

CLASS: English 280

College Writing II (3)(general Education/Communication Skills) A second course in college writing to be taken during sophomore year; Emphasis on the interaction between writer and reader.

**prerequisites: successful completion of 180 with a C or better and at least 24 hrs. credit.

GENERAL INFORMATION:

1. If you were force-enrolled in this course, you will need the permission of the instructor and the Director of Writing in order to drop. If you wish to drop this course you will need to speak with me first, and I will forward your request to the Director for consideration (permission is NOT granted automatically). Because you need permission to drop, should you desire to do so, you should begin the drop process early.
 2. "In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file a request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu, or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.
 3. "University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at <http://wiu.edu/vpas/policies/titleIX.php>.
 4. For student rights and responsibilities go to <http://www.wiu.edu/provost/students.php>
 5. For the Academic Integrity Policy go to <http://www.wiu.edu/policies/acintegrity.php>
- This syllabus is for sections 5, 11, and 24. We meet at 9, 10, and 12, respectively, in Simpkins 313.

INSTRUCTOR: Jerry Hansen

OFFICE: 222 Simpkins Hall

Email: JA-Hansen@wiu.edu

OFFICE HOURS: MWF 8:40-9 & 11-12

and by appointment

CLASS REQUIREMENTS:

***pen and paper daily**, a paper 2 pocket folder, internet access

*A lot of reading and writing, a lot of time in the library and/or in front of a computer

*A lot of hard work and effective time management

REQUIRED BOOKS/READINGS: **A POCKET STYLE MANUAL by Diana Hacker

**Various articles from www.maryferrell.com ---TBA

GOALS: To become familiar with appropriate academic conventions and genres and to record the results of critical thinking and questioning skills in clear, effective, and organized writing, indicating competency and sophistication at this higher level of college writing. To this end, we will examine the processes of analysis, argumentation, and research.

*Refer also to the 280 information sheet available online for a more detailed view.

ATTENDANCE: Regular attendance is required and expected. Enjoy the class and participate in your education. **The price for every absent over 5 is 50 points off your final total.** As well, excessive, chronic, or persistent tardiness will lower your final grade at my discretion. If you can't make it to class on time, drop. If you are more than 5 minutes late to class you will be counted as absent. As well, if you are studying for another class during this one, if you have earphones in, if you are "texting" during class, etc. you will be counted as absent. In other words, your mind must be here as well as your body. **All** absences count towards your total. There are no "excused" absences: you get 5 days to use as needed for activities or illness or as you see fit. Choose wisely. There will also be bonus points awarded for excellent attendance (see below). **Be aware: Missed work cannot be made up. It is your responsibility to keep**

up if you miss a class. Failure to attend mandatory sessions will result in failure of the assignment (0 pts.).

PAPERS: You will write two short papers and work on one final research project. Each paper will require a portfolio of work to be turned in which I will discuss at length at the appropriate time.

****Paper 1: Analysis:** you will be asked to examine how language works, and the various ways that we, as readers, respond to that language. (approx. 1500 words/5 pages)

****Paper 2: Argumentation:** you will be presented with an argumentative dilemma and be asked to incorporate the elements of argumentation into examining the choices you make. (approx. 1500 words/5 pages)

****Paper 3: Research:** you will be asked to incorporate the concepts of analysis and argumentation into an analytical, argumentative research paper. The subject will involve a pre-approved topic concerning some aspect of the Kennedy assassination. (approx. 3000words/10 pages)

If you don't think you can be interested in this topic, drop the class and try with someone else.

