March 28 – April 1): First Group Conference			
Tues.	Begin First Group Conference	Answer worksheet questions to discuss with conference group members	Homework: For March 31, print out and bring the most recent draft of your Research Essay
Thurs.	Conclude First Group Conference		
Notes: Oral Presentations will begin Tuesday, April 5			

Week 12 (April 4 – April 8): Oral Presentations			
Tues.	Research Essay Due ~ Begin Oral Presentations		
Thurs.	Continue Oral Presentations		Homework: For April 12, read Section 25 (“Assessing Your Own Writing,” pp. 229-34) of NFGW
Notes:			

Week 13 (April 11 – April 15): Revision Process			
Tues.	Conclude Oral Presentations ~ Discuss Requirements for Revision/Revision Notes	Class Participation writing assignment Out of Class: Begin work on Revision/Revision Notes	Homework: For April 14, review HB-56 (“Punctuation/Mechanics”) of NFGW for any questions you have about punctuation, and bring JPY and NFGW to class
Thurs.	Discuss Punctuation/Mechanics (HB-56, NFGW)	Class Participation writing assignment	Homework: For April 19, print out and bring the most recent draft of the essay you are revising
Notes: Revision/Revision Notes due at the beginning of class Tuesday, April 26; Second Group Conferences will begin Tuesday, April 19			

Week 14 (April 18 – April 22): Second Group Conference			
Tues.	Begin Second Group Conference	Answer worksheet questions to discuss with conference group members	Homework: For April 21, print out and bring the most recent draft of the essay you are revising
Thurs.	Conclude Second Group Conference		Homework: For April 26, read Section 18 (“Reflections,” pp. 180-87) of NFGW, and bring a sharpened #2 pencil for Course Evaluations
Notes: Course Evaluations will be performed in class Tuesday, April 26			

Week 15 (April 25 – April 29): Prepare for Final Exam			
Tues.	Revision/Revision Notes Due ~ Discuss Final Exam and Perform Course Evaluations	Class Participation writing assignment	Homework: For April 28, read Sections 6 (“Writing a Literacy Narrative,” pp. 21-37) and 41 (“Taking Essay Exams,” pp. 367-72) of NFGW
Thurs.	Discuss Writing a Literacy Narrative, Taking Essay Exams, and Prepare for Final Exam	Class Participation writing assignment	
Notes: Final Exams Begin Tuesday, May 3			

Final Exam: Tuesday, May 3, 7:15 p.m. to 9:15 p.m.