Course Description
Provides instruction in the writing of expository prose. Varied writing strategies are presented for use in the planning and developing of essays. The course includes an introduction to documentation and research procedures. The student must pass all parts of the Communications Department portfolio to earn credit for this course.

Freshman English II stresses academic writing skills: constructing thesis-driven, adequately supported argumentative essays that demonstrate awareness of rhetorical principles such as ethos, logos, pathos, and audience-awareness. Students will draft and revise a variety of short writing assignments, including a documented essay that incorporates outside sources and follows MLA formatting. All writing assignments emphasize the importance of writing processes such as brainstorming, drafting, and revising. Students will also learn the basics of argumentation through analyzing, evaluating, and thinking critically about both their classmates’ essays and those by published writers.

Course Objectives
English 103 will enable students to develop the following skills:

Rhetorical Principles:
- To understand that persuasion—visual, verbal, and written—is integral to reading and composing.
- To identify an audience and tailor persuasive strategies to that particular audience.
- To develop a variety of effective strategies for brainstorming, drafting, and revision that address different rhetorical situations.

Writing and Research Skills:
- To draft thesis-driven, coherent, well-developed, and organized essays which are supported with strong evidence.
- To recognize the importance of revision and practice revision strategies on their own and others’ texts.
- To produce a MLA-formatted research essay, built on rhetorical principles, that prepares students for more advanced research writing in English 104.

Professional Development:
- To demonstrate a professional attitude towards writing that focuses on careful formatting, syntax, punctuation, and spelling.
- To demonstrate the ability to work collaboratively as a respectful member of a culturally and socially diverse team.
- To think and reflect on personal writing progress in order to set goals for English 104.

Course Requirements
Students in English 103 are required to complete 15-20 total pages of formal essay writing that addresses different rhetorical situations and demonstrates audience awareness, including:
• One research essay that incorporates credible outside sources and appropriate documentation.
• One in-class diagnostic essay to assess student writing at the beginning of the course.
• One in-class final reflection essay to assess student progress at the end of the course.

Other requirements include:
• Required library instruction that, at minimum, includes Mathews Library and Learning Center tour and basic introduction to library research.
• Brief in-class presentation by a Writing Center tutor regarding services offered to students.
• Informal writing assignments (examples include: brainstorming notes, outlines, reading responses, discussion board responses, in-class writing or activities, etc.)
• One portfolio that includes final versions of the major writing projects, electronically submitted to Moodle by the end of the semester.
• Regular attendance and active participation during in-class discussions and workshops.

Required Textbooks

Other Materials
• Flash drive (to back up your work)
• Stapler
• Optional: Laptop computer to bring to class

Method of Instruction
English 103 will use a combination of lecture, large-class discussion, individual and collaborative activities, and writing workshops.

COURSE POLICIES

Attendance Policy
Attendance is required, and you need to arrive on time. You will receive an attendance grade (100 points possible) as a portion of your participation grade (20% of overall course grade) at the end of the semester.

I take attendance each class by passing around an attendance sheet for you to sign. If you arrive late and miss the attendance sheet, it is your responsibility to sign the sheet at the end of the class period. If you do not sign the sheet, you will be counted absent. Arriving late will also precipitate a deduction of your attendance grade.

An absence may be “excused” (and will not negatively effect your attendance grade) if you are able to provide me with written documentation from a physician, obituary, court, etc.

You will receive an automatic “F” in the class if you miss more than half (50%) of the total number of class meetings by the end of the semester.

Classroom Behavior
Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class; students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

I expect your behavior in the classroom to be no different than it would be in a professional workplace. Arrive on time, be courteous, meet your deadlines, and recover from mistakes.
I do not tolerate intentional or unintentional disrespect at any time. If your behavior becomes aggressive or threatening at any point during the semester, I will refer your name to the college conduct team for review and may not allow you to return to the classroom.

