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Eng 102 Sec. 028/029
MWF 9-9:50 MW 11-12:15
Office Hours: MW 10-10:45 am
and by appointment

English 102: Composition 2

“Nevada: A Place to Define, Research and Argue”

Course Description:

“Nevada is a state of paradox and contradiction, blessed with remarkable natural diversity and an equally diverse population” (Glotfelty, back cover).

Nevada is many things to many people. Some have a love hate relationship with it, some just love it or hate it, while others have some other kind of relationship. This course will work on argument and research through the theme of Nevada. We will look at what Nevada is, how arguments have been made for and against Nevada, and research things that interest the students within Nevada. We will also work in peer groups, analyze and discuss readings, and more.

Everyone needs to write something at some point in their careers, and being able to write well will make that job easier. This course is to help you prepare for the rest of college and your future careers by working on research skills and developing an argument. It has been my experience that the more you write the better you get at it, so we will be doing a lot of practicing. There will be informal and formal writing projects through out the semester.

Course Outcomes:

In this course, students will:

- Continue and improve the writing practices learned in 101: prewriting, composing, revising, responding, editing, attending to language and style, and writing with audience and purpose in mind;
- Engage in critical reading and interpretation of a wide range of texts;
- Be able to summarize, analyze, synthesize, evaluate, and apply what they read – both orally and in writing;
- Use writing as a means of understanding, organizing, and communicating what they read;
- Frame complex research questions or problems;
- Demonstrate awareness of their own beliefs, concepts, and biases;
- Be able to produce a coherent, well-supported argument that shows critical thinking and careful consideration of alternative viewpoints;
- Recognize, evaluate, and use a variety of information sources: expert people, publications of information agencies, popular and specialized periodicals, professional journals, books, and electronic resources;

- Conduct research that shows evidence of the ability to synthesize, use fairly, and credit the ideas of others using the appropriate citation style;
- Write coherently, drawing from diverse sources, assimilating information and ideas and producing work that represents the student's position on the material.

Required Texts:

They Say/I Say: The Moves That Matter in Academic Writing 2nd ed – Gerald Graff and Cathy Birkenstein

Literary Nevada: Writings From the Silver State – Ed. Cheryll Glotfelty

A writer's handbook of your choosing, must include the MLA format

Folder for Portfolio

Notebook for your journal and homework

Course Requirements: In the next couple of days we will discuss these more fully.

Attendance, Preparation and Participation	
Workshops	25 points
3 Writing Assignments	30 points
Presentation	10 points
Group Project	10 points
Final Portfolio	70 points
Additional Assignments	<u>30 points</u>
Journal	
Homework	
Writing Center Appointments	
1-1 Conference	
Total	200 points

Grading:

Your grade will be calculated as an average of the grades earned on assignments. Fs will be given when applicable. Your course grade will be calculated as follows:

A	100-94	B-	82-80	D+	69-67
1.	93-90	C+	79-77	D	66-63
B+	89-87	C	76-73	D-	62-60
B	86-83	C-	72-70	F	59-0

Scholarly Honesty/ Plagiarism:

Plagiarism is taking someone else's work and claiming it to be your own. This can be intentional or accidental; that is by choice or by carelessness and misunderstanding.

Plagiarizing may result in a failing grade on the paper and/or failure of the course.

Also, you may not use any papers you have written previously or for other courses or instructors in this class. This is a form of self plagiarism and is a violation of academic integrity.

Attendance and Late Work:

Since this course requires everyone's participation, you have 3 classes you can miss without potential consequences. Use them wisely; you never know if there will be a time

when you absolutely cannot make it to class. **Absences over 3 may result in your being unable to earn over a B in the class, more than 6 a C, and with more than 9 you may not be able to pass the course.** *If you must miss class for school activities (band, athletics, etc), you must bring me, before the absences happen, a list, signed by the appropriate faculty or athletic department member, of the dates the absence(s) will occur.* You are responsible for all assignments, whether you are in class or not. Part of your attendance is arriving to class on-time, actively participating, and staying for the entire class period. **Being late to class or leaving early 3 times will count as an absence.** Our workshop days are the most important days; they cannot be made up and others are affected by your absence. If you miss them it will affect your grade.

Papers are due at the beginning of the class they were scheduled for. If you absolutely cannot make it to class, send your paper to me with a friend, before the beginning of class. All late papers will be docked 2 points per day it is late.

