

Eng. 102-54  
9:30-10:45 T TH  
CHE 308

**Spring 2008**

Instructor: Ms. Sylvia Johnson  
Office: LA 153 Office Hours: (Poc.) 11 – 12 MWF

Telephone: msg 282-4353 (I do not go to my office on Tuesdays or Thursdays.)

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Required texts: Behrens, Laurence and Leonard Rosen. Writing and Reading across

the Curriculum. 10<sup>th</sup> ed. New York: Pearson/Longman, 2008.

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. A Writer's

Resource: A Handbook for Writing and Research. Boston: McGraw/Hill,

2007.

**You are expected to maintain your ISU email account to print out essays and study guides I email to you and to be informed of class cancellation, if the need arises. (Keep it free of trash, so important email doesn't "bounce" out.)**

**Course goals and student learning outcome objectives:** This course has been designed to help students acquire the reading and writing skills needed for critical analysis. We will practice writing summaries, critiques, and syntheses, utilizing MLA documentation. We will also access library and/or Internet resources for the creation of research essays, evaluating the validity of a variety of source material. As indicated in the Departmental guidelines for English 102, upon completion of this course, students should be able to critically analyze and interpret expository and argumentative essays from a variety of perspectives. They should be able to use appropriate research methods to gather, evaluate, analyze and synthesize material from both primary and secondary sources, and their writing should demonstrate an understanding of good writing: supporting theses developed from thorough consideration of multiple perspectives on significant issues, using a variety of rhetorical strategies for a range of audiences and purposes, and controlling conventions of written English for academic purposes, including summary, paraphrase, and appropriate documentation style.

**Assignments:** You will have writing exercises which we will discuss in class, and you will produce four essays that you will be expected to have edited and revised before they are graded. You will receive detailed written and verbal instruction for these assignments in class. All assignments are due on the day indicated in the syllabus. Grades for late assignments will be reduced by 10% for each day, including Saturdays and Sundays, they are late. You will also be expected to make a short presentation of your research process for your final essay, after having received written and verbal instruction. Missing your presentation will lower the grade for your fourth essay.

**Attendance and Decorum:** Attendance is required in English classes. Missing class results in missed information, resulting in a lower grade. Tardiness may also lower your grade. Respectful conduct is expected at all times in college-level courses. That means coming to class on time, staying the full class period, listening while others are speaking, responding thoughtfully during discussions, and expressing your ideas politely. **Cell-phones must be shut off during class.**

*Note: I may not address a behavioral problem directly, but it won't go "unrecorded."*

**Students with disabilities:** Students with disabilities who wish to have accommodations provided by the University must identify themselves by contacting the ADA Disabilities and Resource Center. Their program is committed to helping all students achieve their potential. If you have a disability or think you have a disability (physical, learning disability, hearing, vision, psychiatric) which may need a reasonable accommodation, please contact the ADA Disabilities & Resource Center located in Gravely Hall, Room 123, (208)282-3599, as soon as possible.

**Course grade:** Your grade will be weighted as follows:  
10% attendance, writing exercises, and constructive class participation  
15% each paper, the mid-term essay, and the final exam essay

**Grading criteria:** Your grade will be based on the following general criteria which describe qualities found in A, B, C, D, and F work. Criteria designed specifically for each essay will also be handed to you in class.

**A** essays meet all of the following criteria, which describe excellent work: thesis or main point responds thoughtfully and with originality to the assigned topic; support for the thesis or main point is compelling, relevant, detailed, and specific; organization for the essay is clear throughout, with excellent sentence-to-sentence and paragraph-to-paragraph coherence; grammar, punctuation, spelling, and word choice are excellent. This essay is nearly perfect.

**B** essays meet most or all of the following criteria, which describe good work: thesis or main point responds well to the assigned topic but may be too general or ambitious; support for the thesis is effective but could use more details on occasion; organization is generally unified; grammar, punctuation, spelling, and word choice are good with an occasional lapse into error.

**C** essays meet most or all of the following criteria, which describe adequate work: thesis or main point responds adequately to the assigned topic but may be obvious or not clear at times; support for the thesis is adequate but needs more specific details throughout; organization is appropriate but more transitions are needed throughout to maintain unity and coherence; grammar shows an adequate command of sentences and words but may reflect a need for work in sophisticated sentence patterns and with a few major grammatical errors.

