

EN-140, Sections 9 and 11

2008

Dr. Gaskins [jjgaskins@semo.edu]

[Click here](#) to go directly to the course schedule.

Prerequisite: EN-100 or advanced placement. University Studies course.

Subject Matter: As described in the University Bulletin: "Focus on effective written expression in the context of a liberal education; emphasis upon critical thinking and the research paper. Three hours."

Purposes and Objectives of the Course (quoted from the English Department's outline for EN-140):

1. Students will demonstrate skills and competencies identified in the nine University Studies objectives. The following receive special emphasis:
 - Demonstrate the ability to locate and gather information.
 - Demonstrate capabilities for critical thinking, reasoning, and analyzing.
 - Demonstrate effective communication [writing] skills.
 - Demonstrate the ability to make informed, intelligent value decisions.
2. Students will write in a manner that demonstrates coherent thought, effective organization, reasonable stylistic force and fluency, and regularity in grammatical and mechanical conventions generally accepted in educated usage.
3. Students will practice different techniques, forms, and modes of acquiring, assimilating, evaluating, and presenting information.
4. Students will practice careful and critical reading as a basis for their development as writers.
5. Students will gain appreciation of how writing functions in its social, historical, and cultural contexts both as a means of expression and as a mode of learning.

Expectations of Students (quoted from the Department's outline):

1. Students will make progress in achieving the goals and purposes of the course as listed above.
2. Students will write drafts and revisions *according to schedule*.
3. Students will read assigned essays and articles *according to schedule*.
4. Students will participate in class discussion.
5. Students will participate in peer-editing activities.

Information about the Instructor: Jacob C. Gaskins, Ph.D., English Department (or the Writing Center, Kent Library); office: Writing Center, 4th level, Kent Library, phone 2631; office hours: TBA. I have a mailbox in the Grauel Building, Room 318, and in the Writing Center, located near the entrance, and also a file pocket on the wall beside my office door. Check my schedule at <<http://ustudies.semo.edu/Gaskins>>. E-mail: <jjgaskins@semo.edu>.

Course Materials and Supplies: The textbook is *Read, Reason, Write: An Argument Text and Reader*, 8th edition, by Dorothy U. Seyler (available from Textbook Services). You must purchase a copy of the *Writing Proficiency Handbook*, available from the Bookstore. Students should have a copy of *A Pocket Style Manual*, 4th ed., by Diana Hacker. Keep all materials (drafts, finished papers, notes, handouts, "published" writings) in a folder or spiral binder. Submit each assignment in a pocket folder and include any previous draft(s). Note: You will need more than one folder. You will need a good, hardbound dictionary, not a paperback. I recommend the latest edition of *Webster's Collegiate Dictionary*. Keep an extra printer cartridge on hand. *Back up your files!* The instructor will not be responsible for lost papers. Repeat: **BACK UP YOUR FILES!**

Course Policies and Procedures:

University Policies: This course abides by University policies regarding attendance and academic honesty. See relevant passages in the current *Bulletin* and the *Student Handbook*. Attendance is important. (We will discuss why.) I assume that everyone understands the meaning of "plagiarism." If I find that you have plagiarized, you will receive a zero for that assignment. A second instance of plagiarism will result in an F for the course.

Department Policy: Turn off your cell phone and put it away before you enter the classroom. Do not take it out while you are in the classroom. This is English Department policy. Note signage on classroom doors.

Earning Grades: We will discuss this matter during the first week of class. If you are concerned about what your grade in the course might be at any time, please visit me in the Writing Center, and we can discuss the grade you are earning at that point. Please do not hesitate to arrange for a conference with me. I will be happy to see you. Phone Mrs. Marge Phillips (extension 2460) and request that she schedule a time for us to meet. Please respect this request.

Basis for Student Evaluation:

1. Class participation and quizzes
2. Writing Assignments

3. Final Examination (WP-002)

Format of Writing Assignments: In-class writings may be in pen or pencil, but all major writing assignments must be “word processed.” Double-space unless told otherwise. Use 12-point font. Make sure you have margins of at least an inch. Write your name, the correct date, and the title of the assignment in the upper left-hand corner, single-spaced. If the paper is a revision, indicate clearly “Second Draft.” Number your pages, upper right-hand corner. Staple them in the upper left-hand corner. Note: I will not accept a multi-page paper that is not stapled. Period. No exceptions. Buy yourself a stapler if you do not have one. Again, keep a copy of any paper you cannot afford to lose. *Back up your files!* At the very least, keep a hard copy of every paper.

