



Fall Semester 2009

English 1302: Composition and Rhetoric II

Credit Hours: 3

Prerequisite: ENGL 1301, Composition & Rhetoric I

Course Delivery Method: Lecture/Lab

Professor:

Mr. Tony J. Howard.
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Office Hours: Mondays & Wednesdays 10:00am-12:00pm
Mondays 4:00-6:00pm

Sections:

S11	MW	1:00pm-2:15pm	G219
S32	MW	2:30pm-3:45pm	G219
S21	TR	11:30am-12:45pm	B112

Texts:

Barnet, Sylvan & Hugo Bedau. *Current Issues and Enduring Questions*, 8th ed. Boston: Bedford/St. Martin's, 2008.

Ellsworth, Blanche & John Higgins. *English Simplified*, 12th ed. New York: Pearson, 2010.

Exercises for English Simplified, 12th ed. New York: Pearson, 2010.

Note: Please do not attend class without bringing the assigned text(s). Copies of the text may be found on reserve in the Library, but you *must* acquire your own copies as soon as possible.

Course Description & Objectives:

Composition/Rhetoric II focuses on the continued development of the rhetorical skills you acquired in English 1301, with added emphasis on argumentation and textual analysis. Upon successful completion of the course, you should be able to demonstrate skills in critical thinking by writing extended analytical essays, continuing to improve and develop a keener sense of your own writing style, and demonstrating the ability to apply methods of research using MLA documentation.

As with the focus on reading and writing skills in English 1301, you should demonstrate:

- consistent Standard American English (free of jargon and informal usage).
- an ability to revise common grammatical and punctuation errors (revision and handbook guidelines).
- an awareness of style and audience through appropriate sentence construction, word choice, and tone.
- preliminary writing/planning, drafts, and revisions.

With reference to organization and research skills in English 1302, you should write essays that:

- Defend an informed position or argument within the context of a specific discipline with explanations and answers to relevant counterarguments.
- Comprehend writing as a series of additional research tasks that include finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources (while avoiding plagiarism).
- Practice appropriate conventions of documentation using the MLA format.

Attendance and Late Work Policy:

Your attendance and participation in each class is crucial to your success. Learning to think critically and to write well comes from sharing our various responses to the material assigned, but if students are absent or unprepared, everyone suffers; so please come to class with the texts in hand and with the assignments read. If you must be absent, please consult with a classmate regarding material missed. *Please do not contact me after the absence and ask, "Did I miss anything important?"* Most of your professors like to think what goes on in their classes is 'important,' and we do not like to repeat ourselves unnecessarily.

If attendance becomes a problem, however, you should discuss the situation with me *as soon as possible*. You have my office phone number and email address. Please do not wait until days after a series of absences and then expect a sympathetic ear. In general ***I do not accept late work nor allow makeup work*** unless you were hospitalized or otherwise incapacitated due to circumstances beyond your control. ***Nor I do not offer extra credit***; everyone will be given the same opportunity to learn the material.

Please note you may repeat this course only once after receiving a grade, including W. If you drop the course before the census date—Tuesday 8 September 2009--you will not be penalized in regard to the repeat policy. However, if you withdraw from the course

after the census date, a grade of W will be posted to your transcript and count as one attempt toward the repeat policy. **The last day to drop is Friday 16 October 2009.** Students who have stopped attending classes but have not officially withdrawn in the Registrar's Office by then will receive an "F" on their transcripts. Also note that students enrolled in Texas state colleges/universities may drop a *maximum* of six courses (eighteen credit hours) during their *entire* college career.

Attending college is your *choice*; please make the most of it. I will offer everyone my utmost attention and will respect every point of view that is courteously expressed and seriously presented. Professors and students alike enjoy academic freedom, which gives us the opportunity to grow and learn from one another by allowing us the *freedom* to speak our minds without reservation. Show an interest, and I will go out of my way to deepen that interest; show apathy, and I will likely repay in kind.