**Technology Policy**
Your cell phone, iPod, pager, etc. must be turned off or placed on “vibrate mode” during the entire class period. If you need to make or take a call or text message in an emergency situation, you will need to step out into the hallway. If I see you making phone calls, texting, or listening to music during class time, I will ask you to leave class and/or mark you “absent” for the day.

You are welcome and encouraged to bring a laptop to class as long as you use it for class-related purposes only (i.e. taking notes, drafting, other in-class activities). If I see you using your laptop for non-class-related purposes, I will ask you to leave class and/or mark you “absent” for the day.

Multiple violations of this technology policy will be referred to the Dean for disciplinary action.

**Honesty Policy**
Cheating or plagiarizing will absolutely not be tolerated at Southwestern Michigan College. Any student found cheating or plagiarizing material in any manner may be assigned a failing semester/session grade in this course. A second such incident while at SMC could result in suspension or expulsion from the institution. A student found in violation of this section of the syllabus will not be allowed to drop this course. Additional detail regarding cheating and/or plagiarism may be found elsewhere in this syllabus. For more detailed information consult the SMC Code of Student Conduct.

**ASSIGNMENT & GRADING POLICIES**

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<tr>
<th>Grading Scale</th>
<th>100%-94% A</th>
<th>93%-90% A-</th>
<th>89%-87% B+</th>
<th>86%-84% B</th>
<th>83%-80% B-</th>
<th>79%-77% C+</th>
<th>76%-74% C</th>
<th>73%-70% C-</th>
<th>69%-67% D+</th>
<th>66%-64% D</th>
<th>63%-60% D-</th>
<th>59%-lower F</th>
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**Method of Evaluation**
Your grades will be posted in a timely fashion throughout the semester using the grade book feature on our course Moodle page (via SMC Wired → My Courses)

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<th>4 Essays</th>
<th>50% of course grade</th>
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**Late Policy:** Essays are considered “late” if they are not submitted during class time on the specified due date. Late essay grades will be penalized 20% further from what the grade would have been if the essay had been submitted on time. Essays received more than 1 week late will be given an automatic “F” grade. Essays received more than 2 weeks late will not be accepted and will receive a “zero.” No exceptions.

Technology failures are not acceptable excuses for late work. You are responsible for backing up your work on a flash drive or in an alternate location. You are also responsible for printing your essays in time. Print cards may be purchased for a small cost at the Mathews Library.

**Extension Policy:** I may be willing to grant students a brief no penalty-extension on an essay in emergency situations. Extensions requests must be made in writing (or via e-mail message) and prior to the due date.
Other Essay Policies: I will only accept and grade hard copies (no electronic submissions); however, you will be expected to upload an electronic copy of each essay to our Moodle page by the end of the semester for department curriculum assessment purposes.

Essays must be formatted correctly to MLA style.

Descriptions of Essay Assignments:
- **Essay 1 – “This I Believe”**
  This essay is inspired from the popular National Public Radio (NPR) segment “This I Believe.” You will be asked to write a personal statement of belief.

- **Essay 2 – “Rhetorical Analysis”**
  This essay will assess your knowledge of the rhetorical triangle. You will be asked to choose an advertisement and analyze how it seeks to persuade an audience.

- **Essay 3 – “Evaluative Review”**
  You will be asked to choose something that you wish to review (a book, CD, film, website, restaurant, etc.) and write a persuasive essay that evaluates its overall quality.

- **Essay 4 – “Persuasive Proposal”**
  This unit will introduce you to the concept of fieldwork research: observing, surveying, and interviewing. You will be asked to write a persuasive proposal about something that you feel would improve Southwestern Michigan College or a community in the local area.

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<tr>
<th>Participation</th>
<th>20% of course grade</th>
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<tr>
<td>Participation grade includes attendance (100 points), bringing completed drafts to the peer-review workshops (20 points), giving feedback at the peer-review workshops (20 points), participation during discussions and other group activities (25 points), and any in-class writing/activities that I collect for points (10 points).</td>
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**Absences on Peer-Review Workshop Days:** You cannot make up peer-review workshop points if you miss a peer-review workshop day. It is impossible to duplicate the full peer-review workshop experience outside of class time. Exceptions to this policy may be made in the case of an “excused absence,” one in which written documentation is provided.