Makeup Work: There is no makeup work or extra credit work. It is important that you hand in work when it is due.

Resources for Obtaining Academic Help:

I encourage you to use the services of the Writing Center. Hours are 9:00 a.m. to 9:00 p.m., Monday through Thursday (except noon on Wednesday) and 9:00 a.m. to 2:00 p.m. on Fridays. The Center is also open from 1:00 p.m. until 5:00 p.m. Sunday afternoons. You may receive help as a walk-in from a staff member on duty. Or you may make an appointment ahead of time (call 2159). There is no charge. Students who take the time to visit the Center will gain from receiving additional responses to their drafts. Graduate Assistants and Writing Associates who work in the Center can help you not only with editing tasks but also in the first stages of writing. Use them as sounding boards for your ideas. At the very least a tutor can help you check that you’ve done the assignment according to the instructor’s directions and in accordance with the stated criteria of evaluation. You do not have to visit the Center in person to receive assistance. It is possible to e-mail a draft to the Writing Center for reply within 24 hours. An experienced instructor will read your draft and offer suggestions for revision. The Web page OWL (Online Writing Lab) includes material on MLA documentation style, including how to cite electronic sources (e.g., Web pages, online magazines and newspapers, and documents from online databases). The URL is <<http://ustudies.semo.edu/writing/owl/>>.

(Tentative) Schedule:

Date	Notes	List of Writing Projects
Jan. 14-18	Introductions, MLA style, preliminaries: research using the Internet and library databases. Discussion: “Getting Started and Locating Sources: in the Library, Online, in the Field” (253-276). Handout: “Twilight of the Books” (from <i>The New Yorker</i> , Dec. 24 & 31, 2007).	Due Jan. 16 or 17: Introduction of classmate and reading, “Twilight of the Books.” Due Jan. 22 or 23, depending on section: Copies of three articles (from Web site and/or library database). Also due: Read pages 253-276 in our textbook.
Jan. 21, MLK Jr. Day		
Jan. 22-25	Discussion: “Writers and Their Sources” (3-29). Activity: writing the summary. FYI: Click here for Sample Works Cited Entries. For a sample Works Cited page, see p. 338 in our textbook.	(1) Find answer to a question of your own. Purpose: to experience Internet and database research. Click here for copy of sample paper. Click here for list of questions. Click here for instructions for draft due Thursday, Jan. 24, or Friday, Jan. 25, depending on section.
Jan. 28-Feb. 1	We continue discussing and practicing the summary. See pp. 14-16 in our textbook for sample summaries. Be ready to discuss sample drafts of Project #1. See p. 21 and following in our textbook for samples of direct quotation. See pp. 290-92 and following for examples of parenthetical documentation.	Due dates: Final draft, Project #1, due Friday, Feb. 1 (section 9) or Tuesday, Feb. 4 (section 11). Click here for scoring sheet for Project #1.
Feb. 4-8	Discussion: “Responding Critically to Sources” (33-54; 59-60). “iPod’s Missed Manners” (419-421) and “Society Is Dead: We Have Retreated into the iWorld” (424-426). “Small Weapons Pose a Global Threat” (449-451) and “False Choices on Gun Safety” (452-453). Be ready to discuss also “Psychology and the Environment” (601-603) and “Don’t Mess with Mother” (604-605).	(2) Compare/contrast two editorials on the same issue. Purpose: to become better readers (and writers). Click here for general directions for Project #2. Click here for scoring sheet for Project #2.
Feb. 11-15	Discussion: “Understanding the Basics of Argument” (73-94). For a brief explanation of the Toulmin Model of Argument, click here . Click here for sample 7/7 summaries of Fantin’s “Students Against Online Learning.” Click here for handout on “Integrating Quotations.” Students in the Tuesday-Thursday section: Click here for directions for assignment due February 19.	Due Monday, Feb. 11, or Thursday, Feb. 14, depending on your section: First draft, Project #2. Due Friday (for Section 9 only): Take 50-60 minutes to write about the issue you chose. Consider using the elements of the Toulmin Model of Argument as a prompt to discovery. That is, consider not only your claim and grounds but also the warrants (assumptions) behind your reasoning. Consider also the rebuttal. Bring your writing to class Friday--typed, double-spaced.

