

ENGLISH 2000

Spring 2016

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Section: 094 MWF: 10:30 - 11:20 Allen 46
Office Hours:
M 11:30-12:30, T 9:30-11:30
or by appointment

TEXTS AND SUPPLIES

Required

Everything's An Argument. Lunsford, Andrea A., John J. Ruskiewicz, Keith Walters.
6th edition, ISBN 9781457606069 (EA)

Moodle

Back-up drive (flash or external or Google docs)

COURSE DESCRIPTION

Practice in argument writing and research-based inquiry. English 2000 is a General Education course in the English Composition Area, which is designed to develop the following competency: *LSU graduates will conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information into original discourse.*

OUTCOMES

1. Use writing and reading for inquiry, learning, thinking, communicating and persuading.
2. Learn how to conduct research and use it effectively in your written works:
 - a. Interpret, evaluate, integrate, and document information gathered from primary and secondary sources;
 - b. Understand a research assignment as a series of tasks that include: finding, evaluating, analyzing, and synthesizing information from primary and secondary sources;
 - c. Use a variety of research strategies (interviews, surveys, online and print journal articles, books and databases, etc.);
 - d. Integrate information from sources into your writing, documenting it according to appropriate conventions.
3. Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences using appropriate genre conventions.
4. Adopt appropriate voice, tone, and level of formality.
5. Apply knowledge of structure and organization, paragraphing, and mechanics.

PLAGARISM & ACADEMIC INTEGRITY

According to section 10.1 of the LSU Code of Student Conduct, "A student may be charged with Academic Misconduct" for a variety of offenses, including the following: unauthorized copying, collusion, or collaboration; "falsifying" data or citations; "assisting someone in the commission or attempted commission of an offense"; and plagiarism, which is defined in section 10.1.H as a "lack of appropriate citation, or the unacknowledged inclusion of someone else's

words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the instructor(s).”

(Sec. 10.1, LSU Student Code of Conduct: <http://saa.lsu.edu>)

Cases of academic misconduct & plagiarism will be reported to the Dean of Students.

Students will show respect for others in the classroom and *will not use cell phones or other electronic media unless asked to do so by the instructor*. In addition, a student who disrupts instruction will be asked to leave the classroom and will lose participation points for the day/week.

DISABILITY SERVICES

According to the our *General Catalog*, “The *Office of Disability Services* assists students in identifying and developing accommodations and services to help over-come barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need.” Students must provide current documentation of their disabilities to their teacher. Students should contact the office early so that necessary accommodations can be arranged.

ATTENDANCE (UWP)

When students have valid reasons for absence (see [PS-22](#)), they are responsible “for providing reasonable advance notification and appropriate documentation of the reason for the absence” and “for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.” Teachers “will assist those students who have valid reasons,” but some in-class activities are difficult to make up. Valid reasons that must be documented include: Illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations such as subpoenas or jury duty; military obligations; serious weather conditions; religious observances (see the interfaith calendar website); official participation in varsity athletic competitions or university musical events.

Absences without valid reasons, or unexcused absences, are limited to three per term in classes that meet three times a week (e.g., MWF) and two per term in classes that meet two times a week (e.g., TTH or MW). Beyond these limits, each unexcused absence will lower the final course grade by one grade increment: for example, a B+ goes to a B, a B goes to a B-, and a B- goes to a C+.

NOTE: DOCUMENTATION FOR ABSENCES ARE DUE TO THE INSTRUCTOR WITHIN A WEEK FOLLOWING THE ABSENCE.

LATE ASSIGNMENTS

Homework will not be graded if it is submitted late. Quizzes and other classroom activities cannot be made up if you miss them. If you have a valid excuse that is documented, the instructor will then assist you in making up the assignment (see attendance policy above).

*Hardcopies of assignments are due at the beginning of class. If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. If the assignment is uploaded after class has started, it will be considered one day late. For every day that an assignment is late, one letter grade will be dropped (10% deduction), unless you have made arrangements with me in advance or you provide valid documentation for your absence (see attendance policy above). You must turn in a hardcopy of

each assignment and upload a copy to our course Moodle page as back-up; however, **only hardcopy assignments will be graded and returned.**

*****IMPORTANT NOTE:** Even if Moodle says that the assignment is due by “5:00pm” or another time, assignments are ALWAYS due before the start of your class***

Technology issues are not an acceptable excuse for late and/or incomplete assignments. The secret to avoiding technology problems is completing your work **far in advance of the due date.** I will always hold the student accountable unless I have received an official notice from the university that myLSU or Moodle has been down for an entire 24-hour period before class time.

