

Fall 2015

ENGL 1158

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English 1158.002: Freshman Composition
Fall Semester 2015
Dr. Lisa Verner, LA 329
Office Hours: MWF 8-9 a.m., 11 a.m.-noon,
and by appointment
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Course Description and Goals: English 1158 is the final course in the freshman composition sequence at UNO; it emphasizes research and argument but employs expository, narrative and descriptive writing as well. Upon successful completion of the course, the student will demonstrate competence in the following areas: constructing effective arguments; organizing his/her points logically; conducting library research; evaluating and citing sources; reading and thinking critically; analyzing text; and revising his/her written work.

Student Learning Outcomes: Students who pass English 1158 will exhibit proficiency in each of the three areas that comprise our program's goals. The following are the program outcomes for the UNO freshman writing program:

Rhetorical Knowledge

Students will be able to

- Determine purpose and audience in their own and others' writing
- Understand how purpose, audience, and context affect writing style, voice, and tone
- Apply appropriate rhetorical strategies for diverse writing situations
- Demonstrate familiarity with and/or compose in different genres (such as editorial writing, personal narratives, reviews, satires, dialogues, letters, or profile essays)
- Demonstrate familiarity with and/or incorporate different media (such as power point presentations, web pages, pod casts, or visual essays)

Critical Thinking, Reading, and Writing

Students will be able to

- Analyze and/or interpret texts and other forms of discourse in multiple genres
- Use logical reasoning
- Summarize, analyze, evaluate, and respond to the ideas of others
- Understand writing as a process that involves invention, drafting, collaboration, and revision
- Identify and incorporate persuasive techniques
- Write informative, analytical, and persuasive essays
- Incorporate the ideas and texts of others
- Use library and non-library research methods
- Evaluate sources

Knowledge of Conventions

Students will

- Use standard grammar
- Follow conventions for word choice, syntax, spelling, and punctuation

Follow conventions appropriate for the given genre and/or medium, such as style, diction, and format
Use a variety of sentence structures
Document sources in MLA style

Required Texts:

Ballenger, Bruce. *The Curious Writer: Second Custom Edition for the University of New Orleans*. New York: Pearson Education, Inc., 2014. ***You must have THIS edition! Be very careful if you are acquiring the textbook from somewhere other than our bookstore, as many editions of the textbook exist and they are not the same!***

Research material, in the form of books and articles, for use in student essays.

Course Requirements

Attendance: Attendance is mandatory. The student is allowed **five** absences. After five absences, the student's final grade will be penalized **one full letter grade** for each additional absence. After nine absences--three full weeks of class--the student will receive an F in the class regardless of his/her paper grades.

Student Portfolio: The student's writing portfolio will be composed of two major research projects, one due at midterm and one due at the semester's end. Each project will be composed of an assortment of writing assignments, all of which contribute to a final product: a 6-7-page researched argument with MLA-style citations and works cited page. The portfolio (basically all written work the student has produced throughout the semester) will be turned in to the instructor along with the final exam at the semester's end. *Please note that the student MUST complete ALL the assignments and the final exam in order to pass the class.*

Paper Policies: Papers (in fact, all assignments) are due on the day indicated on the syllabus and on the assignment itself unless the instructor indicates otherwise. Late assignments will not be accepted, ***unless*** the late assignment is accompanied by a doctor's note, ***not*** the student's assertion that s/he was sick. Large numbers of serious grammatical problems--i.e., sentence fragments, subject/verb disagreements, comma splices, and run-on sentences--will lower a paper's grade significantly; minor grammatical errors can lower a paper's grade somewhat. With these facts in mind, the student should make every effort to purge his/her final draft of error through careful proofreading. Paper grades are final, but the instructor will read and respond to any and all rough drafts leading up to the final version of the paper. Students may also make use of the university's Writing Center for assistance on papers.

Homework and Quizzes: Homework for this class includes doing any out-of-class writing assigned for a particular class, but it also includes doing the assigned reading. The instructor will give pop quizzes on the reading at her discretion, especially if it becomes clear through class discussion that students are not doing the assigned reading. The instructor may also find it necessary to give brief lectures on grammar problems; if so, she will then give students a brief quiz on the relevant grammar error, and such quiz grades will be figured into the class participation grade.

