

College of Lake County
Communication Arts, Fine Arts, and Humanities Division
ENG 121: English Composition I: Honors
Fall 2009

I. INSTRUCTOR INFORMATION:

Professor: Nicholas Schevera
Office: B249, Grayslake Campus
College of Lake County
19351 West Washington St.
Grayslake, IL 60030
Phone: 847-543-2959 (24-hour voice mail)
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Office Hours: M 9 - 11
TR 11 – 12 p.m.
W 2 - 4 p.m. Southlake campus only.

II. COURSE DESCRIPTION:

This class is based on the assumption that reading and writing arguments along with the necessary critical thinking skills is an essential aspect of your college education and future employment. This class about argument is designed to equip you with various strategies for reading and writing argumentative texts along with the necessary skills to summarize, evaluate, and analyze texts. The ultimate goal of this course is to sharpen your abilities as a critical thinker in any field. You will write essays through a process of several drafts, learn to invent ideas, work through them, clarify them, and present them to an audience.

This class is also based on the assumption that arguments are everywhere and not limited to the essays in your textbooks or the walls of this classroom. Watching, listening, reading, writing, and critical thinking are integrated processes that should not be separated. I urge you to consciously evaluate, judged, assess, and, most important, questions everything you read, see, and hear.

As you read the pieces in this book, as you discuss them, and as you write about them, I do not ask you to compromise your values or beliefs. I do ask you to consider them anew, in light of what you read and give what you hear in discussion. You will likely not agree with everything you read – in this course or any number of others. But education asks you to choose between absolute conviction on the one hand and the acknowledged possibility that you might learn something on the other. If an inflexible, unquestionable certainty is your choice, then you have said no to education. In this book, we hope and presume that you will say yes

III. COURSE POLICIES:

Attendance: Attendance is mandatory for this course. For each unexcused absence your attendance grade may drop significantly. You will gain more from this course if you attend as well as participate in the class discussions.

Paper Format: All essays must be double-spaced with one-inch margins and Times Roman 12 font. Please do not include a separate title page, but do include a provocative and relevant title on the first page of your essay.

Late Policy: The essays and other written assignments are due during class time. Assignments that are received after that time will be considered late and will be penalized 10 points for every day late. If you are not in class on the day an assignment is due, it is your responsibility to get that assignment to me. I will accept assignments early, or you could have a classmate/friend deliver it to me. If the assignment is not turned in what it is due, it will be considered late, regardless if you are in class that day or not.

Plagiarism consists of stealing any idea, phrase, data, and statistic from another source by stating it as though it were your own without giving the other person credit. It is a serious academic dishonesty. Plagiarism usually occurs when you use an idea you have discovered in a book without documenting it. There are several ways to avoid plagiarism and correctly use another person's opinions in a paper.

1. You can quote the idea directly, carefully using the exact wording, punctuation, etc., in the original. Enclose the quoted material in quotation marks and document it.
2. You may state the idea or statistic in your own words. Again, you still must document your source, but quotation marks are not used. Even if you don't use quotation marks and rewrite the original in your own words, you still must indicate the source of this information.

Note: In both cases, you must document original source.

Anyone who plagiarizes on a paper will receive a failing grade on that paper. Serious or repeated offenses will be subject to more severe penalties. (Adapted from *The College of Lake County MLA/APA Style Sheet*).

Special Needs: If you have a documented disability that requires academic accommodations please discuss this with me as soon as possible and contact the Office for Students with Disabilities in L112 to arrange for all necessary services. The College of Lake County expects that students with a documented disability who may need test-taking, note-taking, or other special accommodations will contact director of the Office of Students with Disabilities, Grayslake Campus, office L115, Learning Assistance Center. She may be reached at 847-543-2473.

Withdrawal: Finally, if you feel that you cannot complete this course for whatever reason after midterm it is your responsibility to officially drop the course in order to avoid an “F.” A “W” or “I” grades will only be issued in extraordinary situations.

If you plan to discontinue attending your class anytime during the semester, it is strongly recommended that you take responsibility for dropping the class. Grades of W will only be assigned to students who drop themselves.

Instructors are required to report noticeable non-attendance of students. If you discontinue attending class and are dropped by the institution, the following grades will be assigned:

WN – Withdrawal, student never attended – *no impact on g.p.a.*

WS – Withdrawal of students who stop attending – *no impact on g.p.a.*

WF – Withdrawal of student who stop attending after the official withdrawal deadline (68%) and instructor deems failing - *impact on g.p.a. is equivalent to a grade of F.*

IV. REQUIRED TEXTS (these are available for purchase in the CLC bookstore).

Alfano, Christine L. and O’Brien, Alyssa J. *Envision in Depth: Reading, Writing, and*

Researching Arguments. New York: Pearson, 2008.

