

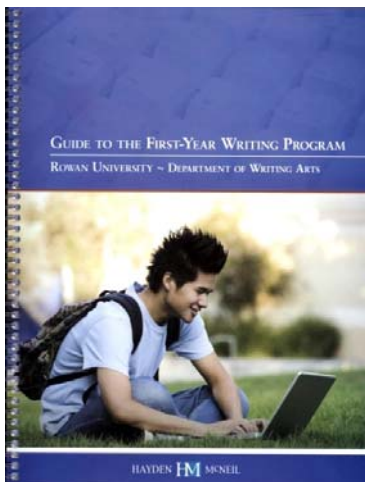
College Composition II

SYLLABUS

Course Details

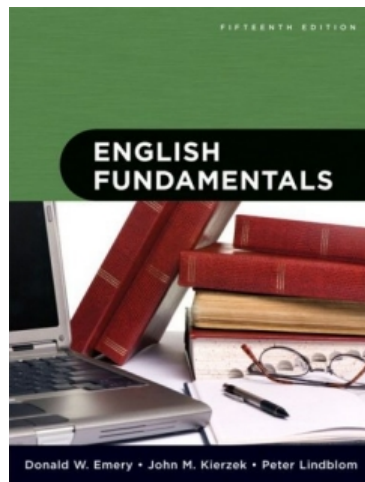
Instructor:	Professor David Hodges	
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Email:	hodges@rowan.edu	davidbdale@comcast.net
Course Blog:	<i>Counterintuitivity</i>	http://rucomp2.wordpress.com/
Class Meetings:	Tue, Thu, 3:15-4:30	EDUC 2110
Office Hours:	Tue, Thu, 2:15-3:15	EDUC 2110

Textbooks



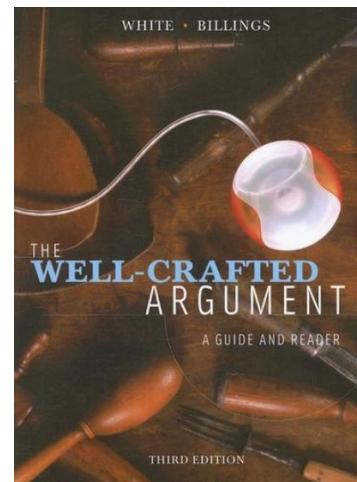
Required

Guide to the First-Year Writing Program, Rowan U
Most likely you already purchased a digital copy of this document for Comp 1. If you don't own it, wait until the first day of class.



Not Required

English Fundamentals,
15th Edition
Emery, Kierzek, Lindblom
Pearson Longman
ISBN-13: 978-0-205-61781-4
ISBN-10: 0-205-61781-6



Not Required

The Well-Crafted Argument,
3rd Edition
Fred D. White
Simone J. Billings
Houghton-Mifflin
ISBN 978-0-618-83207-1

Book Recommendations

Only the *Guide to the First-Year Writing Program* is required by the department.

English Fundamentals is very helpful for students who require basic grammar instruction.

The Well-Crafted Argument provides useful pedagogic material relevant to the course as well as a fine selection of themed readings that may help you select a topic for your research paper. However, you will not be given assignments that directly require these recommended texts.

Most of the course-work and reading will focus on online sources which, as I prepare this Syllabus, are free of charge. Should that situation change, you may be required to subscribe, for example, to the online version of the *New York Times* or other electronic publications. Having saved you hundreds of dollars by not requiring textbooks, I will expect you to subscribe, without complaint, to online sources if necessary.

Supplies and Capabilities

1. We'll be in a computer lab for class, so most, if not all, of our work will be done online.
2. Your primary capability will be easy access to the internet for research and the course blog.
3. You'll need access to the *Guide to the First Year Writing Program*.
4. Rowan University email.

