

Sample Syllabus

While every course offered by UTC's Composition Program shares common goals and grading criteria, each class will differ slightly to allow the instructor to put his or her personal stamp on the course. Below is a sample syllabus from English 122 that will help you see how a typical course in our Composition Program operates.

ENGLISH: Rhetoric and Composition II -122, Syllabus

University of Tennessee at Chattanooga

Course Description

In this course, students continue to practice those principles of effective writing studied in English 121. In addition, students will practice writing extended argumentative essays and writing from outside sources.

Course Prerequisite

You must have earned a “C” or better in English 121—or been placed into 122—to register for this course.

Required Materials

1. Wood, Nancy. *Essentials of Argument*.
2. Desmet, Christy, Kathy Houff Speak and Deborah Church Miller, Eds. *Argument*.
3. Wysocki and Lynch, *The DK Handbook*
4. Possibly, some readings on reserve at Lupton Library
5. Several manila folders for submitting drafts
6. One highlighter pen
7. Loose change for photocopying drafts for in-class workshops.

8. A large manila envelope for submitting the final portfolio

General Education Statement

This course fulfills a general education requirement in Rhetoric and Composition.

English 122 Objectives

English 122 is a continuation of English 121, a course that introduces college-level thinking and writing. This course builds on the previous course by reinforcing and extending its objectives for students in the following ways:

- a. Continue developing writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (audience, purpose, persona). Special emphasis will be placed on more challenging approaches to revision and rhetorical context, so that students can exercise varied and complex rhetorical options.
- b. Continue producing final products that reflect academic textual conventions, with special emphasis on generating longer texts (1000-3000 words) for the academic community.
- c. Continue sharing writing and reading with one another as a means of increasing awareness of rhetorical options and of practicing critical readings of both student and college-level texts. Emphasis will be placed on readings drawn from a variety of sources.
- d. Continue developing critical thinking processes, with special emphasis on the processes of primary and/or secondary research (how to find, evaluate, and incorporate research).

English 122 Outcomes

1. Demonstrated and used invention strategies that help writers develop ideas, formulate a thesis, and adjust organization and details for the audience's needs.

2. Used revision to clarify and/or improve features central to a text's success such as its purpose, thesis, organization, use of supporting details, use of source material, or audience awareness.
3. Worked effectively in peer groups to give and receive substantive feedback on emerging drafts.
4. Written, via multiple drafts, at least two thesis-driven arguments appropriate for their intended audiences.
5. Effectively refuted opposition to his or her argument and conceded minor points, when necessary, to build a more effective argument.
6. Demonstrated in writing the ability to effectively negotiate disagreement among authors about an issue.
7. Developed a basic understanding of the UTC Library's multi-subject databases to locate and evaluate sources for reliability and persuasive potential.
8. Demonstrated in writing the ability to accurately represent the main ideas of outside sources.
9. Used personal experience and expert knowledge (outside sources) to argue as appropriate.
10. Effectively incorporated the ideas of others into one's writing, negotiating tone and vocabulary as appropriate to maintain a coherent voice.
11. Become familiar with major methods of documentation and gained competency in at least one of those methods.
12. Demonstrated mechanical and stylistic competency expected of first-year college writers (minimally a mastery of Top 20 FYC Writing Errors, 2006, which are posted on blackboard).

Varieties of Course Work

1. **Informal Writing (10%).** This daily writing will include summaries of each essay we read from the *Argument* reader as well as additional out of class writing assignments, in-class writing assignments, and reflective memos. Guidelines for reflective memos will be covered in class and made available on Blackboard before the first paper is due. All of these assignments must be completed and turned in the day they are due. If you miss class, you must email me the assignment **before the class** you miss and bring a printed copy of the assignment to the next class period you attend. Otherwise, I will not accept the assignment. This portion of your grade is worth ten points of your final average.

2. **Class Participation (10%).** Your class participation grade comes from a combination of discussion boards, peer review sessions, and in-class discussion participation. In addition, there may also be quizzes, announced or unannounced. This portion of your grade is worth ten points of your final average.

