

ENG 200 Writing II
Caudill College of Arts, Humanities and Social Sciences
School of English, Communications, Media, and Language
Morehead State University

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COURSE MATERIALS/TEXTBOOKS:

Austin, Michael. *Reading the World: Ideas That Matter*. 2nd ed. New York: W.W. Norton & Co., 2010. ISBN: 978-0-393-93349-9

PURPOSE OF COURSE/CATALOG DESCRIPTION

Prerequisite: successful completion of English 100 Writing I. An exploration of diverse texts with an emphasis on articulating written responses to these works from interdisciplinary perspectives. Building on information-literacy skills developed in Writing I and other general education courses, students read, analyze, and evaluate diverse cultural texts from different perspectives to find connections across the natural sciences, the social and behavioral sciences, and the humanities. *This course satisfies the Core Writing II general education requirement.*

APPROVED UNIVERSITY GENERAL EDUCATION STUDENT LEARNER OUTCOMES

1. Write effectively for a variety of target audiences using conventions associated with standard English (1c).
2. Employ current technologies in the process of locating, analyzing, and evaluating and using information (2a).
3. Analyze or evaluate diverse points of view (2c).

LEARNER OUTCOMES: Students will at the completion of the course be able to:

1. Produce a sustained piece of writing related to a specific text that maintains a clear focus with all parts working together to achieve a definite purpose or to develop a single dominant idea;
2. Locate through library resources and current technology peer-reviewed sources appropriate to their exploration of a given topic;
3. Write a summary of published research on a specific text;
4. Integrate source material within an essay of their own, keeping the borrowed content clearly subordinate to their distinctive purpose and line of reasoning and using discipline-appropriate source citations;
5. Produce written texts that conform to standard academic English;
6. Read and apply critical reasoning to texts from the world cultural heritage;
7. Articulate ethical positions in response to texts from the world cultural heritage; and
8. Analyze the use of inductive and deductive reasoning in an argumentative text.

CLASSROOM POLICIES:

Attendance/Participation Policy: Because of the participatory nature of this course, students are expected to prepare for and attend all classes. Failure to complete an assignment for a class meeting will count as an absence. **Five unexcused absences** will result in the lowering of the student's grade by one letter. **Six unexcused absences will result in a failing grade.** This course will follow the [official University attendance policy regarding excused and unexcused absences.](#)

Tardy Policy: Being responsible for your work includes arriving to class on time. If tardiness is a problem (after four), the following rule will be enforced: **two tardies constitute one absence.**

Late/Makeup Work: Late work is not accepted. This goes for homework exercises as well as for essays. Major assignments are announced in advance and must be submitted on the scheduled due-date. If you anticipate a problem or absence, make arrangements with me before the work is due.

ADA Compliance Statement: Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator (Evangeline Day, e.day@moreheadstate.edu) in the ADUC Suite 202 or call 606-783-5188. See www.moreheadstate.edu/acs/. *[NOTE: It is the student's responsibility to inform the instructor of any special needs before the end of the second week of classes and to provide appropriate documentation.]*

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>.

PLAGIARISM: Any essay containing plagiarized material will receive a failing grade and may result in the student failing the course. Each of the following behaviors constitutes plagiarism:

1. Copying all or part of another paper.
2. Copying from a magazine, newspaper, book, online source or other printed material as if in your own words.
3. Changing only a few minor words in a quotation and presenting the material as if in your own words.
4. Allowing someone to write any portion of your paper.
5. Allowing someone to revise or correct your paper for you.

Our textbook contains information on how to correctly cite sources and avoid plagiarism on pgs. 637-643.

Academic Honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes

academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf (pages 11 & 39).

CLASSROOM ETIQUETTE:

Please turn off cell phones and keep them out of sight during class, unless instructed otherwise.

Please do not bring food, drink, or tobacco products to class.

Please show respect to others in the class by listening carefully and responding thoughtfully when others are speaking.

ASSESSMENT:

Reading and Discussion: You are required to read all assignments in their entirety and to make any and all adjustments to your personal and professional schedule to do so. Consult a dictionary when necessary and arrive to class with some sense of what the works entail and their context. Your active and engaged participation in discussion is not just expected, but required.

Always look ahead on the weekly schedule to anticipate upcoming assignments and activities.

Class Work: You will be required to complete the following assignments this semester. Documents necessary for the successful completion of assignments will be posted on the course website, Blackboard site, or sent as email attachment if not distributed in class. You are expected to be prepared to address all assignments in advance of the relevant class activities related to the completion of assignments.

