**SYLLABUS FOR ENGL 2000, section 75 -- Spring 2012**

**Class time: Tuesdays & Thursdays, 10:40 – noon, in Prescott 116**

**INSTRUCTOR: Julia Carey Arendell**

**Office hours: Tuesdays 1-3pm, Allen 212-T or by appointment**

**e-mail:** **jcarey5@lsu.edu** Please allow 24 hours for response

**REQUIRED COURSE MATERIALS**

Gerald Graff, Cathy Birkenstein, and Russel Durst. *They Say/I Say, With Readings*, First Edition. W.W. Norton. This edition should have a blue cover with a green banner at the top. Please be sure you have the correct edition as many readings are taken directly from it, noted as “TSIS” in syllabus.

Reliable internet access to check Moodle and e-mail – course readings are often posted as links which will need to printed and brought to class. You must have reliable printing access to bring hard copies of your papers and drafts as well as the necessary articles for class discussion. Middleton Library has these resources available for you.

The syllabus and course schedule are subject to change depending on how our class progresses and will be updated in a timely fashion on Moodle. Please check it routinely so you are prepared for every class.

**COURSE DESCRIPTION**

English 2000 builds upon the writing skills emphasized in English 1001 by progressing an understanding of argumentative writing and how it functions. We will study and analyze how other authors make effective arguments while we learn how to shape our own. Clear, organized writing is a crucial skill to any major or discipline and this course will build the connections between research, thought, and communication. We will focus upon analytical skills, the development, organization and expression of ideas, and the cultivation of feedback between you as peers and within yourselves introspectively. Group collaboration and classroom discussion will be important elements to the course. Above all, this is a writing course, and the many avenues to approach and utilize writing will be practiced.

**COURSE OBJECTIVES AND OUTCOMES**

Upon completion of ENGL 2000, students should be able to:

* Use writing and reading for inquiry, learning, thinking, communicating and persuading.
* Learn how to conduct research and use it effectively in your written works by interpreting, evaluating, and integrating information gathered from primary and secondary sources.
* Understand a research assignment as a series of tasks that includes finding, evaluating, analyzing, and synthesizing information from primary and secondary sources.
* Use a variety of research strategies (interviews, surveys, online and print journal articles, books and databases, etc.).
* Integrate information from sources into writing, documenting it according to appropriate conventions.
* Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences using appropriate genre conventions.
* Adopt appropriate voice, tone, and level of formality.
* Apply knowledge of structure and organization, paragraphing, and mechanics.

**PLAGIARISM & CONDUCT**

“Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student...” (Sec. 5.1, C. of the LSU Code of Student Conduct).

I expect all of the work you turn in to be your own. Cases of academic misconduct and plagiarism will be reported to the Dean of Students for further possible sanctions.

Students will show respect for others in the classroom and will not use electronic media. This includes cell phones, laptops, and MP3 players. Disruptive behavior will affect participation points and could result from dismissal from the classroom. Please no food during class.

**DISABILITY SERVICES**

According to the LSU General Catalogue, “The Office of Disability Services assists students in identifying and developing accommodations and services to help overcome barriers to the

achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need.”

Students must provide current documentation of their disabilities. Please contact the disabilities office early so accommodations can be arranged.

**COURSE REQUIREMENTS & GRADING**

Final grade will be calculated as follows:

Participation 15 points

Journal 10 points

Rhetorical Analysis Paper 15 points 1000 words

Research Proposal 5 points 300 words

Presentation 5 points 7 to 9 minutes

Annotated Bibliography 10 points

Multiple Perspectives/Issue Paper 20 points 1200 words

Researched Position Paper 20 points 1500 words

Assignment grades will be posted to Moodle on the days they are returned in class so you may track your progress in the course. Participation grades will not be tabulated until the end of the semester.

**ATTENDANCE & PARTICIPATION**

Participation is a pivotal component of this class, and will be graded by your consistent and active contributions to the discussion. Needless to say, if you do not come to class, you therefore cannot participate.

Readings and exercises should be printed if necessary, read, and completed *before* class so you are prepared to discuss them.

The journals I provide to you should be brought to each class. We will often do in-class writing responses and reflections, and the exercises (homework) done as part of the reading should be entered into them. You will likely want to refer to these completed exercises to aid you in the discussion. These journals will be collected periodically throughout to check for progress as indicated on the syllabus.

Any quizzes given will contribute to your participation grade.

You will be required to meet with me in at least one private conference during the semester and will contribute to your Multiple Perspectives/Issue Paper grade.

