

Tennessee State University
Spring Term 2010
Course Name: English 1020
Freshman English II

Professor: Dr. Cindy Murillo

Credit Hours: 3

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10:05-11:30

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12:30-1:30

TR 11:05-2:30

COURSE DESCRIPTION

Freshman English II picks up where Freshman English I left off and is, therefore, a more advanced writing course. You will hone your composition skills and techniques through the study of literature. The analysis and explication of literature will serve as a foundation for discussion, study, and writing of themes. We will pay particular attention to not only what authors say about their subjects, but how they convey this information. In addition, we will look at the socio-political environment that gave rise to certain topics as we research historical concepts and ideas that inform what we read. The first part of the course will be devoted to summary, analysis, synthesis, argument, and research as it relates to literary themes. During the latter part of the semester, we will move on to the genre known as “professional” writing where you will engage in document design for the work world (i.e. resumes, cover letters, complaint letters, web sites, and brochures). Those students who do not demonstrate satisfactory performance in the use of grammar and mechanics are required to attend the Writing Clinic. All degree-seeking students must earn at least a C in this course.

Prerequisite: successful completion of English 1010 with a C or better. English 1020 cannot be taken simultaneously with English 1010. Successful completion of both 1010 and 1020 are prerequisite for all 2000 and above English courses.

COMPETENCIES

A student completing 1020 with a C or better must be able to do the following:

1. Demonstrate mastery of all of the competencies listed for 1010;
2. Compose essays which show a focused argument, a clear sense of development of a topic, use of standard techniques for organization, and few major writing errors;
3. Read and analyze prose and verse work (literature broadly defined) in order to produce essays which demonstrate more advanced techniques of composition;
4. Produce a research paper, which demonstrates knowledge of MLA documentation, and a literary review; and
5. Know how to gather information for research topics through use of the library and other sources of information; and how to use available support services at the University.

REQUIRED TEXTBOOKS & SUPPLIES

Callaghan, Patsy, and Ann Dobyns. *A Meeting of Minds: A Brief Rhetoric for Writers and Readers*. 2nd ed. New York: Pearson Education, Inc., 2006.

Hult, Christine A., and Thomas N. Huckin. *The New Century Handbook* 4th ed, New York: Longman, Inc., 2007.

Springfield, Asalean, and Gloria Johnson. *Touchstones: Literature and the Writing Process*. 5th ed. Needham Heights, MA: Pearson Custom Publishing, 2007.

PERFORMANCE OBJECTIVES

1. Read critically and analyze essays and literature by accomplishing the following tasks:
 - a. Identification and/or formulation of thesis or theme of a work.
 - b. Identification of structures.
 - 1) Identification and distinction between the following genres: essay, fiction, poetry, and drama.
 - 2) Identification of the relationship between the purpose (thesis/theme) of the work and its various parts (incidents, stanzas, paragraphs, etc.).
2. Write at least four (4) multi-paragraph essays of 800-1000 words which, in response to the rhetorical situation, develop appropriate rhetorical patterns. At least two (2) of these should be based on a critical analysis of the meaning, structure, and/or style of literary works rather than on mere summaries of those works. Personal responses may be included among these assignments. These essays will contain:
 - a. Standard written English grammar, syntax, mechanics, and usage.
 - b. A unified central idea (thesis or controlling idea) which reflects the topic and critical understanding of the works discussed.
 - c. Specific details, examples and/or brief quotations (properly documented) to support the central idea.
3. Read one or more reviews of a work or works from a publication in order to:
 - a. Examine the techniques reviewers use to indicate their responses to a work.
 - b. Examine ways reviewers analyze strengths, weaknesses, meaning, structure and style in literary works.
4. Write a review (400-600) words in length of an assigned literary work (this review may be incorporated into a longer paper). The review should:
 - a. Develop a unified central idea.
 - b. Analyze the work by focusing on specific strengths and weaknesses of the work.
 - c. Indicate general information about the author.
 - d. Provide a brief summary of the work.
 - e. Show the student reviewer's insight and analysis of the meaning, structure, and style of the work.
 - f. Present quotations, where appropriate, to give the reader a sense of the style of the work.
 - g. Provide the student reviewer's personal responses to the work.
 - h. Employ the conventions of standard written English usage.
5. Gather information from the TSU library in the following ways:
 - a. By locating and using the books they need in the library's general collections;
 - b. By locating and using basic reference works, such as the Dictionary of American Biography, the Oxford English Dictionary, etc.
 - c. Using basic indexes, such as Infotrac, MLA Bibliography, etc.
6. Prepare and write at least one documented essay in which the student:
 - a. Chooses and narrows a topic which can be treated in a documented essay of 1000 words.
 - b. Prepares a working bibliography of at least three sources, such as reference texts, magazine or journal articles, books, etc. (Instructors will require different steps in this process: some may require bibliography and note cards, outlines, highlighted photocopies, etc. All instructors will require "fair use" and documentation of sources.)
 - c. Prepares an outline (or other organizational/invention device) which contains an acceptable and arguable central idea and thesis statement.
 - d. Use the prewriting to develop a documented paper of 800-1000 words which
 1. Has an introduction of at least 100 words which states the central idea and thesis, and gives pertinent background/contextual information.
 2. Has a conclusion of at least 75 words which summarizes the central idea