Required Components:

- ▶ Two reading comprehension quizzes on readings from our textbook. One will be completed after prior preparation and discussion (in-class) and one will be completed on your own without prior preparation (on Blackboard). You may be asked to take more reading comprehension quizzes.
- ▶ One quiz on the use of specialized databases and electronic research tools (2a). This research quiz will be administered through Blackboard during the three full weeks after spring break for spring semester and during the three full weeks before Thanksgiving (not counting the week of Thanksgiving) during fall semester. The assignment will be weighted 5% of the final grade.
- ▶ Two summaries: one summarizing a selected reading from your textbook based upon your own interpretive skills, and one summarizing a published article or essay. You may also be asked to complete other summaries throughout the semester.
- ▶ One short response/critique/or comparison-and contrast essay based upon articles in the textbook, shaped by a controlling claim.
- ▶ Two persuasive/argumentative essays shaped by a controlling claim, analytically based upon articles in the textbook and including additionally researched materials (including visuals)—fully documented in MLA style.
- ▶ One fully documented final research essay drawing upon articles in the textbooks and material you find while completing library research; this will be completed late in the term and submitted for assessment. You will also be required to compile a short annotated bibliography of possible sources contributing to your fully documented research essay. **See additional specifications below.*

► One final exam response essay to be written during the final exam period.

► Miscellaneous assignments consisting of homework assignments, bibliography practice, discussion questions, discussion, class surveys, etc.

** The final argumentative essay should be a minimum of 6 pages (or 1500 words) (1 c, 2c) and no more than 8 pages (or 2000 words) in length, not counting the works cited page. The reasoned argument offered should demonstrate an awareness and understanding of opposing viewpoints. The essay should employ 5 to 8 credible to scholarly sources at a minimum; these should be library resources located and selected with their appropriateness and authoritativeness in mind rather than readings from the course textbook. The sources should include, but not be limited to, at least one book or journal article, along with a minimum of 3 periodical articles. A strong reliance on websites alone should be highly discouraged, and only those that can be verified as credible (i.e. .gov, .edu, .mil, org) should be considered. A consistently used citation form should be in evidence, preferably M LA. Student samples of this essay from each section will be submitted for assessment.*

Additional Required Components

- Daily writing and class discussion based on reading assignments
- BlackBoard Discussion Forum responses
- Workshops: Responses to classmates' writing
- Conferences: Individual writing progress meetings with instructor

GRADING POLICIES:

| <u>Assignments</u> | <u>Percentage of Final Grade</u> | <u>Grading Scale</u> |
|-------------------------------------|----------------------------------|----------------------|
| Summaries (2) | 10% | 90 – 100% is an A |
| Response Essay | 10% | 80-89 % is a B |
| Persuasive/Argumentative Essays (2) | 15% | 70-79% is a C |
| Miscellaneous Coursework | 10% | 60-69% is a D |
| Final Research Essay | 20% | 59% & below is an E |
| Comprehension & Library Quizzes | 10% | |
| Final Exam | 15% | |
| Workshop Responses | 10% | |

Criteria for Grading Essays:

An **A** essay demonstrates full understanding of researched academic writing; it possesses measurable excellence of thinking and writing in a particular genre (the piece of writing demonstrates complete understanding of the rhetorical requirements of a chosen genre, fully and coherently develops an interesting thesis, and is stylistically adept and grammatically appropriate); and it shows complete control of research conventions appropriate to a chosen topic (e.g., the ability to gather and summarize, effectively analyze and synthesize, and properly document information from primary and secondary sources that are relevant).

A **B** essay demonstrates significant progress towards full understanding of researched academic writing; it shows measurable development in thinking and writing in a particular genre (the piece demonstrates strong understanding of rhetorical requirements, coherently--though not always fully--develops an interesting thesis, and is stylistically adept in most areas and grammatically appropriate); and it shows significant progress towards control of research conventions (e.g., information may be gathered, summarized, and documented appropriately, but not always effectively analyzed or synthesized).

A **C** essay demonstrates some progress towards full understanding of researched academic writing; it contains merely competent writing and thinking (the piece demonstrates incomplete understanding rhetorical requirements, is somewhat focused and coherent [though the thesis is often trite or self-evident or significantly underdeveloped], and is stylistically unsophisticated and may have some grammatical problems); and it indicates limited control of research conventions (e.g., a general ability to gather, summarize, and document

information, though not all sources are appropriate or relevant, and sources are frequently not analyzed and synthesized effectively).

A **D** essay demonstrates little progress towards understanding of researched academic writing; it contains less than competent writing and thinking (the piece fails to demonstrate understanding of many rhetorical conventions and lacks some combination of focus, coherence, development, and/or clear expression of ideas, as well as being marred by recurrent, serious usage problems); and it indicates very limited ability to employ research conventions (e.g., struggling to gather and summarize appropriate information, analyze and synthesize information effectively, or document sources properly).

An **E** essay demonstrates no understanding of researched academic writing, no development in writing and thinking, and no ability to employ research conventions (e.g., lack of appropriate information or plagiarism).

SCHEDULE OF ASSIGNMENTS:

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Course Outline: The following schedule is *tentative*: every class has its own pace and needs. All text (chapters & page number) references are to *Reading the World: Ideas that Matter*. Additional literature will be added to the course to coincide with materials in the course textbook and to assist with the composition of essays.

