

Introductory Composition: Writing as Inquiry
English 20803.035
Spring 2009
TTH 11:00-12:50
Room # SR 138

Instructor: Ms. Lynda Davis

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Overview:

English 20803 is intended to extend the introduction to various forms of writing that are the focus of English 10803; in particular, this course focuses on different aspects of argument writing. While one goal of the course is to help you continue improving your ability to shape your writing for different audiences and different effects, another goal is to make writing—theories about how writing works—the subject of the course. We'll also explore how and why different kinds of arguments are effective to us and to others. English 20803 will be especially concerned with preparing you to analyze and produce complex arguments, including arguments that go beyond print. In an American culture that seems focused on arguments as only two-sided battles to be won, dialogue seems harder to come by, and we'll consider how to create more nuanced and complicated arguments in a myriad of ways.

Required Text:

Silverman and Rader. *The World is a Text*, 3rd Edition. Pearson Publishing
 Strunk, William, Jr. and E.B. White. *The Elements of Style*, Fourth Edition.

Other Required Materials

\$\$ for photocopying expenses

An English Handbook—can be a used copy, but must be a recent edition

Course Requirements:

1) Writing Assignments: You will work on three major writing assignments over the course of the semester. Two of the papers will be individual, and one will be collaborative, all totaling about 30 pages of text. Each assignment will also have process material (see #3 just below) that will go into the development of the draft. Before each essay is due, you'll receive the specific assignment. Each essay will go through subsequent drafts and revisions, and one of the two individual essays may be revised throughout the semester. Every version of each essay must be accompanied by an author's note (See No. 2)—always. Your writing assignments will be submitted in a folder. With a black marker please place your name in the upper right side of the folder. All folders will be returned after grading.

2) Drafts/Workshops: For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped in small groups, by the whole class, and/or by me. Each draft should include an **author's note** explaining to readers 1) what you were trying to accomplish in this draft; 2) what you think is going well; and 3) what you are having trouble with or would like advice on. *Failure to bring drafts when due will affect your final grade; you will be asked to leave the classroom and counted absent.* During workshops, you are expected to read your peers' drafts carefully and provide thoughtful, substantive responses. During the semester, you may be asked to evaluate the performance of your peers as responders and these evaluations will contribute to my final evaluation of your work.

3). Informal Writing: Because we are creating fewer but longer projects this semester, you'll do lots of informal writing—in and out of class (freewriting, pop quizzes, etc.)—to help you draft and revise your essays. These include Information Writings for Essay 1 and 2 and your group project. This work, while normal, will be some of the most important work we do for the course, and while each piece is ungraded, they are a part of the grade within the final portfolio (see below) in that not doing them adequately (or not doing them at all) will hamper your grade. The goal of daily writing is to engage and do it and think on the page, not how beautiful or correct you can write in little time.

4) eCollege Discussion Questions: In addition to the informal writings, each week you will log into eCollege and answer any discussion questions posted for that week. eCollege Discussion Questions should be considered as part of the semester's writings and attention should be given to writing style and organization. In other words, all the rules of grammar, structure, flow, and content will apply. It is best to draft your response first in a Word document and paste it in the thread; however, it is the student's responsibility to make sure that all content and typed characters paste (i.e., quotation marks) in a legible manner. For the weekly period of each individual eCollege question, I'll will activate the edit more, and each student is both encouraged and expected to edit any errors she/he detects before the deadline, at which point access will be deactivated.

5). Attendance and Participation: Both are critical for succeeding in this course. Strong participation means being engaged in all aspects of the course: small group discussion and workshops, whole class discussions, in-class writings, and carefully completing all reading assignments. Lackluster or no participation can affect your grade. Missing class can hamper your grade as well. The kind of interactive work we do in this class means that coming to class is a necessity; see below for the attendance policy.

6) Conference: Early in the semester we'll meet one-on-one to discuss your goals and work for the course. When we meet, please come prepared—you will plan the agenda for our time together. Attendance is required for these conferences—*if you need to reschedule, contact me ahead of time*. Conferences will not be rescheduled due to lateness or an unexcused absence. Missing a conference will constitute two absences as I cancel two class periods for this purpose.

7) Submission of work: Assignments are due on dates indicated on the schedule. Should circumstances arise, please be aware that I am not an ogre, I will listen to any difficulties you may have in completing your assignment. However, you must communicate with me **before** the due date. Once the due date has passed, and you have not met with me, then there remains no alternative but for me to penalize your grade. Final drafts and final papers should be saved using a **Word document** format and subsequently submitted in the eCollege dropbox, which will timestamp your submission. It is the student's responsibility to make sure his/her paper posted successfully. I will use Microsoft Word Track Changes to annotate and grade your papers, and I will return your papers via the eCollege dropbox. Portfolios will be handed-in either in class or my mailbox located in Reed, Room 314. It is supposed by the instructor that minor illnesses should not hinder submission of work as papers are electronically delivered in eCollege with generous advance notice as to due dates. Generally, broken computers will not serve as an excuse since TCU provides numerous computer labs for your use.