- If you come unprepared for a peer review session or you miss the class period, you will not receive credit.
- Discussion board participation requires one original entry on the board and three replies to your peer's entries and responses.
- *Class Contribution.* I expect each student to come prepared to participate actively in the day's work. Thoughtful participation is especially important on draft workshop days. Class participation, as I see it, does not necessarily mean that you are the life of the party. Instead, it includes helping yourself and others learn by asking questions, asking someone to speak louder, challenging or extending the ideas of others, giving thorough and thoughtful critiques of your peers' writing, and listening actively to what others say in class. You should know from the beginning that at the end of the semester, those who have added a great deal to the class through their participation WILL receive special consideration, particularly if their grade is near the border between say a B and a C or an A and a B. If at the end of the semester, I look at your name and have to ask, "Now who on earth is this?" – well, let's just say that it won't help you in the long run. Furthermore, class contribution is a way you can make up some ground if you have to miss quizzes or peer review sessions.

3. **Conferences.** During the course of the semester, you will be required to meet with me twice in one on one conferences. In the past, I have found that in terms of an individual's writing, these conferences can be enormously productive because it allows me to talk with you directly rather than as a member of a class. Although these conferences do not directly impact your final grade, they are required for completion of the course and will make up an important part of both your informal writing and class participation grades. Class time will be provided for these conferences. If necessary, conferences can be made up at alternate times by appointment and only with my approval.

4. **Drafts of Five Formal Assignments (15% total).** In this course you will write complete drafts of five formal projects:

1. *Personal Argument Style* – Students will analyze their own argument style.
2. *Exploratory Papers* – Students will write an exploratory paper examining and evaluating multiple perspectives on a world issue.
3. *Annotated Bibliography* – minimum of 10 sources concerning a local issue. Students will seek, explore, and summarize credible sources that will later be used as resources to support their own researched argument.

4. **Position Paper** – Students will explore a local issue and write a researched argument that firmly makes a stance in the issue. Students will be required to make write a research proposal introducing their issue early in the semester as well as a presentation paper arguing their position on the issue late in the semester.
5. **Rogerian Paper and Presentation** – Students will write a Rogerian argument and create an 8-10 minute presentation using visual aides on a world issue.

Drafting process. You will be required to write a minimum of three drafts per formal assignment.

- *The first draft will be brought to class for peer review and workshop.*
- *The second draft will be turned in to me and either returned with written comments or discussed in conference.*
- *The third mandatory draft is the final portfolio draft.*
- *Additional drafts may be submitted to me for review if you wish to receive additional comments or I return a draft to you marked “unacceptable.”*

Revision process. In each draft beyond the first, peer review draft that you submit for feedback, I will ask that you highlight all revisions, including organizational changes, sentence changes, and punctuation changes. Each draft after the peer review draft MUST contain revisions beyond simply grammatical edits in order to receive credit unless otherwise specified by me.

*Reflective memo. With the rough draft and second draft you turn in, you will also include a **reflective memo** – a memo to readers in which you write in detail about the decisions you’ve made as a writer, a discussions of difficulties you had in the writing process, what kinds of revisions you have made and why you made them, etc. More detailed guidelines will be distributed before the first rough draft will be due.*

Unacceptable Drafts. I reserve the right to demand rewrites for unacceptable drafts.

A draft turned in without a reflective memo is unacceptable.

A draft substantially under the page limit is unacceptable.

A draft full of grammatical errors that interfere with my ability to read the paper is unacceptable.

A draft that does not answer the assignment question is unacceptable.

A draft that does not meet the formatting guidelines for our class writing is unacceptable.

A student must have an acceptable draft of each formal project to be eligible to pass the course. If you receive a draft that is marked unacceptable (U/A on the front page), you will have one week to return a revised draft of the paper for credit. You WILL be required to highlight your revisions on an unacceptable draft.

If you do not turn in acceptable drafts of each formal assignment, you will be unable to pass the course.

5. ***Final Portfolio of Polished Writing (55%).*** *In this course you have the opportunity to revise every formal project that you write before it receives a grade. When you bring a draft in for feedback, I will meet with you to talk about your paper, give you feedback and suggest directions for revision, **but it will not receive a grade at that point.** Once you receive feedback from me, you have several options including the following:*
- a) *Stuff the paper in a drawer and never look at it again.*
 - b) *Stuff the paper in a drawer and pull it out later in the semester to revise it after you've had time to think about what you want to say in it.*
 - c) *Get to work right away revising the paper if you know that you want to include it in your portfolio.*

At the end of the semester, you will compile a final portfolio that includes a sampling of your best revised writing. We will talk about the final portfolio more and more as the semester progresses. You must make a passing grade on the portfolio to pass the course.