**** We will review the format for acceptable papers in class.**

****We will discuss grading standards for each paper in class at the appropriate time. Refer to the general grading standards at the end of this syllabus.**

A final reflective portfolio will be due at the end of the semester. I will explain at the appropriate time. **SAVE all your semester work!**

POLICIES:

****Papers failing to meet minimum requirements will fail and receive 0 points.**

****Failure to follow directions is just that: failure! If you have questions ask them!**

****I do not accept papers or drafts over email.**

****I strongly encourage you to show me or the Writing Center drafts of your work at all stages and to revise often. At my discretion, I may require you to attend sessions in the Writing Center. That attendance will then become part of your course grade, and failure to follow through will impact negatively on your final grade.**

****Once a paper is officially turned in, it cannot be revised any further. You may revise as much as you like before a paper is due. The time to care about your paper's grade is before you turn it in.**

****Papers are due at the beginning of class. Do NOT come to class needing to print out your paper. You should be prepared and ready to turn in your work at the start of class.**

****I do not accept late work, and any paper that shows up mysteriously in my mailbox or on my desk will not be accepted and will receive 0 pts.**

****You must turn in all 3 papers on time. Failure to turn in any one of the three major papers will likely result in failing the course.**

****If you are caught plagiarizing, you will fail the course and be reported to CAGAS for adjudication of your case.**

****TURN YOUR CELL PHONE TO "QUIET MODE" DURING CLASS!!!**

****It will be very important to pay attention in class. Ask questions if you are unsure.**

****Professional, ethical, and respectful behavior is required. You will be required to leave if you exhibit disruptive behavior. Let's treat each other with dignity and respect.**

GRADES: Your final grade will break down like this:

<u>assignments</u>	pts.	%		
Paper 1	100	10%	The grading scale:	
Paper 2	100	10%	A= 946-1000pts.	C+=765-799
Quizzes	200	20%	A-=900-945	C= 735-764
Participation/classwork	100	10%	B+=865-899	note: below 735 pts.

Research Project	400	40%	B= 835-864	will result in a U or F:
Final Exam	100	10%	B-= 800-834	generally, below 700=F
Totals:	1000	100%		

SOME CLASSIC WAYS TO FAIL:

1. Do not come to class, or stroll in 15 minutes late every day. (Why most students do poorly).
2. Do not turn in any work or fail to follow directions on the work you do submit.
3. Sleep through every class, text, or read the paper instead of paying attention.
4. View your teacher as the “enemy” instead of as a colleague who can help you.
5. Combine any of the above, and then come see me the last week of school to tell me how unfair I’ve been to you and that your problems are all my fault.

SOME CLASSIC WAYS TO PASS:

1. Come to class. Be on time.
2. Turn in **QUALITY** work, not a typed first draft.
3. Be attentive and involved in class.
4. View your teacher as an ally and come for help.
5. Have high standards of excellence, accept responsibility, and work hard.

IMPORTANT DATES: tentative schedule (Refer also to the daily schedule)

Jan.	18W	Class begins
Jan.	23M	Open registration ends
Jan.	30M	Last day of restricted schedule changes/last drop day w/out a W
Feb.	8W	Paper 1 (analysis) due
Mar.	8W	Paper 2 (argumentation) due
Mar.	11-19	Spring Break
Mar.	20M	Discussion of JFK readings and related topics begins
Mar.	24F	Last day to accept research topic proposals
Apr.	2Sun.	Last day to drop a course/University withdrawal
Apr.	26W	Research projects Due
May	8-12	Final Exam Week

PLEASE NOTE:

This syllabus is subject to change according to need as I see it.

By remaining enrolled in this class, you agree to abide by the terms outlined here and in the information sheet. If you have a problem with any of the topics, policies, or practices in this syllabus, or if you are not prepared and eager to work hard, you should drop the class. This class is challenging. If you “expect” an A just for showing up, drop now!

Ask questions. Work hard. Have dignity.

Attendance bonus/penalty points:

<u># absents</u>	<u>Points</u>
0	+15
1	+10
2	+05
3, 4, 5	no bonus/no penalty
6	-50
7	-100
8	-150
9	-200
10	-250
11 or more	= impossible to pass

Obviously, the more classes you miss, the more difficult it becomes to pass, notwithstanding the course material and instruction you will also miss.

GRADING STANDARDS

An “A” paper will have all of the following characteristics, meet all criteria, and go beyond the basic standards stated here.

A “B” paper will have some of the characteristics of an “A” paper, but will be lacking in some of these areas.

