Do not email me through D2L. It will not be delivered to the address.

Office Hours:
Monday: 11:00-12:30
Wednesday: 11:00-12:30
and by appointment

Course Description: Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. Prerequisite: C in English 131. Must earn a C or higher to be admitted to any English 200-level course.

Student Learning Outcomes

Critical Thinking: creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Communication: effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Teamwork: the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: the ability to connect choices, actions, and consequences to ethical decision-making.

Required Texts

The New Kings of Nonfiction, ed. Ira Glass
Lumberjacks Write! (4th edition)
MAJOR COURSE ASSIGNMENTS:

*These must be typed, printed (one-sided), and stapled in order to be accepted.*

You will complete five major assignments for this course, listed below. Each assignment should conform to MLA formatting guidelines. I will pass out more detailed assignment sheets before each assignment is due.

**Essay One: Diagnostic Summary (2 pages)**

Read Ira Glass’s “Introduction” to *The New Kings of Nonfiction* and write a two-page summary of the text.

**Essay Two: Rhetorical Analysis (4 pages)**

Using the rhetorical skills learned in English 131 concerning Ethos, Logos, and Pathos (and a recap in class), you will write a paper analyzing two provided sources. The topic of these articles will be selected closer to the due date. Choose a side—which article do you most agree with? Use your choice as a foundation on which to build an argument/point of your own.

**Essay Three: Research Paper Proposal (700-1000 words)**

Tell me about the topic on which you wish to write your final paper. How you plan to approach this topic, and where might you look for sources? I will provide feedback, giving you a non-binding “yes” or “no” in regards to your topic selection. I may also point you in a direction for further research.

**Essay Four: Annotated Bibliography (8 Sources)**

Employing research techniques learned in class, you must find **8 sources** for your proposed research topic. Summarize the content of each article, and explain how it might be incorporated into your final essay.

**Essay Five: Research/Argument (8-10 pages)**

The final paper for the class will be a Researched Argument Paper in which you will develop a well-researched and sound argument concerning the topic approved by the instructor in the Research Proposal. This paper will require 8 to 10 sources. This paper will display the research and analytic skills the student has developed over the course this class and Eng 131. More information and details will be provided closer to the due date.
MINOR COURSE ASSIGNMENTS/RESPONSIBILITIES

Listed below are other ways you may earn/lose points in this course:

Reading Quizzes

Because this course is centered around *The New Kings of Nonfiction*, it is critically important that you do the readings. Each week we will have at least one reading quiz. I will explain these in further detail when the time comes.

Peer Review

Before each major assignment is due, we will have a peer review workshop in class. You will be responsible for providing thoughtful feedback on peer work. I will provide a handout tailored to the individual assignment, which you will fill out and return with your final essay. This means that you are responsible for keeping up with the peer review handout until assignment’s due date.

Participation

To receive a perfect score here, you must participate in classroom discussions at least once a week.

GRADING CRITERIA

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Peer Review</td>
<td>100</td>
</tr>
<tr>
<td>(Maj.) Essay One</td>
<td>100</td>
</tr>
<tr>
<td>(Maj.) Essay Two</td>
<td>100</td>
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<tr>
<td>(Maj.) Essay Three</td>
<td>100</td>
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<tr>
<td>(Maj.) Essay Four</td>
<td>100</td>
</tr>
<tr>
<td>(Maj.) Essay Five</td>
<td>200</td>
</tr>
<tr>
<td>(Maj.) Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

A: 1000-900; B: 899-800; C: 799-700; D: 699-600; F: 599-

Note: Missing one major assignment (essays/final exam) will result in a failing grade for the course.
COURSE POLICIES

Attendance

After week three, I will not have a rigid attendance policy. If your absences become so frequent that I take notice, you will be contacted by SFASU’s Early Alert System. It is their job to make sure you are doing the best you can. In my experience, poor attendance often coincides with poor work. Because we will be discussing *The New Kings of Nonfiction* each week, you will miss out on valuable information that will be useful on the major assignments.

Late Work

I do my best to return all work in a prompt manner (within 2 weeks from the due date). In order to do so, I must have all assignments turned in on time. That being said, any assignment that is turned in late will be dropped one full letter grade for each day it is late. Assignments will be turned in at the start of class. You will know of due dates in advance, so I will not accept any excuses such as my printer broke, the library printer did not work, something happened to my computer, etc.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component in class; (2) falsifying or inventing any information, including citations, on an assigned exercise; (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an internet source or another source; (3) incorporating the words or ideas of one author into one’s paper without giving the author due credit.

