



**“CRITICAL THINKING”**

**ENGLISH 110.10: COMPOSITION AND RHETORIC  
FALL, BLOCK 1, 2014  
VIRGINIA 216**

**INSTRUCTOR: DR. XXX, XXX**

Office: ext. XX, Home: 426.XXX6 (feel free to call me at home, but please call after 9:00a.m. and before 9:00 p.m.)

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Office hours: 8:00-8:30 a.m. M-F, Mon. & Wed. 12:00-2:00, and by appointment

“Unanswered questions are better than unquestioned answers.”

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**Course Description:** This course focuses on writing for a variety of audiences and purposes, as a tool for critical analysis and as a means to achieve a foundation for academic writing. The

course will explore interdisciplinary materials related to community, citizenship, and society in order to connect students to larger academic and social communities and to understand the relationship between writers, purposes, and audience. Emphasis is placed on the writing process, including pre-writing, drafting, revising and editing. Student Learning Outcome: Writing.

**Course Goals:**

To enable students to identify themselves as writers; to develop students' confidence, including defining their voices and style; to develop students' facility with writing; to develop students' critical analysis skills in reading and writing; to increase student's academic writing skills.

**Student Learning Outcomes:**

1. Students will communicate clearly and effectively through writing.
2. Students will read analytically, identifying ideas, details, and main points/themes and recognizing assumptions and drawing valid inferences.
3. Students will peer evaluate others' texts and self-evaluate their own written texts.
4. Students will identify all stages of the writing process, including various purpose statements /thesis statements.
5. Students will produce written texts, including all the elements of the process: pre-writings, drafts, revisions and edited drafts with thesis statements.
6. Students will comprehend the basics of plagiarism.

**Required Texts and Supplies:**

- *The Presence of Others: Voices and Images That Call for Response*, Lundsford/Ruszkiewicz
- *A Guide to Navigating Argument*, Dr. Shelia Morton
- A dictionary (I recommend *American Heritage*)
- Highlighter, pocket folder, non-spiral notebook paper, large paperclips, binder clips

**Please note: you must bring the texts to class each day in order to participate in the course. If you do not have your books and supplies by the second day of the block, it will affect your grade.**

**General Education Learning Outcome:** English 110 is part of the General Education sequence and the focus of the course is communicating clearly and effectively through **writing**.

**This objective will be measured by the argument paper.**

<p>WRITING Criteria</p>	<p>Responds to a central idea showing some knowledge of the subject. Writes in a manner that makes sense to the reader, establishing a logical division and progression of ideas.</p> <p>Abstracts simple ideas from descriptive observations; recognizes the need to illustrate or support ideas.</p> <p>Shows knowledge of standard grammar, spelling, punctuation, and sentence structure. Adjusts style to subject, audience, and assignment. Uses rules of written, rather than spoken, English.</p>
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### Class Policies:

1. **Attendance:** Tusculum College attendance policy mandates student attendance at every class session and allows three valid absences for school-sponsored events (including participation in sports events but not practice). For these excused, documented absences, students may make up work. If possible, arrangements should be made in advance. In the case of unexcused absences, work may not be made up. Non-excused absences will also affect your grade incrementally. Class lasts for three hours and attendance is required for the entire class session. Late appearances and leaving early (2=1 absence) will accumulate to affect your grade. If you fall asleep in class, you will be asked to leave and counted absent for the day. A fourth absence will result in a failing grade for the course.
2. **Late work: if you are absent, you are responsible for contacting a fellow classmate for assignments and being prepared when you next come to class—please do not call me. Late homework will not be accepted. Late papers lose a letter grade each day they are late and will not be accepted after the second day.** It is your responsibility to contact your professor prior to the class that you will miss and arrange for all your work to be turned in on time. **Computer/printer malfunctions, bad disks, or other electronic problems are not acceptable excuses for late work.**
3. Classroom Behavior: Students are required to conduct themselves in an appropriate manner at all times. Show respect for every person in the classroom. Racist, sexist, or other offensive or discriminatory language will not be tolerated. Disruption of class may result in being asked to leave the class without the possibility to return for the remainder of the course, therefore resulting in failing the class. Cell phones must be turned off during class and no earplugs for music, etc. will be allowed.

### Comprehensive Syllabus Civility Statement

A former President of Tusculum College said, “Our faculty has the right to set clear and fair standards of classroom conduct at the first class meeting and then dismiss a student if vulgar and disrespectful behavior persists.” Disrespectful behavior includes the following:

- Wearing of hats or hoods
- Speaking when someone else is talking
- Use of any tobacco product
- Sleeping in class
- Use of any electronic device
- Use of any hostile or negative language or behavior
- Being tardy or leaving early
- Inappropriate clothing

Please see the section on Attendance for penalties regarding being tardy or leaving early. All other offences will be addressed as follows:

- First offense: private talk with instructor
- Second offense: student is asked to leave class and counted absent for the day
- Third offense: failure of course

At the beginning of the block, you will be asked to sign a course contract addressing these civility issues. As Svi Shapiro notes, schools should be a place “where young people learn of the value of caring and cooperative relationships based in mutual respect and equality” (2).