6. ***Final Exam (10%).*** *The exam will test your mastery of the writing strategies and concepts we have addressed all semester. You must pass the exam to pass the course.*

Total Word Count. Five formal essay assignments are required, with a total of 4000-6500 words. This number is the equivalent of 16-26 final typed pages at 250 words per page. You must turn in an acceptable draft of each of the formal assignments to complete the course even if you do not include all of your assignments in the final portfolio.

Research Component. According to General Education policy, at least 50% of formal assignments must employ outside research available through the Lupton Library and the Internet. Such research should include at least a combination of articles from prominent journals, magazines, books, newspapers, and other assignment-appropriate sources. Reference librarian will assist the class through a library instruction session.

Grading Policies

The grading for this course is set up to reflect what I believe about writing: we don't always get a piece of writing right on our first attempt. It takes lots of steps to produce good writing, including pondering, brainstorming, drafting, revising, and editing—not necessarily in that order. Until we reach the final portfolio stage, your grade will reflect not only your developing writing abilities but also your attention to all stages of this process. At the end of the semester, final portfolio grades will reflect the quality of the writing you've revised and polished so that it's the best it can possibly be. Those final portfolios will reflect how well you write at the end of the course.

The following are guidelines for grading **preliminary drafts and informal writing**:

A = Exceptional, thorough, imaginative, and thoughtful work. All assignments complete.

B = Good work that goes beyond the basic requirements. All assignments complete.

C = Basic requirements met. All assignments complete. Acceptable work.

D = Some assignments complete or work fails to meet many of the assigned requirements.

F = Few or no assignments complete or work fails to meet many of the assigned requirements.

*The following are guidelines for grading your **writing portfolios**:*

A = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. Texts show originality in details, word choice, and approach to the assignment.

B = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. There may be a few awkward spots or minor grammatical problems, but texts are basically well-written and well-developed.

C = Texts adequately meet assignment objectives and respond adequately to the original assignment, although there may be several minor problems with style, tone, thesis support, organization, or mechanics.

D = Texts show some evidence of attempting to meet assignment objectives but have many problems with organization, thesis support, word choice, style, or mechanics.

F = Texts fail to meet assignment objectives or have several major problems with tone, writing style, thesis support, organization, and mechanics.

Course Policies

The policies that follow may seem rather complicated, but the overall effect is this: if you are not conscientious, do not come to class regularly, and do not turn your work in on time, you will not do well in the course.

Absence Policy. *Active participation is essential in this course, so I expect you to be in class each time we meet. If you miss more than **FIVE class periods**, you will lose a letter grade for each class you miss after this. If you miss **EIGHT class periods**, you will not pass the course.*

*In addition, the only absences I excuse are absences for official, UTC sponsored events. If you are required to miss class for an event, the program you are a part of will provide you with a letter of excuse. Otherwise, I consider those four free absences your sick days. If you skip three classes and then get sick for three more, you are out of luck - so avoid missing class whenever possible. Also- please note that being absent **DOES NOT** excuse you from turning in work and it **DOES NOT** excuse you from learning the material covered.*

Lateness Policy. *If you are more than five minutes late, I will count you absent. It is disruptive to the class to have students trickling in late and on most days we will have enough to cover that delays and disruptions early in the class pose a significant problem. In other words, please arrive on time.*

Class Presence Policy. *When you are in class, I expect you to be mentally present. If you are caught sleeping, text messaging, listening to mp3 players, reading the newspaper, completing homework assignments, etc, you will be marked as absent. When you participate in such activities, you are not only unable to participate in class activities, but you distract those around you. Also, once class begins, I expect you to remain in class until the class is dismissed. If you must leave to use the bathroom, I certainly will not object, but if you develop repeatedly dismiss yourself, it will affect your class participation grade. Also, all cellular phones, pagers, blackberries, etc. should be turned off. This is a matter of common etiquette.*

Late Daily Work. Daily work cannot be turned in late. If you must miss class for a UTC-sponsored event, or if you know ahead of time that you are going to be absent, speak to me about turning your work in early, not when you return.

