

INSTRUCTIONAL OVERVIEW OF ENGLISH 102

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THE COMPOSITION CURRICULUM

The department maintains a “course-in-a-box” for English 102. The course-in-a-box is a complete course designed and taught by CSULA composition faculty. Included are all course handouts, syllabi, schedules, and essay assignments. The course-in-a-box and other instructional resources can be downloaded from the CSULA Composition Faculty Resources website (<http://www.calstatela.edu/academic/english/comp.htm>).

1. THE WRITING REQUIREMENT AT CAL STATE LA

All Cal State LA students must complete the following writing requirements to graduate:

1. English 101
2. English 102
3. Graduation Writing Assessment Requirement (GWAR): Writing Proficiency Exam (WPE)
4. An upper-division writing course in their major

2. INSTRUCTIONAL PRINCIPLES AND APPROACH

a. Overview

All courses in the writing program ask students to develop thinking and reasoning abilities and to learn rhetorical strategies for communicating effectively in writing. Courses are based on the premise that writing is a craft that can be taught and are structured around the principle that the best writing evolves over time, developing through careful consideration of a topic, formal or

informal collaboration during the writing process, and multiple drafts which are revised in response to various types of feedback. In all courses, the program's instructional practices are highly interactive, with both students and instructors actively engaged throughout the entire writing process: discovering a thesis; critically reading and discussing texts; and drafting, revising, and editing essays. Frequent use of small groups for prewriting activities and peer evaluation helps engage students actively in the learning process.

b. Reading/Invention/Revision

Research indicates that students who read extensively have a more extensive vocabulary, use more varied sentence structures, and have a better grasp of the conventions and genres of written language than students who have read very little. Since most contemporary students have not read widely or regularly, whatever we do to encourage them to read regularly will assist them in their academic and intellectual development. In addition, college-level writing almost always requires that students respond critically to texts, so composition instruction needs to help students learn strategies for reading and responding to texts.

In both English 101 and 102, students "read to write," and assignments ask them to interpret and analyze texts. English 102 students read more challenging texts than 101 students, write analytic essays using several texts related to a topic or theme, and engage in individual research to find their own sources on a topic. They also learn how to determine the validity of the information they find, developing their own "information literacy" through critical attention to sources. In English 102 students continue developing as critical readers, taking into account historical, social and political context as a key element of a text's rhetorical situation. Through their research project, students also learn to not merely distinguish between different positions, but to recognize the possibility of higher order syntheses. The research process also helps students recognize the importance of maintaining the autonomy and integrity of source material—that the words and ideas of others are not simply objects to be used to confirm or deny a claim, but ideas worthy of their own attention.

Invention and revision are key elements of the writing process, and students need extensive help and guidance during these phases of writing. They benefit from prewriting activities and discussions that help them read critically, identify issues, discuss alternative points of view, and establish or formulate a thesis. They also need to learn to revise at the global level (content, development, and organization) as well as at the sentence level in response to feedback from instructors and peers. Given the time constraints of the quarter system, students are usually completing final revisions on one paper while engaged in prewriting/invention activities for the next essay.

3. SELECTING TEXTBOOKS

The English Department maintains a list of recommended texts. (See the end of this document. Also see the online collection of composition resources, available through the department's home page.) Copies of books on the recommended list are usually available for examination in the department office. If not, it is possible to review a book's table of contents on publishers' websites. The list is not intended to be all-inclusive, but instead suggests titles that have an appropriate content and approach for the curriculum of each course. Those who wish to create course readers can do so through the CSULA book store or one of the commercial publishers who offer such services. In addition, it is now possible to put articles on electronic reserve in the library. Students can access, download, and print electronic reserve articles using campus or their home computers: this method is usually the most economical for students since they can avoid

having to pay copyright fees and copying fees associated with course readers. (Availability of this option is subject to recent budget restraints.)

4. LOWER-DIVISION WRITING COURSES: ENGLISH 101 AND 102

English 101 and 102 focus on analytic writing based on critical reading of texts. In English 102, students extend their ability to interpret and analyze a range of texts, write longer and more sustained essays, carry out independent research, and integrate multiple sources into their essays. Emphasis throughout is placed on developing information literacy, including the efficient retrieval, critical evaluation, effective organization, and ethical use of research materials; to promote these skills many instructors now incorporate training sessions in partnership with library staff. Instructors are encouraged to organize their course around a broad-based theme of their own choosing that will elicit discussion and analysis from several different perspectives. Essay topics should ask students to explore intellectually compelling issues that will help them develop the analytical and critical writing practices used in academic discourse.