Learning Outcomes and Key Content

The Writing Arts department identifies outcomes for the First-Year Writing sequence that relate to seven core values. (See the *Guide to the First Year Writing Program*, pp. 39-45.) Comp II graduates will demonstrate understanding of and competence in all seven:

1. **Process.** By gathering, understanding, and evaluating information, the student writer will create a focused, appropriate response to a rhetorical situation. Much of the writing process, including drafting and responding to feedback, will take place outside the classroom on the students' own time, but students will also have significant opportunities to respond immediately to writing challenges in the classroom.
2. **Linguistic Rhetoric.** Rhetorical elements of argument include claims, support and warrants chosen for their appropriateness with particular audiences, purposes and contexts. Expect to become familiar with ethos, pathos and logos, when to employ them and how. Students will produce logical proofs to persuade hostile audiences, emotional appeals to motivate friendly audiences.
3. **Creation and Interpretation of Meaning to Shape Opinions.** Through reading, discussion, and research; and using the skills of comprehension, analysis, evaluation, and synthesis, student writers will shape and use their opinions to create meaningful responses.
4. **Conventions of Academic Writing.** By understanding rhetorical elements, the student writer demonstrates mastery of the conventions of Standard Written English in an academic setting and the appropriate conventions of other rhetorical situations.
5. **Role and Use of Information.** By using correctly written summaries, paraphrases, and quotes to incorporate credible outside source material into an essay, the writer demonstrates comprehension, analysis, evaluation and ability to synthesize material.
6. **Academic Honesty.** Accurate and objective summary, and accurate quoting and paraphrasing are essential principles of academic honesty. In utilizing proper attributions and citations, the writer illustrates an understanding of the conventions and ethics of documentation.
7. **Power and Ethical Responsibility.** Through research and critical thinking, the writer creates ethically sound arguments which illustrate mature understanding, analysis and evaluation of complex subject matter.

Web Resources

New students unfamiliar with the Web resources of the University can get help and tutorials at the Technology Toolbox, www.rowan.edu/toolbox.

- **Writing Arts.** www.rowan.edu/colleges/communication/departments/writingArts/ is the website for the Department of Writing Arts. Select First-Year Writing Program, then Resources for Students. The section for Composition II is "currently under construction." Check the site periodically for updates throughout the semester.
- **Library.** www.lib.rowan.edu is the website for the Campbell Library. From the Rowan University home page www.rowan.edu, under the heading Academics, click the link Library Services, then on the Labs and Libraries page, click the link Campbell Library. Log on to create an online Library Account with your Rowan username and password. Once you're familiar with online library resources, you'll be able to conduct research without visiting the physical library. Classroom assignments will give you many opportunities to demonstrate your research capabilities.

Guide to the First Year Writing Program

More detailed versions of much of the material in this syllabus are contained in the *Guide to the First Year Writing Program*, hereinafter referred to as *The Guide*, a required text for this course. Rather than repeat or even synopsise it here, I direct your attention to pages 37-56 in particular.

Rowan University Attendance Policy for Writing Arts

Your professor adheres to the Writing Program Attendance Policy, detailed on pages 53-54 of *The Guide*.

- **For 0-2 absences**, no grade penalty.
- **For 3 absences**, a 1/3 grade penalty for the course (a B becomes a B-).
- **For 4 absences**, a 2/3 grade penalty.
- **For 5 absences**, a full grade penalty for the course (a B becomes a C).
- **For 6 absences**, a 1-1/3 grade penalty.
- **After 7 absences**, you must withdraw with a WF grade.
- Many classes will begin with a brief writing exercise. Students arriving late will find it hard to complete the assignments well. Any student arriving after the completion of the opening exercise will be considered absent.

Make Up Work Due to Absence

If you must miss a class for any reason, visit [Counterintuitivity](#) for assigned readings, class material, and homework assignments. Return to class prepared and post assignments to the blog on time.

The Writing Center

Located at 428 Campbell Library, The Writing Center provides writing tutors for any Rowan student at no charge. Feel free to make an appointment to work one-on-one with a tutor in developing, revising, or editing any of your writing assignments. Consult with your professor before you make your appointment, so he can guide your tutor to concentrate on areas of greatest need.

Three or four times this semester, we will meet with student tutors at the Writing Center, where you'll be paired with tutors familiar with our current assignments.