**ESSAY FORMATTING & PROTOCOLS**

The three papers, research proposal, and annotated bibliography should follow MLA formatting and guidelines, including those for headers and page numbers. Assignments should be typed in Times New Roman 12pt font with one inch margins. The three papers and the proposal should include word counts in the header. **All assignments are due as hard copies at the beginning of class, and with the exceptions of the journal and the presentation, must ALSO be uploaded to Moodle the day they are due.** The Moodle upload is only insurance should something occur to make the LSU campus unavailable to us, like a hurricane, alien invasion, or other emergency situation. **It is not a substitute for turning in your hard copy in class** and I will subtract points for not following directions.

Late work will not be accepted.

**COURSE SCHEDULE**

(subject to change – please check Moodle daily)

1/17 Tues Welcome

1/19 Thur Read Kennedy speech on Moodle “Remarks on the Assassination of Martin Luther King Jr.” and Joss Whedon speech on Moodle “Equality Now Tribute Address”

1/24 Tues Last day to drop classes

 Discuss ethos/pathos/logos and assumptions and binaries

1/26 Thur Read TSIS Chapter 2, pages 28-38, Read “Don’t Blame the Eater” TSIS pages 153-156, and “What You Eat Is Your Business” TSIS pages 157-161 Do exercises 1-4 on 155-56

1/31 Tues RHETORICAL ANALYSIS PAPER DUE

 Meet in Middleton Library Room 230B

 Discuss Research Proposal and Presentation assignments

2/2 Thur JOURNALS PICKED UP for review

Read TSIS Chapter 1, pages 17-27 Do exercises 1&2

2/7 Tues Read TSIS Chapters 11&12, pages 135-148

2/9 Thur RESEARCH PROPOSAL DUE

 Discuss Annotated Bibliography assignment

2/14 Tues presentations

2/16 Thur presentations

2/21 Tues NO CLASS, Happy Mardi Gras!

2/23 Thur Read TSIS Chapter 3, 39-47 Do exercise 1 on page 47

 MLA discussion

2/28 Tues Read “Plagiarism and the Mechanics of Privilege” and “The Shadow Scholar” both on Moodle

3/1 Thur NO CLASS

3/6 Tues ANNOTATED BIBLIOGRAPHY DUE

 Discuss Multiple Perspectives/Issue Analysis Assignment

3/8 Thur JOURNALS PICKED UP for review

Read TSIS Chapter 7 pages 88-97 and “A More Perfect Union” TSIS pages 360-377 do Exercise 1 on page 97 *using* “A More Perfect Union” (no need to do exercises on 377)

3/13 Tues Mid-term grades due

 Bring thesis statements for Issue Paper to class (typed)

3/15 Thur Read “The Last Superpower” TSIS pages 410-420 and do Exercises 1-5 on 419-20

 Read “The Meaning of 9/11” TSIS pages 442-458 and do Exercises 1,2, and 4

3/20 Tues Read TSIS Chapter 5 pages 64-73 Do exercise 1&2, for exercise 2, use your Issue analysis topic

3/22 Thur Multiple Perspectives/Issue Analysis Draft Due

3/27 Tues Conferences – NO CLASS

3/29 Thur Read TSIS Chapter 8 pages 101-114 Do exercise 1&2, for exercise 2, use your Issue analysis topic

4/2 Mon Last Day to Drop for a “W”

4/3 Tues JOURNALS PICKED UP for review

 Read “Inequality and the American Dream” TSIS pages 316-321 Do exercises 1-4

 Read “Confronting Inequality” TSIS pages 322-341 Do exercises 2,3, & 4

4/5 Thur MULTIPLE PERSPECTIVES/ISSUE ANALYSIS PAPER DUE

 Discuss Positioned Research Paper

4/10 Tues SPRING BREAK – NO CLASS

4/12 Thur SPRING BREAK – NO CLASS

4/17 Tues Read TSIS Chapter 4 pages 51-63 Do exercise 1

4/19 Thur Bring thesis statements for Position Paper to class (typed)

 Read TSIS Chapter 6 pages 74-87 Do exercise 1&2 using Position topic

4/24 Tues Read TSIS Chapter 9 pages 115-122, Read “Bart Simpson: Prince of Irreverence” pages 241-255 Do exercise 3 page 256, Read “Family Guy and Freud” pages 257-269 Do exercises 1&3 on page 269

4/26 Thur Researched Position Draft Due/Peer Reviews

5/1 Tues Read TSIS “Perfecting the Union” pages 478-481 Do exercises 1-4

 Read TSIS “Are We Losing Our Edge” pages 463-477 Do exercises 1-4

5/3 Thur RESEARCHED POSITION PAPER DUE

 JOURNALS PICKED UP

5/15 Tues Final Grades Due