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<tr>
<th>Quizzes</th>
<th>20% of course grade</th>
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<td>You will have approximately 4 multiple-choice quizzes throughout the semester that will assess your knowledge of material from assigned readings, class notes, and discussions. Some quizzes may be cumulative in nature. I will always give you a study guide prior to each quiz.</td>
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**Absences on Quiz Days:** If you miss a quiz, it is your responsibility to make arrangements with me to make it up. Make-up quizzes must be taken within 1 week or will receive zero points.

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<tr>
<th>Diagnostic &amp; Reflection Essays</th>
<th>10% of course grade</th>
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<tr>
<td>These essays (5% each) are in-class essays, timed, and graded pass/fail for completion or incompletion. The diagnostic essay takes place at the beginning of the semester; I use it to assess your writing strengths/weaknesses coming into the class. The reflection essay takes place at the end of the semester; I use it to assess how your writing may have improved and your understanding of major course concepts.</td>
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</table>
NOTICE: Information in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. The instructor, however, reserves the right, acting within the policies and procedures of Southwestern Michigan College, to make changes in course content or instructional techniques.

TENTATIVE COURSE OUTLINE

All readings and writing assignments are due on the day they are listed below.

Special note: The following course outline is completely tentative and may be revised throughout the semester to best meet the needs of the course and its students. An up-to-date course outline will always be posted on our Moodle page. Please refer to the Moodle copy when determining due dates for readings and writing assignments.

Week 1
Fri. 1/13  Course Welcome & Introduction

Week 2
Mon. 1/16  In-Class Diagnostic Essay
Bring to class: Notebook paper and pencil/pen

Wed. 1/18  Mathews Library, Learning Center, and Writing Center Tour
We will meet and have class at the Mathew’s Library today. Look for me by the circulation desk.

Fri. 1/20  Introduce Unit I: This I Believe/Setting Up Your MLA Document
Read: *Everything’s an Argument*, Ch. 1, pp. 3-35; Ch. 20, pp. 584

Week 3
Mon. 1/23  Making an Academic Argument
Read: *Everything’s an Argument*, Ch. 6, pp. 133-146

Wed. 1/25  Brainstorming Exercises
“Brainstorming” (online):
http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/brainstorming

Fri. 1/27  Understanding Pathos, Ethos, Logos
Read: *Everything’s an Argument*, Ch. 2, 3, and 4, pp. 38-93

Week 4
Mon. 1/30  Avoiding Logical Fallacies in Arguments
Read: *Everything’s an Argument*, Ch. 17, pp. 515-533

Wed. 2/1  Thesis Statements; Drafting Workshop
Read: “Shitty First Drafts” (handout; see PDF File on Moodle)
Read: “Thesis Statements” (online):
http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/thesis-statements

Fri. 2/3  Revision: Preparing for Successful Peer-Review Workshops
Read: “Editing and Proofreading” (online):
http://writingcenter.unc.edu/resources/handouts-demos/citation/editing-and-proofreading
Read: “Responding to Other People’s Writing” (online):
Week 5
Mon. 2/6  Peer-Review Workshop
Bring to class: 2 printed, stapled copies of a completed draft of your “This I Believe” essay; 2 printed copies of the Unit I Peer-Review Worksheet (see Word document on Moodle)

Wed. 2/8  “This I Believe” Oral Presentations (see student schedule on Moodle)

Fri. 2/10  “This I Believe” Oral Presentations (see student schedule on Moodle)
Due: “This I Believe” Essay

Week 6
Mon. 2/13  Introduce Unit II: Rhetorical Analysis
Read: Everything’s an Argument, Ch. 5, pp. 95-123
Unit I Quiz

Wed. 2/15  Analyzing Visual Arguments
Read: Everything’s an Argument, Ch. 14, pp. 441-463
Bring to class: A print advertisement that you have chosen to write about for your rhetorical analysis essay