Class activities and assignments will result from a mixture of reading, class discussion, online discussion, small group work, and in-class practice of skills you will use in completing writing assignments. You should be aware that we will be moving around in the textbook throughout the semester rather than following a chronological plan, alternating between reading articles in various chapters and discussing aspects of writing such as summarizing, writing thesis statements, and supporting claims, to name a few. Such an approach will require you to annotate the text when reading and take notes so all material remains fresh in your mind. You must be prepared to review on your own as well as bring responsive materials to class with you for thoughtful academic discussion each day.

Jan. 7-11: Course Introduction

Chapter 8—Reading Ideas

Douglass: “Learning to Read”

Freire: “The Banking Concept of Education”

Jan. 14-18: **Chapter 2**—Human Nature, including the following texts:

“The Shaft of the Dead Man”

Plato: “The Speech of Aristophanes”

Mencius: “Man’s Nature is Good”

Hsün Tzu: “Man’s Nature is Evil”

Summary on Plato’s speech (250-300 words) due by Jan. 20. (Reference Pg.561)

Jan 21-25: **Chapter 4**—War & Peace, including the following texts:

Mo Tzu: “Against Offensive Warfare”

Aquinas: from “Summa Theologica”

Mead: “Warfare: An Invention—Not a Biological Necessity”

Orwell: “Pacifism and the War”

Oe: “The Unsundered People”

Elshtain: “What is a Just War?”

Jan 28-Feb 1: **Chapter 2**—Human Nature, including the following texts:

Da Vinci: “Vitruvian Man”

Hobbes: from “Leviathan”

Locke: “Of Ideas”

Begin composing Response Essay (2-3 pages).

Chapter 9—Generating Ideas
Chapter 12—Synthesizing Ideas

- Feb. 4-8: *In-Class Writing Workshop*
Chapter 3—Law and Government, including the following texts:
MLK Jr.: “Letter from Birmingham Jail” *Response Essay due Feb. 8 (Reference Chapters 9 and 12)*
Obama: “A More Perfect Union”
Practice analyzing visuals in anticipation of Analytical Essay 1
- Feb. 11-15: Discuss, review, and practice for Analytical Essay 1—Visual Analysis
Reference **Chapter 8**—Reading Ideas, reviewing “Reading Visual Texts”
In-Class Peer Review Writing Workshop—What is missing?
Chapter 7—Language and Rhetoric, including the following texts:
Plato: from “Gorgias” *-Analytical Essay I Proposal due Wed. Feb. 13*
Aristotle: from “Rhetoric”
- Feb. 18-22: **Chapter 2**—Human Nature, including the following texts:
Benedict: “The Individual and the Pattern of Culture” *Analytical Essay I, Visual Analysis, due Feb. 22 (2-3 pgs)*
Wilson: “The Fitness of Human Nature”
Chapter 5—Wealth, Poverty, and Social Class, including the following text: **DRAFT*
Hardin: “The Case Against Helping the Poor”
- Feb. 25- Mar 1: **Chapter 10**—Structuring Ideas *-Summary on published article referencing Benedict’s text (250-300 words) due Wed. Feb. 27*
Chapter 11—Supporting Ideas *-Visual Analysis Essay I Revision due Fri. Mar. 1*
Revise Analytical Essay I
- Mar. 4-8: Discuss and review all readings and notes thus far in terms of Analytical Essay II
Review “A Guide to Writing” in **Part 2** of textbook
Chapter 6—Science and Nature, including the following texts:
Darwin: from “Natural Selection; or, the Survival of the Fittest”
Gore: “The Climate Emergency” *-Analytical Essay II Proposal due Sun. Mar. 10*
- Mar. 11-15: *Spring Break for Morehead State University*
Chapter 13—Incorporating Ideas (Read in preparation for Library Quiz)
Draft Analytical Essay II
- Mar. 18-22: Introduction to the Research Essay, including working Annotated
Bibliography assignment--drafts of the research paper are due no later than
the end of the day on May 11.
*Analytical Essay II, Critical Analysis, due Mar. 22 (3-4 pages) *DRAFT*
- Mar. 25-29: **Timed Library Research Quiz** (View YouTube research videos on BlackBoard)
Individual Writing Conferences
Revise Analytical Essay II *-Critical Analysis Essay 2 Revision due Fri. Mar. 29*
- Apr. 1-5: *East Jessamine Spring Break*
- Apr. 8-12: BRAINSTORM WEEK: *Reviewing Primary Sources* *Research Essay Proposal due*

Gather sources for Research Essay; Begin drafting

Sun. Apr. 14

Apr. 15-19: LIBRARY WEEK: *Individual Writing Conferences*

Gather sources for Research Essay; Begin drafting

Annotate sources in preparation for Annotated Bibliography

Apr. 22-26: *In-Class Writing Workshop; Socratic Seminar*

Annotated Bibliography due Fri. Apr. 26

Peer Review on Friday with working drafts

Apr. 29- May 3: *Individual Writing Conferences (drafting stage)*

Final Exam Period:

May 6-10: **Final Exam** * *Research Essay Draft due (6-8 pages) Fri. May 10*

May 13-17: *Research Essay Revision due Fri. May 17*