PARTICIPATION, TARDINESS POLICY & MISSED CLASS

Participation is worth 10% of your final course grade. Participating in class discussion and group and/or individual activities is vital to students' success in this course.

Therefore, you are expected to show up to class on time and ready to learn. I reserve the right to count students as absent (unexcused) after excessive lateness and/or unpreparedness. Excessive lateness in this case will include: being late to class 3 or more times, coming to class without the required materials 3 or more times, and/or not participating or listening to lectures 3 or more times (this includes sleeping, using cell phones for any reason, using technology for reasons other than note-taking or class work, being unprepared to answer questions when prompted by me, and/or participating in general day dreaming/solemn window gazing.)

The instructor will not email students the day’s notes or activities if they miss class. Instead, they should contact classmates to find out homework instructions and what we did that day in class.

List three classmates, their email addresses, and their phone numbers below:

1. _____
2. _____
3. _____

DESCRIPTION OF ASSIGNMENTS AND GRADING

Rhetorical Analysis	1000 words	Due Feb 5	15%
Evaluative Argument	700 words	Due Feb 26	20%
Causal Argument Essay	1200 words	Due Mar 28	20%
Annotated Bibliography	700 words	Due Apr 6	10%
Researched Argument Essay*	1500 words	Due Apr 25	25%*
Participation/In-class writing/Homework			<u>10%</u>
TOTAL:			100%

*Assessed Document

The University Plus/Minus Policy indicates these standards for the letter grades when used in undergraduate courses:

- The letter grade A, including A+ and A-, denotes distinguished mastery of the course material.
- The letter grade B, including B+ and B-, denotes good mastery of the course material.

- The letter grade C, including C+ and C-, denotes acceptable mastery of the course material.
- The letter grade D, including D+ and D-, denotes minimally acceptable achievement.
- F denotes failure

Plus/Minus Grading is required for all undergraduate, graduate, and professional courses using the A through F letter grading system. The letter grades A, B, C, and D have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of these letter grades. The letter grade F does not include the plus/minus distinction.

For individual assignments in this course, the following grade scale will apply: A+, A, A-=100, 95, 92; B+, B, B-=88, 85, 82; C+, C, C-=78, 75, 72; D+, D, D-=68, 65, 62; F=59 and below

For determining mid-term and final grades, the following grading scale will be used:

100-97=A+	89-87=B+	79-77=C+	69-67=D+	59 and below=F
96-93=A	86-83=B	76-73=C	66-63=D	
92-90=A-	82-80=B-	72-70=C-	62-60=D-	

CONFERENCES

You will be required to discuss your work with me in one or more conferences.

GUIDELINES FOR FORMATTING

1. Double-space (MS style), Times New Roman, 12 Point Size, 1-inch margins for all essays, including drafts.
2. When prompted, turn in source materials for your research (print outs of web-site materials) plus Works Cited for drafts and finals.
3. When prompted, turn in everything that you or I write for each assignment: the assignment sheet, all notes, brainstorming, outlines, drafts, etc.
4. Number pages: upper right.

COURSE SCHEDULE (subject to change)				Homework (due next class meeting)
Jan	13	W	- Introduction to the course/texts - Overview of Syllabus - Letter of Introduction	- Read EA Ch. 1 (pp. 3-29) - Sign syllabus and return/email
	15	F	-Discussion of plagiarism form - Discussion of EA Ch. 1 -lecture on Rhetl Appeals/Formatting an essay	-Read EA Ch. 2-4 -Sign plagiarism form and return
	18	M	MLK holiday (no class)	- (see above)
	20	W	- Review of Rhetorical Appeals - Class activity on Rhetorical Appeals	-Read EA Ch. 5 (pp. 74-88) -Read Swift's <i>A Modest Proposal</i> (Moodle)
	22	F	- Discussion of EA Ch.5 - Discussion of <i>A Modest Proposal</i> - Class activity on logical fallacies (Final date for dropping courses without receiving a grade of "W", 4:30 p.m. deadline)	-Read EA Ch.6 (pp. 90-120) -Read Op-Ed article, "Why Not Utopia?" by Mark Bittman (Moodle)