Fri. 2/17  Advertising Cultural Desires; Writing Effective Introductions
Read: “Advertising’s 15 Basic Appeals” (see PDF file on Moodle)

Week 7
Mon. 2/20  Writing Conclusions; Drafting Workshop
Read: “Conclusions” (online):
http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/conclusions

Wed. 2/22  Peer-Review Workshop
Bring to class: 2 printed, stapled copies of a completed draft of your “Rhetorical Analysis” essay; 2 printed copies of the Unit II Peer-Review Worksheet (see Word document on Moodle); a copy of your print advertisement

Fri. 2/24  Revision Workshop
Graded “This I Believe” Essay will be returned today.

Week 8
Mon. 2/27  Unit II Quiz

Wed. 2/29  Special Topic: E-mail Etiquette
Due: Rhetorical Analysis Essay

Fri. 3/2  Special Topic: Plagiarism
Read: “Plagiarism” (online):
http://writingcenter.unc.edu/resources/handouts-demos/citation/plagiarism
Week 9
Mon. 3/5 – Fri. 3/9  Spring Break

Week 10
Mon. 3/12  Introduce Unit III: Evaluative Review
Read: Everything’s an Argument, Ch. 10, pp. 284-304
Read: Expanding Horizons, “Repulsive Dinners: A Memoir,” pp. 80-83

Wed. 3/14  Structuring Arguments
Read: Everything’s an Argument, Ch. 7, pp. 170-206

Fri. 3/16  Transitions/Drafting Workshop
Read: “Transitions” (online): http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/transitions
Graded Rhetorical Analysis will be returned today.

Week 11
Mon. 3/19  Peer-Review Workshop
Bring to class: 2 printed, stapled copies of a completed draft of your “Evaluative Review” essay; 2 printed copies of the Unit III Peer-Review Worksheet (see Word document on Moodle)

Wed. 3/21  Revision Workshop

Fri. 3/23  Understanding Primary/Fieldwork Research
Unit III Quiz

Week 12
Mon. 3/26  Introduce Unit IV: Persuasive Proposal/Sample Proposal
Read: Everything’s an Argument, Ch. 12, pp. 373-389, pp. 399-410
Due: Evaluative Review Essay

Wed. 3/28  Proposal Brainstorming Session

Fri. 3/30  Observing, Interviewing, Surveying
Read: Everything’s an Argument, Ch. 16, pp. 493-513

Week 13
Mon. 4/2  Counterarguments Brainstorming Session

Wed. 4/4  Evaluating and Integrating Sources
Read: Everything’s an Argument, Ch. 19, pp. 549-564

Fri. 4/6  Easter Recess (No Class)

Week 14
Mon. 4/9  Integrating Sources (cont.)

Wed. 4/11  Documenting Sources/Works Cited
Read: Everything’s an Argument, Ch. 20, pp. 566-585
Fri. 4/13  Drafting Workshop
Read: “Should I Use I?” (online):
http://writingcenter.unc.edu/resources/handouts-demos/citation/should-i-use-i
Graded Evaluative Review will be returned today.

Week 15
Mon. 4/16  Peer-Review Workshop
Bring to class: 2 printed, stapled copies of a completed draft of your “Proposal” essay; 2 printed copies of the Unit IV Peer-Review Worksheet (see Word document on Moodle)

Wed. 4/18  Revision Workshop

Fri. 4/20  Unit IV Quiz

Special Note: Mon. 4/23 is the LAST DAY you can officially withdraw from the class without the course grade impacting your semester and cumulative GPA.

Week 16
Mon. 4/23  Course Wrap-Up/In-Class Participation Evaluation
Due: Persuasive Proposal Essay

Wed. 4/25  In-Class Reflection Essay
All essays must be electronically uploaded to our Moodle page by 10 p.m. tonight. I will deduct 10 points from the in-class portion of your participation grade if you fail to meet this deadline.