Students need to receive regular feedback on their writing. This may be accomplished through a combination of peer response, instructor comments on papers, or individual conferences. Some students may also benefit from the tutorial support available in the Writing Center. Through these varied methods of feedback, students should not only gain insight into ways to revise and improve their papers, but also develop a better understanding of the criteria for effective college-level writing.

5. ENGLISH 102—CRITICAL AND ANALYTICAL WRITING: CATALOG DESCRIPTION, OBJECTIVES, AND REQUIREMENTS

Catalog Description: Prerequisite: ENGL 101 or equivalent. Continuing to practice the rhetorical skills introduced in ENGL 101, students will develop analytical, interpretive, and information literacy skills necessary for constructing a well-supported, researched, academic argument. Graded A, B, C, NC.

Objectives: Students will

- develop an ability to write about problems from historical, philosophical, rhetorical and/or cross-cultural and interdisciplinary perspectives;
- engage in group discussions and activities to develop critical perspectives, a clear sense of audience, and a fluent and effective style;
- plan, write, and revise three to four formal essays approximately 4-6 pages in length, at least one of which will involve research and the integration of multiple sources. Essays will include analytic, interpretive, and persuasive strategies to present and support a considered position;
- continue to develop critical attitudes toward culture and media;
- evaluate the relevance, validity and authority of information, and use and cite this information ethically.

Requirements: Students are expected to

- Plan, write, and revise 3-4 formal essays approximately 4-6 pages in length that demonstrate the ability to integrate multiple sources and do independent research
- Learn research techniques and demonstrate information literacy when locating and evaluating outside sources

- Read, analyze, interpret, and critique texts as assigned
- Attend a minimum of 80% of the scheduled class sessions
- Actively participate in prewriting and revision activities as well as in other activities that develop critical perspectives and an understanding of the way audience and purpose shape academic discourse

INSTRUCTIONAL SUPPORT, POLICIES, AND MANAGEMENT

6. COMPOSITION FACULTY RESOURCES

Department of English Composition Program Website

<http://www.calstatela.edu/academic/english/comp.htm>

- Information on courses in the composition program, including learning objectives, recommended texts, and scoring/grading guides
- Information on the composition program and information for faculty
- Link to Composition Conversations blog
- Instructor Handbook (available as PDF download)
- Course-in-a-Box for ENGL 95, 96, 101, and 102 (archive files containing sample syllabi, assignments, and handouts) (recommended for instructors new to the program)
- Calendar of composition-related events for the academic year

English Department Office (E & T A604)

- Instructor Handbook (printed)
- Course-in-a-Box for ENGL 95, 96, 101, and 102 (archive files containing sample syllabi, assignments, and handouts) (recommended for instructors new to the program)
- Selection of Composition Textbooks (bookcase to the right of the door)

University Writing Center (JFK Library, Palmer Wing, Room 2097)

- Selection of Composition Textbooks
- Informational handouts about the Writing Center and other instructional materials

Contacts

Title	Name	Email	Extension*
Staff	Yolanda Galvan	YGalvan@CSLANET.CalStateLA.edu	3-4140
Staff	Jeanne Gee	jgee@CSLANET.CalStateLA.edu	3-4140
Staff	Terry Flores	TFlores@CSLANET.CalStateLA.edu	3-4140
English Department Chair	Hema Chari	hchari@calstatela.edu	3-4140

Title	Name	Email	Extension*
Composition Coordinator	Jim Garrett	jgarret@calstatela.edu	3-4163
Writing Center Director	Lise Buranen	lburane@calstatela.edu	3-5350
Comp Committee Chair	Chris Harris	charris3@calstatela.edu	3-4157
Arts & Letters Librarian	Ying Xu	yxu1@calstatela.edu	3-3959

* Precede by 34 if not calling from a campus phone (area code 323).

7. THE UNIVERSITY WRITING CENTER

Cal State LA provides tutorial help for students free of charge at the University Writing Center, Palmer Wing (Library South), Room 2097. The center is open Monday-Thursday from 9:00 a.m.-6:00 p.m., Friday from 9:00 a.m.-3:00 p.m., and Saturday from 11:00 a.m.-3:00 p.m., with mid-week evening hours added after the middle of the quarter. (Due to budget constraints, actual hours might vary.) Any Cal State LA student may use this valuable resource, but composition students are particularly encouraged to take advantage of the assistance available.