Preparation and Participation:

To receive full credit for this you must come prepared and willing to participate. That means that you have completed any reading or writing required and are ready to discuss or do activities with your classmates. You will join in on the discussions and activities, contributing to the lesson with your perspective and thoughts. You must also have your writing assignments ready to turn in at the beginning of class.

Workshops:

Workshop assignments include writing your essay and reflective cover letters and writing responses to each group member. Each class period before an essay is due for grading, you'll work in groups to exchange and read your finished and typed drafts.

You are responsible for writing a letter of response to each group member about the draft. We'll discuss ways of responding and asking questions to help each writer revise the essay.

To get full credit for the workshop, arrive on time with your essay draft and cover letter completed – both are to be typed and copied for the group. If you are late to workshop or arrive without all documents ready to go, you may miss the workshop and be counted absent.

Here is a summary of the steps in workshop:

1. You'll draft your essay and then write a cover letter to your readers. The cover letter reflects on the essay you've written and asks readers in your group for suggestions to help you revise the essay. Your letter should answer these five questions: what topic did you write about? What is your thesis? What are you most proud of? What writing problems did you face? What kind of advice would help you in revising this draft?
2. Make copies of your draft and the cover letter (usually 3-4 people in your group) and bring these to class the day before the workshop.

3. Meet with group and follow instructions given in class (we usually start with an impressionistic reading).
4. Take essays home to read.
5. After you read each group member's essay, write a letter, to answer questions and respond to the essay. You'll type these letters, and make a copy for the instructor.
6. On the workshop day, you'll bring all essays with your typed response letters.
7. On that workshop day, your groups will discuss revision suggestions for each person's essay.
8. Each writer will write a revision plan at the end of the workshop.
9. Each writer should turn in the extra copy of the response letter to instructor for credit/grading.

I do not grade papers that have not been workshopped. If you miss a workshop, you may get feedback on your own essay by visiting the University Writing Center and meeting with a tutor. You will need to get a confirmation slip or have the tutor email me notes on the meeting. This will help you revise the essay, but you won't earn points for the workshop (since you weren't there).

Major Writing Assignments:

You will be writing three major papers this semester. For the papers there will be a 3-5 page research essay, a 3-5 page opinion essay, and a 5-6 page argument essay on something that has to do with Nevada.

Presentations:

There will be one presentation during the class. It will be a visual presentation of your research essay. It will represent the findings you made in your research. For all of the presentations you will need to be ready to answer questions on you topic.

Portfolio:

This is a portfolio based class. Meaning that the papers you turn in will not have a letter grade until the end of the course. I will comment on all papers you turn in to help you prepare your portfolio. The portfolio will consist of one fully developed, revised, and edited paper; a revision plan of the other papers; your first day paper; a letter of introduction to the portfolio; and three of your favorite journal entries. So save everything. I grade this way because revision is very important and I don't want a grade to get in the way of your revision process. I believe that a writing project is never done. The author just has to know when to quit changing it and accept it the way it is.

Document Style:

In this class you will be allowed to choose the format you use for your papers. You are encouraged to use the format used in your major field. If you do not have a major or are not sure of the format used, I would suggest MLA. If you are using a format other than MLA, you need to inform me what style it is. Also, if the format you use is not Chicago, MLA, or APA, you need to provide me with the formatting information.

Students with Disabilities:

The College of Liberal Arts and the English Department support providing equal access for students with disabilities. I am available to discuss appropriate academic accommodations that students may require. Please meet with me at your earliest convenience to ensure timely and appropriate accommodation.

Code of Conduct:

We are a class full of adults and I expect considerate behavior. This is a class, as well as the University of Nevada, Reno, where ideas are shared, debated, and sometimes argued over. I encourage this, as it is one of the great reasons to come to college. But be aware that others may not share the same values as you, and you should judge your comments and actions accordingly and speak respectfully. If you become disruptive I will ask you to leave, or have you taken out of the class.

Some of the papers you will read in class may be sensitive; they need to be handled with care. Do not discuss them with people not taking the class. On the other hand, keep in mind that when you share your writing, it then becomes public. You may want to carefully consider what you write about. Do you want others to know about this topic? Will you be able to take constructive criticism on the writing?

Finally, please turn off your electronic devices (i.e. cell phones, PDAs, MP3s, ect.) and put away your ear buds and headphones at the beginning of class. If there are multiple offences you may lose participation credit for the day. Lap tops may be allowed on workshop days with prior approval.

