

English 111: Composition and Rhetoric I

John Carroll University

Fall 2011

Section 54 MWF 10:00-10:50

Instructor: Mr. Michael Piero

Office: OC

Office Hours: T/TH 11-Noon or by appointment

E-mail: mpiero12@jcu.edu

Blackboard: blackboard.jcu.edu

Course Overview

Welcome to English 111. In this course, you will be learning and practicing the skills to produce college-level writing. For some of you, this may be unfamiliar territory, so we will work together to help you develop yourself as a writer, and more importantly, as a reflective writer and thinker. The key to success in EN 111 is that you learn the rhetorical choices involved in college writing so that you may apply that knowledge in a variety of academic, public, and private contexts.

Writing can be very demanding on you as a student and as a thinker. Some of the demands college-level writing places on you include: analyze and develop arguments from multiple points of view; articulate and support your position regarding various issues; incorporate research; respond ethically to others' ideas; adjust your writing for multiple audiences and purposes; and develop prose that is thoughtful, organized, and clear in the structure of sentences and paragraphs and exact in diction.

The purpose of this class, therefore, is not to make you an expert in these areas but rather to help you see how you can use these skills to respond to a variety of writing situations and to identify, articulate, and reflect on the rhetorical choices informing any text.

Goals for You as Writers

The goals for you this semester are as follows:

Rhetorical Knowledge

- Respond to the needs of different audiences.
- Focus on a purpose.
- Use conventions of format and structure appropriate to the rhetorical situation.
- Adopt appropriate voice, tone, and level of formality.

Critical Thinking, Reading, and Writing

- Understand argumentation as a social act in which you respond to what others say.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Understand a writing assignment as a series of tasks.
- Integrate your own ideas with those of others.

Processes

- Be aware that it usually takes multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, editing, and proofreading.
- Understand writing as an open process that permits you to use later invention and re-thinking to revise your work.
- Understand the collaborative and social aspects of writing processes.
- Learn to critique your own and others' work and, in doing so, learn to balance the advantages of relying on others with the responsibility of doing your part.

Knowledge of Conventions

- Learn common conventions for different kinds of academic texts.
- Develop knowledge of academic conventions ranging from structure and paragraphing to tone and mechanics.
- Practice appropriate means of documenting your work.
- Control such surface features as syntax, grammar, punctuation, and spelling.

Required Books and Materials:

- *The Contemporary Reader*, 10th ed.; ISBN: 9780205741441
- *They Say, I Say*, 2nd ed. by Gerald Graff and Cathy Birkenstein; ISBN: 9780393933611

Course Requirements

These assignments are listed by their general description and are subject to further clarification, detail, and change. Rest assured that you will be given a detailed assignment sheet with each paper well in advance of the paper's deadline.

Paper #1

Paper #2

Paper #3

Paper #4

Abstract (for Paper #4)

Reading assignments

Weekly response journals

In-class peer reviews

Daily class participation

You must complete every requirement fully in order to successfully pass this course. Keep in mind that all writing done for this class is public and may be anonymously reproduced for our class discussions. On peer review days, one or more of your peers will be reading your writing.

Evaluation

Final grades will be based on the following *estimations*:

Papers:	400 points
Abstract:	50 points
Weekly response journals:	100 points
Quizzes/Final Presentation	50 points
Peer Reviews:	100 points

Grading Scale:

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

65-69 = D

Below 65 = F

Paper Revision Option

You have the opportunity to revise each of the first three papers for a better grade. Once you receive your final graded paper back, you have one week to revise both the mechanical/grammar mistakes as well as any content recommendations that I've made in the comments on your paper. I require those papers that receive a C- or below be rewritten. Although, I highly recommend that everyone take advantage of this option to improve both your papers and your grades. In order to improve your grade, you must make the content revisions to your paper as well. More on this later.

Within one week from receiving the graded paper back, make your revisions and turn it back into me along with the original graded paper. I will grade the new one and then take the average of the old and new score. For example, if you received a 70% on your paper and then a 90% on your revised paper, you would end up with an 80% as the final grade.

This revision option is only allowed on the first three papers. All other writing may not be revised for a better grade after it's been turned in.

Attendance

Because we will be doing a great deal of in-class writing, peer review, writing exercises, and in-class discussion, attendance is mandatory. Please keep in mind:

- You are allowed 3 absences only—I would recommend saving them for sickness or emergencies. I don't distinguish between excused and unexcused absences. An absence is an absence.

- For each absence past 3, your final course grade will be lowered by 5%. If you miss more than 7 classes, you will more than likely fail the course.
- Note: Avoid missing our peer review days at all costs—they are difficult to make up, and they count for ten percent of your grade.
- If you are more than fifteen minutes late to class, that will count as one absence.
- Students who miss class due to University-sanctioned extra-curricular activities are responsible for providing me with an official letter of participation from the coordinator of the activity, and to present it before the date in conflict. Please consult the *JCU Undergraduate Bulletin, 2009-11* for further information on excused absences for extra-curricular activities. Note that these will still count as absences.