**Class Expectations:** We are a community of learners. Complete the assignments on time and be ready to participate in discussion. Participation should demonstrate thoughtfulness, politeness, and the use of listening and conversation skills. Group discussions and reports to the class need to demonstrate the participation of all members. You are expected to arrive on time to class, prepared for the day’s class. This means:

- You have done the assigned reading
- You have completed homework assignments
- You have your own books, pen, paper (not spiral notebook, please), highlighter, pocket folder, and stapler (all out-of-class assignments must be stapled, paper-clipped, or fastened with a binder clip—I will not collect ones that are not!)
- You come to class on time, ready to participate actively for the entire period
- You are diligent about note taking and annotating

#### **Student Support Services/ Students with Disabilities:**

Tusculum provides individuals with disabilities reasonable accommodations to facilitate their participation in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements can make arrangements by contacting Ms. Bobbie Greenway (in Greeneville) at 423-636-7300 ext. 5154; 1-800-729-0256, ext. 5154; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu). The mailing address is Tusculum College Academic Resource

Students may arrange for additional academic assistance through the Academic Resources Center in Greeneville, Annie Hogan Byrd Hall, Room 112. To make arrangements, please contact Ms. Bobbie Greenway at 423.636.7300, ext. 5154; 1-800.729.0256; or at [bgreenway@tusculum.edu](mailto:bgreenway@tusculum.edu)

**Please note:** I enjoy working with and helping students. If you are having any type of problem with any aspect of the work or would just like to chat, please see me and/or take advantage of the help offered on campus. Conversely, if you are having problems and do not seek help, your grade will be affected accordingly.

**Handling sources:** Students will be taught about plagiarism in English 110 and about acknowledging sources by referring to the sources in text. Students should refer to source material internally with basic information. Students need to avoid plagiarism through use of summary, paraphrase, and quotations--then student use of source material is accepted.

### **TUSCULUM COLLEGE PLAGIARISM POLICY**

Cheating and plagiarism are violations of Ethics of Social Responsibility-one of the competencies that we have identified as essential to the Civic Arts. Plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment

Besides plagiarism, other forms of academic dishonesty include the following:

4. Submitting the same work in two or more courses without significant modifications or expansion and without the approval of the instructors involved
5. Submitting purchased, borrowed, copied, or specially commissioned work as if it were one's own
6. Knowingly permitting others to submit your work under their names
7. Copying the work of others during an examination or other academic exercise
8. Knowingly allowing others to copy your work during an examination or other academic exercise
9. Using "cheat sheets" or any other unauthorized form of assistance during an exam, quiz, or other academic exercise

**NOTE:** AUTHORIZED HELP is encouraged and includes:

- attendance at help sessions
  - tutoring received with your instructor's knowledge (responsible tutoring does not provide answers to specific assignments but focuses on general principles, concepts, rules, and information, as well as on skills development)
  - work with Learning Center or Student Support Services staff done with the knowledge of your instructor
10. Manipulating or fabricating data to support erroneous conclusions.

The effect of cheating within a community is to destroy the environment of honesty and trust on which the community depends. A dishonest performance diminishes the achievement of those who have worked hard and demonstrated real mastery of a subject. For this reason you are encouraged to confront peers who violate the standard of honesty by any form of cheating or plagiarism and, if necessary, to report their behavior to an appropriate authority (instructor, director, or authorized college agency or body). No one but you can know if you should take the kind of action just described.

### **Sanctions:**

#### **Stage 1**

In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. Whether the student receives an "F" for the assignment is up to the faculty member.

#### **Stage 2**

This stage is for an offense after warning or for a first offense in which the student knowingly and willfully engages in academic misconduct. The penalty is automatically an "F" in the course. The action is reported to the Admissions and Standards Committee. The student is warned in writing of the consequences of a future Stage 3 offense.

#### **Stage 3**

Depending on where the student started (with unintentional or intentional violation), Stage 3 is for a second offense in cheating or a second or third offense in plagiarism. The penalty is an "F" in the course and suspension or expulsion from the College - a matter that is recorded on the student's transcript. Most students suspended for academic misconduct may not be readmitted until one calendar from the date of their suspension. Most accredited institutions will deny admission to a student currently on suspension.

**Please note: I have zero tolerance regarding plagiarism. All ideas in your papers must be your own, and authorized help does NOT include help from family members or friends!**

**Grading:** The following grading scale will apply:

A 100 – 93	A- 92 – 90	
B+ 89 – 87	B 86 – 83	B- 82 - 80
C+ 79 – 77	C 76 – 73	C- 72 – 70
D+ 69 – 67	D 66 – 60	F Below 60

### **Grading criteria:**

**F paper:** shows almost no evidence of thought or planning, is so poorly constructed and carelessly written that the reader cannot follow the ideas, and contains so many errors in mechanics and usage that the message is difficult to understand. There is no evidence of revision. A stylistically adequate paper that does not follow the assignment will receive an F, as

will a paper that has significantly or totally changed its focus from your rough draft. Please note that after your paper proposal has been approved by me, you may not change the focus of your paper without written approval from me. All prep work for the paper must address the topic of both the rough and final drafts.

