**English 1320, Spring 2013: College Writing II**  
Section 351: TTH 2:00-3:20 FH 111

**Instructor:** Michael Rosenbaum  
Office: Flowers Hall 106  
Hours: TTH 1:00-2:00 or by appointment  
Phone: 512-245-3017 (office)  
Email: mr1555@txstate.edu

_This syllabus supplements the general First-Year English Syllabus, available online at www.english.txstate.edu_

**Course Description**  
English 1320 is a continuation of English 1310 with emphasis on expository writing as a means of analyzing and understanding texts. In this course, you will learn to read closely, think critically, research secondary sources, and write thesis-based argumentative essays incorporating analysis of literature and other texts.

This class is designed to stimulate your thinking on a variety of individual, societal, environmental, political, and scholarly topics, thus making you a more capable and analytical writer—not only for English classes, but also for other academic departments and the workplace. This will be accomplished through an interactive discussion format in class, as well as through challenging and thought-provoking writing assignments.

**Learning Outcomes**  
The Department of English has adopted student learning outcomes for general education courses in writing and literature and for all degree programs in English. You will find these outcomes at www.english.txstate.edu (under the ‘Student Resources’ menu). Please review the outcomes for the course/program in which you are enrolled.

**Required Textbooks**  
Hacker and Sommers, _The Bedford Handbook_ 8th Edition  
Gooch, Seyler, _Argument!_ 2nd Edition  
*We will be using these texts regularly—they are not optional*

**Attendance Policy**  
Because this class is run as a workshop, with in-class planning, writing, revising, and editing, regular attendance is essential. Students are expected to attend _every_ class. There are no excused absences. When an absence is unavoidable, the student is responsible for acquiring missing course materials and the information supplied in class. **Students absent more than three days may receive a lower final grade for the course; students absent more than six days may fail the course.**

**TRACS/Email**  
There is a TRACS site for this course, which we will use throughout the semester for grades, assignments, and email (so you must check your Texas State email regularly).
**Reading**
There are reading assignments for nearly every class. *Do them.* If you don’t, it will be near impossible to take part in discussion, which is extremely important to the class goals and to your participation grade. It is everyone’s responsibility to finish all assigned readings—if the class is not completing the readings, unannounced quizzes may be implemented.

**Requirements**
- Written/oral responses to readings
- Participation in peer-review sessions
- Five papers (four with drafts and completed peer review sheets)
- Final Exam (an in-class paper)
- End of semester folder containing all written responses

(Note: *You cannot pass this course unless you submit all papers and take the final.*)

**Peer Review Policy**
On peer-review days, I will check for *complete* typed drafts. If your draft is not substantially complete, or if you miss class, I will lower your grade on that paper by half a letter (5 points), even if the final copy is on time. I will accept no paper unless it is has been peer-reviewed.

**Late Paper Policy**
As a rule, I do not accept late papers. Should a pressing issue arise that affects the timely submission of your paper, discuss it with me *in-person*, but do not anticipate an extension.

**Grade Computation**
Each student’s final grade will be computed according to the following percentages:

- Attendance/participation: 15%
- Paper 1: 5%
- Paper 2: 15%
- Paper 3: 15%
- Paper 4: 20%
- Paper 5: 20%
- Final exam: 10%

Semester grade: A=90-100; B=80-89; C=70-79; D=60-69; F=59 or lower

For a detailed description of what constitutes an A paper, B paper, etc, please refer to page 11 of the First-Year English Syllabus

**Academic Honesty**
The Texas State University Honor Code states, “We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing […] conflict as much with academic achievement as with the values of honesty and integrity.”

Plagiarizing is submitting work that is in any way not your own. Refer to the First-Year English Syllabus and to *The Bedford Handbook* for definitions and general policies concerning plagiarism. Any cases of verifiable plagiarism, whether deliberate or accidental, will result in a failing grade on the assignment and may result in a failing grade for English 1310. (Note: Peer Review and consultation
with your instructor or a counselor at the Writing Center do not constitute plagiarism and are encouraged.)

**Classroom Behavior**
Behave in the classroom as you would in any other professional setting. Arrive on-time. Remain for the duration of class. **Turn off and tuck away cell-phones and MP3 players before class begins. Laptops are unnecessary in this course and as such are not allowed.**

**Classroom Discussion**
When participating in discussion, keep in mind that the University classroom is one of the most diverse spaces within our society. There *will* be other members of the class with whom you disagree or who will disagree with you. This is expected and welcomed. It is only through considering the beliefs and ideas of those with whom we disagree that we can truly *decide* on what we believe. So feel free to disagree with, refute, and/or challenge the ideas of others. However, when doing so, remain calm, polite, and respectful at all times toward your classmates *and* their ideas.