Course Policies and TCU Information/Resources

Evaluation:

It is important to remember that simply fulfilling the requirements of the course warrants an average grade (as in C), not an A. Simply fulfilling the requirements of the course is average achievement and what is expected of you in the course; coming to class every day and doing

assignments is not something that earns “superior marks.” A higher grade will be based on the distinctive quality and development of your work, on your ability to guide a piece of writing through the various stages of revision, and on a willingness to explore new subjects, genres, and techniques. Below is a breakdown of how I view letter grades, and as we move into the semester we’ll talk more about how I evaluate writing.

Grade Breakdown:

Annotated Bibliographies (3)	10%
Paper One Portfolio: Rhetorical Case Study	20%
Paper Two Portfolio: Film Analysis Argument Paper	20%
Advocacy Wiki Webpage Collaborative Assignment	20%
Collaborative Presentation of Wiki	5%
eCollege Discussions & Daily Participation	15%
Final Exam	10%

Letter Grades are typically assigned as follows:

A	(4.0)	93% - 100%	superior/excellent
A-	(3.7)	90% - 92.999%	
B+	(3.3)	87% - 89.999%	
B	(3.0)	83% - 86.999%	good/better than average
B-	(2.7)	80% - 82.999%	
C+	(2.3)	77% - 79.999%	
C	(2.0)	73% - 76.999%	competent/average
C-	(1.7)	70% - 72.999%	
D+	(1.3)	67% - 69.999%	
D	(1.0)	63% - 66.999%	minimum passing
D-	(0.7)	60% - 62.999%	
F	(0.0)	0% - 59.999%	failing

Attendance

Improvement in writing is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary to your success in this course. It is a Composition Program policy that in writing workshop courses only official university absences are excused. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. Be aware: missed conferences count as **two** absences. **Six unexcused absences, consecutive or not, constitute grounds for failure of the course.** Absences due to illness, sleeping in, and long weekends are unexcused--they all count toward the three weeks' absences limit. Since illness is likely at some point during the semester, students are urged to save their unexcused absences for times when you are too sick to come to class. **Absences under the three-week maximum can still affect your grade adversely.** After two unexcused absences, each additional absence will cause your final grade to drop half a letter grade (i.e.: if you are at a B and miss three classes, your grade would be a B-, with four, a C+, with five, a C, etc.). Students whose absences are due to circumstances beyond their control may appeal this policy by scheduling a meeting with the Director of Composition. Generally, the Director of Composition does not excuse additional absences without documentation. To do well in this course, you must come to class.

Tardies: Please be on time for class. Students who are tardy (five minutes late or more) are a distraction to the whole class. **Three tardies will equal one absence for the course.**

Late Work: If you know you will miss a class in which your assignment is due, you will need to submit the assignment ahead of time. Late papers will be penalized one letter grade for each day beyond the due date unless the instructor has agreed to late submission *in advance of the due date*. Please note: late penalties carry over to final portfolio grades: DO NOT TURN IN PAPERS LATE.

Classroom Atmosphere & Etiquette: I envision our classroom as a place where all of us can share our ideas, thoughts, and questions without fear of being made fun of or embarrassed. Our classroom interaction will be based on respect for all of the writers and readers we encounter this semester. The university classroom should be considered a professional milieu. Therefore, please conduct yourselves as you would in a professional and/or business setting. While we may discuss issues that generate strong emotion, please engage in **debate**—not name-calling, denigration, or disparagement. Moreover, class discussions that degenerate into venues for opinion not backed by research are generally non-productive and are discouraged.

Professionalism and electronic equipment: Our class will operate in many ways as a 'real world' work environment, and each member of the class is expected to participate professionally—being punctual, meeting deadlines, collaborating, pulling your 'weight,' and respecting both your fellow students and me. Professionalism also includes regular attendance, willing participation in all facets of classroom life, and sincere effort to improve your own writing and that of your peers through peer review, revision, and conferencing. Out of respect, please refrain from using any mobile technology—regardless of whether or not it is silenced—including but not limited to MP3 players, cell phones, text messaging, etc. Each student will have a computer in our classroom, so please limit your computer activities during class time to those related to the course. Other usage will negatively impact your grade. Also, please turn **cell phones** to silent mode during class unless someone's life depends on it. If that is the case, please discuss this with me prior to class.

The Writing Center: Please refer the TCU Undergraduate Studies Catalog, http://www.catalog.tcu.edu/undergraduate/page.asp?page=2_13_78#anch297, quoted here:

"The Center for Writing offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. Conferences usually focus on a particular project or assignment but may also include general writing instruction. The ten PCs in the center's computer lab are available for the use of any TCU student during normal office hours and provide email and Internet access. Located in Suite 244 of the Rickel Academic Wing of the University Recreation Center, the Center for Writing is open Monday through Friday from 8 a.m. to 5 p.m. Students may make an appointment by accessing an online scheduling service through the center's website (at <http://www.tcu.edu>) or by calling 817-257-7221. Students may also use the Center for Writing's annex at the library Monday through Friday from 2 p.m. to 5 p.m., Saturday from noon to 4 p.m., and Sunday through Thursday from 6 p.m. to 9 p.m. Those who wish to submit a paper online may do so via the center's website. A consultant will read the paper and offer feedback within 48 hours."