Class Participation: Participation in class discussion is expected—**everyone must contribute**—and such participation or lack of same will affect the student's final grade.

Student Conduct: Students are expected to behave courteously to each other and to the instructor at all times. See the student code of conduct

at: http://sacs.uno.edu/compliance-certification/docs%5CUNO_Student_Handbook.pdf

Electronic Devices: All electronic devices—cell phones, iPods, handheld video games, et cetera—should be turned off and put away for the duration of the class; the sole exception to this rule is the use of laptop computers for the purpose of taking notes **only**. The student should not take notes on his/her cell phone; not only is this ponderous, but the instructor will assume the student is texting and act accordingly. I should not have to stipulate this, but sadly experience has proven that I must. Texting, playing video games, listening to music, checking email and surfing the net not only prevent students from devoting their full attention to lecture and discussion but are also **profoundly rude**

behaviors that are a direct and personal insult to the instructor and to other students.

If the instructor detects a student texting, playing video games, or otherwise using technology for any unauthorized purpose during class, the instructor will deduct 2 points from the student's *final grade* for each infraction. Repeated infractions will result in expulsion from the class. The instructor does **not** give permission to have her classes videoed in any way, including with camera phones. The instructor will consent to voice recordings of discussion and lecture provided the student has asked for and received individual permission to do so. These provisions should not be taken lightly as an entire legal category, intellectual property law, is devoted to this sort of thing, and infringing on the instructor's intellectual property rights is an actionable offense.

Miscellany

Disability Services: University policy provides, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact their instructors and the Office of Disability Services, 248 University Center (<http://www.ods.uno.edu/> or 504-280-6222 or aaking@uno.edu) to discuss their individual needs for accommodations. In order to receive extra accommodations, students must contact and work with Disability Services; instructors are not required to give students extra accommodations without proper authorization.

Plagiarism: Plagiarism is the use of someone else's ideas or words without adequate acknowledgment. Papers determined to be plagiarized, in whole or in part, will receive a grade of zero, and the plagiarized paper, along with all evidence I have discovered substantiating the charge of plagiarism, will be sent directly to the dean of judicial and student assistance. Since students must complete both paper assignments in order to pass the class, a student who plagiarizes will receive an F in the course, regardless of the student's numerical average. I will not discuss this with the student first, nor will I give the student an opportunity for a "do-over." For an explanation of plagiarism and academic dishonesty, please go to pages 6-8 on "Academic Dishonesty"

at <http://www.studentaffairs.uno.edu/pdfs/StudentCode.pdf>. This section explains the concept of plagiarism and its consequences fairly thoroughly. Should you have any further questions about plagiarism and its consequences, please ask the instructor.

Definition of Grading System:

A The paper is perfect or nearly perfect grammatically; the style is clear and graceful; and the thesis is obvious and argumentative. Each of the [minimum of] three supporting paragraphs contains a single point that is supported by a sufficient and topical combination of details, examples, explanation and, where appropriate, textual support from our reader and/or outside sources. Outside sources are properly documented in MLA style. The writer's original thinking must outweigh simple reproduction of class discussion and/or arguments made by the authors in the assigned readings. The refutation must offer a strong defense in face of the counterargument, not just the assertion that the counterargument is incorrect. The conclusion does not merely repeat the supporting points already made, but rather pulls the paper together for the reader.

B The paper may have some minor or perhaps one major grammar problem; the style is clear and not awkward; and the thesis is obvious and argumentative. Support (see above) is sufficient but probably not extensive, and sources, if used, are properly documented in MLA style. Some original thought should be present in the three supporting paragraphs, but the writer may reproduce some support from class discussion and the readings. The refutation must be adequate and not merely assertion. The conclusion may reiterate the supporting points of the paper but should also attempt to pull those points together into a bigger picture.