**D paper:** a weak paper that relates to the assignment but doesn't state or support a commitment to the topic. Contains enough errors in syntax and mechanics to seriously distract the reader and has vague, ambiguous diction and phrasing that make it difficult for the reader to understand the content. Shows little evidence of revision.

**C paper:** a routine response to the assignment. Few mechanical errors. Some effort at revision (in addition to proofreading!). The writing is understandable but contains few original ideas or use of personal experience and examples. To receive a C or better, a paper must have a clear, argumentative thesis, a solid topic sentence outline which is followed in the paper, clear development of the thesis, good transitions from one paragraph to the next, clear development of focused paragraphs that begin with topic sentences that clearly support the thesis, and a conclusion/solution paragraph that does not summarize. Any paper with a grade of C- or lower must be re-written with the help of a tutor (this person needs to send a note indicating how he or she helped you).

**B paper:** meets the minimum requirements for a C paper but also shows strong evidence of revision and original ideas. Makes strong and appropriate use of personal experience and examples and clearly explains them. Almost no mechanical errors.

**A paper:** an outstanding paper that makes a perceptive, thoughtful, imaginative response to the assignment and includes serious revision effort. No major mechanical errors. **Note: students with a solid A average (including at least a B on the midterm) and acceptable attendance by the end of the block do not have to take the final.**

All papers must be typed in MLA format, Times New Roman 12 font, and have 1" margins on all sides of each page. This is true for rough as well as final drafts. Do not use cover pages or folders/plastic covers. **To be considered for a grade,** final drafts must be accompanied by all rough drafts—including and especially the ones peer reviewed by a classmate and by me, the peer evaluation, a revision statement in which you note how and why you made changes (not to include mechanical corrections), a topic sentence outline, a list of issues and questions, brainstorming lists, and your paper proposal that has been approved by me, as well as the originals and revisions of these elements. If your final submission is too thick to staple, fasten it with a binder clip or a large paper clip. **We will do much of the process work in class—an important reason not to be absent.**

Grades will be determined as follows:

- Attendance/participation: 10% This includes thoughtful, polite, and prepared participation in class discussions; industrious involvement in daily group work; and homework completed when due. If you merely show up but do not participate thoughtfully, you will receive an F for this component of your grade.
- Critical analyses, in-class writing, and quizzes, including five 2-page papers of formal, academic writing: 30%
- Midterm exam: 10%
- Two 5-6 page papers: 40%
- Comprehensive Final Exam developed around the learning outcomes: 10%

### **Assignments:**

#### **2 five-six page papers**

##### **1. Argument Assignment:**

5 page revised paper, typed, for an academic audience. Students will take a position on an issue and argue a position. Students will write a claim and use supporting evidence from their knowledge or the course text. Student will document their writing process and do at least one major revision.

##### **2. Rhetorical Analysis Assignment:**

5 page revised paper, typed, for an academic audience. Students will analyze a text chosen or assigned from the course text based on the rhetorical triangle (author, purpose, and audience) and use of ethos, pathos, and logos. Students will document their writing process and do at least one major revision.

### **Tentative schedule:**

#### **Week 1:**

- Review syllabus
- Read Chapter 1 in *Navigating Argument* (NA) and pp 49-64 in “Presence” for Thursday
- Introductions
- Mechanics quiz
- Mechanics review
- Reading review
- Overview of how to process a paper
- In-class essays
- In-class preparation for **Argumentative Paper on Education**
- **Students will be quizzed most days on assigned readings**
- Read Chapter 2 in NA and pp 65-80 in “Presence” for Friday
- Read Chapter 3 in NA and pp 81-120 in “Presence” for Monday

#### **Week 2:**

- Read Chapter 5 in NA and pp 121-132 in “Presence” for Tuesday
- Read pp 133-153 in “Presence” for Wednesday
- Read pp 153-158 in “Presence” for Thursday
- Mechanics review



- In-class essays
- Paper process work in class
- Thursday: Honors Convocation
- **Peer evaluations of rough draft of first paper on Friday**

### Week 3:

- **Monday: Midterm exam**
- **Final draft of Argumentative Paper due on Tuesday**
- Begin work on **Rhetorical Analysis Paper** on Tuesday
- For Tuesday, read Chapter 4 in NA
- For week 3, read assigned essays in “Presence” as well as articles I will provide
- Mechanics review
- In-class essays

### Week 4:

- In-class essay
- Topic-related film with in-class rhetorical analysis of film
- Review for final exam
- **On Tuesday, I will have conferences with each of you in my office. You must bring your full length, typed rough draft and all prep work for your paper. We will not have class on Tuesday. If you miss your conference or come without a rough draft, you will be counted absent for an entire class session.** These conferences are important because in them I will provide you with vital, detailed feedback on specific ways to revise your paper to achieve a better finished product.
- **Final draft of Rhetorical Analysis Paper due on Wednesday**
- **Friday: final exam**