You may read the complete policy at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

In terms of this class, any student caught blatantly and purposely plagiarizing or cheating will receive 0 points for the assignment. Furthermore, the incident may be reported.

Free Speech and Class Conduct

In order to help improve our critical thinking and writing skills, we will regularly engage in classroom discussions. The purpose of these discussions will be to recognize that while many of the students in class may be on the same level in terms of age or year, there are different abilities and different ways of looking at an issue or a piece of writing. In other words, one can always learn from his/her peers. In order for this to happen, we must respect one another. Therefore,
while I will encourage you to share different opinions and will not stop you from disagreeing with one another, I will not allow any student to engage in the use of sexist, racist, or homophobic speech. Also, I will not allow any student to roll over or silence his/her peers.

**Acceptable Student Behavior**

Unacceptable or disruptive behavior will not be tolerated. In the case of this course, disruptive behavior includes the following: consistent use of cell phones/texting during class, consistent participation in side discussions that are not part of the classroom dialogue, referring to your instructor or peers in an inappropriate way, physically threatening your instructor or peers, and completing homework assignments for another class. Students engaging in this behavior may be asked to leave the classroom.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Withheld Grades**

 Ordinarily, at the discretion of the instructor of record and with the approval of the department chair/director, a final grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must then complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

For the complete policy, [http://www.sfasu.edu/policies/semester_grds.asp](http://www.sfasu.edu/policies/semester_grds.asp)

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**GRADING RUBRIC**

These are the standards for an A:

*Conception and Thesis:* The main point is clearly stated, and it contains some new, perhaps surprising element, some angle that it uncommonly thoughtful and insightful. The writer is not simply restating other people’s ideas; he or she presents more critical analysis and commentary than the average student. The explicit and implicit assumptions of the topic are exposed and challenged. If research is included, the sources have not merely been cited—they have been analyzed, using what supports the argument, and acknowledging and addressing what challenges it.

*Organization:* The essay is organized in a way that is easy to follow. Opposition to the argument is addressed and worked through at the beginning, and the rest of the time is spent building a strong case, supported with evidence that moves from weaker points to stronger ones.
Style: The argument is not only clearly stated and well-supported, but it is done in an impressive way. The language used is sophisticated but not unnecessarily showy. The presentation style matches the content of the paper—through a sustained metaphor, for example.

Format: The essay adheres to MLA format. Documentation of sources adheres to MLA format too.

Grammar and Mechanics: The essay is relatively clean and free of grammatical and mechanical errors.

These are the standards for a B:

Conception and Thesis: The idea is better than average is still clearly stated, but the writer may have overlooked, or not acknowledged or challenged the assumptions that inform it.

Organization: The organization is strong, but the signaling might be a bit chunky—there may be a lot of directional phrases used to force transition points (“As I said earlier…” “Firstly, secondly, thirdly…”).

Style: The essay is clean and readable, there is a consistent sense of voice, and there are not any places where a reader has to go back and reread a sentence just to understand its structure.

Format: The essay adheres to the basic standards of MLA format.

Grammar and Mechanics: There are few grammatical errors.

These are the standards for a C:

Conception and Thesis: The main idea for the paper shows that the writer understands the topic and has thought about it, but the argument is either overly simplistic or one that is commonly stated. The main point may be clearly stated and defended with appropriate evidence, but the analysis is not particularly deep.

Organization: The paper uses a simple organizational approach, perhaps even having only five paragraphs—an introduction, three supporting points, and a conclusion that merely restates the introduction. Transitions between paragraphs are competently handled but do not “flow.”

Style: The style is simple, and there may be some word choice errors, especially where the writer uses “big” words incorrectly because he or she is trying to sound more impressive than necessary.

Format: The essay loosely follows MLA format, and/or page numbers are missing or incorrect, margins are inconsistent, font size is too small or large, etc.

Grammar and Mechanics: The essay contains several distracting grammatical or mechanical errors, but they are repetitive (multiple comma splices, for example) or are uncommon errors of a more complicated nature.