The Writing Center is particularly helpful for students who would benefit from greater individualized assistance than can be offered in a classroom setting. Instructors should try to identify such students early in the quarter and encourage them to work regularly with a tutor throughout the quarter.

8. THE UNIVERSITY LIBRARY AND INFORMATION LITERACY

The Library offers instructors training sessions for their students in conducting research online, using electronic databases, and evaluating information found on the web; staff are eager to work with composition faculty. Contact Catherine Haras, Information Literacy Coordinator, at 343-5168 for further information.

Many 102 instructors schedule a visit to the library and participation in a library research workshop as part of a research paper assignment. These visits can be very effective ways to introduce information literacy skills and help students navigate the wealth of resources available. If you are interested in scheduling such a class visit, you should contact Ying Xu (yxu1@calstatela.edu), the library's Arts and Letters librarian, to set up a time and date.

To make the most of your class' time in the library, you should consider the following:

1. Review the materials on information literacy provided by Catherine Haras (of our library) and posted on the Composition Faculty resources page (<http://www.calstatela.edu/academic/english/cinfolit.php>).
2. Ensure that your research assignment will help students develop (and potentially master) the information learning outcomes articulated for ENGL 102. In other words, ensure that the assignment requires some research, encourages critical evaluation of sources, calls for the

use of information for a specific purpose, and helps students learn to use information ethically and legally.

3. Help students develop a focus for their research assignment prior to the library visit. The librarians have told us of classes with very general research assignments; the entire class period is then spent helping students narrow their focus so that they can begin searching, leaving little time for any actual research.

GENERAL ADMINISTRATIVE INFORMATION

9. COMPOSITION TEXTBOOK RECOMMENDATIONS

Following are the Composition Committee's current recommendations of texts for English 102. Yolanda has copies of most of these texts, which you may review, but they are not to be removed from the office.

Faculty are asked to choose their texts from this list. If you wish to use a text that is not listed here, please submit with your book order a description of the text you would like to use instead, along with a brief rationale for your choice. The starred selections for each level are texts that are recommended for new faculty. In addition, for faculty assigned to classes at the last minute, enough copies of the starred texts should be available in the bookstore at the beginning of each quarter to get you started, but you may still need to put in a book order. Check with the bookstore, the Composition Coordinator, and/or Yolanda to find out for sure.

We are continually revising and updating these recommendations, so we would appreciate feedback about these or other books you've used to help us in making appropriate selections for our courses. Please forward any comments you have, positive or negative, as well as suggestions for additional texts, to the department's Composition Committee.

HANDBOOK

For All Levels If you assign or recommend a handbook, it's helpful if you use the following, so that students don't have to buy different ones over the course of several quarters in the composition program.

Hacker – *A Pocket Style Manual* 4th ed. (Bedford/St. Martin's)

Small, cheap, and easy to use, with MLA, APA, and Chicago Style documentation formats.

TEXTS

English 102

Readers:

*Behrens and Rosen – *Writing and Reading Across the Curriculum* 10th ed. (Pearson Longman)

(Also available in a Brief Edition)

A writing-across-the-curriculum rhetoric and reader, this text has chapters on summary, critical reading, analysis, and synthesis, and thoughtfully-chosen, connected readings from various disciplines (psychology, folklore, business, etc.).

DiYanni and Hoy – *Occasions for Writing* (Thomson Wadsworth)

With themes comprising the “usual suspects” (identity, gender, family, education, ethics, work, etc.), well-chosen readings, and helpful apparatus, the book also contains many visual “readings” and a section on finding, using, and evaluating evidence.

Jacobus – *World of Ideas* 7th ed. (Bedford/St. Martin’s)

Classic “big ideas” reader, not for the faint of heart, this text is challenging for students and instructors, but one’s efforts can be rewarded. It’s a bit dead-white-male but has a few affirmative-action additions (some live white males and a chapter on feminism). Helpful apparatus, including annotations of unfamiliar terms and names.

Miller – *The Informed Argument* 7th ed. (Thomson Wadsworth)

A classic argument text, with thoughtfully chosen readings arranged in interesting themes and sub-themes, this book has several chapters on argument and research; the readings have good discussion questions but no writing topics.

