

ENGL 2010 ► Intermediate Writing: Research Writing in a Persuasive Mode

Instructor: [REDACTED]
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Office Hours: Tues./Thurs. 12:00 – 2:00

Class: Section 040

Time/Place: Tues./Thurs. 9:00 – 10:15, NR 105

Course Description & Objectives

English 2010: Intermediate Writing is designed to further advance students' skills and knowledge as a writer in order to better prepare them in both academic and professional environments. Because this is an intermediate writing course, it is assumed that the students will have a firm understanding of grammar, mechanics, spelling, critical thinking, and formatting for reports *prior* to entering this course. Students will learn to transcend these traditional and basic writing skills and learn to think and write more critically, understanding more sophisticated forms of writing including observatory, reflective, informative, rhetorically analytical, and persuasive. The assignments and organization of this course are designed to help students recognize both their strengths and weaknesses as a writer so that they can personalize and adapt the course to fit their goals and academic and professional expectations. Students should view this course as an opportunity to improve the areas of their writing that will best prepare them for their pursuits in education, the workforce, and life in general.

Required Text

Writing: A Guide for College and Beyond by Lester Faigley. ISBN # 0-321-45758-7

Assignments

Because the primary objective of this course is to write in a persuasive mode, the bulk of the semester (nine weeks) will be spent working on a persuasive research essay. Other “smaller” assignments are designed to prepare students for that essay and to apply the techniques they learned from that essay to real-world applications. A breakdown of the assignments and point value can be seen on **Table 1** on the following page. Below is a description of the three major categories of assignments that will be graded over the course of the semester:

Major Writing Assignments and Peer Reviews The largest writing assignment for this course will be a Persuasive Research Essay on a topic of choice. This essay will be 7 – 10 pages in length and will include in-text citations and a works cited page with at least six sources cited. Before writing this essay, students will be required to write a proposal where they present a topic idea to the instructor and a writing and research plan for the essay. Students will be required to review two other student papers in class and will fill out a Peer Review worksheet. During the final three weeks of the semester, students will have an opportunity to apply their persuasive writing techniques to professional workplace documents. After finding an organization and job for which they would hope to someday apply, students will compile a résumé, a cover letter, and a brochure. They will also conduct a Peer Review session and complete a worksheet in class for these assignments.

Journals The purpose of the journals is to practice writing style. Students will improve their writing as they practice putting their thoughts on paper for a variety of different purposes. The journals will be assigned periodically throughout the semester (refer to **Table 1** for due dates). Because these are “journals”, it is expected that they will take the form of a free write, or, in other words, will be written without strict form or guidelines. I expect that students will try new things and explore their abilities as a writer. Thus, in a sense, quantity is more important than quality. The entries must be on topic and at least 750 – 1000 words (about 1 ½ pages, single-spaced, 12-point font, Times New Roman, 1-inch margins). Other than that, journals will be graded mostly on completion.

Writing Center Because receiving feedback is a valuable part of the writing process, aside from peer reviews, students will be required to visit the [REDACTED] Writing Center once during the semester. Students are responsible for setting their own appointments and being prepared for the appointment. The Writing Center will fill out a form while the student is there so nothing else is required to receive credit.

Student-Teacher Conference As the Persuasive Research Essay is nearing the end of the writing process, students will be required to meet with me about the progress of the paper. This is a chance for the students to talk with me about any concerns they might have or discuss any questions about the class in general.

Grammar Topic Presentation At the beginning of several class periods during the semester, we will spend about 15 minutes to review common grammar, mechanical, and punctuation problems in college writing. Students will be required to look up their assigned grammar topic and explain to the class what the rules are that surround it and provide at least one example.

An additional 10% of the overall grade will be based on attendance. The table on the reverse side of this page shows the grading breakdown for each assignment by unit. Also, refer to the **Policies** section on the reverse of this page for a further explanation of my grading breakdown and other policies and expectations for turning in assignments, attendance, disruptive behavior, electronic devices, computer labs, and plagiarism.