	25	M	<ul style="list-style-type: none"> - Discussion of Rhetorical Analysis assignment - Discussion of <i>EA</i> Ch. 6 - Discussion of "Why Not Utopia?" - Brief intro to library research (DailyOpEd) 	<ul style="list-style-type: none"> - Read Auden's "The Unknown Citizen" (Moodle) - Chose topic for Rhetorical Analysis using DailyOpEd: bring printed topic (editorial) to next class for my approval
	27	W	<ul style="list-style-type: none"> - Rhetorical Analysis topics due; bring printed editorial to class for my approval - Discussion of "The Unknown Citizen" - Practice Rhetorical Analysis using "The Unknown Citizen" - Crafting thesis statements 	<ul style="list-style-type: none"> - Continue working on Rhetorical Analysis Draft - Write thesis-statement-in progress for Rhetorical Analysis: bring written thesis-statement-in progress for my approval
	29	F	<ul style="list-style-type: none"> - Thesis-statement in progress due: bring written thesis-statement-in progress for my approval - Review the structure of an essay - Review of MLA style - Class activity on MLA style 	<ul style="list-style-type: none"> - Complete Rhetorical Analysis Draft
Feb	1	M	<ul style="list-style-type: none"> - Grammar Worksheet - Rhetorical Analysis first draft due - Peer review 	<ul style="list-style-type: none"> - Revise Rhetorical Analysis draft using feedback from Peer Review session
	3	W	<ul style="list-style-type: none"> - Rhetorical Analysis revised draft due - Peer review 	<ul style="list-style-type: none"> - Finalize Rhetorical Analysis
	5	F	<ul style="list-style-type: none"> - Rhetorical Analysis due (hardcopy and Moodle) - Introduction to Evaluative Argument assignment - Discussion of list of films (topics) 	<ul style="list-style-type: none"> - Read <i>EA</i> Ch. 10 (pp. 214-241) - Choose film for Evaluative Argument
	8	M	Mardi Gras holiday (no class)	<ul style="list-style-type: none"> - (see above)
	12	F	<ul style="list-style-type: none"> Class resumes - Discussion of <i>EA</i> Ch. 10 - Discussion of example essays in Ch. 10 - Evaluative Argument topics due (submit to Moodle forum by beginning of class) 	<ul style="list-style-type: none"> - Watch (or re-watch) your chosen film and answer the list of questions posted to Moodle. (Hint: These questions will help you to get started with your evaluative argument draft!)
	15	M	<ul style="list-style-type: none"> - Discussing movie questions group activity 	<ul style="list-style-type: none"> - Continue working on Evaluative Argument Draft
	17	W	<ul style="list-style-type: none"> - Summary vs. Analysis vs. Argument (Lecture and Activity) Midterm grades due 	<ul style="list-style-type: none"> - Read example evaluative argument (on Moodle) - Continue working on Evaluative Argument Draft
	19	F	<ul style="list-style-type: none"> - Discussion of example evaluative argument - Lecture on the structure of an evaluative argument 	<ul style="list-style-type: none"> - Read <i>EA</i> Ch. 13 - Continue working on Evaluative Argument Draft
	22	M	<ul style="list-style-type: none"> - Discussion of Ch. 13 - Lecture on style in arguments 	<ul style="list-style-type: none"> - Complete Evaluative Argument Draft
	24	W	<ul style="list-style-type: none"> - Evaluative Argument draft due - Peer review 	<ul style="list-style-type: none"> - Finalize Evaluative Argument using feedback from peer review
	26	F	<ul style="list-style-type: none"> - Evaluative Argument due (hardcopy and Moodle) - Introduction to Casual Argument Assignment 	<ul style="list-style-type: none"> - Read <i>EA</i> Ch. 11 (pp. 242-272)
	29	M	<ul style="list-style-type: none"> - Discussion of <i>EA</i> Ch. 11 - Discussion of possible topics for Causal Argument Essay ("12 Ways the World Could End" study by Oxford Scientists) 	<ul style="list-style-type: none"> - Chose topics for Causal Argument; write a brief explanation of your chosen topic to be turned in - Wednesday's class will be Library Day! Room location in Middleton TBA