Feb. 18-22	Discussion: "Writing Effective Arguments" (97-122).	
Feb. 25-29	<p>Click here for directions for final draft, Project #3.</p> <p>Discussion: "Learning More about Argument, Induction, Deduction, Analogy, and Logical Fallacies" (127-165).</p> <p>Click here for more about fallacies.</p>	<p>Due Monday Feb. 25, or Thursday, Feb. 28, final draft of Project #2.</p> <p>(3) Write a personal essay exploring your thoughts about a controversial issue. Purpose: eventually to appreciate the difference between the informal structure of the personal essay and the formal pattern of the classical (thesis-support) argument.</p> <p>Section 9: Project #3 due Monday, Mar. 3.</p> <p>Section 11: Project #3 due Tuesday, Mar. 4.</p>
Mar. 3-7	<p>Discussion: "Reading, Analyzing, and Writing Definition Arguments and Position Papers" (169-186).</p> <p>Click here for list of controversial issues and links to resources.</p> <p>Click here for list of pro-con issues and links to resources.</p> <p>Click here for the scoring sheet for the Definition Paper.</p>	<p>(4) Research a controversial issue and write an argument taking one position, following the pattern of the classical argument. Purpose: to learn the pattern of classical argument.</p> <p>Due Wednesday (section 9) or Thursday (section 11): First draft, typed, of the "definition paper." Also bring a sheet on which you've copied a sentence with a semicolon in it. Also consider topics for Project #4 (see links at left) and choose one.</p> <p>Final draft "Definition Paper" due Mar. 7 or Mar. 18 depending on section.</p> <p>Copies of four sources (two can be documents on Web sites; at least two must be from library databases [e.g., Proquest, EbscoHost]) due Monday or Tuesday after Spring Break.</p>
Mar- 10-14 Spring Break		
Mar. 17-20	<p>Discussion: "Exploring Sources, Selecting Support, and Documenting (Using MLA)" (279-309).</p> <p>We will have individual conferences on Wednesday and Thursday instead of class. Click here for the schedule.</p>	<p>First draft of the Classical Argument paper (Project #4) is due Monday, March 24, or Tuesday, March 25, depending on section.</p> <p>Click here for specific directions for the Classical Argument (Project #4).</p>
Mar. 21, Good Friday		
Mar. 24-28	Discussion: R. D. Rieke and M. O. Sillars's "American Value Systems" (handout to be provided).	(5) Write an essay in response to "American Value Systems." Purpose: to consider your values and how they relate to your opinions on issues.
Mar. 31-Apr. 4	Discussion: "Reading, Analyzing, and Writing Causal and Problem/Solution Arguments" (225-247).	
Apr. 7-11		(6) Write the problem-solution paper. Purpose: to understand types of claims (existence, cause and effect, value, policy) and again consider your values.
Apr. 14-18		
Apr. 21-25		(7) Practice the "Exit Exam," Part II.
Apr. 26, WP-002	Bring photo ID. Be at Dempster no later than 8:15 a.m. Remember your instructor's name (Gaskins) and your section number: 9 (MWF) or 11 (TTh).	
Apr. 28-May 2	Conferences with the instructor.	
May 5-9 Final Exam Week		(8) Revise the classical argument paper.

List of writing assignments:

1. Find answer to a question of your own. Purpose: to experience Internet/database research.
2. Compare/contrast two editorials on the same issue. Purpose: to become better readers.
3. Write a personal essay exploring your thoughts about a controversial issue. Purpose: eventually to appreciate the difference between the informal structure of the personal essay and the formal pattern of the classical (thesis-support) argument.
4. Research a controversial issue and write an argument taking one position, following the pattern of the classical argument. Purpose: to learn the pattern of classical argument.
5. Write an essay in response to “American Value Systems.” Purpose: to consider your values and how they relate to your opinions on issues.
6. Write the problem-solution paper. Purpose: to understand types of claims (existence, cause and effect, policy) and again consider your values.
7. Practice the “Exit Exam,” Part II.
8. Revise the classical argument paper.

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