**D** papers meet most or all of the following criteria, which describe marginal work: thesis fails to maintain logical coherence; support for the thesis lacks sufficient details for major and minor points; organization lacks coherence and unity; grammar shows adequate basic sentence structure but also shows a number of major grammatical flaws or an inadequate grasp of word use throughout.

**F** papers are inadequate in one or more ways: they fail to respond to the assignment; fail to clarify relevance of details provided or fail to provide details with any specific focus; lack organization and coherence at all levels; or contain frequent errors in word use and sentence structure.

**Overt Plagiarism: Presenting the ideas of someone else as if they are your own results in failure of the course.**

## Course Schedule

This course is divided into four units, and each ends in a writing assignment. Class sessions are designed to help you develop your critical analysis skills through short lectures, group and class discussions, and peer review sessions. If changes must be made to this syllabus, they will be announced in class. **Come to class having read the assigned material carefully!**

### January

- Tue. 15 Course introduction, first assignment sheet: extended summary, and a writing exercise
- Thur. 17 Behrens and Rosen (3-7, 22-47)
- Tue. 22 Maimon, Peritz, and Yancey—Paraphrase, Quotation, and Summary (Review)
- Thur. 24 Behrens and Rosen (349-51), and Asch’s “Opinions and Social Pressure” (351-57)
- Tue. 29 Milgram “The Perils of Obedience” (358-70) Discuss Peer Review
- Thur. 31 Peer review—bring a copy of your draft for each group member.

### February

- Tue. 5 The first assignment is due at class time. Discuss the second assignment—critique, and Maimon, Peritz, and Yancey—Critical Thinking, Critical Reading, and Critical Writing
- Thur. 7 Behrens and Rosen (50 – 65)
- Tue. 12 Behrens and Rosen (65 – 74)
- Thur. 14 Behrens and Rosen (239-41), and Popenoe and Whitehead “The State of Our Unions” (263-75) and Schwartz and Scott “Debunking Myths about Marriages and Families” (276-82)

- Tue. 19 Fromm “Disobedience as a Psychological and Moral Problem” (402-06) and Lopach and Luckowski “Uncivil Disobedience: Violating the Rules for Breaking the Law” (407-13)
- Thur. 21 Peer review—Bring a copy of your draft for each group member.
- Tue. 26 The second essay is due. Discuss the third assignment: explanatory synthesis with credible sources. Behrens and Rosen (99-135)
- Thur. 28 Review for the midterm
- March**
- Tue. 4 Midterm essay exam written in class
- Thur. 6 Behrens and Rosen (346,424) Maimon, Peritz, and Yancey (207-30)
- Tue. 11 Research workshop CHE 202
- Thur. 13 Research workshop CHE 202
- Tue. 18 Behrens and Rosen (501-03), Martin “A Third of Life” (503-11), and Ince “The Science of Sleep” (512-20)
- Thur. 20 Carskadon “When Worlds Collide: Adolescent Need for Sleep Versus Societal Demands” (527-37) and Pilcher and Walters “How Sleep Debt Hurts College Students” (551-61)
- Tue. 25 Spring Break
- Thur. 27 Spring Break
- April**
- Tue. 1 Peer review—Bring a copy of your draft for each group member.
- Thur. 3 The third essay is due. Discuss the fourth assignment—Argumentative Synthesis and Research Presentation: Behrens and Rosen (146-64)

- Tue. 8 Behrens and Rosen (164-88)
- Thur. 10 Lewis “The Mall as Refuge” (472-82) and Guterson “The Mall as Prison” (450-57)
- Tue. 15 Bovée and Arens “The Indictments against Advertising” (685-90)
- Thur. 17 Peer Review—Bring copies of your draft.
- Tue. 22 Your fourth essay is due. Sign-up for a presentation date and time.
- Thur. 24 Presentations
- Tue. 29 Presentations

**May**

- Thur. 1 Review for the final exam.
- Tue. 6 Final Exam between 3:00 and 5:00 p.m.
- The room number will be announced in class and posted in this building.