C The paper may have significant minor or a few major grammar problems; the style may be somewhat awkward, choppy or inelegant; the thesis should be obvious and argumentative. Each of the three supporting paragraphs should have at least one kind of support (details, examples, textual support) and explanation. Original thought is outweighed by the reproduction of support from class discussion and/or readings. The refutation must address the counterargument, and the conclusion must at least reiterate the supporting points. Note that a C- is the minimum passing grade for an 1159 paper.

D A paper that receives a D generally will have most of the components of a C paper, but will be missing one essential criterion. It will perhaps have only two supporting points, or two of the three supporting points will be essentially the same. It may have many grammatical problems but be otherwise adequate. It may lack a clear, argumentative thesis that relates to the supporting points. Any number of things may be wrong, but this grade indicates that the writer is close to doing adequate work.

F A failing paper will be missing more than one essential criterion for a C paper.

Breakdown of Grade: Final grades will be determined by the following formula:

Class participation ¹	10%
Project One	40%
Project Two	40%
<u>Final Exam</u>	<u>10%</u>
Total	100%

¹ This includes contributions to class discussion; coming to class having read and prepared to discuss the assigned material for that day; class presentations; attendance in the library class and any conferences scheduled with the instructor; quizzes; other components of the class that the instructor finds to be necessary.

A Note Regarding Our Textbook: Not to put too fine a point on it, but our text is a confusing and frustrating book to use. However, it is what all sections of 1157 and 1158 are required to use, so let's make the best of it. It is a "customized" textbook, which means that the publisher has assembled it by excerpting sections from two separate textbooks by Mr. Ballenger and adding some examples of student writing from our program here at UNO. The first section, taken from Ballenger's 4th edition of *The Curious Writer*, comprises the first 699 pages of the book, plus an index; the second section, taken from Ballenger's 7th edition of *The Curious Researcher*, comes after the index to the first section and *restarts the pagination*, going from pages 1-339. This section is followed by a section called "Student Essays," which, again, *restarts the pagination*, going from SE 1-SE 50. In the following daily schedule of readings, the first section excerpted from *The Curious Writer* will be designated CW; the second section excerpted from *The Curious Researcher* will be designated CR; and the section from "Student Essays" will be designated SE.

Daily Schedule

August

W	19	Introduction to class; go over syllabus.
F	21	In-class writing; bring loose leaf paper and a blue or black ink pen.
M	24	Come to class having read & prepared to discuss CR pp. 32-40, <i>Making the Most of an Assigned Topic</i> , <i>Developing a Working Knowledge</i> and <i>Narrowing the Subject</i> .
W	26	Come to class having read & prepared to discuss CR pp. 53-73, <i>A Complementary Research Strategy</i> and <i>Developing Focused Knowledge</i> . Go over how to use the Bureau of Labor Statistics' <i>Occupational Outlook Handbook</i> , http://www.bls.gov/ooh/ .
F	28	Tentative date for library research class. We will NOT meet in our classroom but rather in the library, room TBA. Summary of OOH's information on your subject due.
M	31	Summary of a library source (i.e., an article from the databases on your subject) due; be prepared to summarize and explain your article and its subject for the class if called upon.

September

W	2	Come to class having read & prepared to discuss CR pp. 101-117, <i>Writing in the Middle</i> , <i>Plagiarism</i> , and <i>Making Information Your Own</i> .
F	4	Summary of an online source due; be prepared to summarize and explain your article and its subject for the class if called upon.
M	7	No class—Labor Day.
W	9	In-class writing; bring loose leaf paper and a blue or black ink pen.
F	11	Come to class having read & prepared to discuss CR pp. 143-166, <i>Getting to the Draft</i> , <i>Organizing the Draft</i> , <i>Preparing to Write the Draft</i> , and <i>Starting to Write the Draft</i> . Sign up for 5-minute presentations on your subject.
M	14	Presentations.
W	16	Presentations.
F	18	Presentations.