Rhetorics:

Graff and Birkenstein – *They Say/I Say* (Norton) Recommended for use in English 101 or 102

A very useful little book to help students learn to interact with textual sources and to use and incorporate quotations. Several instructors have used this rhetoric and found that students quickly learn to internalize the templates without simply falling into formulaic, mechanical writing.

Ramage, Bean, and Johnson – *Writing Arguments* (Pearson Longman)

Heavy-duty formal argument text, this book has few readings that are not arranged thematically. Since it would almost have to be used in conjunction with a reader (or additional readings), it might be a bit too much for a ten-week quarter.

10. ENGLISH 102—GUIDELINES FOR EVALUATING ESSAYS

The "A" essay:

- is insightful, persuasive, and clearly focused on a dominant idea or point of view
- is coherent, logical, and well organized with paragraphs that are fully developed with specific and appropriate details; very effective introductory and concluding paragraphs
- demonstrates excellent understanding of texts and critically analyzes issues or ideas; supports the writer's point of view by effectively integrating appropriate examples and quotations from well-chosen outside texts and commenting on them to support claims and generalizations
- uses concrete, appropriate diction and mature, sophisticated sentences
- exhibits a strong sense of audience and purpose
- skillfully employs conventions of formal academic discourse by providing appropriate context for quotations and accurately paraphrasing, quoting, and documenting sources
- has very few errors in grammar, spelling, or punctuation

The "B" essay:

- is articulate and focused on a dominant idea or point of view
- is reasonably coherent, logical, and well organized with paragraphs that are well developed with specific and appropriate details; good introductory and concluding paragraphs

- demonstrates good understanding of texts and analyzes issues or ideas in sufficient depth; supports the writer's point of view by integrating appropriate examples and quotations from acceptable outside texts with some commentary on them to support claims and generalizations
- exhibits a good sense of audience and purpose
- uses appropriate diction and complete and varied sentences
- generally employs conventions of formal academic discourse by providing some context for quotations and adequately paraphrasing, quoting, and documenting sources
- may have some errors in grammar, spelling and punctuation, but they aren't numerous or serious

The "C" essay:

- has a fairly clear focus and purpose
- is generally coherent and logical with fairly good organization and paragraphs sufficiently developed to convey the writer's meaning; adequate introductory and concluding paragraphs
- demonstrates adequate understanding of texts and analyzes the issues or ideas, but the analysis may sometimes lack adequate depth and misunderstand some aspects of the texts
- uses examples and quotations from outside texts to support the writer's point of view but may sometimes rely on overgeneralized statements or use examples not clearly related to the central idea of the essay, fail to integrate quotes or comment on them, and have some poorly chosen sources
- word choice and sentence structure are adequate to convey the writer's meaning
- adequate sense of audience and purpose
- employs conventions of formal academic discourse, including paraphrasing, quotation of sources, and documentation, but not always consistently and sometimes inaccurately
- usually has errors in grammar, spelling, and punctuation, but they are not so numerous as to distract the reader or serious enough to obscure meaning

The "NC" essay will generally have several of the following problems:

- unclear or inadequate thesis or focuses on several ideas rather than a single dominant idea
- lacks coherence because ideas are not logically related or the organization is poor or unclear
- no analysis or an incomplete or simplistic analysis of the issues or ideas addressed
- paragraphs are not sufficiently developed to convey the writer's meaning
- generalizes without providing adequate examples or evidence from outside texts or provides examples that do not clearly support the generalizations
- textual references consist of long summaries or paraphrases that are not integrated into overall argument
- little or weak sense of audience and purpose
- insufficient or consistently inaccurate use of paraphrasing, quotation of sources, and documentation
- serious errors in sentence structure and grammar and/or numerous errors in spelling and punctuation, often obscuring the writer's meaning or distracting the reader

11. ENGLISH 102—SAMPLE SYLLABUS

The following sample syllabus was taken from the course-in-a-box for English 102.

<instructor name>

Office: <instructor's office>

English Department Mail Room: E & T 637

Office Hours: <instructor's office hours—80 minutes per week for each 4-unit class>

Campus Phone: <instructor's telephone number>

Email: <instructor's email address—this is optional>

Course Web Site: <URL for course materials—this is optional>

English 102: Composition II

Catalog Description

Composition II: Analytic and Persuasive Writing

Prerequisite: ENGL 101 or equivalent. Continuing to practice the rhetorical skills introduced in ENGL 101, students will analyze, interpret, and synthesize diverse texts in order to construct a well-supported, researched, academic argument. Graded A,B,C/NC.