Plagiarism

The Guide devotes three pages, 47-49, to the university's academic integrity policy. Read those pages for important details about plagiarism and the escalating penalties for academic dishonesty. Very briefly:

"The integrity of academic programs is imperative to Rowan University's mission. While acknowledging the social and collaborative nature of learning, the University expects that grades awarded to students will reflect individual efforts and achievements. All members of the Rowan community are responsible for understanding what constitutes academic dishonesty; upholding academic integrity standards and encouraging others to do likewise; and knowing the procedures, rights and obligations involved in the Academic Integrity Policy. Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university."

During the first week of class, every student will read and sign an Academic Integrity Pledge. Before you begin to write and submit papers, there should be no dispute about what constitutes plagiarism.

Recycling Policy

The paper you wrote last year, even last semester, cannot be submitted for credit to this class.

While you're forbidden to recycle old papers as if they were new, they may have value as a head start on a topic. Bring them to class to review before you begin your new essay and we'll review your earlier work together to modify your thesis and build on what you've done before.

As always, our goal is to make you cringe with embarrassment when you read anything you wrote before you got here. Make no mistake though, penalties can be much more severe than your own embarrassment—up to and including F for the paper or the semester—for recycling old material with acknowledging it.

Assessment and Evaluation

Attendance and Assignments. In addition to attending and participating in class, reading assigned texts and materials, and completing all assignments, CCII uses a variety of writing challenges to assess your language use and rhetorical abilities.

Process Writing. Short assignments based on components of the writing process will include summaries, paraphrasing, evaluation and synthesis papers. You may also have graded assignments on such topics as note-taking, outlining, drafting, and revision.

Rhetorical Writing. Depending on the nature of your research project, you'll produce three short papers such as: a critical analysis, a short synthesis, a rhetorical analysis, a critical review of the logic of an argument, perhaps a visual analysis.

Research Position Paper. The 3,000-word research paper will make an argument in support of a point of view on a controversial issue. Depending heavily on a variety of appropriate, college-level secondary sources, your essay will take a sophisticated position on a complex topic requiring evidence to support a primary and several secondary claims.

Shorter Arguments. As you research your topic, you'll produce intermediary arguments such as a definition or evaluation argument, a rebuttal, a causal argument, your research proposal, and an annotated bibliography.

Grading Process for Papers and Assignments

Instead of drafting and revising papers through recursive drafts as you did in CCI, in CCII you'll follow the writing process outside of class and submit the best paper of which you're capable for just one grade.

The time to develop your thesis, fine-tune your point of view, cite your sources and correct your grammar is *before* you submit your paper. You'll receive notes from your professor and a numerical grade on a 100-point scale, but no corrections. You won't revise any paper on which you earn an A, B, or C. You will however be required to rewrite papers too weak to evaluate (D and F range). No matter how good your rewrite is, the highest grade you will receive for papers you have to rewrite is a C.

Late penalties are severe.

- Assignments submitted late, but less than 24 hours late, will be penalized 10%
- Assignments submitted 24-48 hours late, will be penalized 20%
- **Minor Assignments** will not be accepted after 48 hours and will be graded 00.
- **Major Assignments** submitted after 48 hours will be graded 00 but must still be turned in within one week of their due date.
 - Major Assignments are the **Research Position Paper**, the two **Small Claims Research Papers**, and the time-sensitive research process assignments: the **Proposal**, the **Writing Plan**, and the **Annotated Bibliography**.

