

English 1551

Spring 2002

Mrs. Mary Lou Henneman

Course Code 1051 (800-850) **M, W—DeBartolo B038**, F—Cushwa 2058

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English 1551 is a computer course. Fees for this course purchases and maintains computer hardware, software, supplies, and support services.

Prerequisites:

You must have passed English 1550 with a C or taken an equivalent course at another university. If you are not sure if you are in the right class, check with your teacher.

Course Description:

The purpose of this course is to guide you through the process of writing research-based argumentative essays. The course will also prepare you for using the computer as a research and communication tool that gives you access to the vast amount of information found on the Internet and World Wide Web. We will focus on the importance of carefully and critically evaluating on-line sources just as you would print materials. **Since this class includes computer research, you will need to plan extra time to work on projects.**

General Education Requirements: (Material describing the general education requirements and goals are taken directly from the Writing II general syllabus.)

Writing 2 fulfills YSU's General Education Writing Requirement and fulfills GER goals 1, 2, and 3:

Goal 1: Write and speak effectively. Students demonstrate communication skills necessary to function in society and to compete in the global marketplace.

Goal 2: Acquire, process, and present quantitative and qualitative information using the most appropriate technologies, including computers. Students demonstrate the ability to select and use effectively the most appropriate technologies for gathering, analyzing and manipulating, transmitting, storing and presenting information.

Goal 3: Reason critically both individually and collaboratively, draw sound conclusions from information, ideas, and interpretations gathered from various sources and disciplines, and apply those conclusions to one's life and society. Students will demonstrate the ability to reason critically, to distinguish among forms of argumentation, and to derive justified conclusions.

For further information about GER and GER goals, consult the *YSU Bulletin*, your advisor, or the University's website at www.ysu.edu.

Goals:

This course will help you to

- extend the critical reading and thinking skills and abilities you developed in Writing I.
Critical thinking is required at every step of the writing process. It is particularly important when collecting data through research, analyzing its validity and usefulness, and presenting it to a discerning audience, as you will in Writing II.
- continue practicing the writing process that you learned in Writing I.
Writing is a complex activity that involves several steps: generating ideas, drafting, revising, getting feedback, and editing. Writing II adds the element of original research, which must also be incorporated into the writing process.
- locate a variety of research sources through the library and the World Wide Web.
We live in an electronic age, and computer technology has affected the entire communication process, including the writing process. Your Writing II class will frequently meet in a computer lab, and you will have the opportunity to learn to use the World Wide Web as a research tool. In addition, you will have access to the resources of a modern library (Maag) with its traditional print sources, as well as the resources of OhioLINK, electronic databases, and online journals.
- evaluate the reliability, importance, and relevance of research sources.
Evaluation of the reliability, importance, and relevance of sources is an important exercise of critical reading and thinking. This process has become especially important in the electronic information age, when we have witnessed a proliferation of information unsanctioned by the usual channels of traditional print publications.
- shape an argument to appeal to a specific audience for a specific purpose.
Information, carefully gathered, evaluated, and selected, becomes useful when marshalled to persuade an audience to accept the given thesis. Questions about which information should be gathered, which information is most persuasive, and which presentation style is most effective will be addressed.
- select and use an appropriate document style (e.g. APA, CBE, MLA, Chicago).
You must not merely avoid plagiarism, as important as that is. You must also learn to credit the source of information you present by observing rules of documentation carefully, thoroughly, and correctly. This is an important scholarly duty.

Books and Materials:

Rosen, Leonard J. Decisions. Boston: Allyn & Bacon, 1997.

Crusius, Timothy W. and Carolyn E. Channell. The Aims of Argument: A Brief Rhetoric. 3rd ed. Mountain View: Mayfield, 1999.

3 1/2" high-density disks (at least two) and labels. Get a good case to protect your disks.

Portfolio folder with two pockets.

General Information:

As you will see from the assignment sheet, you are responsible for in-class exercises and writing; out-of-class reading, computer work, and research; and out-of-class writing of all sorts. **ALL ASSIGNMENTS MUST BE TURNED IN ON THE ASSIGNED DUE DATE IN ORDER TO RECEIVE FULL CREDIT FOR THE PAPER. IF A PROBLEM ARISES, YOU MUST CONTACT ME IN ADVANCE OF THE DUE DATE.**

You have a variety of reading assignments. Make sure that you have the reading done on time and thoroughly. Bring the relevant books to class—we will be moving from between the traditional classroom and the computer lab.

You will have many in-class projects and assignments, many of which will include the Internet of more traditional research sources (such as the library). You have to keep up!

Attendance:

Since the written assignments will be made and discussed in class, and since a significant amount of writing will be done in class, regular class attendance and participation in class discussion and activities are absolutely necessary to pass this course. If you miss class, find out from your colleagues what you missed. Your grade will be lowered one third grade if you have more than three unexcused absences. A formal record of attendance will be kept.