Table 1: Grade Breakdown by Assignments & Attendance

Major Writing Assignments and Peer Reviews		
Proposal (Memo): Persuasive Research Essay (February 14)	75 pts.	10% of Overall Grade
Peer Review: Persuasive Research Essay (March 20)	25 pts.	2.5% of Overall Grade
Persuasive Research Essay (April 3)	200 pts.	20% of Overall Grade
Peer Review: Cover Letter, Résumé, Brochure (April 22)	25 pts.	2.5% of Overall Grade
Cover Letter (April 24)	75 pts.	7.5% of Overall Grade
Résumé (April 24)	75 pts.	7.5% of Overall Grade
Brochure (April 24)	50 pts.	5% of Overall Grade
Total	525 Points	52.5% of Overall Grade
Journals		
#1: Discovering History (January 15)	50 pts.	5% of Overall Grade
#2: Reflection or Observation (January 22)	50 pts.	5% of Overall Grade
#3: Informing (January 24)	50 pts.	5% of Overall Grade
#4: Film Review (February 5)	50 pts.	5% of Overall Grade
#5: Arguing for a Position (February 21)	50 pts.	5% of Overall Grade
#6: Plagiarism (February 26)	50 pts.	5% of Overall Grade
#7: Course Reflection (April 1)	25 pts. (extra credit)	5% of Overall Grade
Total	300 Points	30% of Overall Grade
Attendance, Writing Center, Conference, and Grammar Presentation		
Attendance and Participation (ongoing)	100 pts.	10% of Overall Grade
Student-Teacher Conference (as scheduled)	25 pts.	2.5% of Overall Grade
Writing Center Visit (once any time during semester)	25 pts.	2.5% of Overall Grade
Grammar Topic and Presentation (as scheduled)	25 pts.	2.5% of Overall Grade
Total	175 Points	17.5% of Overall Grade
Grand Total		
	1000 Points	100%

Course Policies

Grading For each assignment within a unit, I will use a detailed grading rubric that scores various components of each assignment. There are 1000 points total in the course. The student's overall grade will be taken from the percentage of total points earned during the semester. The following is a grade breakdown by percentages:

A	930 – 1000	B	830 – 860	C	730 – 760	D	630 – 660
A-	900 – 920	B-	800 – 820	C-	700 – 720	D-	600 – 620
B+	870 – 890	C+	770 – 790	D+	670 – 690	F	< 600

Late Work All assignments are due at the beginning of class on the date assigned. Late work will be given an automatic 50% grade reduction except under extreme emergencies and rare circumstances. If a problem or emergency arises, STUDENTS MUST COMMUNICATE the problem to me by email or in person PRIOR to the day the assignment is due. Depending on the gravity of the circumstance, I may grant an extension, although rarely will this happen unless the emergency includes a death in the family or other similar events. Otherwise, any late work will be worth only half-credit. After one week past the due date, no credit will be given for the assignment. If arrangements need to be made to turn something in early, that will usually be okay.

Attendance and Participation Because of the fast-paced nature of this course, and because a course like this has a much richer learning environment if there is participation, it is expected that students will be in class, ready to learn and participate each day. For this reason, 10% of the overall grade in this class is dependant upon attendance and participation. Students are allowed three (3) free days where attendance will not impact their grade. After that, 10 points will be lost per day missed up to 100 points. If a student misses 12 or more days during the course of the semester, he/she will fail the course. Students who come to class but are not actively engaged in the discussions and in-class exercises and assignments will be considered absent.

Non-Productive and Disruptive Behavior All students and instructors have the right to enjoy a productive learning environment. If a student infringes on others' rights by being disrespectful or engaging in any non-productive or disruptive behavior, he/she will be removed from this class.

Cell Phones and Other Personal Items Noise-making devices such as cell phones, pagers, laptops, MP3 players, and other portable electronic devices can be very disruptive and annoying. Please be conscious of the learning environment for those around you. Do not answer cell phones, call, or text message during class. Also, do not play video games, read the newspaper, or eat entire meals (snacks are okay) in class. If you are expecting an emergency phone call during class, please inform me before class begins and turn your phone to vibrate.

