

ENGL 2010: INTERMEDIATE WRITING
WRITING ABOUT THE FANTASTIC
Fall 2004 Course Syllabus

COURSE DESCRIPTION:

This course emphasizes the development of an effective academic style in argumentative essays that make use of traditional rhetorical patterns. A major research paper is required. The class may count toward filling the skills competencies requirement for secondary education or for General Education. Prerequisite: ENGL 1010. (Students with ACT English scores below 29 are required to take ENGL 1010 before enrolling in ENGL 2010.)

MEETING TIMES AND LOCATION:

ENGL 2010 Section 16
TR 1:00-2:15 p.m.
BC 301

INSTRUCTOR:

Kyle Bishop	Office:	BC 304A
	Office Hours:	MTWRF 10-11 a.m. & MTWR 3-4 p.m.
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COURSE OBJECTIVES:

The goal of this course is to increase students' abilities to write lucid, well-organized essays for an academic audience; to increase students' abilities to read and write critically and creatively; to acquaint students with the necessary steps for academic and research writing; and to help prepare students to write essays in other classes or for audiences outside the boundaries of the classroom. Emphasis will be placed on utilizing and synthesizing information gathered from outside sources in scholarly research projects. These objectives will be achieved through reading, writing, and revision both inside and outside the classroom.

TEXTS:

Ashley, Mike, ed. *The Mammoth Book of Fantasy*. New York: Carroll & Graf P., 2001.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York: The Modern Language Association of America, 2003.

Slusser, George and Jean-Pierre Barricelli, eds. *Genre at the Crossroads: The Challenge of Fantasy*. Riverside, California: Xenos Books, 2003.

SUPPLIES:

A notebook or three-ring binder with ruled paper for in-class writing and note taking
Simple manila folders for major essays and writing revisions
Possible photocopying and printing expenses for research
Username and password for SUU computer labs (obtainable from ELC 214)
Floppy disks for backing up essays and homework

COURSE STANDARDS AND POLICIES:

Attendance: Punctuality and regular attendance are required at all class meetings. Participation points will be awarded for completion of in-class assignments and activities. Due to the nature of these assignments, these attendance points cannot be made up, even if an absence is excused. Roll will be taken at the beginning of class; five tardy days will equal one unexcused absence. **Students with more than six unexcused absences (about 20 percent of the class) will automatically fail this course.**

Class Decorum: Students are expected to be in class on time. During lectures and class discussions, students should listen attentively and take notes. Students are also expected to participate in all in-class assignments and activities. Food is not tolerated in the classroom, and cell phones must be turned off for the duration of class. Students need to stay in their seats until class has been properly dismissed.

MLA Manuscript Format: All assignments must be word processed and must comply with MLA guidelines; that is, papers must be formatted with 1" margins; typed in a 12-point, Times New Roman font; and double spaced throughout. In addition, the first page of all assignments must contain the student's name, the instructor's name, the course title, and the date on separate lines against the left margin. All assignments must also have a descriptive title, centered and just below the date line. Each page should then have a page number, preceded by the student's last name, in the upper right corner ($\frac{1}{2}$ " below the margin). (See page 133 of the *MLA Handbook* for an example.)

Late Work: All homework is due at the beginning of class on the day it is due. Major essays (both drafts and revisions) are due either in class or by 4 p.m. on the day they are due (see attached schedule). **Late work will not be accepted.** If students know they are going to miss class, assignments must be handed in early, never late. In extenuating circumstances involving health, death, or accident, exceptions may be made at the instructor's discretion (and with proper documentation).

ASSIGNMENTS:

Participation: (20 percent of final grade) Students will participate in many activities and complete many assignments in class. Activities will include student workshops, peer consultation, and other discussions. Assignments may include in-class writing exercises, essay/argument analysis exercises, and quizzes. Students must be in class to complete these activities and assignments.

ASSIGNMENTS CONTINUED:

Mini-Essays: (20 percent of final grade) Students will complete 12, 1-2 page essays. These short assignments will be based on short stories, films, and critical essays.

Interpretive Mini-Essays: Students will read nine short stories and screen five to nine films during the course of the semester (films will be screened on Tuesdays at 6 p.m.). Students must write eight (8) interpretive mini-essays; these short essays can either attempt to interpret the week's short story or film, or compare the two tales from the week. Only one interpretive mini-essay may be submitted each week, but students may miss one without penalty.

Analysis Mini-Essays: Students will read a number of example scholarly essays or other pieces of writing that concern fantasy issues. Students must write four (4) analysis mini-essays that critically discuss and analyze the act of writing itself; starting with the sample essay or argument, students will evaluate and critique the writing as writing itself (metawriting). Only one analysis mini-essay may be submitted each time, but students may miss one without penalty.

Definition Essay: (15 percent of final grade) Students will write a 3-5 page essay that defines a specific sub-genre of fantasy (traditional fantasy, science fiction, horror, magic, mythology, fairy tale, etc.) by establishing primary criteria, citing examples, and using comparison/contrast. The essay will conform to formal academic writing standards and external research may be employed (requiring proper MLA documentation conventions). Students will bring a first draft for an in-class writing workshop, submit a second draft on a pass/fail basis (20 pts.), and submit a final revision to be graded (100 pts.). This essay is required to pass the course.

