

## English 106: Composition II Spring 2015

**INSTRUCTOR:** Carolyn Keck

**ROOM:** B5

**OFFICE HOURS:** A4/B3

**EMAIL:** [carolyn.keck@north-scott.k12.ia.us](mailto:carolyn.keck@north-scott.k12.ia.us) (best method of communication)

**WEBSITE:** mskeck.com

**COURSE DESCRIPTION:** Welcome to phase two of college rhetoric. In Composition II, we will continue to delve into the world of argumentation. You will develop a means for articulating the opinions, views, and knowledge that belong in the public discussion.

### **COURSE MATERIALS:**

1. Access to Diana Hacker's *A Writer's Reference* or *A Pocket Style Manual* 6<sup>th</sup> or 7<sup>th</sup> edition.
2. A spiral bound notebook for journal entries and quick writes
3. A college thesaurus and dictionary
4. A library card
5. Depending on computer availability – All of the above items may be accessed online.
6. *Elements of Argument: A Text and Reader*. Rottenberg and Winchell 8<sup>th</sup> edition

### **COURSE EXPECTATIONS:**

Work for the Course:

*Reading:* Though this is a writing course, we will devote significant time and attention to the practice of carefully and critically reading non-fiction prose argumentative texts. There are several reasons for this emphasis on reading. First, effective reading of non-fiction prose, though not often explicitly taught, requires practice and is a crucial skill in the academy and elsewhere. Second, in order to succeed in academic and professional settings that frequently require composing arguments about and in dialogue with texts already written, one must learn to read those texts accurately and thoughtfully, developing strategies for responding to and incorporating others' ideas. Third, reading others' texts, over time, makes one a more sensitive and careful reader of one's own writing. As the second and third reasons suggest and as educational research seems to show, it is very difficult (if not impossible) write effectively without first becoming an effective reader.

Reading for the course will be of two primary types. First, we will read and discuss in class a number of short to medium-length prose arguments (mostly supplied in our main textbook, *The Elements of Argument*). These readings will form the basis of your first three major writing assignments in the class, providing material that you will critically analyze, incorporate into your own arguments, and use as a stimulus to independent research. You will be required to write brief informal responses to these reading assignments, as well as to discuss their content and rhetorical features in class. Also, a smaller number of readings from *Elements* (and a little from Hacker's *Rules for Writers*) will be assigned covering important terms and concepts in critical reading, argumentation, analysis of visual texts, and research.

Finally, I will from time to time ask you to read selections from the textbook during class in order to provide a framework for discussions of strategies in writing and argumentation.

*Writing:* The major written work for the course will include four (4) **formal essay assignments**. Essay #1

will require a **critical analysis** of one or two short prose arguments read and discussed by the class. For essay #2, you will write a paper making and defending a **claim of fact or a claim of value**, in which you draw upon assigned readings and limited outside research. Essay #3 will require you to write a paper making a **claim of policy** based on independent library and internet research. You will also write a brief **annotated bibliography** in preparation for essay #3. For essay #4, you will compose an **analysis of a visual text** (e. g., a picture, an advertisement, a painting, a web site, etc.). For each of the four major essays, you will write both draft and revised versions.

In addition to these formal essays, there will be two types of informal writing assignments. As previewed above, you will complete ten (10) **journal entries** responding to assigned readings that will serve as the starting points for class discussions and the formal essay assignments. Also, you will complete some twenty **in-class writings**, unannounced exercises that will serve a variety of purposes, including responses to sample drafts, editing exercises, drafting of thesis statements, etc.

### **JOURNAL ENTRY FORMAT:**

Once you've read the assigned essay, write a paragraph summarizing it. Make sure to address what you think was the writer's main idea and what evidence was used to support it. How did the writer conclude?

Next, write a paragraph about the writer's argumentative style. What choices did the writer make in crafting this argument? Focus on 1-2 techniques. Here are some examples of style elements you might address: How does the writer gain audience attention? What kinds of words does the writer use to relay the message (academic, conversational, emotional, plain...)? How does the method of organization help relay the message? How has the writer established his or her credibility? How does the writer address the counterargument?

If you'd like to write a third paragraph responding to the writer's argument, this is encouraged but is not required.