Lunsford, Andrea. *The Everyday Writer*. Fourth Edition. Boston: Bedford St. Martins, 2009

(optional)

Schevera, Nicholas, ed. *Prairie Voices*. 2009.

V. GRADING:

a. Short Writing Assignments: 10%

These will consist of shorter assignments that will be graded but will not go through a drafting process. Do the very best on these assignments.

- Interview profile – 25 points
- Frank’s Case – 25 points
- Rhetorical Analysis of Cartoon – 25 points
- Self and course evaluation – 25 points

b. Two essays (each final essay is worth up to 100 points): 20%

Each final essay will be worth 10% of your final grade. Consider each of these essays as mini-research essays in which you will incorporate various forms of evidence – personal experience, surveys, interviews, statistics, expert opinion, etc. to buttress your points. For each essay, you will be required to turn in a draft that is at least three (3) pages in length and the topics will be compiled from the readings. Because each draft will be peer work shopped by other members in the class, you will need to turn them in on the due dates. In addition, you will receive feedback from me. The final version needs to be at least five (5) pages in length with proper in text citations and a correct Works Cited.

- Comparative Advertisement Analysis – 100 points
- Position Paper Based on the Readings – 100 points

c. Group Project: 20%

This project will be graded on a 75 point scale. You will work together with two or three other students and produce a presentation of your results. I would also like you to provide a written account of your experiences and project in this group. There are many choices for you to do.

- a. Create an advertising campaign for a particular product. You will have to decide on your target audience.
- b. Create a student magazine featuring the work and ideas of our honors class.
- c. You can look at many of the *Collaborative Challenges* sections featured throughout our book. Here are some examples:
 - i. “Working in a group, write your own how-to guide for getting the best tattoo. Base your team’s recommendations on research about what can go wrong.” You should observe and visit a tattoo parlor and interview clients and workers. (316).
 - ii. Create a photo essay of the College of Lake County. First decide on your thesis – that is, the main argument you want to make about your school: is it an institution that prides itself on academic excellence, etc. Using a digital camera, take appropriate photos and design your photo

- essay, using captions or print text as appropriate and present it to the class.
- iii. Find political cartoons that address the same issue from diverse national perspectives. Compare how different countries craft persuasive visual arguments about the same issue with remarkably divergent messages. Analyze each cartoon and prepare to share your interpretations. Describe elements of the visual text in detail and discuss how each contributes to the rhetorical force of the image.
 - iv. Visit an online repository of commercials. Browse through several commercials selecting those you find persuasive. Discuss what strategies of argumentation you see at work in these visual rhetoric texts.

There are several other collaborative projects throughout the textbook. With your partners, find a project that you would be interested in pursuing as a group.

d. Research Paper. 40%

This will involve significant outside research in the form of interviews, surveys, online and text sources including databases. The topic can be generated from our readings or you can select an interesting and thought-provoking topic on your own. You will need to gain approval from me before you begin. Length: 8 - 10 pages.

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|---|-----|
| a. Prospectus: | 5 |
| b. Preliminary annotated bibliography: | 20 |
| c. Final Version: | 100 |

e. Oral Presentation. 10%

This will be your opportunity to present your research findings to the rest of the class. This will be graded on a 50 point scale.

Grading Scale

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
60 – 69	=	D
59 and below	=	F