Class Participation

I expect you to come to class prepared and willing to share your views on the readings we will be doing, as well as on topics we will be addressing. I place a strong emphasis on discussion, which means not only talking but also listening actively. By this I mean you become active in the process by expressing your viewpoints, in a civil and respectful manner, while attending to others' viewpoints, although they may differ from your own. *Your grade may be raised or lowered by as much as 1/3 (i.e. B+ to A-) at the end of the semester for your daily participation.*

I evaluate participation based on your preparedness to discuss a topic, which can only be done when you actually do the readings. I also look for the quality and effort you place on in-class peer writing, revision, editing, and style workshops and exercises.

I ask that you be on time for class. Late arrivals disrupt the class and jeopardize your in-class participation evaluation. The beginning 10 minutes of class are always critical.

General Instructions for Papers

All papers (including weekly response journals) must be:

- Typed
- Double-Spaced, Times New Roman, 12 point font
- In MLA format (including a works cited page when using any source)
- Stapled in the upper-left hand corner
- Printed before you come to class

All papers must include a title that accurately reflects the content of the material. The title you choose for your papers should be neither underlined nor placed within quotation marks.

Response Journals

Most weeks, there will be one written response to a required reading. The due dates for these responses are in bold on the syllabus. Most weeks, you will be able to choose which reading you

wish to respond to. Sometimes, I will determine what your response should be about (such as on an in-class reading). Occasionally, we will do in-class response writings that will count for that week's journal entry. If you miss a class that we do an in-class writing, it is your responsibility to contact me before/after class, during office hours, or by email to inquire about what you missed.

These weekly responses will be out of ten points each. They should be no shorter than one full, double-spaced page. Here is what I'm looking for:

- A thoughtful, personal response to the reading
- Evidence that you read and at least thought about the reading (even if you didn't fully understand it)
- This writing can be informal – you are responding to what you read.
- Did you agree? Disagree? How did it make you feel? What did you notice in your close reading? What jumped out at you? What did you find fun? What struck you the wrong way? Etc...
- Make connections between the text and personal experiences, current events, and past readings (other texts).

There are many ways to respond to a text. I'm just looking for a brief response to the text that shows that you've not only read it, but have actually thought about it as well. If you write just a summary of the text with no reflection or insight, you will only get five points. If you do not turn it in, you will receive zero points. *These responses cannot be turned in late* (unless you were absent).

Peer Reviews

The peer reviews are a main part of this class as revision is a critical tenet in the writing process. Therefore, I expect you to plan your time wisely to produce a full first draft of your papers to bring in on our peer review days. I will always remind you when these days are.

Failure to bring your complete draft and respond intelligently to your peers' drafts on peer review days will result in loss of the points for that day's work. If you have an incomplete draft (such as only a page or two), you will lose some points.

Quizzes

Quizzes will be used periodically, as needed, to ensure that students are completing the readings. Our readings serve as the basis for our discussions and our writing, so it is extremely important that students are doing the assigned reading. When students become too quiet in discussions, I'm left to believe they didn't read it. These quizzes will be given without prior notice and will be composed of basic comprehension questions about that day's reading. As long as you read, you should do well on the quizzes.

Late Work

I expect you to hand in your papers on time, that is, at the beginning of class on the day they are due. Broken computers and printers that are "out of ink" do not constitute legitimate excuses. Use a friend's computer, the library, or a computer lab.

For each day a paper is late, your final grade on the paper will be lowered by ten percent, i.e. a full letter grade for each day it's late. If you know you are going to be away when a paper is due, please make arrangements beforehand to hand in your work early – either with the help of a friend, family member, classmate, or by dropping it off in my office.

Plagiarism

Plagiarism occurs when a writer incorporates an author's into his or her work without properly citing them. Please review the section on plagiarism in the *FYCJCU*, as well as in the *JCU Undergraduate Bulletin, 2009-11*. As the policy states, plagiarism will result in a failing grade for the course; it could result in expulsion from the university. If you are unclear about this policy, or whether or not you are plagiarizing, please see me for help.

A handout will be distributed on the first day of class outlining the Department of English's policies on plagiarism. Students are responsible for the information on this handout.

Statement on Disabilities

Students with documented disabilities are required to contact Lisa Meeks, the Coordinator for Students with Disabilities, and, after consulting with her, inform me about accommodations you will need.

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Please contact services for students with disabilities at (216) 397-4263 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are never retroactive so students are encouraged to register early in the semester.