M	21	Come to class having read & prepared to discuss CR pp. 221-233, <i>Guide to MLA Style</i> . It is very important to bring your book to class with you.
W	23	Come to class having read & prepared to discuss CR pp. 185-97, <i>Revising for Structure</i> , and pp. 201-211, <i>Revising for Language</i> . Sign up for project one conferences with instructor. "Works Cited" page in MLA style due.
F	25	No class.
M	28	No class; mandatory conferences with instructor. All conferences will take place in the instructor's office and students MUST bring with them a rough draft of project one; failure to attend one's conference and/or to bring a rough draft of at least four pages will count as an unexcused absence.
W	30	No class; mandatory conferences with instructor.
October		
F	2	No class; mandatory conferences with instructor.
M	5	Project One due: turn in <i>everything</i> you have written relating to project one, including graded summaries, printed or photocopied sources, et cetera. Give out & go over project two assignment.
W	7	Come to class having read and prepared to discuss: CW pp. 168-71, <i>Review 3</i> ; SE 1-6, <i>Independent Record Labels and the Changing Music Industry</i> ; and SE 13-17, <i>Red Dead Redemption-Review</i> .
F	9	Come to class having read and prepared to discuss: CW pp. 162-165, <i>A Christmas Story</i> , and CW pp. 189-190, <i>how to Not Feel Good and Feel Good About It</i> .
M	12	Bring in a list (typed!) of 3 possible topics for project two on popular culture. Discussion: how do we locate suitable online sources on pop culture?
W	14	In-class writing; bring loose leaf paper and a blue or black ink pen.
F	16	No class.
M	19	Come to class with a (typed!) summary of an online source about your topic. Discussion: how do we locate suitable scholarly sources on pop culture?
W	21	Come to class with a (typed!) summary of a library source about your topic. Come to class having read and prepared to discuss CR pp. 45-6.
F	23	Come to class having read and prepared to discuss CW 193-197. Sign up for 5-minute presentations on the three possible subjects for project two.
M	26	Presentations.
W	28	Presentations.
F	30	Presentations.
November		
M	2	Project two proposals due; come to class having read & prepared to discuss CW, chapter 7, "Writing an Argument," pp. 235-49.
W	4	Come to class having read & prepared to discuss CW, chapter 7, "Writing an Argument," pp. 250-60.
F	6	Come to class having read & prepared to discuss CW, chapter 7, "Writing an Argument," pp. 260-73.

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| M | 9 | Come to class having read & prepared to discuss CW, chapter 7, "Writing an Argument," pp. 274-83. |
| W | 11 | Come to class having read & prepared to discuss CW, pp. 166-172, <i>Writing for Reader Interest</i> , and pp. 214-218, <i>Proofreading Your Paper</i> . |
| F | 13 | Come to class having read & prepared to discuss CW, Appendix C, "The Essay Exam," pp. 611-18. Discussion of essay exam criteria. Sign up for class presentations on your researched argument for project two. |
| M | 16 | Class presentations on your researched argument (approximately 5-6 minutes). Feel free to identify difficulties you are having and ask for help from your peers. Also, be ready to ask questions and offer suggestions to your peers when listening to their presentations. |
| W | 18 | Continue class presentations. |
| F | 20 | Continue class presentations. Sign up for conferences with the instructor on the rough draft of project two. |
| M | 23 | Continue class presentations. |
| W | 25 | No class; please let the instructor know if you would like to speak with her about project two and she will make herself available this day. |
| F | 27 | No class—Thanksgiving. |
| M | 30 | No class; conferences. Make sure to bring with you to your conference a rough draft of at least 4 pages and a copy of your "Works Cited" page in MLA format. FAILURE TO BRING EITHER OR BOTH OF THESE TWO COMPONENTS WILL RESULT IN A LETTER GRADE REDUCTION OF YOUR GRADE ON PROJECT TWO. |

December

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| W | 2 | No class; conferences. |
| F | 4 | Last day of class. Final draft of project two due: remember to turn in everything you have written relating to project two. Class evaluations; discussion of final exam prompts. |
| W | 9 | Final exam, 7:30-9:30 a.m.; instructor will return project two; bring the rest of your portfolio (that is, all material related to project one) with you to the exam. The instructor will keep <u>all</u> your graded work for one calendar year, after which you may contact her to arrange to come by her office and retrieve your work. Please note: all portfolios are due at this time and will not be accepted later; if you do not turn your portfolio in, you CANNOT pass the class. Also bring loose leaf paper and a blue or black ink pen. |