Course Description

English 102 focuses on the conventions of academic writing, and the purpose of this course is to help students write convincing, well developed, and well organized essays that synthesize, document, and respond to various sources on a given topic.

Class Theme: Our theme for this quarter is Myth America. Within this unifying theme, we will be exploring identity formation, examining in particular the role played by myth and fairy tales. We will look at some of the ways in which myths and fairy tales, both traditional ones and their modern counter-parts in popular culture, shape, reflect, and sustain our ideas about who we are, and we will also consider how our obedience to various kinds of authority helps us construct a sense of self. In addition to the readings in our text, we will analyze depictions in film, advertising, and various other media to see how myth and fairy tales can be used to reveal social and psychological phenomena, and we will also explore how and why we are often obedient to these media images.

Learning Objectives

Students will

- develop an ability to write about problems from historical, philosophical, rhetorical and/or cross-cultural and interdisciplinary perspectives;
- engage in group discussions and activities to develop critical perspectives, a clear sense of audience, and a fluent and effective style;
- plan, write, and revise three to four formal essays approximately 4-6 pages in length, at least one of which will involve research and the integration of multiple sources. Essays will include analytic, interpretive, and persuasive strategies to present and support a considered position;
- continue to develop critical attitudes toward culture and media;
- evaluate the relevance, validity and authority of information, and use and cite this information ethically.

Attendance

The English Department attendance policy states that **any student who misses more than 20% of class meetings or does not complete 80% of classwork will not be permitted to take the final exam or submit a portfolio.** Since so much of the content of this class is dependent on our work in the class, regular attendance is vitally important to your success in the course and to your development as a writer. There is no way to “make up” what is missed if you are not here. Arriving more than 20 minutes late (or leaving 20 minutes early) is counted as an absence. If you must miss class for any reason, please call to let me know. **Note: You must attend the first two class meetings if you wish to retain your place in the class.**

Individual conferences are an important element of a writing class, so I require that you come to see me during office hours at least once during the quarter to go over your papers and discuss any questions you might have about your own writing. Conferences are especially crucial if you are not doing as well in the class as you would like. If you can’t come during office hours, let me know and we can arrange to meet at another time. **Failure to meet this requirement is treated as an absence.**

Required Work

There are five assigned essays in this class: 2 essays completed out of class (approx. 5 pages each), 1 research paper, and 2 in-class essays (midterm and final). Students will also complete homework assignments and give 2 brief presentations.

Your final grade for the quarter will be based on all of the following criteria, listed roughly in order of importance: the quality of your work (the thoughtfulness, depth, and seriousness of your approach to a topic, as well as a minimum of grammatical errors); the completeness and promptness of your work; class participation; regular and prompt attendance; and your own growth and development as a writer.

I will excuse one late paper, no questions asked; however, this late paper must be turned in within one week of the original deadline, and late papers will be graded and returned to you late. Other late work, regardless of the reason, will be penalized; this includes work that is late due to absence from class. **Missing assignments or late papers (beyond the one allowed) will lower your final grade.**

Texts, Supplies and Other Helpful Advice

Required Text:

Writing and Reading Across the Curriculum, 10th edition (2008), edited by Laurence Behrens and Leonard J. Rosen.

Note: Please bring the text with you to each class meeting.

Recommended Text:

The writing handbook recommended by the English Department is Diana Hacker’s *A Pocket Style Manual*, 4th ed. (Bedford/St. Martin’s).

Supplies: Some regular, lined notebook (8.5 x 11) paper, some dark-ink pens (blue or black), and at least two standard-sized (8.5 x 11) bluebooks (exam books) to use for your reading journals. (These supplies should be available in the campus bookstore.)

Tutorial assistance is available at the University Writing Center, located in 2097 Library South (phone: 3-5350). The Writing Center tutors can help you at any stage of the writing process, from getting started to helping you learn to edit and proofread your papers, or to answer specific

questions or problems with grammar and usage. You may drop in or call to make an appointment with a tutor. Don't feel you have to have a serious problem to make use of their services; all writers can benefit from some assistance and feedback.

