

## English 2010-Spring 2012

### Writing About Southern Experience

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#### Course Syllabus and Policies

Texts: *From Critical Thinking to Argument* by Sylvan Barnet/Hugo Bedau 2<sup>nd</sup> ed. (0312459882)  
*Creeker* by Linda Scott DeRosier (081319024X)  
*MLA Handbook* 7<sup>th</sup> ed. (1603290241)

#### Class Description

English 2010 is a class designed to introduce students to the argument essay where students both read and write arguments on various topics. Our goal in this class is to help students read and write arguments using critical thinking.

#### Learning Objectives

At the completion of this class, the students should know how to write an argument paper recognizing Aristotelian appeals as well as Toulmin logic. They should be able to correctly incorporate credible sources using MLA style. Also, various viewpoints should be recognized in the arguments. The students should also be able to read critically and be able to enter into the conversation of the argument.

#### Writing Center

Starting the second week of the semester, the BC204 Writing Center is **open 8-5 Monday through Friday and 1-4 Saturday** to help you navigate any stage of the writing process. Just visit the center or e-mail us at [writingcenter@suu.edu](mailto:writingcenter@suu.edu) to reserve your half hour session or 50-minute appointment with an English major skilled in writing academic papers. We also accommodate walk-in appointments when our schedule board is not filled. Please realize that we do close early (at noon) on class days that fall before school holidays. We're closed on holiday weekend Saturdays and during Finals Week. For more information, visit the Writing Center website <http://suu.edu/hss/english/writingcenter/>

#### Late Work

Due to the numerous points possible in this course, I do not accept participation work late. Major papers may be turned in late with prior approval. You are responsible for turning in assignments on time on the day they are due.

#### Conferences/ Peer reviews

We will be meeting one-on-one to discuss your progress in the class as well as your writings. These meetings are required but casual. Please bring any questions you wish to discuss with me. Also, because writing is a process, rough drafts are a part of every paper. For each paper, we will have peer reviews of these rough drafts which will be turned in along with the final draft. These peer reviews are required for both the graded final paper and for participation points.

### **Attendance Policy and Participation**

Your success in this course will be a product of your efforts in completing out of class reading and writing assignments and your attendance and participation in class sessions. To do well, you must attend class having completed the reading and writing assignments. This course is designed to give you opportunities to learn in several different ways: by participating in small groups, by participating in conversation within the larger classroom community, and by working individually. If you are absent, it is your responsibility to contact a classmate and find out what you missed. If you are unclear about an assignment, please see me during office hours or email me. I take roll every day, and I also pay attention to who does and does not participate in class. Around mid-semester, I will give you an evaluation of your participation grade. If you are not sure how you are doing, feel free to ask me. I count participation as making comments or asking questions in class, participation in small group activities, and paying attention during lectures. This is college level course and therefore talking out of turn during lectures is not acceptable. Respect is expected for those who express ideas that may differ from your own. If your behavior is not acceptable, you will be asked to leave class and must talk to me before returning. Please no texting during class. **Please note:** you are responsible for all information and any changes announced in class.

### **Grades/Evaluations**

25% Participation (assignments, quizzes, and in-class activities)

20% Paper one (4-6 pages)

10% Proposal for final paper

10% Annotated bibliography

25% Final paper on Southern Issues (10-12)

10% Paper rewrite

Papers and assignments will be due during class. Papers shorter than required will not receive full credit.

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|--------|----|-------|----|-------|----|
| 92-100 | A  | 80-81 | B- | 69    | D+ |
| 90-91  | A- | 79    | C+ | 68-62 | D  |
| 89     | B+ | 78-72 | C  | 60-61 | D- |
| 88-82  | B  | 70-71 | C- | 59-0  | F  |

## Tentative Schedule:

(this may change at anytime)

### January

- 10- Intro to Writing about Southern Experience
- 12- "A Rose for Emily" by William Faulkner/**Assignments given**
- 17- Ch 1 "Critical Thinking" in *From Critical Thinking*/Discuss Aristotelian appeals
- 19- Movie
- 24- Movie
- 26- Ch 2 "Critical Reading: Getting Started"/ Article on *Mockingbird*
- 31- Ch 3 "Critical Reading: Getting Deeper into Arguments" / Logical Fallacies

### February

- 2- Civil Rights Discussion
- 7- Tuskegee/ MLA Handbook
- 9- Katrina
- 14-*Creeker*/discuss proposals
- 16-*Creeker*
- 21-Oil Spill/Mining/ **Rough drafts due for paper 1**
- 23-Ch 8 "Toulmin Model"/Ch 5 "Writing an Analysis"
- 28- Conferences on paper 1

### March

- 1- Conferences on paper 1
- 6- Ch 6 "Developing an Argument of Your Own"/ **Proposal for final paper due**
- 8- Peer Review/ Grammar
- 13-Spring Break
- 15-Spring Break
- 20-**Paper 1 due**/ Annotated Bibliographies-bring research/
- 22-Group Annotated Bib. assignment given
- 27-group work day
- 29-group work due/Writing exercises

### April

- 3- In-class- review of argument essays
- 5- Peer Reviews-**Annotated bibliography due**
- 10-Conferences
- 12-Conferences
- 17-**Presentations- Papers due**
- 19-**Presentations- Papers due**
- 24-Podcast
- 26 Lectures on revisions-Summary of class
- Final-TBA (revisions due 5 p.m. Wednesday of Finals week)