Cause Essay: (15 percent of final grade) Using the film *Trekkies* as a springboard, students will write a 3-5 page essay establishing the immense popularity of fantasy and speculating about its possible cause. Although the essay will conform to formal academic writing standards, students are encouraged to use their own ideas and first-person experiences to augment the discussion (a hybrid essay style—students should establish some personal investment in the issue). External research should be employed (especially the film), and proper MLA documentation conventions will be used. Students will bring a first draft for an in-class writing workshop, submit a second draft on a pass/fail basis (20 pts.), and submit a final revision to be graded (100 pts.). This essay is required to pass the course.

Annotated Bibliography: (5 percent of final grade) Students will collect 6-8 academic sources in preparation for the argument essay. These sources will be drawn from scholarly sources, such as textbooks and journals (no more than two Web-exclusive sources will be allowed). Students will carefully evaluate the credibility of each source and provide a summary or formal abstract of the document. The format of the bibliography will be further explained in class. This assignment is required to pass the course.

ASSIGNMENTS CONTINUED:

Argument Essay: (20 percent of final grade) Students will write an 8-10 page essay that explores an existing argument concerning fantasy. (For instance, the *Harry Potter* controversy, issues surrounding *The Lord of the Rings*, violence in video games, concerns with role playing games, the meaning and value of *Star Wars*, etc.—students may use one of their previous writing assignments as a starting point.) This essay is primarily a research project, and a careful survey of existing literature (see the Annotated Bibliography assignment) will lead students to the core arguments. The essay will critically analyze the issue, present both supportive and counter arguments, and synthesize the research into a logical conclusion. As a long essay, this assignment will incorporate formal sections and headings. **Students must employ 6-8 scholarly sources (research) in this essay; the ideas of students alone will not be sufficient.** This essay will conform to formal academic writing standards and proper MLA documentation conventions will be used, including a works cited page (not part of the 8-10 page requirement). Students will bring a first draft for an in-class writing workshop and submit a final revision to be graded as part of the portfolio (100 pts.). This essay is required to pass the course.

Portfolio: (5 percent of final grade) Instead of a final exam, students will compile a final essay packet or portfolio. This packet will include (1) a cover letter, (2) a revision of one interpretive min-essay, (3) a revision of one analysis mini-essay, and (4) the revised version of the Argument Essay. The portfolio is required to pass the course.

GRADING POLICY:

In-class activities and assignments, along with the mini-essays, will be graded on a pass/fail basis. Major essays will be carefully evaluated based on a precise grading rubric using a 100-point scale, with 10 points coming from each of the following categories: audience, purpose, viewpoints, organization, generalizations, evidence, quotations/sources, style, grammar, and format (see page 6). **Failure to conform to length, research, or content requirements will result in a 10-point penalty per deficiency.**

Students’ final grades will be calculated based on the following weights for individual assignments and the following grading scale:

Grading Components	Grading Scale			
Participation20%	93-100%	A	73-76%	C
Mini Essays.....20%	90-92%	A-	70-72%	C-
Definition Essay 15%	87-89%	B+	67-69%	D+
Cause Essay15%	83-86%	B	63-66%	D-
Annotated Bibliography5%	80-82%	B-	60-62%	D-
Argument Essay20%	77-79%	C+	0-59%	F
Portfolio5%				

ATTENDANCE POLICY:

Students are expected and required to attend class and be on time. **Five late days equal one absence.** The only exceptions to this policy are absences due to (1) emergencies that can be officially documented or (2) university-related events that have been officially designated as occasions meriting “excused absence” status and that have been communicated **in advance** by a university official. **Students with more than six unexcused absences will fail the course.** Even if students are justifiably absent, they are responsible for any missed homework, although **in-class activities cannot be made up.**

STUDENT FEES:

This course carries a \$20 Writing Center fee, which allows students to use the Writing Center lab. Designed to give students the chance to talk their papers over with friendly peer consultants who are strong academic writers, the Writing Center is located in BC 204 and is open Monday through Thursday (8 a.m. to 5 p.m.) and Friday (8 a.m. to 3 p.m.). The center can help students at any stage of the writing process, from brainstorming to polishing. To make an appointment, students should drop by the Writing Center, call 865-8176, or send an e-mail to writingcenter@suu.edu. Although the center accepts drop-in appointments, it is safest to make an appointment a few days ahead. Students should remember to bring their professor’s written assignment to their appointment to ensure a productive discussion. Students may visit the center’s Web site (<http://www.suu.edu/hss/english/writingcenter>) to find out more about what it can offer.

ACADEMIC INTEGRITY POLICY:

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. **Any student caught plagiarizing a paper will immediately fail that assignment and possibly the entire course.** Students are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ACCOMMODATION OF STUDENTS WITH DISABILITIES:

Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD) in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

DISCLAIMER:

Information contained in this syllabus—other than the grading, late assignments, makeup work, and attendance policies—may be subject to change with advance notice, as deemed appropriate by the instructor.