Writing Center

Need some help with your writing assignment before you turn it in? Want another set of eyes to make sure you followed the assignment guidelines? Turn to the Writing Center—a free academic resource where you can sit down with a consultant to discuss your paper. Located in the O'Malley Center, Room 207, the Writing Center is staffed by undergraduate and graduate students from all areas of study that have completed extensive training. You can bring any type of writing assignment to the Center, and consultants can assist you with everything from brainstorming to citations. It is recommended that you bring any assignment sheets or relevant information to your consultation. We accept walk-ins but recommend scheduling an appointment, which you can do through email (writingcenter@jcu.edu), phone (x4529), or stopping in. In addition to weekly hours in OC 207, we also offer After-Hours on Sundays and Wednesdays in Seminar A of Grasselli Library! Check out our NEW webpage at <http://sites.jcu.edu/writingcenter>.

Preliminary Schedule

****Note:** This schedule is subject to change at the instructor's discretion; especially the last few weeks. Although complete, this is still a preliminary schedule.

Week 1

- M 8/29 Introduction to EN 111
- W 8/31 What is a text? What makes strong writing?
Ethos, Pathos, Logos
- F 9/2 "Preface" of *They Say, I Say*, xvi-xxvi
Assign Paper #1
Journal #1 Due

Week 2

- M 9/5 No class – Labor Day.
- W 9/7 "Why I Rue My Tattoo" (Janes) and "Tattoo Me Again and Again" (Dolgoft),
pp. 73-76
Titles and Introductions
- F 9/9 "Which One of These Sneakers is Me?" (Rushkoff), pp. 101-105
Defining your Style
Journal #2 Due

Week 3

- M 9/12 MLA formatting review
Reading Captain America
- W 9/14 "*Captain American in American Mythology*" by J. M. Coetzee (Handout)
Culture and Ideology
- F 9/16 *They Say, I Say*, pp. 19-29
Entering the Academic Conversation
and Developing a Thesis
Journal #3 Due

Week 4

- M 9/19 **Writing Workshop #1 - Bring Paper #1 Draft**
- W 9/21 **Paper #1 Due**
Bring *They Say, I Say* to Class
- F 9/23 "*Mirror, Mirror on the Web*" (Chaudry), pp. 264-270
Journal #4 Due

Week 5

M 9/26 *"The Case for Reality TV"* (Hirschorn) and
"Reality TV: Should We Really Watch?" (Larkin), pp. 284-292
What Do You Have to Say About Reality TV?

W 9/28 How to Conduct Library Research

F 9/30 Playing with Sexy Verbs and Lame Gerunds
Journal #5 Due

Week 6

M 10/3 Paying Attention to Language in a Time of "Terror," Part I
"9-11" by Howard Zinn, Handout

W 10/5 Paying Attention to Language in a Time of "Terror," Part II
"9-11" by Noam Chomsky, Handout

F 10/7 **Journal # 6 Due**
Thesis Statement Due (Must be Written to Receive Credit)

Week 7

M 10/10 **Writing Workshop #2 - Bring Paper #2 Draft**

W 10/12 **Paper #2 Due**
In-Class Writing Journal (Journal #7) - Reflecting on Writing

F 10/14 No class – Fall Break.

Week 8

M 10/17 In-Class Revision Work

W 10/19 *"A's for Everyone!"* (Shepard), pp. 417-422
Mid-term grades due.
Assign Paper #3

F 10/21 ZOMBIES ARE REAL – *"The Secrets of Haiti's Living Dead"* (Handout)
Journal #8 Due

Week 9

M 10/24 *Red Dust*

W 10/26 *Red Dust*

F 10/28 Finish and Discuss Movie

Journal #9 Due (on the movie)

Week 10

- M 10/31 *They Say, I Say*, pp. 42-50
Using quotations effectively
- W 11/2 *They Say, I Say*, pp. 92-101
What is a Frame? Writing and Art
- F 11/4 Class Cancelled (M/MLA) – **Complete Week 10 Lesson on Blackboard**
(Submit Thesis Statement on Blackboard)

Week 11

- M 11/7 The Music of Language – Read “Musical Devices” (Handout)
Bring Paper #3 drafts to class
- W 11/9 **Peer Review Day – Full Draft of Paper #3 due**
- F 11/11 **Paper #3 Due**
In-Class Writing Journal (Journal #11) - Reflecting on Writing

Week 12

- M 11/14 “*Toys*” by Roland Barthes (Handout)
Assign Final Paper #4
- W 11/16 Researching Topics In Class
Bring Idea For Paper Topic
- F 11/18 **Thesis Statement Due**
How to Write an Abstract

Week 13

- M 11/21 “*World and America Watching Different Wars*” (Harman), Handout
News, Sources, and Bias
- T 11/22 [Friday Classes Meet]
TBA
- W No class: Thanksgiving Break

Week 14

- M 11/28 **Abstract Due (Bring 2 copies)**
- W 11/30 **Writing Workshop #4 - Bring Rough Draft**
- F 12/2 In-class writing day
How to use a semicolon

Week 15

M 12/5 **Presentations due**

W 12/7 Finish presentations
"How to Write with Style" (Vonnegut), Handout

F 12/9 **Paper #4 Due**
Last Day of Classes
Course Evaluations

Week 16

Finals Week Final Date TBA