English 102: Composition 2

“Nevada: A Place to Define, Research and Argue”

You are a Nevadan if you know what Pogonip is.

You are new to Nevada if you use a tube of lotion in a week.

Schedule: Changes will be made to the current schedule as necessary.

Week 1

August 23 – Intro, syllabus, write 1 page on research papers

Homework – Get books and become familiar with them

25 – Campus Scavenger hunt

Homework – Take a walking tour of the campus or virtual tour online; bring in 5 interesting facts you found

Week 2

30 – Assign first paper, topic proposal and annotated bibliography, discuss the tours and interesting facts, discuss other things that make Nevada

Homework – Read Preface in They Say/I Say, P 45-52 in Literary Nevada, look for 5 interesting facts on Nevada

September 1 – Discuss what’s Nevada, start discussing topics, discuss reading Topics Exercises

Possible tour of the Knowledge Center

Homework – Chptr 1 (pgs 19-29) They Say/I Say do one of the exercises

Week 3

6 - Labor Day No School

8 - **Informal topic proposal due** Discuss reading, collect exercises, Citations

Homework – Pgs 514-531 Literary Nevada write a reading response

Week 4

13 – NV Historical Society Museum Library Tour

15 – Discuss reading, Paraphrasing Exercises, Essay vs. Research Exercises

Note Taking, Note Taking Exercises

Homework – Chptr 2 (pgs 30-41) They Say/I Say do one of the exercises; Pgs 329-338 Literary Nevada write a reading response

Week 5

20 – Press Conferences, annotated bibliographies due

Homework – Chptr 3 (pgs 42-51) They Say/I Say do one of the exercises

22 – Discuss reading and exercises; discuss what can go into a research paper
Drafting, Watch “John Tyson’s Journal”

Week 6

27 – Voice and Thesis Exercises, Revising, Discuss reading
Homework – pgs 762-769, 218-225 Literary Nevada write a reading
Response, List some thoughts about Nevada from an outsider’s point
of view

29 – Outside perspectives of Nevada
Workshop

Week 7

4 - **1st papers due**, Discussion of presentations with essays,
discuss visual rhetoric
Homework – pgs 109-114 Literary Nevada

6 - Discuss Reading and project ideas

Week 8

11-13 – Presentations

Week 9

18-22 – Conferences
Homework – Go to Public Library and write a one page paper on what is
in the Nevada Room/Area

22 – Last day to Drop with a W

Week 10

25 – Nevada room paper due, Discuss the project and what has been learned so
far, discuss insider’s point of view of Nevada
Homework – Chptr 4 (pgs 55-67) They Say/I Say do one of the exercises

27 – Discuss Nevada Day memories and why we celebrate,
discuss reading and exercises
Homework – Pgs 11-16 Literary Nevada write a reading response

Week 11

November 1 - Discuss reading assignment, Discuss using first person in writing
Homework – Chptr 5 (pgs 68-77) They Say/I Say do one of the exercises

- 3 - Discuss reading and exercises
Homework – Pgs 83-98 Literary Nevada write a reading response
Chptr 6 (pgs 78-91) They Say/I Say

Week 12

- 8 - Discuss reading and exercises
Homework – Chptr 7 (pgs 92-101) They Say/I Say do an exercise
Pgs 489-494, 531-536 Literary Nevada
- 10 - Discuss reading, Workshop

Week 13

- 15 - **2nd paper due**, talk about argument papers
Homework – Chptr 8 (pgs 105-120) They Say/I Say do one exercise
- 17 –Travel brochures/lit brought to class for discussion, discuss reading
Homework – Find other places where persuasion is used to promote or demote Nevada, Chptr 9 (pgs 121-128) They Say/I Say do one exercise

Week 14

- 22 - Discuss the persuasion items brought into class, discuss reading
Homework – Chptr 10 (pgs 129-138) They Say/I Say do one exercise
- 24 – Discuss Reading/ Workshop

Week 15

- 29 – **3rd paper due**, talk about portfolios
- December 1 – Group project assignment, Read *You Might be a Nevedan*
You might be a Red Neck, Work on Projects/Portfolios

Week 16

- 6 – **Portfolios Due**, Work on Projects, **Projects Due at end of class**
- 8 – Prep Day
- Finals- Dec 9, 9:45-11:45 Dec 13, 9:45-11:45