Computer Lab, Writing Center, and Library When you registered for this class, you paid a fee along with your tuition. Part of this fee gives you 200 printouts to the computer lab in room 101 of the RWST building. Be sure to take advantage of these printouts (for any class) before the semester is over. The fee also gives you unlimited access to the Writing Center during the semester. Also, familiarize yourself with the library and librarians. They can and will be a great asset to you as you write more and more demanding papers throughout your college career.

Plagiarism Plagiarism is a serious and prosecutable offense. Plagiarism interferes with a student's ability to trust his/her own ideas, and severely inhibits his/her opportunity to learn and contribute to society. If you have questions regarding plagiarism or proper citation, please meet with me. Students who are caught plagiarizing will automatically fail the course and face disciplinary action from the university—including the possibility of expulsion from the university or other such punishments.

Voices: On Stage and In Print The English 2010 classes at [REDACTED] participate each semester in the *Voices* writing contest. This doesn't require any extra work on your part. Instead, the contest is another way to recognize and reward good writing.

You may choose which paper you want to enter in the Voices contest—either your personal essay or your researched persuasive essay. Later in the semester, you'll spend a day in class reading and anonymously judging each other's essays. You'll judge each other's essays using the same rubric that I use to grade your papers. How your essay is judged by your classmates does not affect your course grade in any way.



The students with the top three scores in each class will be recognized at an end-of-the-semester Reading in the Performance Hall, and the first place winner in each class will read a selection from their winning essay. First place winners will also be considered for publication in an anthology to be used by next year's 2010 students, and will be eligible to win one of nine cash prizes ranging from \$150 to \$250. If you prefer to not be a winner, you can declare yourself ineligible to win, though you will still fully participate in the contest.

English 2010: Research Writing in a Persuasive Mode ► Course Schedule Spring 2008

Week 1: Making Discoveries ► January 7 – 11		
	Praxis	Homework
Tuesday January 8	Welcome, syllabus, and introductions.	-Read Chapter 1, pp. 2 – 11.
Thursday January 10	Writer as explorer. What is the purpose of writing? What kinds of writing are there? How does exploring writing styles apply to the <i>real world</i> ? Introduction to creative writing and narrative.	-Write Journal 1: Discovering History. Turn in on Tuesday. -Read “Looking for Work” on course reserves.
Week 2: Writing Descriptively ► January 14 – 18		
Tuesday January 15	Turn in Journal 1. Two grammar topics. Descriptive language: sensory details, clichés, metaphors, similes, word choice, and verb use. “Show, don’t tell.” Discuss “Looking for Work.”	-Read Chapter 7, pp. 52 – 55; 60 – 63; 90 – 101. -Read Chapter 8, pp. 108 – 115; 146 – 159.
Thursday January 17	Two grammar topics. Reflection and Observation. Tone, style, organization.	-Write Journal 2: Reflection or Observation. Turn in on Tuesday.
Week 3: Dialogue ► January 21 – 25		
Tuesday January 22	Turn in Journal 2. Two grammar topics. Incorporating dialogue.	-Read Chapter 9, pp. 166 – 175; 204 – 221. -Write Journal 3: Informing. Turn in on Thursday. -Bring all three journals to class on Thursday.
Thursday January 24	Turn in Journal 3. Three grammar topics. Read and discuss journals.	-Read Chapter 6, page 43. -Look up terms “ethos”, “pathos”, and “logos” on Wikipedia. -Read “Idiot Nation” on course reserves
Week 4: Rhetoric, Writing, and the Toulmin Method ► January 28 – February 1		
Tuesday January 29	Two grammar topics. Introduction to persuasion. Discuss rhetorical triangle and audience. Discuss “Idiot Nation.”	-Read Chapter 10, pp. 232 – 241
Thursday January 31	Two grammar topics. The Toulmin Method of Argumentation.	-Read Chapter 12, pp. 366 – 371; 402 – 415 -Write Journal 4: Film Review. Turn in on Tuesday.
Week 5: Persuasion and Proposals ► February 4 – 8		
Tuesday February 5	Turn in Journal 4. Watch “Is Wal-Mart Good for America?” Discuss arguments made. Look at rebuttals, perspectives, and sources.	-Read Chapters 2 – 6, pp. 12 – 51.
Thursday February 7	Two grammar topics. Research proposals. Coming up with a topic and generating research questions. The writing process and the thesis statement.	-Begin writing Research Proposals.
Week 6: Writing and Researching ► February 11 – 15		
Tuesday February 12	Watch documentary. Discuss arguments made. Look at rebuttals, perspectives, and sources.	-Read Chapters 15 – 18, pp. 549 – 579. -Finish writing Research Proposals. Turn in on Thursday.