Course Requirements:

LABS (10%)

You will be asked to complete three lab modules designed to broaden your expertise in argument. **Successful completion of all modules will earn you a lab grade of 100; two modules, 85; one module, 75; no modules, 0.**

Module I: **Advertisement Analysis.** Perhaps the most persuasive medium in our culture is advertising. Millions of dollars are spent each year in order to manipulate us into buying some product or idea. Using any *printed* magazine ad please write a two-page analysis (typed, double-spaced) evaluating the effectiveness of the advertisers in achieving their goal. **Include a copy of the advertisement with your analysis as well as its source.**

Module II: **Fallacies Notebook.** Using any *printed* medium as your source, collect and briefly analyze *ten examples* of the logical fallacies covered in class. (More than one of the same fallacy is acceptable.) Identify the fallacy, provide a brief explanation, and indicate the source (e.g. name & date of the magazine). Present the fallacies in a folder. A good notebook will be clear, readable, and attractive with correct, lucid, concise explanations.

Module III: Argumentative writing finds a popular audience in the editorials section of newspapers and magazines. To complete this module, please provide a copy of a **published letter to the editor** from any printed newspaper or magazine. Blogs will not count toward this assignment; however, a letter or article published in an online edition of a newspaper or magazine will count.

QUIZZES (10%)

I may begin the class with a quiz based on the day's assignment in order to assess how closely you are reading the text. These quizzes will range from the simple multiple-choice to the more involved short essay response. **I do not give make-up quizzes, but I will drop your lowest quiz grade.**

ESSAYS (60%)

You will be asked to write four formal, out-of-class essays, which should be word-processed and follow the MLA format stipulated in section 510A of *English Simplified*.

Grading standards for these essays appear later in this syllabus. Topics will normally be given a week or so prior to the due date; the length and complexity of the assignments increase as the semester progresses. At least two of these essays must be five pages each, documented according to MLA format, with parenthetical citations and a Works Cited page. Progress and improvement will be rewarded: Essay #1 will be worth 10%, #2, 10%; #3, 20%, and #4, 20%. Hard copies of essays are due by the date assigned; ***late essays and electronic copies of essays, as a rule, will not be accepted. However, I will allow a rewrite of one of the first three essays if a student requests it. The rewrite must be submitted by the next class period after its return, and it may not replace a zero.***

FINAL EXAM (20%)

During the scheduled final exam period, students will take an objective test covering the Basics, MLA documentation, and textual analysis. Please bring a scantron sheet.

Scale: <60 = F, 60-69 = D, 70-79 = C, 80-89 = B, 90-100 = A

Plagiarism Policy: Other than sources documented and cited according to MLA format, all work submitted for a grade must be your own original work. Submitting another's words as your own is plagiarism and will result in a zero for the work involved. Further, the College may initiate disciplinary proceedings against students accused of academic dishonesty. Quote carefully and document fully in order to avoid even the *appearance* of plagiarism. Please see section 508B in *English Simplified* and pp. 269-272 in *Current Issues and Enduring Questions* for further information regarding plagiarism.

Americans with Disabilities Act Compliance: It is the policy of Collin County Community College to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable Federal, State and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the faculty member and/or the Services for Students with Disabilities at 972.881.5950 in a timely manner to arrange for appropriate accommodations.

Calendar of Assignments:

Most readings come from Barnet & Bedau's *Current Issues and Enduring Questions* (8th ed.) and should be completed by the date assigned. Please bring Ellsworth/Higgins' *English Simplified* and *Exercises for English Simplified* (12th ed.) with you as well. On occasion, I may make changes to these assignments, but you will be given ample notice.

Depending on how quickly you read and assimilate the material, each assignment should require an average of two hours for completion (excluding essay composition, of course, which will require additional commitment). Please budget your time wisely between employment, recreation, and education. For example, ***if you work full-time (40 hours per week), you should not be enrolled for more than nine hours of college credit.*** A principal cause of student frustration in college results from trying to do more work than can be reasonably undertaken. Set goals, certainly, but be realistic.

Monday 8/24 & Tuesday 8/25: Introduction to course.

Wednesday 8/26 & Thursday 8/27: “Critical Thinking,” pp. 3-19.

Monday 8/31 & Tuesday 9/1: “Critical Reading: Getting Started,” pp. 31-47; 51-55 (Brownmiller, “Let’s Put Pornography Back in the Closet.”)

Wednesday 9/2 & Thursday 9/3: “Critical Thinking: Getting Deeper into Arguments,” pp. 75-100 (Deduction and Induction).