Late Paper Policy. It is crucial to turn your formal assignment drafts in on time. For each calendar day that a formal assignment is late, excluding weekend and official school holidays, you will lose ten percent from that assignment's point weight. I will not accept a formal assignment draft more than one week after its original deadline unless you and I have made written arrangements PRIOR TO the original deadline about turning the paper in late.

Word Processing. All project drafts must be word processed. Handwritten drafts will be considered late until they are handed in correctly. Daily work may be handwritten.

Formal Assignment Format Guidelines: ALL formal assignments must use: Size 12, Times New Roman Font. All margins MUST be one inch. The first page of each assignment must include the standard MLA header: Name, Course, Instructor, Date. All other pages must include last name and page numbers in the upper right hand corner. You must include a title that says more than "assignment one" or "summary assignment," etc. All papers must include a works cited page that lists all sources used in the composition of the paper.

Save Everything. For your own sake, save everything from the course—your drafts, daily writing, notes, everything! You may be asked to turn in some pieces of your work again at the end of the semester. Also, this evidence is the best way to protect yourself in the event of a clerical error on my part. I STRONGLY ADVISE THAT YOU SAVE AT LEAST TWO FILE COPIES OF EVERYTHING YOU WRITE. You never know when your computer or your memory stick may cease functioning. Also, it is best to have a hard copy on hand of your work should all technology fail you.

- I am not responsible for events such as computer errors that prevent you from opening your files.
- I am not responsible for emailed papers that fail to reach my inbox. This is the primary reason I do not accept emailed papers.
- If you use the library computers remember to make copies of the file for yourself. The library WILL NOT save your files.

Changes to the Syllabus. *Inevitably, we will vary from the course schedule. It is your responsibility to note those changes and be ready for class with the day's assignment, even if you were absent when I announced the change. If you're absent, call a classmate or email me to make sure you know what to prepare for class next time.*

The UTC Writing Center. *If you must miss a peer review workshop or conference – or even if you simply want extra feedback on a Formal Assignment's draft – I encourage you to take advantage of the free services provided by the UTC Writing Center (Holt 119, 425-1774). You will not receive class credit for using the Writing Center's services, but you will receive one-on-one feedback on your draft, which will help you revise your draft and thus probably improve your chances of earning a higher grade on the polished draft in your final portfolio. If you choose this excellent form of help, be prepared: stop by and make an appointment first, then show up for your appointment with the Formal Assignment handout, your textbooks, your current draft of the assignment, any other relevant paperwork, and (MOST importantly!) an idea of exactly what help it is that you would like to receive from them.*

Required Electronic Submissions. *All students are required to submit formal assignments via MyCompLab, an online writing environment that is complementary with your purchase of The DK Handbook through the UTC bookstore. Students who do not complete the electronic submission requirement will not receive a grade in the course.*

Emergencies. *If you have any kind of emergency that is preventing you from attending regularly or getting your coursework done, please talk to me sooner rather than later. I am generally flexible and willing to give extensions when students keep me informed about illnesses or other problems. I am generally not flexible if a student disappears for several classes with no explanation and then wants to make arrangements for turning in late formal assignments. EXTENSIONS ARE ONLY GIVEN WITH 24 HOURS ADVANCED NOTICE BEFORE THE DUE DATE EXCEPT IN CASES OF EXTREME PERSONAL CATASTROPHE. If you tell me in class on a due date that you were sick the night before, I will ask you why you did not start your paper before hand.*

Plagiarism. *Plagiarism occurs when you use the words, phrases, sentence arrangement, or main ideas of someone else in your writing without giving credit to the source. In the most blatant cases, a student will turn in a paper that was written by another person, downloaded from an Internet site, or ordered from an "essay factory" or "term paper mill." In other cases, students commit plagiarism because they do not fully understand the proper way to document outside source material. In either case, plagiarism is wrong. Students who are suspected of committing plagiarism may be reported to the UTC Honor Court. If found guilty by the Honor Court, the student will receive an F on*

the assignment or in the course. In especially egregious cases of academic fraud, the student may be dismissed from the University.

Documentation is required when you quote, paraphrase, or summarize the words or ideas of other writers in your own writing. Your composition handbook and textbook clearly explain how to give credit to outside material that you use in your work.