Classroom Behavior

All students are expected to treat everyone in class with respect and in general to behave in a reasonable, responsible, and courteous manner at all times. This means observing the customary rules that govern polite, civilized behavior. I expect everyone to do the following:

- Arrive promptly and stay in the classroom for the duration of the class meeting, unless you are ill or have an emergency; this holds true for all classroom activities. If your schedule prevents you from arriving on time, you may want to enroll in a section that better suits your schedule. If you must leave class early for some reason, please let me know in advance.
- Do the reading and writing assignments **before** class time so that you come to class prepared to contribute to and participate in discussions.
- Do not talk, read, sleep, or do other work during classtime. When someone is talking, you should listen attentively, and when you are talking, you should address yourself to your group or to the class. If you are sitting next to someone with whom you may be tempted to chat during class, please move to another seat so that you will not succumb to temptation.
- Make sure you turn off and put away your cell phone during class.

ADA Accommodations

Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

Grading System

English 102 is graded ABC/NC (with pluses and minuses). A grade of C or better is necessary to pass the course; a C- is **not** a passing grade and will be recorded as a No Credit (NC). You should always be clear about how you are doing in the class from the points you receive, but if you have questions about your grade, please come see me.

Once papers are turned in and evaluated, the grades you receive are final (no more revisions can be submitted at that point), but remember you are always welcome to visit me during my office hours and/or meet with a Writing Center tutor with your drafts **before** the essay is due (this is the best way to improve your grades on essays).

Point system:

First essay (fairy tales)	100 pts. (10 pts. for draft workshop)
Second essay (obedience)	100 (10 pts. for draft workshop)
Researched paper	150
Midterm essay (in class)	60
Final essay	60
Attendance	20 (5 pts. subtracted for each absence)
Quizzes	20
Homework (summaries, etc.)	20

Presentation	<u>20</u>
TOTAL POINTS POSSIBLE	550 pts.

Late papers (beyond the one allowed): 10 pts. will be subtracted for each class meeting late.

Letter grades for individual essays correspond to the points as follows:

100 pts.	=	A	=	150-143
95		A-		142-135
90		B+		134-127
85		B		126-116
80		B-		115-107
75		C+		106-98
70		C		97-90
65		C-		89-81
60		NC+		80-72
55		NC		71-63

Final grades for the quarter correspond to the points as follows:

550-525	=	A
524-495	=	A-
494-465	=	B+
464-435	=	B
434-405	=	B-
404-375	=	C+
<u>374-345</u>	<u>=</u>	<u>C</u>
under 345	=	NC

Late papers (beyond the one allowed): First and second essays: 10 points subtracted for each class meeting late; researched paper: 25 points subtracted for each class meeting late.

Note: Although you need a C or better to pass as a final grade for the class, these letter grades reflect the work on the individual essays.

Recommended Journal Writing

You may want to keep a reflective journal for the class to record your responses to the readings and to our discussions (your questions, ideas, insights, or areas of confusion). Having some of your ideas and questions already on paper can be extremely helpful as you begin to collect your thoughts to write your essays and formulate a thesis. There are no set “rules” to follow, but here are some suggestions to make your journal-writing more productive:

1. Keep a notebook just for your journal entries, separate from your other class notes.

2. Try to write your journal entries as soon as possible after class discussions or after you've done the reading. It doesn't have to be much -- maybe half a page or a page of your responses -- and it shouldn't take you more than 15 or 20 minutes.
3. If you don't know what to write, ask yourself such things as "What did I learn that surprised me or answered a question I had?" or "What was confusing about the reading or discussion?"
4. Don't worry about spelling or grammar; just write to get your ideas out there without making judgments or paying attention to "correctness." The less you censor yourself, the more productive your journal-writing will be. This kind of writing is "thinking on paper" rather than a performance for an audience. (If you're writing on a computer, try working with the screen off, so you're not tempted to edit or make corrections as you write.)
5. If you miss a day or two of writing in your class journal, don't worry about it. Just pick it up again when you can. Keeping a journal should be helpful and even pleasant, not a burdensome chore.

Academic Dishonesty/Cheating

Collaborating with others is encouraged when you are planning your papers, reviewing each other's work, preparing for presentations or for exams. Study or reading groups can be effective ways to study and learn. However, when you write your papers, the text needs to be your own.