Monday 9/7 [Labor Day Holiday] & Tuesday 9/8: “Nonrational Appeals,” pp. 100-105; 211-219 (Swift, “A Modest Proposal”); pp. 977-979 (Brady, “I Want a Wife”).

Wednesday 9/9 & Thursday 9/10: “Visual Rhetoric: Images as Arguments,” pp. 141-156.

Monday 9/14 & Tuesday 9/15: Video: Jean Kilbourne, “Still Killing Us Softly.” **Lab #1 assigned.**

Wednesday 9/16 & Thursday 9/17: “Writing an Analysis of an Argument,” pp. 177-194. **Essay #1 assigned.**

Monday 9/21 & Tuesday 9/22: “Developing an Argument of Your Own,” pp. 221-256; **Lab #1 due/Advertisement Analysis.**

Wednesday 9/23 & Thursday 9/24: “Quoting from Sources,” pp. 276-313.

Monday 9/28 & Tuesday 9/29: **Essay #1 due.** In-class documentation exercise.

Wednesday 9/30 & Thursday 10/1: “A Logicians’ View: Deduction, Induction, Fallacies,” pp. 337-371.

Monday 10/5 & Tuesday 10/6: “A Literary Critic’s View: Arguing about Literature,” pp. 465-480.

Wednesday 10/7 & Thursday 10/8: “Exercises: Reading a Poet and a Story,” pp. 480-493 (Marvell, “To His Coy Mistress,” Chopin, “The Story of an Hour,” Plato, “The Greater Part of the Stories Current Today We Shall Have to Reject”). **Essay #2 assigned.**

Monday 10/12 & Tuesday 10/13: “Debates as an Aid to Thinking,” pp. 504-506; “Abortion: Whose Right to Life Is It Anyway,” pp. 507-518 (Willis, “Putting Women Back into the Abortion Debate,” Terry, “The Abortion Clinic Shootings: Why?”)

Wednesday 10/14 & Thursday 10/15: “Laptops in the Classroom: May Professors Ban Them?” pp. 555-559 (McClellan, “No Laptops, Please,” Rosovsky, “Why Ban Laptops from the Classroom?” “Sex Education: Should Condoms Be Distributed in Schools?” pp. 567-575 (Limbaugh, “Condoms: The New Diploma,” Quindlen, “A Pyrrhic Victory”).

Friday 16 October: Last day to drop courses with a grade of W.

Monday 10/19 & Tuesday 10/20: “A College Education: What Is Its Purpose?” pp. 579-591 (Fish, “Why We Built the Ivory Tower,” Eggers, “Serve or Fail,” Brooks, “Moral Suicide,” A la Wolfe”). **Lab #2 due/Fallacies Notebook.**

Wednesday 10/21 & Thursday 10/22: pp. 591-600 (Allitt, “Should Undergraduates Specialize?” Menand, “Re-imagining Liberal Education”).

Monday 10/26 & Tuesday 10/27: Essay #2 due. “Marriage: What Is Its Future?” pp. 737-754 (Stoddard, “Gay Marriages: Make Them Legal,” Schiffren, “Gay Marriage: an Oxymoron.”

Wednesday 10/28 & Thursday 10/29: pp. 754-773 (Goodman, “Backward Logic in the Courts,” Medved, “The Case Against Divorce,” Joseph, “My Husband’s Nine Wives,” Lemu, “In Defense of Polygamy”). **Essay #3 assigned.**

Monday 11/2 & Tuesday 11/3: Basics Test

Wednesday 11/4 & Thursday 11/5: “Drugs: Should Their Sale and Use Be Legalized?” pp. 659-666 (Bennett, “Drug Policy and the Intellectuals”); pp.666-680 (Wilson, “Against the Legalization of Drugs”)

Monday 11/9 & Tuesday 11/10: pp. 680-693 (Friedman, “There’s No Justice in the War on Drugs”; Currie, “Toward a Policy on Drugs”)

Wednesday 11/11 & Thursday 11/12: *Requiem for a Dream*

Monday 11/16 & Tuesday 11/17: *Requiem for a Dream*; Essay #3 due.

Wednesday 11/18 & Thursday 11/19: “What is Happiness?” pp. 958-959 (“Thoughts About Happiness, Ancient and Modern.”); pp. 959-964 (McMahon, “In Pursuit of Unhappiness,” Epictetus, “From *The Handbook*”).