Anyone who yells, is disrespectful, or uses any discriminatory/vulgar language, may be dismissed and receive an unexcused absence for the day.

Also, refrain from interrupting or chatting while someone is speaking as this is disrupting and disrespectful.

**Special Needs**
Students with special needs who require accommodations for the successful completion of this course must notify both the Office of Disability Services and the course instructor by no later than the end of the first week of classes so that necessary accommodations can be made.

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**Remember:** This class is designed to help you become a successful college writer. We will all work together to achieve this goal, and I will do everything I can to assist you every step of the way.

But also, keep in mind that this is college. From this point on your education is ultimately yours and yours alone. Take control of it by showing up, participating, and growing.
# Course Calendar

*This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs.*  
**Expect for Bedford reading to be assigned in addition to what is printed below as they become pertinent. This text should be brought to every class session, regardless of schedule.**

Please note: you should come to class *already having completed* the assignments/readings for that date.

\[ \text{The Bedford Handbook} = \text{BH} \]
\[ \text{Argument!} \]

## UNIT I: UNDERSTANDING ACADEMIC ARGUMENT

### Week 1

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<tbody>
<tr>
<td>T</td>
<td>1/15</td>
<td>Introduction; course policies</td>
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<tr>
<td>TH</td>
<td>1/17</td>
<td>Paper 1 Written in Class</td>
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### Week 2

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<tr>
<td>T</td>
<td>1/22</td>
<td>Paper One returned and discussed</td>
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*Argument! pp 4-10,  
Argument! p. 286 “Why the Music Industry Hates Guitar Hero”*  
| TH  | 1/24 | BH Chapter 6: “Evaluating Arguments” pp. 118-128 |

### Week 3

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<tr>
<td>T</td>
<td>1/29</td>
<td>Argument! pp. 11-24, p. 358 “Why the First Amendment (and Journalism) Might be in Trouble</td>
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## UNIT II: ANALYZING ARGUMENTS

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<tbody>
<tr>
<td>TH</td>
<td>1/31</td>
<td>Paper Two assigned</td>
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*Argument! pp. 30-40*  

### Week 4

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<th>Title</th>
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<tr>
<td>T</td>
<td>2/5</td>
<td>Thesis/Intro/Outline for Paper Two due</td>
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*BH “Drafting a Thesis,” pp. 19-32 BH Chapter 1;  
Argument! p. 304 “On Facebook, Biggest Threat to Your…”*  
<p>| TH  | 2/7  | Argument! pp. 49-62 |</p>
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<th>Week 5</th>
<th>T 2/12</th>
<th>Typed draft of Paper Two due; peer review</th>
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<td>TH 2/14</td>
<td>Paper Two Due; workshop</td>
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**UNIT III: REFUTING ARGUMENTS**

| Week 6   | T 2/19 | Paper Two Returned and Discussed; Paper Three assigned;  
|          |        | *Argument!* pp. 86-89                        |
|          | TH 2/21 | Thesis and Article Due  
|          |        | *Argument!* pp. 319-320                        |

| Week 7   | T 2/26 | Draft of Paper Three due; peer review  
|          | TH 2/28 | Paper Three due; workshop                      |

| Week 8   | T 3/5 | STUDENT CONFERENCES; paper 3 returned  
|          | TH 3/7 | STUDENT CONFERENCES; paper 3 returned                        |

| Week 9   | T 3/12 | Spring Break: No Classes!  
|          | TH 3/14 |                                               |

**UNIT IV: RESEARCHING ARGUMENTS**

| Week 10  | T 3/19 | Paper Four assigned: Annotated Bibliography  
|          |        | *Argument!* pp. 315-316                           |
Week 11
T 3/26  Meet at Alkek Room 101
*BH* Chapter 46: “Conducting Research,” pp 438-446;
*BH* Chapter 47: “Evaluating Sources,” pp. 463-478

TH 3/28  Meet at Alkek
Library and Web research; **Paper Four thesis due**

Week 12
T  4/2  **Class Presentations**; Bring library/Web sources to class;

TH 4/4  **Typed draft of Paper Four due**; peer review **Bring your BH to class**

Week 13
T  4/9  **Paper Four Due**; workshop

**UNIT V: FINAL ARGUMENTS**

TH 4/11  *Argument!* pp 216-226; handout
P**aper Five assigned**

Week 14
T  4/16  **Thesis/plan due for paper Five**; Paper Four returned and discussed;

TH 4/18  **Typed draft of Paper Five due**; peer review

Week 15
T  4/23  **Paper Five due**; workshop

TH 4/25  Paper 5 returned and discussed; Preparation for final exam
*Argument!* pp 426-429

Final (In-Class Paper): Thursday, May 2\textsuperscript{nd} 2:00-4:30 PM (You must attend the final)