- and major supports, which draws logical conclusions, and which does not introduce new ideas.
3. Has a body which develops all relevant points and which utilizes appropriately introduced quotations to support them.
 4. Documents quotations according to the assigned style manual.
 5. Includes a bibliography or works cited or consulted.
 6. Is presented in the assigned manuscript form, which includes an appropriate title.
 7. Employs the conventions of standard written English.
7. Revise and/or edit all of the essays written during the semester. These revisions and/or editions should:
- a. Demonstrate recognition of the difference between revising and editing.
 - b. Show the ability to modify, limit, and develop or redevelop the original idea.
 - c. Demonstrate an ability to correct errors in grammar, syntax, mechanics, and usage.

INSTRUCTIONAL METHODS

Instructional methods for English 1020 will involve a number of traditional and non-traditional methods, including lecture-discussion, small group discussion, individualized programs and conferences, (multi)media presentations, dramatic presentations, etc. which involve both in and out-of-class activities (such as attendance at the Library and Media Centers and/or Writing Center (963-5580, http://www.tnstate.edu/aeao/writing_center.htm) and preparation.

CLASS PROCEDURES AND EVALUATION

Evaluation

Final evaluation will be determined by:

1. Completion and submission of all assigned papers and class activities.
2. Regular and timely class attendance and participation.
3. Attendance of and participation in supplemental class activities (according to and directed by individual instructors) in University areas, such as: the Library, the Writing Clinic, the Media Center, and Academic Computer Center.

Attendance

The student should attend all class meetings on time. Refer to the *TSU Undergraduate Catalogue*:

Students are expected to attend regularly all courses in which they are enrolled for credit and to complete all work required in such courses. Irregular attendance or any substantial number of unexcused absences may weigh adversely in the consideration of grades or any petition for a special academic privilege such as make-up examination. All excuses for absences must be secured through the Office of the Vice President for Student Affairs. In addition, the student should inform each teacher as to the cause for absence. Punctuality in attending classes is expected of all students. Registration and payment of fees are required before classes are attended. "Excessive" absence is defined as no less than one more than the number of times a class meets per week. It is the student's responsibility to withdraw from a course in which excessive absences have been incurred. A student with excessive absences may only be readmitted to class by the instructor. (29)

Plagiarism

Plagiarism is never allowed: See *TSU Undergraduate Catalogue*:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to the

other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero for the exercise or examination, or assign an ‘F’ in the course. (29)

ADA Awareness and Accommodation

The Department of Languages, Literature, and Philosophy, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from the Office of Disabled Students Services within the first two weeks of the beginning of classes.

Academic and Classroom Conduct and Dress

As stated in the *TSU Undergraduate Catalogue*, “The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution” (29). Student clothing and use of electronics fall within the instructor’s discretion: neither may be disruptive to the educational process.

Additional Requirements

1. **Cancelled class**—If for any reason (my illness or inclement weather) we cannot meet in our assigned space for that period, our “class” will meet online at our course webpage (<http://faculty.tnstate.edu/cmurillo/>). You will need to login anytime before the end of the day that class is canceled.
2. **Late Papers**—All papers not turned in at the beginning of class on the due date are considered late and will be penalized one letter grade each day it is late.
3. **Missed Peer Response**-- If you are absent on the day we conduct peer review, your final paper will lose a half letter grade. You know when the papers are due; if there is a conflict, see me well in advance. Also, if you miss peer response, you must make (& keep) an appointment in the Writing Center (963-5580, http://www.tnstate.edu/aeao/writing_center.htm) before you may submit your final draft for grading. *I will not accept a paper for grading that has not been through an appropriate peer response.*
4. **Tardiness**--Additionally, I do expect you to be on time for the course. Three late arrivals of 5 minutes or more will constitute an unexcused absence.
5. **Format**--All essays must be typed with standard margins, fonts, spacing, etc. You will need to save them to a computer disk or flash drive since you will be revising a lot.
6. **Grades**--The final grades available for this class are A, B, C, D, and F. You need a C or better to receive credit for this course. Final evaluation will be determined by successful completion of all assigned work; regular & timely attendance & participation; successful submission of final portfolio; & attendance at all supplemental class activities, such as the Library, the Writing Clinic, the Media Center, Academic Computer Center, etc.
7. **Conduct**—Any disruption or violation of general policies, including disruption through talking or use of any electronic devices, will result in your exclusion from the classroom on that day. Additional infractions may result in permanent exclusion from the course. **Please--no text messaging, cell phone, or other electronic device usage during class!**
8. **Missed In-Class Work** cannot be made up whether your absence is excused or not. We do a lot of collaborative in-class work, all of which contribute substantially to your final grade in the class.