These are the standards for a D:

Conception and Thesis: The main point of the paper is not clear at all, and very little evidence is used to support any kind of argument.

Organization: The focus shifts from one point to another, with little transition in between.

Style: The essay is inappropriately voiced for the assignment (i.e. casual tone for an academic/analytical paper).

Format: The document format is recognizable but clearly incorrect. Documentation of sources does not adhere to MLA format.

Grammar and Mechanics: The paper contains multiple grammatical and mechanical errors, with consistent problems in sentence structure. There is little evidence of proofreading.
These are the standards for an F:

The writer fails to adequately fulfill the minimum requirements of the assignment: research or page requirements are not met, format is not correct, sources are inadequately documented, etc.

*Conception and Thesis:* No clear idea governs the essay.
*Organization:* No organizational plan is evident, much less achieved.
*Style:* The essay contains many inappropriate or incorrect word choices, and does not read like a college-level paper.
*Format:* MLA format is unrecognizable. There is no correct or attempted documentation of sources.
*Grammar and Mechanics:* There are multiple grammatical and mechanical errors on each page, as well as consistent problems in sentence structure. There is apparently no attempt at proofreading.

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**LIVE TEXT SUBMISSIONS**

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Essay 5</td>
<td>TBD</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<td>TBD</td>
</tr>
<tr>
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<td>TBD</td>
</tr>
</tbody>
</table>
# TENTATIVE COURSE SCHEDULE

## JANUARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Introductions / Syllabus</td>
</tr>
<tr>
<td>21</td>
<td>The basics (MLA format / Academic writing)</td>
</tr>
<tr>
<td>26</td>
<td>The basics (Citations / Works Cited pages)</td>
</tr>
</tbody>
</table>
| 28   | The basics (Integrating quotes / Plagiarism)  
  Reading: “Introduction,” pg. 1  
  Homework: Summary of “Introduction” (2 pages) |

## FEBRUARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 2    | Discuss “Introduction”  
  Rhetorical Triangle/Analysis  
  **Summary Due**  
  Articles + Essay 2 assigned (due Feb. 23) |
| 4    | Reading critically  
  Reading: “Jonathan Lebed’s Extracurricular Activities,” by  
  Michael Lewis |
| 9    | Discuss “Jonathan Lebed’s…”  
  Ethos |
| 11   | Ethos/Pathos  
  Reading: “Toxic Dreams: A California Town Finds Meaning in an Acid Pit” |
| 16   | Discuss “Toxic Dreams”  
  Pathos/Logos |
| 18   | Logos  
  Peer Review Practice (bring *Lumberjacks Write!* ) |
| 23   | Peer Review Essay 2 |
| 25   | How to write a research proposal  
  **Essay 2 Due**  
  Essay 3 assigned (Due March 10)  
  Reading: “Six Degrees of Lois Weisberg” |
MARCH

1  Discuss “Six Degrees”
   How to research effectively
   Reading: “The American Man, Age Ten”

3  Discuss “The American Man”

8  Peer Review Essay 3

10 Essay 3 Due
   Early release for the break
   Reading: “Tales of a Tyrant”

15 SPRING BREAK

17 SPRING BREAK

22 Conference week

24 Conference week

29 Discuss “Tales of a Tyrant”
   What is an annotated bibliography?
   Essay 4 assigned (due April 12)
   Reading: “Crazy Things Seem Normal, Normal Things Seem Crazy”

31 Discuss “Crazy”
   Annotated Bibliography Format
   Reading: “Among the Thugs”

APRIL

5  Discuss “Among the Thugs”
   Logical fallacies

7  Peer review Essay 4

12 Logical fallacies
   Essay 4 due
   Essay 5 assigned (due during final exam meeting time)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 14   | Styles of argument (Toulmin)  
Reading: “My Republican Journey”  
| 19   | Discuss “My Republican Journey”  
Styles of argument (Rogerian)  
| 21   | Library / Independent research day, NO CLASS  
Reading: “Power Steer”  
| 26   | Discuss “Power Steer”  
Structuring a research essay  
| 28   | Structuring a research essay  
Awareness and writing  
| MAY  | Final questions, wrap-up  
| 5    | Peer review Essay 5  
| TBD  | Final exam meeting time / **Essay 5 due / Upload to LiveText**  