ADA Statement. *If you have a disability that may require special assistance or accommodation, or if you have questions related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. You may also contact the Office for Students with Disabilities (425-2202) with questions about services offered to UTC students with qualified disabilities.*

English 122 – Fall 2008

Course Schedule

(subject to change)

EOA = Essentials of Argument

ARG = Argument

BB = Blackboard

Week 1 - Intro

M 8/18 Welcome and Introduction

W 8/20 Diagnostic essay

F 8/22 Argument Style

Personal Argument Style Essay Assigned

Read EOA Chapter 1 (3-24)

Week 2 -

M 8/25 Argument Style Continued

Read BB Black Elk “The First Cure” (6-10)

Read BB Argument Style readings

W 8/27 Argument Style Continued

English Language”
Read BB George Orwell “Politics and the

F 8/29 The Rhetorical Situation

Read EOA Chapter 2 (25-41)

Elephant” (20-26)

Read ARG George Orwell – “Shooting an

Week 3 –

M 9/1 LABOR DAY HOLIDAY

W 9/3 Rhetorical Situation Workshop

F 9/5 Peer Review 1

Personal Argument Style Essay Draft 1 Due

Week 4 -

M 9/8 The Writing Process

Read EOA Chapter 3 (42-69)

Personal Argument Style Essay Draft 2 Due

W 9/10 Exploratory Papers

Read EOA Chapter 4 (70-92)

Exploratory Paper Assigned

F 9/12 Developing Perspectives

***Read ARG bell hooks “Teaching Resistance: The Racial Politics of Mass
Media” (50-53)***

Read ARG Rachel Carson “The Obligation to Endure” (54-59)

Week 5 –

M 9/15 Peer Review 2

Exploratory Paper Draft 1 Due

W 9/17 Toulmin Method

Read EOA Chapter 5 (94-119)

F 9/19 Toulmin Method Continued

Exploratory Paper Draft 2 Due

Annotated Bibliography Assigned

Week 6 - Conferences

M 9/22 Library Tour

W 9/24 Types of Claims

Read EOA Chapter 6 (120-137)

F 9/26 Types of Claims Continued

Read ARG Jonathon Swift "A Modest Proposal" (63-70)

Read ARG Tim O'Brien "How to Tell a True War Story" (87-98)

Week 7 -

M 9/29 Conferences

W 10/1 Conferences

F 10/3 Conferences

Week 8 -

M 10/6 Peer Review 3

Annotated Bibliography Draft 1 Due

W 10/8 *Types of Proof*

Read EOA chapter 7 (138-159)

F 10/10 *Types of Proof continued*

Annotated Bibliography Draft 2 Due

***Read ARG Stephen Jay Gould “The Median
Isn’t the Message” (100-104)***

Read ARG Judith Ortiz Cofer “Silent Dancing” (105-113)

Week 9 -

M 10/13 *Position Papers*

Read EOA Chapter 8 (162-179)

Position Paper Assigned

W 10/15 *Argumentative approach*

***Read ARG Elaine Morgan – “The Man Made
Myth” (40-49)***

Read ARG Wendell Berry – “They Knew But Little” (1-5)

F 10/17 *Visual and Oral Argument*

Read EOA Chapter 10 (198-224)

Week 10 -

M 10/20 ***Fall Break***

W 10/22 *Debate workshop*

F 10/24 *In Class Debate*

Week 11 -

M 10/27 Peer Review 4

Position Paper Draft 1 Due

W 10/29 Conferences

F 10/31 Conferences

Week 12 -

M 11/3 Conferences

W 11/5 Counterargument workshop

Position paper draft 2 due

Final Portfolio Guidelines

F 11/7 Rogerian Argument

Read EOA Chapter 9 (180-197)

Rogerian Paper and Presentation Assigned

Week 13

M 11/10 Rogerian argument Workshop

W 11/12 Presentation and Portfolio Discussion

F 11/14 Presentations

Week 14 *Presentations*

M 11/17 Presentations

W 11/19

Peer Review 5

Rogierian Argument Draft 1 Due

F 11/21

Presentations

Week 15

Presentations

11/24

Presentations

Rogierian Argument Draft 2 Due

11/26

Thanksgiving Break

11/28

Thanksgiving Break

Week 16

Wrapping up and presentations

12/1

LAST DAY OF CLASS

Final Portfolio Due

Composition Exams: Wednesday 3 Dec. 2-4 p.m.