Each journal entry should be one half typed page, single-spaced. Use Google docs to set up the document and share it with me only once. Each entry needs to be dated, and please include the journal number. Journal entries will be assessed with a  $\checkmark$  system. A  $\checkmark$  is 10 points, a  $\checkmark+$  is 11, and a  $\checkmark-$  is worth 8.

### **SCHEDULE OF ASSIGNMENTS:**

Below is our schedule of assignments and activities for the semester. Formal assignments due dates are italicized. Readings must be completed by the day indicated (for example, for next class you are to read selections the opening chapters and two short articles from *Elements of Argument* or handout and complete the journal indicated).

Notes: All assignments are due on the days indicated. **If you miss class, assignments are due the day you get back.** I reserve the right to change syllabus and assignments as needed. Please check mskeck.com for articles. Assigned readings are to be completed before class. Surprise quizzes are always a possibility.

**March 3** – Can a fact be moral? Review Chapter 7 on inductive, deductive and logical fallacy and complete #1 in “Assignments for Understanding” beginning on page 310 – do all 31.

**March 5** – In preparation for **in-class writing #3**, read/review Chapters 7 and 8. In the writing you will be asked to distinguish between two appeals.

**March 9** – Giraffe Awards and introduction to the Elevator Pitch. Giraffe Award Project is located on [www.giraffe.org](http://www.giraffe.org). Read the criteria necessary to receive this award. Apply the criteria

to the people located under “blog” on the website. Using the criteria, identify the most deserving and be prepared to defend your position. Instruction for the Elevator Pitch is posted on mskeck.com.

**March 11** – You will complete **in-class writing #4** defending one of three “Giraffe Award” candidates. The remainder of time will be spent working on the Elevator Pitch.

**March 13** – Elevator Pitch (**in-class writing #5**)

## **SPRING BREAK – March 16-20**

**March 24** – Read and discuss “Dependency or Death? Oregonians Make a Chilling Choice” and the analysis that follows (124-128). Read “Happiness is a Warm Planet” and complete **Journal #6** – with the use of experts, refute Moore’s point.

**March 26** – Discuss Chapter 5, “Support” pay special attention to the Writer’s Guide in that chapter. We will also discuss the articles on pages 185-190 in detail, so complete the Reading and Discussion Questions on page 188 prior to class.

**March 30**- Discuss Chapter 9, “Writing an Argumentative Paper”. Discuss “The Crisis”, 766-777 in *EA*. In-Class writing #6

**April 1** – Begin researching for the policy essay. Also, we will discuss how to write an annotated bibliography. The prompt is available on mskeck.com under the Composition II tab. Sign up for Debate #2 topic, and meet with your group to assign jobs.

**April 7** – Debate #2 research and preparation. Watch debate on whether or not pilots should carry weapons.

**April 9** – DEBATE DAY! BE READY TO START ON TIME. If you miss class, please submit a two page typed summation of your argument with citations.

**April 13**- Policy Essay #3 draft 1 due. Library work time

**April 15**– Policy Essay #3 draft 2 due, please print out a copy for peer reviews.

**April 17** – Policy **Essay #3** due and uploaded to turnitin.com.

**April 21** – Read and discuss “Responding to a Visual Argument” (47-58) in *EA*. Discuss various examples from media, and complete in-class writing #7.

**April 23** – Prepare an Elevator Pitch featuring YOU! You will have some class time to develop the best 30-60 second pitch that will convince a decision maker for your dream job that you will make the best \_\_\_\_\_.

**April 27** – Begin research for your Visual Analysis Essay #4. Prompt is available on mskeck.com under the Composition II tab.

**April 29** – Visual Analysis Essay #4 draft 1 due. We will work in class on writing techniques and research.

**May 1** – Essay #4 draft #2 due – print out a copy for peer reviews.

**May 5** – **Visual Analysis Essay #4** due and uploaded to turnitin.com.

**May 7** – Read and discuss “Arguing about Literature” (817-832). We will discuss the example at some length, so read it carefully.

**May 12** – Discuss Tim O’Brien’s “How to Tell a True War Story” and Ernest Hemingway’s “A Soldier’s Story.” In class writing #8.

**May 14** – Discuss how to write a limited analysis essay. Begin drafting in class.

**May 18** – Limited literary essay due. We will begin work on resume writing, and how to write a cover letter.

**May 20** – Resume and cover letter due and uploaded to turnitin.

**May 22 or May 26**– Final depending on when Scott needs grades completed.