A “C” paper will have some of the characteristics of an “A” paper, but will be lacking in several of these areas.

**It has a central, focused, controlling, main idea stated clearly and strongly. That idea demonstrates substantial, perceptive, and careful thought. This occurs in a fully developed and thought provoking introduction.

**It supports that main idea by means of coherent, well developed paragraphs. Those paragraphs contain and explain convincing and appropriate evidence. Those paragraphs develop ideas fully. When appropriate it uses correct citation and documentation.

**The organizational structure recognizes the requirements of the kind of paper being written. Ideas are organized and unified in a logical fashion. They flow well together by use of sophisticated transitions. It finishes with a forceful, well developed conclusion.

**The language of the paper selects words that display a clarity of thought. It avoids clichés. It maintains an appropriate tone for its audience. The vocabulary demonstrates careful consideration of word choice.

**It demonstrates a mastery of the rules of grammar, punctuation, and spelling. It uses idiom correctly. The construction of sentences displays a variety of rhetorically appropriate forms.

**It fulfills all formal requirements of the particular assignment.

****What are some common errors?

Errors in basic grammar such as subject/verb agreement errors, run-ons, fragments, etc.

Punctuation errors

Spelling errors

Undeveloped introductions or conclusions

“Empty” paragraphs: lots of words but no substance

Misuse of source material

Errors in documentation

One or two sentence paragraphs

Lack of organization

Undeveloped or unexplained ideas

Unfulfilled formal requirements

A paper with more than one or two of these kinds of errors, or an over-abundance of one of these errors, will likely tip the paper down into the “U” or “F” range.

Tentative Schedule for Spring 2016

The analysis section of the course:

- Jan. 18W** Introductory
20F Communication and Language
- 23M** Assigning paper #1
25W Samples and practice: “The Death of the Ball Turret Gunner”
27F Samples and practice: “Summers at Faroe”
- 30M** Discussions of paper topics
- Feb. 1W** A look at sample papers: “The Afterthought”/ Review of academic conventions
3F In class work day
- 6M** Paper #1 peer review day (**Mandatory**)
8W **Paper #1 DUE**
10F **No Class**

The analysis and argumentation section of the course:

- 13M** **No class: Lincoln’s Birthday observed**
15W Introduction to argumentation
17F An exercise in common sense, knowledge, logic, and organization
- 20M** Assigning Paper 2
22W Logic and logical fallacies
24F **Quiz: Logic, logical fallacies, concepts from the first 5 weeks**
- 27M** A brief jump forward to discuss the research paper, proposal, and readings:
Your reading assignment:
www.maryferrell.org 1963 JFK Assassination: The “Starting Points” essay
- Mar. 1W** Discussions of argument paper topics
3F In class work day
- 6M** Paper #2 peer review day (**Mandatory**)
8W **Paper #2 DUE**
10F **Quiz: The “Starting Points” essay** (obviously, have your readings done by this date)!!

Mar.13-19 Spring Break

**The analysis, argumentation, and research section of the course;
the research focus for this section will be the JFK assassination:**

- March** 20M Background information:
22W Medical Evidence
24F Finish medical evidence discussion/ **Topic Proposals Due**
- 27M **QUIZ: JFK background and medical evidence**
29W Research Advice
31F Tampering with Evidence?
- Apr.** 3M No Class: Research/ conference day
5W In class work day: bring in what you've got so far, ask questions, get organized
7F Oswald Guilty
- 10M Oswald Innocent
12W **QUIZ: Oswald**
14F Work Day
- 17M In class work day: rough draft exchange (**mandatory**)
19W The Warren Commission was Right
21F **QUIZ: The Warren Commission**
- 24M Picture Day
26W **Research Papers/folders Due!**
28F No Class
- May** 1M **Final Exam Study Guide Handout**
3W No class: study for finals
5F Optional review day
- May 8-12 FINAL EXAM WEEK:**
- Section 05- Wed. May 10th 8:00 AM** You must come to your section's assigned exam time.
Section 11- Mon. May 8th 10:00 AM
Section 24- Mon. May 8th 1:00 PM