Grading Scale

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A
0-60	61-63	64-67	68-70	71-73	74-77	78-80	81-83	84-87	88-90	91-93	94-97	98-100

<i>Assignments</i>		<i>Percentage of Final Grade</i>
Quizzes. Language skills and assigned reading quizzes.		10%
Process Writing such as summary, paraphrase, drafting, outlining, evaluation, synthesis, note-taking, and revision.		15%
Rhetorical Writing. Three short papers such as critical analysis, a short synthesis, a rhetorical analysis, a critical review of the logic of an argument, perhaps a visual analysis.		15%
Research Process. Annotated Bibliography, Writing Plan.		10%
Shorter Arguments. These may be Definition, Evaluation, Rebuttal, or Causal Arguments. Also graded in this category is your Research Proposal.		20%
Research Paper. 3000-word Research Position Paper.		25%
Oral Presentation of writing plan or final research results.		5%

Incomplete

Very special circumstances only! Students in good standing with a B average at the time of their incapacity who suffer a serious illness, injury or pressing emergency which renders them unable to complete the required work for the course may be given a grade of **I** (incomplete) at the discretion of the professor and only by approved proposal.

Flu Self-Reporting System

Students who become ill with flu symptoms (Fever of 100 degrees or more plus cough or sore throat) may voluntarily report their illness through Banner Self-Service once per school year. Students who self-report the flu may miss up to 5 school days without a Doctor's note, provided they self-isolate to reduce the spread of illness to others. Once the information is reported, all course professors will be notified by e-mail.

To self-report, go to www.rowan.edu/selfservice. Select **Report Illness** from the Student menu and follow instructions.

Accommodation Statement

If you have a documented disability that may have an impact upon your work in this class, please contact your professor during the first week of class. To receive University services and accommodations, you must document your disability to the Academic Success Center, 3rd Floor, Savitz Hall, 856 256-4234, or www.rowan.edu/studentaffairs/asc/.

Course Outline

Day by Day

For the most part, we will keep to this schedule unless snow days or other emergencies interrupt it. If you must miss a class, refer to this schedule during your absence and return to class prepared.

A link to the current revision of this syllabus and course outline will always be available at the blog.

Date	Deadlines	Classwork
WEEK 1 TUE JAN 17	<ul style="list-style-type: none"> • Sign on to Blog • Leave Comment at <i>Counterintuitivity</i> 	<ul style="list-style-type: none"> • Orientation to Blog and Course Material • Preview Online Writing Prompt #1
THU JAN 19	<ul style="list-style-type: none"> • Respond to Online Writing Prompt #1 	<ul style="list-style-type: none"> • Lecture: Counterintuitive Thinking with Examples from Source Materials • First Day Forms
WEEK 2 TUE JAN 14	<ul style="list-style-type: none"> • Respond to Online Reading #2 	<ul style="list-style-type: none"> • Library Orientation: Learn Academic Search Premiere and more. Familiarize with Databases and RefWorks
THU JAN 16		<ul style="list-style-type: none"> • Library Orientation: Walking Tour of the library's physical holdings
WEEK 3 TUE JAN 31	<ul style="list-style-type: none"> • Respond to Online Reading #3 	<ul style="list-style-type: none"> • Lecture/Exercise: Planning a Research Project based on Counterintuitive Thinking
THU FEB 02	<ul style="list-style-type: none"> • Counterintuitive Analysis of Reading #4 	<ul style="list-style-type: none"> • Exercise: Planning a Research Project based on Counterintuitive Thinking
WEEK 4 TUE FEB 07	<ul style="list-style-type: none"> • Preliminary Research Proposal First 5 Sources for Bibliography 	<ul style="list-style-type: none"> • Lecture/Exercise: Formal and Informal Citation • Syllabus Review • Plagiarism Rules Explained
THU FEB 09	<ul style="list-style-type: none"> • Respond to Online Citation Exercise 	<ul style="list-style-type: none"> • Lecture/Exercise: Introductions: Opening Strategies to appeal to readers' logic, emotions, and ethics • Quiz: Syllabus/Plagiarism Quiz
WEEK 5 TUE FEB 14	<ul style="list-style-type: none"> • Respond to Online Introductions Assignment: one Occasional, one Anecdotal, one Startling, one Analytical 	<ul style="list-style-type: none"> • Lecture/Exercise: Annotated Bibliography Demonstration followed by in-class practice. Come prepared with 2-3 sources to annotate.
THU FEB 16	<ul style="list-style-type: none"> • First 5 Sources Annotated 	<ul style="list-style-type: none"> • Lecture/Exercise: Academically responsible summary and paraphrase as note-taking and citation skills.
WEEK 6 TUE FEB 21		<ul style="list-style-type: none"> • Lecture/Exercise: Critical Analysis Reading critically for logic, credibility, relevance, persuasiveness, refutability

