

English 1301: Composition and Rhetoric I

Dr. Barney Nelson

Office: MAB

Fall 2010

112

Office Hours: MW 2-3:00, TT 9:30-11:30 (or by appointment)

Office Phone: 432-837-8154

Text: 1) *Anatomy of a Rose: Exploring the Secret Life of Flowers* by Sharman Apt Russell.

Materials needed: pocket or clasp folder for journal

Course Learning Outcomes: Students will

- demonstrate an understanding of the writing process through invention, drafting, organization, revision, and editing for Standard English.
- appropriately apply rhetorical strategies (narrative, descriptive, cause/effect, compare/contrast, and argument).
- participate effectively in groups (peer editing, problem solving, making judgments, and workshopping) with emphasis on listening, critical and reflective thinking, and responding.
- demonstrate technical computer proficiency in word processing and various on-line research tools.
- begin to develop the ability to document research.
- use reading assignments, problem solving skills, and critical thinking to create persuasive papers targeting an audience whose views are opposite from their own.
- develop the ability to use logical reasoning and problem solving in order to integrate knowledge about selected endangered species through science, politics, history, state and federal government, social justice, and aesthetics.
- share their multiple perspectives, personal values, and desired behavior in the final argument paper.

Grading:

50% five essays

20% weekly journals

10% journal folder

20% final exam

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 or below

Major essays will be

assigned in 500-word

length. Any late

assignments will be

dropped one letter grade.

Essay Evaluation Criteria:

A = Creative (while still staying within the boundaries of the assignment), clear ideas, well chosen details, well organized, good sentence variety, relatively free of mechanical errors.

B = Adequately developed, clear ideas, well chosen details, well organized, good sentence variety, relatively free of mechanical errors.

C = Main idea stands out but support from detail is weak or irrelevant, purpose of paper is indefinite, organization slightly mixed, simple sentence structure, distracting mechanical errors.

D = Topic is vague, few supporting details, weak or numerous purposes, confusing organization, little sentence variety, uses clichés, slang, or redundancies, numerous mechanical errors.

F = Paper does not meet minimum assigned requirements, undeveloped, confusing, excessive errors.

Class attendance: Class attendance will be governed by the policy stated in the current SRSU catalog. Students will be dropped from the course with an F after 6 absences. If you know you will be absent on a day when a major essay, journal assignment, or other assignment is due, you should turn in the required work **BEFORE** you leave in order to avoid late penalties. A few assignments can't be made up.

JOURNAL INSTRUCTIONS

Weekly journal assignments should include your name and the journal number (J-1, etc.) in the upper left corner. Each should be computer typed and due as noted on the schedule. You will also need to purchase a folder in which to assemble these journal assignments, due at the end of the semester, for a collective grade. Don't write anything too personal in case you lose it.

Read the chapters indicated in *Anatomy of a Rose* and respond to these questions (see schedule for due dates):

- J-1)** Read "Sex, Sex, Sex" p. 49-56 – What do you do to attract a mate? If you don't find and snare that perfect mate—what is your backup plan?
- J-2)** Read "In the Heat of the Night" p. 57-65 –Think about love. We "believe" that beauty causes love, but we often love very non-beautiful things. What have you loved that was beautiful but didn't deserve your love or not-beautiful and did deserve it?
- J-3)** Read "The Blind Voyer" p. 11-24—Reflect on the way this exploration of color could, should, or has influenced the way we "see" human racial differences.
- J-4)** Read "Smelling Like a Rose" p. 25-36 – What are some of your favorite smells and why do you like them? Try to describe the scent somehow.
- J-5)** Read "Dirty Tricks" p. 67-80— The author calls her stories "parables." Pick one of the parables she tells and explain the cause/effect it illustrates in both flowers and symbolically (as a parable) in humans.
- J-6)** Read "Seventh Extinction" p. 141-148—What causes extinctions? Include people and ancient and modern extinctions in your response.
- J-7)** Read the handout. Compare/contrast the two authors' use of stereotypes to attack the person rather than the issue. Do you (or not) trust these authors? Why or why not?
- J-8)** Read "What we don't know" p. 149-158. Compare/contrast your generation's curiosity toward the unknown to previous generations' curiosity. What differences do you find?
- J-9)** Read the handout and respond to rediscovering the extinct, sightings (discussed in class), and the Ivory Billed Woodpecker (discussed in class).
- J-10)** Read the handout. The author of this paragraph wants the reader to "connect the dots." Is this a voice and method of reasoning that you trust? Why or why not?

GRADING (30% of your final grade!)

A = minimum response (one page typed) which displays depth of thought

B = minimum response which displays some depth of thought

C = minimum response, weak thoughts

D = less than a full page, weak thoughts

F = less than 1/2 page, weak thoughts

Late journals will be dropped one letter grade. Late folders will not be accepted.

Tentative Schedule

<u>Will do in class today</u>		
8/26	Th	Introduction & Syllabus & paragraph & speed friends
8/31	T	Sense of Place (walk)

- 9/2 Th **(J-1 due)** brainstorming exercises, sense of place
 9/7 T **(J-2 due)** write narrative RD in class
 9/9 Th self-editing write narrative FD in class
- 9/14 T discuss description (car, teacher, draba),
 9/16 Th **(J-3 due)** taboo words game, brainstorming
- 9/21 T **(J-4 due)** do endings and intros
 9/23 Th Bring rough draft to class, do self-editing
- 9/28 T **Description FD due**, Endangered Species PowerPoint & pick topics
 9/30 Th **(J-5 due)** meet in library to find ES info
- 10/5 T **(J-6 due)** discuss C/E-ES assignment, sex
 10/7 Th FP video & quiz in class
- 10/12 T discuss FP cause/effects, apply to your ES
 10/14 Th **C/E RD Due**, self-editing + citing research
- 10/19 T **E/E FD Due**, C/C org. w/photos, wolf, ES p. 89-93 and 139-141 handout for J-7
 10/21 Th **(J-7 due)** meet in library to find C/C info
- 10/26 T discuss C/C assignment
 10/28 Th **(J-8 due)** meet in library classroom to do posters
- 11/2 T **CC FD Due**, posters due...share w/class
 11/4 Th sightings + Ivory Bill + hysterical voice + audience, ES p. 26-32 handout for J-9
- 11/9 T **(J-9 due)** masters at argument, discuss Rogerian, ES p. 101handout for J-10
 11/11 Th **Argument RD=s due**, Cactus Garden with Patty Manning
- 11/16 T **(J-10 due)** workshop
 11/18 Th workshop
- 11/24 – 26 THANKSGIVING BREAK**
- 11/30 T workshop
 12/2 Th **FD Argument Due, Journal folders due (assemble all journals)**
- 12/7 T discuss Literature (baseball poem) & 1302
 12/9 Th Last Class - review for exam
- 12/16 TH 8:00am Final Exam - essay (room to be announced)**