Monday 11/23 & Tuesday 11/24: pp. 965-970 (Russell, “The Happy Life,” The Dalai Lama & Howard C. Cutler, “Inner Contentment”); pp. 970-977 (Lewis, “We Have No ‘Right to Happiness,” Crittenden, “About Love”). **Essay #4 assigned.**

Wednesday 11/25 through Sunday 11/29: Thanksgiving Holiday

Monday 11/30 & Tuesday 12/1: Workshop for Essay #4.

Wednesday 12/2 & Thursday 12/3: Workshop for Essay #4. Bring typed rough draft.

Monday 12/7: Essay #4 & Final Exam for ENGL 1302S32 (2:30-4:30pm)

Wednesday 12/9: Essay #4 & Final Exam for ENGL 1302S11 (1-3pm)

Thursday 12/10: Essay #4 & Final Exam for ENGL 1302S21 (11:30am-1:30pm)

Grading Standards for College-Level Writing

Closely graded work will indicate your strengths and weaknesses. I provide specific guidelines for matters of style and substance, and I encourage you to strive for clarity of expression in addition to depth of thought. **Clear writing mirrors clear thinking.** For additional help with writing, consider the free tutoring available in the Writing Centers on each campus (SCC in D224 @ 972.881.5843). Also, the college offers free tutoring throughout the semester; phone 972.881.5128 for assistance.

Superior (A = 90-100, B = 80-89)

Note: Although "A" and "B" papers possess many of the same features, the style, originality and level of excellence of the "A" paper are exceptional.

Preparation: The student adapts his thinking to the form and requirements of the assignments, and develops his paper through preliminary outlines and drafts.

Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with an inevitability organic to its central idea.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the bulk of the essay without being repetitive. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.

Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

Diction: The language is distinctive, fresh, economical, and precise.

Grammar and Punctuation: (See the handout on the Basics of grammar and punctuation.) Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

Appearance: The superior paper is carefully proofread and correctly documented. It is typed or word-processed according to MLA style.

Average (C or 70-79)

The "C" paper is clear, competent, and controlled, but its style and originality are undistinguished.

Preparation: The paper contains evidence of at least one preliminary draft. The topic and content are clearly and competently adapted to the assignment.

Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail may be occasionally repetitious, irrelevant, or sketchy.

Development: The plan of the paper is recognizable, but not developed or not consistently fulfilled. The essay might be disproportionately developed or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.

Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial.

Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

Appearance: The "C" paper conforms to the guidelines established for the superior paper.

Unsatisfactory (D = 60-69, F = <60)

Though "D" and "F" papers may share the same faults (such as inadequate development or absence of a discernible thesis), the "F" paper exhibits an obvious breakdown in style and structure. A plagiarized paper will receive a zero.

Preparation: The student's ideas do not relate to the specific assignment, and there is little evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, or aimless.

Development: The essay has no clear and orderly stages and fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

Sentence Structure: Meaning is thwarted by sentences which are incoherent, incomplete, fused, monotonous, rudimentary, or redundant.

Diction: The level of language is inappropriate to the subject.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the ideas.

Appearance: An illegible presentation is always a liability.

Student Profile for English 1302

Name _____ Section _____

Date of Birth _____ College ID Number _____

Address _____
Street _____ City _____ Zip _____

Home Phone _____ Cell Phone _____

Email Address _____

Place of Employment _____ Hours per week? _____

What is your major? _____ Do you seek an AA/AS degree? _____

Where do you hope to transfer? _____

When did you take English 1301? _____ Where did you take it? _____

Who was your instructor? _____ What was your grade? _____

In a brief paragraph please describe your strengths and weaknesses as a writer.

(over)

What other courses are you taking this semester besides English 1302?

Which of the following best describe your reasons for enrolling in this course? Please check as many as may apply:

_____ Because it's required.

_____ Because the professor was recommended.

_____ Because I wish to improve my grade from a previous attempt at English 1302.

_____ Because I must be full-time to stay on my parents' insurance policy.

_____ Because I enjoy arguing.

_____ Because I enjoy writing.

_____ Because. . . (please elaborate)

Please consider the following questions as ways of introducing yourself:

Who has been the greatest influence on your life up to now? How?

What are some of your favorite movies? Why?

What do you want to be when you grow up?