

Shaw University
College Composition and Argument
Spring 2007

Professor Gray-Elamin

Class Time: MWF 10:00-10:50

Office Hours: Mondays 8:00-9:00a.m. and 12:00-1:00,

Tuesdays and Thursdays 8:30-9:30a.m., 11:00-1:00p.m.,

Wednesdays 8:00-9:00 and 12:00-1:00p.m. No Office Hours on Fridays

Office Location: The Practice Cottage Room 201

TEXTBOOKS & MATERIALS

McQuade, Donald and Christine McQuade. Seeing and Writing 3. New York: Bedford/St. Martin's, 2006.

Raimes, Ann. Keys for Writers: A Brief Handbook. New Jersey: Houghton Mifflin Co., 2004.

COURSE DESCRIPTION

English 112 is a course in argument and analysis—designed to strengthen interpretive and evaluative skills. It introduces literary and critical analysis and focuses on developing argumentative and persuasive skills. This course also incorporates a research component.

COURSE OBJECTIVES

1. To help students write clarity and purpose appropriate to audience and occasion.
2. To help students write unified, well-developed, and coherent essays.
3. To strengthen students' organizational skills.
4. To develop students' critical, analytical, and argumentative skills.
5. To help students evaluate evidence and reasoning.
6. To help students evaluate argumentative and rhetorical strategies.
7. To help students account for discrepancies among arguments on the same topic.
8. To strengthen students knowledge of grammar and mechanics.
9. To improve students basic writing and research skills (summarizing, paraphrasing, quoting, synthesizing and documenting).

NCATE STANDARDS & INDICATORS

English 112 is intended to comply with the following “Core Standards for Teachers in North Carolina,” including their accompanying indicators, as approved by the NC State Board of Education in 2002:

- Standard (S) 1: Teachers know and understand the English language.
S2: Teachers know and understand the reading process.

- S3: Teachers know and understand written and oral composing processes.
- S5: Teachers understand the range, impact, and influence of technology, print and non-print media in
In constructing meaning.
- S10: Teachers use instruction that promotes understanding of varied uses and purposes for language.
- S11: Teachers foster in students an awareness of their own and others' cultures.
- S12: Teachers recognize commonalities and individual differences within the classroom.
Technology (T) S1, Indicator (I): Teachers demonstrate introductory knowledge, skills, and
Understanding of concepts relating to technology.
- T S2 13: Teachers identify and locate technology resources and evaluate them for accuracy and suitability.
- T S3 11: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.
- Core S2, 18:
Teachers teach communication, thinking, and problem solving skills.

Diversity(D) S2, 12

Teachers assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills.

- D S4, 13: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Conceptual Framework Theme: To produce graduates who are critical thinkers and problem solvers with the professional dispositions and technological skills necessary to function as competent and effective teachers in a diverse world.

Standard 1: Teachers know and understand the English language.

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Standard 5: Teachers understand the range, impact, and influence of technology, print and non-print media in constructing meaning.

Standard 10: Teachers use instruction that promotes understanding of varied uses and purposes for language.

Standard 11: Teachers foster in students an awareness of their own and others' cultures.

EVALUATION	POINTS
Three Essays	300 points total (100, 100, 100)
Tests, Quizzes and Classwork	140 points total
Attendance and Participation	100 points total
Cooperative Group Activities	160 points total
Midterm Exam	100 points total
Final Exam	200 points total
Total Possible Points	1000

GRADING SCALE

900-1000	A
800-899	B
700-799	C
600-699	D
599 and below	F

If we have additional assignments, they will increase the possible point total for the semester. Your final exam will be graded by another professor in the Humanities Department as follows: Content 50 points, Style 15 points, Grammar/Mechanics/Spelling 35 points (3 points will be deducted for each error up to 35 Points).

To prepare you for the Final Exam, I will grade your three major essays as follows: Content 60 Points, Style 15 points, Grammar/Mechanics 25 points(2 points will be deducted for each error up to 25 Points).

COURSE POLICIES

1. Quizzes, homework, and in-class writing assignments can only be made up within the week of returning to class if you present a Shaw University letter indicating you were representing the University at an athletic event or officially sanctioned SGA appointment.
2. Essays are due **in-class** on the **date assigned**. Papers submitted anywhere except in class will not be accepted. For each class day that the essay is late, 10 points will be deducted. This means that an essay turned in a week will fail (receive a grade of D or lower).
3. Plagiarism is a serious offense. Therefore, a plagiarized essay will earn zero points and may, at the professor's discretion, be taken to administration.
4. Class attendance is expected, with each class being worth 3 points for those students who arrive less than 15 minutes late. Non-attending and late students will receive zero points.