This syllabus works as a minimalist contract between us. Though I reserve the right to make changes, I will do so only within reason.

Research--We will discuss what resources constitute acceptable and credible research for college-level writing during the course, but I do want to note that Wikipedia cannot be used in this course without special dispensation.

GRADE BREAKDOWN

Your grade will be based on three formal essays, several shorter writing assignments, a group project, revised essay, in-class activities, and participation in reading discussion. All work completed outside of class must adhere to MLA format (typed, double-spaced, times new roman font). More on the portfolio will follow as the course progresses.

Essay #1: Literary Analysis (3-4 pages)- 15%

Essay #2: Theme Based Research Paper (3-4 pages)- 15%

Essay #3: Brochure Analysis (3-4 pages)- 15%

Group Project: Company Brochure and Presentation- 15%

4 Short Writing Assignments: Summary and Response; Synthesis; Annotated Bibliography; Professional Document- 20%

In-Class Activities- 10%

Revision of Essay #1 or Essay #2- 10%

GRADING CRITERIA

A (Superior): An “A” paper demonstrates probing critical reading, thinking, and/or analysis; it thoroughly evaluates various elements of its subject matter with specific, detailed reasoning and use of evidence; its organization shows a logical arrangement of parts; and all parts are relevant to the thesis. The thesis statement expresses a clear stance/ethos and provides an accurate, concise forecast of topics to be developed. Paragraphs have a sharp focus and include carefully selected evidence. Sentences within paragraphs are linked by tight, logical connections and effective transitions. Any source materials are clearly subordinate to the paper's own purpose, which is elaborated with efficiency and style. Documentation, when needed, conforms to all appropriate conventions. Sentences are varied in structure and imaginative in style; wording is concise; style and tone create a distinctive voice. The final, revised paper is free of all serious errors in grammar and punctuation; there are no misspellings.

B (Strong): A “B” paper shows good critical reading skills and offers convincing reading and evidence; the parts of the essay are logically arranged and relevant to the thesis. The thesis statement takes a clear stand and forecasts the topics to be developed. Paragraphs are unified, and supporting details are sufficient and relevant. Overall, source materials are subordinate to the student's own stand, which is developed clearly and purposefully. Documentation, when needed, conforms to most appropriate conventions. Sentences are linked by logical connections and adequate transitions. Sentences show variety. Wording is, for the most part, concise and appropriate. The final, revised paper contains very infrequent errors in grammar, punctuation, and spelling.

C (Competent): A “C” paper demonstrates an understanding of texts and/or issues, as well as audience and purpose; evaluates reasonably; and cites supporting evidence. The thesis statement does take a clear stand and does forecast the topics to be developed, but may not be as clear or precise as the thesis statement for a “strong” essay. Paragraphs and supporting details relate to the topic, but may do so only

generally. Source materials are usually subordinate to the student's own stand, but may at times dominate or overwhelm the student's position. The sentences within the paragraphs are, for the most part, related and contain adequate transitions. (Transitions between paragraphs, however, may be unclear or missing at times.) Sentence style may consist of relatively simple sentence patterns. Word choice is largely appropriate, but may sometimes be problematic—simplistic or repetitive, perhaps. Mistakes in grammar, punctuation, documentation, and spelling may occur with some frequency, but most of these elements of the paper should be correct on the final, revised copy. Paper must answer all parts of the assignment (this is understood for A & B papers as well).

D (Below Average): A “D” paper fails to practice one or more of the principles of critical reading or writing. For instance, it may show an inability to correctly identify the main idea of a text. It may attempt to defend its thesis in illogical or unconvincing ways. The paper may resort excessively to summary. The paper may lack content and repeat ideas or “pad” simply to fill space. The paragraphs may lack topic sentences. Some paragraphs may lack adequate supporting detail or may wander from the main idea. If source materials are used, they may be misread or adopted in a way that verges on plagiarism. Documentation may be faulty. Sentences within paragraphs are only loosely related, and transitions are missing. Sentences may be excessively wordy or vague. Style and word choice are flat, inconsistent, or inappropriate to the audience. The paper displays major or repeated errors in grammar, punctuation, and spelling, even in the final revised copy.

F (Failure): An “F” paper, like a D paper, shows a failure to practice one or more of the principles of critical reading or writing, but an F paper reveals persistent problems, such as the following: the paragraphs lack focus and contain little supporting detail; sentences within the paragraphs are unrelated to the main idea, and transitions are missing; sentences are faulty in structure, or vague, wordy, and irrelevant; word choice is inappropriate, incorrect, or inconsistent; frequent major errors in grammar, punctuation, documentation, and spelling indicate an inability to handle the conventions of written discourse; there are excessive misspellings. A paper that fails entirely to address the assignment topic also merits an “F.”