A certain number of individual conferences will be required in order to discuss various aspects of your longer investigative essay. Failure to attend any of these conferences may result in your receiving a No Credit grade for the course. **If a problem arises, please contact me as soon as possible in order to reschedule the conference.**

Grades:

You must satisfy the course requirements and receive at least a C- average in order to receive credit for the course.

Portfolio #1	20%	A=90+
Portfolio #2	20%	B=80-89
Annotated bibliography	10%	C=70-79
Research paper	40%	
Short Essays, Assignments and Class Participation	10%	
Final Presentation	10%	

Plagiarism:

This means copying another person's writing word-for-word, paraphrasing or summarizing without citing your sources. This is a serious offense and may result in a variety of consequences from a failing mark on a individual paper to failing the course and keeping a record in your file noting the infraction. If in doubt, ask for help.

Incomplete Policy:

The YSU policy states that you must be passing the course with a C and the problem must be out of your control. The teacher determines whether an incomplete is warranted in the situation. All incomplete grades must be completed within a year or the grade reverts to an F on your transcripts.

Important Date:

Last day for withdrawing with a grade of W: Sat., March 23, noon

WEEKLY SCHEDULE

(subject to change)

Jan. 14-18	<p>M—Discuss the syllabi and requirements for the course; assign <u>The Aims of Argument</u>, chapters 1 and 2</p> <p>W— Introduction to WORD and virus protection. Bring disks and storage box.</p> <p>F— Discuss Thinking and Writing Critically; discuss chapters 1 and 2 in <u>The Aims of Argument</u>; Assign reading for Portfolio #1. Assign short argument paper, due Wednesday.</p>
Jan. 21-25	<p>M— University closed for Martin Luther King, Jr. Day.</p> <p>W—Short essay assignment due in class. Discuss essays for Portfolio #1.</p> <p>F—Finish discussing the essays. Discuss paraphrase/summary/quotes and basic documentation.</p>
Jan 28-Feb. 1	<p>M— Discuss how to compose using the computer. Bring the outline and the first draft to class on Wednesday.</p> <p>W— Workshop the first draft of Portfolio #1 in class. Discuss documentation.</p> <p>F— Peer response of Portfolio #1. Due date will be Feb. 4th.</p>
Feb. 4-8	<p>M— Computer workshop on how to use Maag Library efficiently. Final draft of Portfolio #1 is due in class.</p> <p>W— Discuss how to choose a research paper topic.</p> <p>F— Finish discussion on how to choose a research paper topic and how to find material from various sources. Assign Portfolio #2: comparison paper.</p>
Feb. 11-15	<p>M—Computer workshop—explore sources for a given topic.</p> <p>W—Discuss the research portfolio #2.</p> <p>F—Select sources for possible use in the research paper proposal.</p>
Feb. 18-22	<p>M—Workshop the research paper proposal in class.</p> <p>W—Peer response for the proposal paper. Due date will be announced in class.</p> <p>F—Maag Library walking tour.</p>
Feb. 25- March 1	<p>M—Continue discussion of how to choose sources for the research paper.</p> <p>W—Discuss research paper preparation strategies. Discuss how to set up a framework for the annotated bibliography. Preparation for conferences next week.</p> <p>F—Workshop bibliographies in class. Preparation for conferences next week. Sign up for the required conferences for next week. Make special note of the time and place.</p>
March 4-8	<p>INDIVIDUAL CONFERENCES WILL BE SCHEDULED ALL WEEK. SIGN UP FOR A SPECIFIC TIME AND CHECK WHERE WE WILL MEET.</p>

March 11-15	SPRING BREAK
March 18-22	M—Annotated bibliography is due in class. Discuss basic documentation formats for the research paper. W—Examine sample research papers and discuss outlines. F—Workshop outlines for the research paper.
March 25-29	M—Computer workshop on outlines. W—Check outlines in class. Discuss special research strategies. F—Check outlines in class. Discuss special research strategies.
April 1-5	M—Begin workshop on first drafts for the research paper. W—Discuss special research techniques and workshop the first drafts. F— Workshop research papers. Discuss special research techniques.
April 8-12	M—Computer workshop: discuss interview techniques. W—Computer workshop: troubleshoot research problems. F—Workshop first drafts.
April 15-19	M, W— Workshop first drafts. Present specific techniques for setting up the final format for the research paper. F— <i>RESEARCH PAPER PORTFOLIO DUE IN CLASS. Sign up conferences. Discuss the format for class presentations during the last week of class..</i>
April 22-26	M, W, F— INDIVIDUAL CONFERENCES ON FIRST DRAFT OF THE RESEARCH PAPER IN THE ENGLISH DEPARTMENT.
April 29-May 3	M, W, F—Presentations of research papers in class (3-5 minutes) with class discussion of the topics.
Final Exam	Monday, May 6, 800-1000