- ◆ You must carefully observe the standard rules for acknowledging the sources of words and ideas. If you make use of a phrase or a quote or if you paraphrase another writer's words or ideas, you must acknowledge the source of these words or ideas telling us the source of these materials. APA and MLA style differ on the exact format of this attribution, but the simple version is the name of the author and the page number (if appropriate) in parentheses at the end of the sentence containing the use of the source material. (We will work on properly acknowledging sources this quarter.)
- ◆ If you plagiarize or otherwise misrepresent the source of your work, you will receive a zero on the assignment and be reported to the Student Disciplinary Officer.
- ◆ If you panic and are tempted to plagiarize or cheat, DO NOT. Contact me and we can negotiate a solution. Once you cheat, it is too late for you to negotiate anything.
- ◆ For more information, please refer to the University's Academic Honesty policy available in the *University Catalog*, each term's *Schedule of Classes*, and online at the University's web site.

Weekly Assignment Schedule

Note: I reserve the right to make changes in assignments or due dates; you will always be advised well in advance of any changes.

All readings listed below are in *Writing and Reading Across the Curriculum*, and all assignments are due at the beginning of the class meeting for which they are assigned.

Wk 1-1 Syllabus and introduction to course. In-Class diagnostic essay.

Homework: Read: Summarizing (Chapter 1).

Wk 1-2 In class: discuss rhetoric, summarizing, and critical reading.

- Homework:** Read Intro to Chapter 12, “The Universality of the Folktale” by Stith Thompson, **and all nine Cinderellas** (584-621). Do worksheet “The Characteristics of Cinderella in Perrault and Grimm.
- Wk 2-1** Discuss characteristics of Cinderella; introduction to fairy tales; handout topics for Essay 1. First draft due: Week 3-2.
- Homework:** Read Jones and Kolbenschlag (handouts). Read Bettelheim (627) and Panttaja (644). Summarize Jones for Tuesday. Your summary should be one-half to one page long and it must be typed and double-spaced.
- Wk 2-2** Summary of Jones due. In class: Begin discussion of fairy tales/readings.
- Wk 3-1** Handout library assignment: Motifs in Fairy Tales: due Week 4-2.
Finish discussion of fairy tales. Prepare for draft workshop on Week 3-2.
- Wk 3-2** Draft workshop with Essay #1: bring two copies. Final revision of Essay 1 due Week 4-2.
- Homework:** Read “Avoiding Logical Fallacies,” (p.57-61) and “Argument Synthesis” (146-153).
- Wk 4-1** Discuss research paper topics; formal requirements for essays; thesis formation and synthesis; paragraphing; quoting and citing sources.
- Wk 4-2** **Essay 1 Due:** turn in all drafts and peer responses. Library report presentations due; hear presentations.
Homework: For Week 5-1: Complete preliminary research topic worksheet.
For Week 5-2: read Intro to Chapter Nine (349-351); Asch (351- 357); Milgram (358-370); Zimbardo (389-400) and Fromm (402-406) and other readings TBA.
Summarize Milgram and Asch. Summaries should be one-half to one page long, and they must be typed and double-spaced.
- Wk 5-1** **Library day: Room TBA (bring research topics)**
- Wk 5-2** Turn in summaries of Asch and Milgram. In class, begin discussion of Chapter 9. Handout writing topics for Essay #2: first draft due Wk 6-2.
- Wk 6-1** Discuss research paper proposals; paper proposals due Wk 6-2. Finish discussion of Chapter 9 (Obedience to Authority).
Homework: Read for Wk 6-2 199-208. (Analysis)
- Wk 6-2** Draft Workshop for Essay 2; bring two copies of your draft to class. Final revision of Essay 2 due Wk 7-2; turn in all drafts and peer response sheets. Turn in researched paper proposal.
- Wk 7-1** Begin class work on researched paper. **Researched paper is due Wk 9-1.**
- Wk 7-2** **Write in-class essay. Essay 2 due;** turn in all drafts and peer responses.
- Wk 8-1** Discuss MLA and APA documentation.
- Wk 8-2** Draft workshop: bring 4 copies of your researched essay. Note: if you do not have four copies of your draft, do not come to class.

Wk 9-1 **Researched papers due at beginning of class.** Hear reports on researched papers (2-3 minutes each).

Wk 9-2 Extra Day (Can be added anywhere in schedule when 20 class meetings)

Wk 10-1 Prepare for final in-class essay.

Wk 10-2 Final in-class essay.