Policies and Procedures for Students with Disabilities:

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the **Coordinator of Services for Students with Disabilities**

in the Center for Academic Services, located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at 817-257-7486. Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>. Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Academic Dishonesty: Refer to the *TCU Undergraduate Studies Catalog*. http://www.catalog.tcu.edu/undergraduate/page.asp?page=2_20_100#anch500, as quoted here:

"An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which will be used when these standards are violated. In this spirit, definitions of academic misconduct are listed below. These are not meant to be exhaustive.

I. ACADEMIC MISCONDUCT

Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

A. Cheating. Includes, but is not limited to:

1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the test.
3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students work.

B. Plagiarism. The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

C. Collusion. The unauthorized collaboration with another in preparing work offered for credit.

D. Abuse of resource materials. Mutilating, destroying, concealing, or stealing such materials.

E. Computer misuse. Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased, or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

F. Fabrication and falsification. Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

G. Multiple submission. The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

H. Complicity in academic misconduct. Helping another to commit an act of academic misconduct.

I. Bearing false witness. Knowingly and falsely accusing another student of academic misconduct.”

All cases of suspected academic misconduct will be referred to the Director of Composition. Sanctions imposed for cases of academic misconduct range from zero credit for the assignment to expulsion from the University. This policy applies to homework and drafts as well as final papers.

Schedule

If necessary, this is subject to change, particularly reading assignments.)

Wk 1	Tuesday, January 13	Discuss Syllabus; get to know each other Discussion topic: current events, arguments, power of words Read page 25-26 in class. Homework: eCollege: Post brief autobiography <i>Read Introduction: I & II (pgs 26-39) by Thursday the 20th</i>
	Thursday, January 15	Watch <i>Wag the Dog</i> Discuss readings Read Part IV by Tuesday
Wk 2	Tuesday, January 20	Finish <i>Wag the Dog</i> Assign Paper One: Rhetorical Case eCollege: due midnight Quiz on readings (Introduction I-IV) Brainstorm Paper topics
	Thursday, January 22	Read examples of Rhetorical Case Studies in various genres Discussion of ethos, pathos, logos
Wk 3	Tuesday, January 27	Students should have decided on paper topic by today Discussion of Library Databases Discussion of MLA Documentation Style Find five credible sources for paper one and bring to class Thursday Handout on Annotated Bibliography eCollege: due midnight
	Thursday, January 29	In class writing
Wk 4	Tuesday, February 3	eCollege: due midnight Annotated Bibliography due
	Thursday, February 5	
Wk	Tuesday,	eCollege: due midnight

5	February 10	Draft of Paper One for Peer Review due Bring three copies to class: one for me, two to be reviewed by peers
	Thursday, February 12	
Wk 6	Tuesday, February 17	eCollege: due midnight Read page 379-380
	Thursday, February 19	Paper One Due in eCollege by Midnight, Sunday 22nd Begin Discussion of Paper Two: Film Analysis and Argument
Wk 7	Tuesday, February 24	Discuss Film Analysis Watch Film Sicko Have students select an essay from Sicko suite, page 380-387 and do an eCollege discussion question on it by March 3rd Brainstorm paper topics and list of approved films eCollege: due midnight
	Thursday, February 26	Watch 2 nd Half Film Paper topic should be decided today 250 word post on paper idea written in the form of a proposal due Sunday, midnight
Wk 8	Tuesday, March 3	eCollege: due midnight – Sicko question Discuss and Analyze last week's film
	Thursday, March 5	Class Canceled – Instructor at Conference
Wk 9	Tuesday, March 10	Annotated Bibliography Paper 2 Due In-class work on paper
	Thursday, March 12	Draft of Paper Two due for Peer Response Group Assignment: Creating a Web page Give students assignment to think about Advocacy assignment over holiday.
Wk 10	Tuesday, March 17	SPRING BREAK
	Thursday, March 19	SPRING BREAK
Wk 11	Tuesday, March 24	Film Paper due eCollege
	Thursday, March 26	Advocacy topic should be decided today
Wk 12	Tuesday, March 31	Annotated Bibliography Due – can be a group bibliography eCollege: due midnight
	Thursday, April 2	

Wk 13	Tuesday, April 7	eCollege: Peer Reviewing websites
	Thursday, April 9	Website should be finished by Sunday night Homework: (Good Friday April 9)
Wk 14	Tuesday, April 14	
	Thursday, April 16	Wiki Website Presentations
Wk 15	Tuesday, April 21	Discuss of Final: "This I Believe" Assignment
	Thursday, April 23	In-Class time writing "This I Believe" Assignment
Wk 16	Tuesday, April 28	Peer Review for I Believe Paper 3 Submit paper to NPR Radio before May 7 th —e-mail proof of submission to class.
	Thursday, April 30 NO SCHOOL— STUDY DAYS	
Final Exam	Thursday May 7 11:30-2:00 In our regularly scheduled room.	"This I believe" submitted in eCollege by Thursday 7 th , midnight This I believe coffee and reading Attendance Mandatory—it is part of the assignment and the grade