Mar	2	W	- Library Day! Meet in Middleton - Causal Argument topics due	- Read <i>EA</i> Ch. 18 (pp. 410-417); re-read (skim) Ch. 3 (pp. 42-53)
	4	F	- Discussion of <i>EA</i> Ch. 18 and Ch. 3 - Evaluating Sources Class Activity	- Read <i>EA</i> Ch. 19 and Ch. 20 (pp. 418-445) - Prepare a list of possible sources for your Causal Argument Essay (At least 4 sources). Bring the list, along with your laptop or printed copies of your sources to class.
	7	M	- Discussion of <i>EA</i> Ch. 19 and Ch. 20 - Integrating quotes lecture - Evaluating Sources Group Activity	- Finalize list of sources for Causal Argument essay; bring list with you to class for my approval
	9	W	- Turn in list of sources for Causal Argument for my approval - Thesis statement workshop (synthesis and making a claim)	- Write thesis statement in-progress for Causal Argument. Bring it with you to class (either printed, on your laptops, or hand-written) for me to approve (due at the beginning of class).
	11	F	- Causal Argument thesis statement in-progress due - Review of MLA style (Purdue OWL) - MLA style worksheet	- Continue working on Causal Argument draft
	14	M	- Sign-up for conference meetings - In-class writing on Causal Argument essay (**bring laptops!!)	- Complete Casual Argument draft
	16	W	- Causal Argument first draft due - Peer review	- Revise Causal Argument draft using feedback from peer review. Bring revised draft and work cited list to conference meeting.
	18	F	- Scheduled conference meetings	- Finalize Causal Argument essay
	21	M	Spring Break begins (no class)	(see above)
	28	M	Class resumes - Causal Argument due (hardcopy and Moodle) - Introduction to Researched Argument and Annotated Bibliography	- Read <i>EA</i> Ch. 16 (pp. 273-306) - Think about some possible claims you might include in your argument. Bring some of those claims with you to class
	30	W	- Discussion of <i>EA</i> Ch. 16 - Claim discussion group activity (by major) - Explanation of Annotated Bibliography formatting (if time allows)	- Read sample Annotated Bibliography (on Moodle) - Confirm your Researched Argument topic on Moodle forum
Apr	1	F	- Researched Argument topics due (to Moodle page) - Practice Annotated Bibliography entry activity - Review of library resources	- Create list of sources for Annotated Bibliography; bring them with you to class (and bring your laptop to class on Monday!)
	4	M	- Source list due - Research and in-class writing day **bring laptops!!!! (Final date for dropping courses, 4:30 p.m.)	- Complete Annotated Bibliography - Reading TBD
	6	W	- Annotated Bibliography due (hardcopy and Moodle) - Discussion of reading	- Read sample student Researched Argument essays (on Moodle)
	8	F	- Discussion of sample student essays - Thesis statement workshop	- Write thesis statement in-progress for Researched Argument; bring written/typed thesis-statement-in-progress for my approval

	11	M	- Thesis statement in-progress due - Integrating quotes review - In-class writing of Researched Argument draft (bring laptops!)	- Continue writing thesis statement in-progress
	13	W	- In-class writing of Researched Argument draft (bring laptops!) - Sign up for individual conferences	- Complete Researched Argument draft
	15	F	- Researched Argument first draft due - Peer Review - Reminder of conference meeting times	- Revise Researched Argument draft based on peer review feedback; bring Revised Draft and Works Cited list to conference meeting
	18	M	- Individual conference meetings with me (no class!)	- Continue working on Researched Argument deaft
	20	W	- Individual conference meetings with me (no class!)	- (see above)
	22	F	- Researched Argument revised draft due - Discussion of presentations - Peer review	- Finalize Researched Argument essay
	25	M	- Researched Argument due (hardcopy and Moodle) - Presentations on Researched Argument	
	27	W	- Presentations on Researched Argument	
	29	F	- Presentations on Researched Argument - Conclusion; Reflection on argument	

Finals week: *NO FINAL.*

Final Grades Due (for degree candidates): Tuesday, May 10, 9:00 a.m.

Final Grades Due (for non-degree candidates): Wednesday, May 11, 9:00 a.m.

Syllabus Agreement

I, _____, have read and understood the policies on this

(PRINT NAME)

document and I agree to abide by the terms of this syllabus: including policies on cell phones, conferences, attendance, participation, no plagiarism, academic integrity, and student conduct, etc.

Date: _____

Signature: _____