Thursday February 14	Turn in Research Proposals. Two grammar topics. Doing research and managing information.	-Read Chapter 13, pp. 424 – 429; 453 – 454; 460 – 483. -Write Journal 5: Arguing for a Position. Turn in on Thursday.
Week 7: Conducting Research ► February 18 – 22		
Tuesday February 19	No class. Monday schedule observed in lieu of President's Day.	-Prepare to meet in library. Have research questions and ideas ready.
Thursday February 21	Meet in Library. Turn in Journal 5. Conduct research.	-Continue gathering information for your final research essay. -Read Chapter 20, pp. 589 – 601. -Write Journal 6: Plagiarism. Turn in on Tuesday.
Week 8: Argument and Using Sources ► February 25 – 29		
Tuesday February 26	Turn in Journal 6. Two grammar topics. Plagiarism and citing sources. Integrating quotes.	-Read chapter 21, pp. 604 – 624.
Thursday February 28	Two grammar topics. MLA documentation and bibliographies.	-Begin writing persuasive research essay.
Week 9: More on Writing ► March 3 – 7		
Tuesday March 4	Two grammar topics. Organization, style, voice, introductions, and conclusions.	-Continue writing Persuasive Research Essay.
Thursday March 6	Meet in Library.	-Continue writing Persuasive Research Essay.
Week 10: Spring Break ► March 10 – 14		
Tuesday March 11	No Class. Spring Break.	Enjoy the break.
Thursday March 13	No Class. Spring Break.	Enjoy the break.
Week 11: Review and Revise ► March 17 – 21		
Tuesday March 18	Watch and discuss <i>SuperSize Me</i> . Look for elements of a research paper—introduction, organization, credibility of sources, rhetoric, tone, vocabulary, etc.	-Finish draft of Persuasive Research Essay. Bring to class on Tuesday for Peer Review.
Thursday March 20	Peer review Persuasive Research Essays.	-Revise Persuasive Research Essays. Prepare any questions/concerns for conferences.
Week 12: Conferences and Voices ► March 24 – 28		
	Praxis	Homework
Tuesday March 25	Student-Teacher conferences. Meet with me at scheduled time. No class.	-Revise Persuasive Research Essays
Thursday March 27	Voices Read-Around.	-Write Journal 7: Course Reflection. Turn in on Tuesday.
Week 13: Grammar and Revision ► March 31 – April 4		
Tuesday April 1	Turn in Journal 7. Grammar Review.	-Revise Persuasive Research Essays. Turn in on Thursday.
Thursday April 3	Turn in Persuasive Research Essay to me by 12:00 noon.	-No Homework.
Week 14: Cover Letters and Résumés ► April 7 – 11		
Tuesday April 8	Cover Letters.	-Find job ad and print out. -Begin drafting cover letter.

Thursday April 10	Résumés.	-Begin drafting résumé. -Read chapters 23, 24, and 25.
Week 15: Professional Documents and Voices ► April 14 – 18		
Tuesday April 15	Document design and professionalism. Brochures.	-Continue drafting Cover Letter, Brochure, and Résumé.
Thursday April 17	Attend Voices Reading. Meet in the Performance Hall.	-Finish drafting Cover Letter, Brochure, and Résumé. Bring to class on Tuesday for Peer Review.
Week 16: Review and Revise ► April 21 – 25		
Tuesday April 22	Peer review Cover Letters, Résumés, and Brochures. Review any questions about them.	-Revise Cover Letter, Résumé, and Brochure. Turn in on Thursday.
Thursday April 24	Turn in Cover Letter, Résumé, and Brochure in my office by 12:00 noon.	We're done! Have a great Summer!