VI. COURSE OUTLINE: (note: this is a work in process and is subject to changes or revisions as the semester progresses).

DATE	TOPIC(S)	DO/READ FOR TODAY
<i>Aug 25</i>	<ol style="list-style-type: none"> 1. Discuss syllabus and course expectations and norms. 2. Interview: Learn each other's names and interests. 	Purchase Books
<i>Aug 27</i>	<ol style="list-style-type: none"> 1. Read interview essays 2. Discussion of Frank's Case – business letter 3. Discussion of writing strategies classification and division and exemplification. 	DUE: 1 – 2 page interview of honors student . Read Frank's Case study.
<i>Sept 1</i>	<ol style="list-style-type: none"> 1. Discuss the positives/negatives of interview letters that students submitted 2. Discuss topics for Essay 1 3. Explore how to analyze and interpret ads. Look at the verbal and visual. Old Pepsi and sun tanning ads. 4. Analyze gun ad in terms of logos, ethos and pathos 5. Continue reading interview essays. 	Frank's Case business letter due
<i>Sept 3</i>	<ol style="list-style-type: none"> 1. Watch and discuss video: "Why You Buy: How Ads Persuade" 2. Review "Six Ways Ads Persuade" 3. Analyze ads <ol style="list-style-type: none"> 1. Continue reading interview ads 2. Continue watching and discussing "Why Your Buy: How Ads Persuade" 2. Analyze gun ads. 	
<i>Sept 8</i>	LABOR DAY – OFF	
<i>Sept 10</i>	<ol style="list-style-type: none"> 1. Break up into small groups to discuss and analyze ads. Continued discussion of ads 	Bring in two or three interesting and thought-provoking ads.
<i>Sept 15</i>	<ol style="list-style-type: none"> 1. . View and discuss video "Still Killing us Softly." Discuss ads marketed to different genders. 	
<i>Sept 17</i>	Draft Essay 1 due: bring in three copies to workshop and receive feedback	Draft Essay 1: Ad Comparative Analysis

		PEER WORKSHOPPING
<i>Sept 22</i>	Give short writing assignment #3: Rhetorical analysis: editorial cartoon Review example of editorial cartoon Meet with students individually to discuss their papers.	GROUPS MEET TO REVIEW PLANS FOR PROJECTS Have students e-mail me editorial cartoons to discuss
<i>Sept 24</i>	Further discussion of rhetorical analysis and cartoons. Give Essay 2 Assignment: Position Paper Meet individually with students to discuss their papers Definitions: Critical Thinking Definition: Argument Rhetorical Analysis – Logic Summarizing Strategies: Finding Main ideas. Meet with students to discuss their papers	
<i>Sept 29</i>	Based on the readings in our textbook <u>Discussion of Issue 1: Marked Bodies</u> Each student will summarize and discuss one essay from the unit. Discussion of Fallacies Twelve Angry Men Rhetorical Analysis Elements of Argument	
<i>Oct 1</i>	<u>Discussion of Issue 2: Sports and Media</u> Twelve Angry Men: Discussion of Fallacies Rhetorical Analysis Elements of Argument Standards of Reasoning	FINAL ESSAY 1 DUE Writing Assignment #3 DUE: Rhetorical analysis of cartoons:
<i>Oct 6</i>	<u>Discussion of Issue 3: Copyright and Creativity</u>	
<i>Oct 8</i>	<u>Discussion of Issue 4: Gaming Culture</u>	
<i>Oct 13</i>	<u>Discussion of Issue 5: Globization</u>	
<i>Oct 15</i>	Meet individually with students to review papers Research strategies Discussion of how to find a topic for a research paper. Use the suggested RESEARCH TOPICS at the end of each	DRAFT ESSAY 2 DUE

	chapter. Conferences	
<i>Oct 20</i>	:GROUP PRESENTATIONS	
<i>Oct 22</i>	GROUP PRESENTATIONS	
<i>Oct 27</i>	GROUP PRESENTATIONS	
<i>Oct 29</i>	GROUP PRESENTATIONS	
<i>Nov 3</i>	Conferences – Fine tune research paper topics	FINAL ESSAY 2 due
<i>Nov 5</i>	Preliminary outlines; developing a research question.	Prospectus Research Paper due.
<i>Nov 10</i>	LIBRARY DAY	
<i>Nov 12</i>	LIBRARY DAY	
<i>Nov 17</i>	Work with Thesis statements; creating an abstract, creating a annotated bibliography Five Criteria for Evaluating Web Pages	Annotated Bibliography DUE
<i>Nov 19</i>	Peer Workshopping	DRAFT RESEARCH PAPER DUE
<i>Nov 24</i>	Individual Conferences	
<i>Nov 26</i>	OFF THANKSGIVING	
<i>Dec 1</i>	ORAL PRESENTATION OF RESEARCH PAPER	
<i>Dec 3</i>	ORAL PRESENTATION OF RESEARCH PAPER	
<i>Dec 8</i>	ORAL PRESENTATION OF RESEARCH PAPER	
<i>Dec 10</i>	ORAL PRESENTATION OF RESEARCH PAPER	FINAL RESEARCH PAPER DUE WITH ABSTRACT SELF AND COURSE EVALUATION ESSAY DUE