5. Coming to class regularly is essential. Missing more than one week of class almost ensures a poor or failing grade for the course.
6. In accordance with University policy, the following behavior codes will also be observed: “ To enhance the learning atmosphere of the classroom, student are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive swearing, wearing clothes that impede academic learning such as, but not limited to, body revealing clothing and excessively baggy pants, hats/caps, and/or headdress). Students will turn off cell phones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student may appeal the decision to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President of Academic Affairs, followed by the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the Department Chair. Each behavior construed by the professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The faculty member should retain a copy for her own records. Additional student behavior codes may be found in Student Affairs.”

SCHEDULE OF READINGS & ASSIGNMENTS (This schedule may change dates and requirements for the class.)

Week 1 Introduction to the Course

Review of Syllabus
Review of the Writing Process
Writing Evaluation

Week 2 Reading Diagnostic

Review Reading Diagnostic
Grammar Diagnostic
Keys for Writers pp. 3-33

Week 3 Writing Diagnostic

Writing Workshop Evaluation
Final Essay due 1-29-2007

Week 4 “Writing Matters” in *Seeing and Writing* 3 pp. 2-26

Keys for Writer pp. 34-56
Selected Reading on the Writing Process
Discuss and begin in-class essay

Week 5 Revise the in-class essay

Visit the computer lab
“Observing the Ordinary,” pp.27-37
Class Discussion and Reflection
“The Pencil,” pp. 39-43

Week 6 “Retrospect: Advertising on the Run,” pp.57-65
Cooperative Group Activities
Video: Supersize Me
Review for midterm exam

Week 7 Cooperative Group Presentations
Students bring 2 advertisements to class that reflect American culture
Students compare pp.264-265 and pp.318-319 for discussion
What do Americans value? How has our culture changed?
Review for Midterm Exams

Week 8 Begin discussion of Term Paper/ **Essay 2**
Essay #2 is due 3/14/2005
Discuss “THE RESEARCH PROCESS”
Begin Midterm Exams

Students will compose a 3-4 page research paper about one of the following topics:

- 1) Commercial Wars
- 2) History Through Advertising
- 3) Advertising and the Global World
- 4) Images and Perceptions in the Media
- 5) Economic Class in the Media

The argumentative research paper is due March 14, 2007.

Week 9 Continue Midterm Exams
Keys for Writers pp. 66-76
Writing Project Writing Workshop on Research Paper
Writing Workshop on the Research Paper
“Visualizing Composition” in *Seeing and Writing 3*, pp.73, 209

Week 10 Work on outline in class
Discuss and Work on Works Cited page in-class
Keys for Writers, pp. 79-138
Argumentative Research Essay due 3-14-2007

Week 12 More about support for arguments and claims
About Documentation

Writing Workshop on Research Paper
Revision and Editing Activities

Read “Badge of Honor” pp. 94-103 in *Seeing and Writing 3*

Week 13 Students in Group 1 will read and present “Seeing” from *Seeing and Writing 3* pp. 108-117. Students will discuss the concept of perception, and they will use Ten Ways to Analyze Literature to critique the reading selection.

In-Class Essay: All students will compose a 3-4 page essay supporting or refuting the expression that “art imitates life.” Students must provide examples and details for their essays.

(OR)

In-Class Essay: Students will compose a 3-4 page essay discussing how readers and/or writers visualize and interpret the world through literature.

Use “Context: Osorio” (page 97) and “Context: Marshall (page 171) to help you write this essay.

EASTER BREAK/ SPRING BREAK

Week 14 Writing Workshop Evaluation

Group 2 will discuss “The Chinatown Idea,” pp. 172-175

Group participants will compare Liu’s “Chinatown Idea” to their own perspectives on an African-American idea through visual images.

Class Synthesis and Reflection

Group 3 presents “No Place Like Home,” pp. 182-190

Students will use visuals to demonstrate master-planned communities. Students will also use the reading selection to discuss class in America in connection to the purpose of master-planned communities.

Synthesis Discussion and Reflection

Week 15 **Group 4 presents “Homeplace,” pp. 210-214**

Group 4 will also analyze the “Image of Homelessness” (pp. 180-181)

In addition, students will also use the Ten Ways to Analyze Literature To discuss the reading selection.

Poems and Essays on Poverty and Homelessness

Week 16 Reflective Essay

Review for final exam

Video

FINAL EXAMS