THU FEB 23	<ul style="list-style-type: none"> • The White Paper Provides background, identifies complexities, outlines argument 	<ul style="list-style-type: none"> • Library Orientation: Walking Tour of the library's physical holdings
WEEK 7 TUE FEB 28		<ul style="list-style-type: none"> • Lecture: Critique of a Sample White Paper • Online Lecture: Definition Argument
THU MAR 01	<ul style="list-style-type: none"> • Respond to Online Critical Analysis Assignment 	<ul style="list-style-type: none"> • Oral Presentation: 7 Students present their White Papers for class review and critique • Online Lecture: Evaluation Argument
WEEK 8 TUE MAR 06	<ul style="list-style-type: none"> • Critical Summary of Reading #5 	<ul style="list-style-type: none"> • Oral Presentation: 7 Students present their White Papers for class review and critique
THU MAR 08	<ul style="list-style-type: none"> • Definition Argument or Evaluation Argument 1000 Words Using 3-5 Cited Sources 	<ul style="list-style-type: none"> • Oral Presentation: 7 Students present their White Papers for class review and critique
WEEK 9 MAR 13	SPRING BREAK NO CLASS	
THU MAR 15	SPRING BREAK NO CLASS	
WEEK 10 TUE MAR 20		<ul style="list-style-type: none"> • Lecture/Demo: Professor presentation of a Model Counterintuitive Argument • Lecture: Rebuttal Arguments
THU MAR 22	<ul style="list-style-type: none"> • Sources 6-10 Annotated 	<ul style="list-style-type: none"> • Lecture: Logical Fallacies • Samples from Readings
WEEK 11 TUE MAR 27		<ul style="list-style-type: none"> • Exercise: In-Class Logical Fallacies Practice
THU MAR 29	<ul style="list-style-type: none"> • Classmate Rebuttal Post a Rebuttal Argument to a Classmate's White Paper 	<ul style="list-style-type: none"> • Lecture: Causal Argument • Samples from Readings
WEEK 12 TUE APR 03	<ul style="list-style-type: none"> • Rebuttal Argument 1000 Words 3 to 5 Cited Sources 	<ul style="list-style-type: none"> • Lecture: Claims, Grounds, Warrants, Backing, Qualifiers • Samples from Readings
THU APR 05	<ul style="list-style-type: none"> • Critical Analysis of Reading #6 	<ul style="list-style-type: none"> • In-Class Exercise: Analyze an assigned reading for Claims, Grounds, Warrants, Backing, Qualifiers
WEEK 13 TUE APR 10	<ul style="list-style-type: none"> • 15 Sources Annotated 	<ul style="list-style-type: none"> • In-Class Exercise: Peer Review Each students produces detailed critique of a classmate's Rebuttal Argument
THU APR 12	<ul style="list-style-type: none"> • Causal Argument 1000 Words 3 to 5 Cited Sources 	<ul style="list-style-type: none"> • Lecture/Demonstration: Sentence Level Rewriting

WEEK 14 TUE APR 17		• Lecture/Demonstration: Structural Rewriting
THU APR 19	RESEARCH POSITION PAPER 3000 words. 15 cited sources. On-time submission, full credit	• Lecture/Demonstration: Oral Presentation Techniques
WEEK 15 TUE APR 24	• RESEARCH POSITION PAPER 3000 words. 15 cited sources. Late submission, 20% penalty	• Ten Oral Presentations: Final Research Results from ten students
THU APR 26		• Ten Oral Presentations: Final Research Results from ten students
TUE MAY 01	Finals Week Grade Conferences Students with top 10 cumulative grades before Research Position paper (dates tradable).	
THU MAY 03	Finals Week Grade Conferences Students 11-22. Top students excused (dates tradable).	