ENGL 102: MWF 9:00a-9:50a  
University of Arizona  
Spring 2007

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Office Hours: W, 10:00a-11:30a

COURSE DESCRIPTION AND OBJECTIVES:
This course will build on the close reading, focused research, and reflective writing done in English 101. English 102 combines reflections on general education with explorations of varied fields of inquiry to enable students to synthesize what they are learning and use it to write for varied purposes and audiences. The course deconstructs the process of academic inquiry, research, analysis, and argument to acquaint students with the type of study and writing they will be doing throughout college and in their careers. It also provides students with an opportunity to explore their educational, academic, and professional interests, to help them begin to “find themselves” at the university. As students examine how knowledge is composed in varied fields of study, they will work on analyzing and revising their own writing and reflecting on their writing process. In English 102, reflection, research, and revision are interrelated processes of inquiry that are fundamental to liberal education, specialized studies, and public life.

REQUIRED TEXTS:


SUPPLIES:
A notebook or three-ring binder with ruled paper for in-class writing and note taking
Simple manila folders (not pockets or envelopes) for major essay submissions
Possible photocopying and printing expenses for research and drafts
A jump drive for backing up all essays and other homework

COURSE STANDARDS AND POLICIES:
Class Decorum and Behavior: Students are expected to be in class on time. During class, students should listen attentively and take notes. Students are also expected to participate in all in-class assignments and activities. Food is not tolerated in the classroom, and cell phones must be turned off for the duration of class. Students need to stay in their seats until class has been properly dismissed.

MLA Manuscript Format: All assignments must be word processed and comply with MLA formatting guidelines; that is, papers must have 1” margins; be typed in a 12-point, Times New Roman font; and be double spaced throughout. In addition, the first page of all assignments must contain the student’s name, the instructor’s name, the course title, and the date on separate lines against the left margin. All assignments must also have a specific, descriptive title, centered and just below the date line. Each page
should then have a page number, preceded by the student’s last name, in the upper right corner (½″ below the margin). (See class handout for an example.)

**Essay Length:** All assignments are given required page-length ranges, but it should be noted this is a reference to full pages, not sheets. For instance, a 2-3 page assignment must be at least two full pages long, not just 1¼ pages of text (i.e., $1.25 is not $2.00).

**Late Work:** All assignments and essays are due at the beginning of class on the day indicated on the unit schedule; thereafter, they will be considered late. Late assignments will be penalized by half, and late essays will be docked a full letter grade for each class period they are late (down to an E grade). If students know they are going to miss class, assignments must be handed in early, never late. In extenuating circumstances, exceptions may be made at the instructor’s discretion.

**Grades:** All students’ grades are recorded, managed, and calculated on an Excel spreadsheet, which is updated regularly. For privacy issues, these grades are not available on the Internet; however, students may ask at any time (either via e-mail or in person) about their grade and current class standing.

**ASSIGNMENTS:**

**Daily Assignments:** (5 percent) During the semester, students will write a variety of response journal papers, complete other short writing assignments both in and outside of class, participate in a number of in-class activities, complete on-line workshops and exercises, and take part in a formal presentation. Students will also take occasional pop quizzes on reading assignments; these quizzes will sometimes be announced, but usually not. Students are expected to come to class prepared—they shouldn’t expect the rest of the class to bear the weight of preparation and participation.

**Essays:** A substantial part of this course will be devoted to drafting, revising, and editing essays. Students will practice strategies for generating and focusing ideas, arriving at thesis statements, developing claims with convincing evidence, organizing their arguments coherently, expressing their ideas clearly, and editing their writing for correctness and adherence to conventions. They will also reflect on the strategies and practices that help or hinder their individual composing processes.

**Polemic:** (required) Early in the semester, students will write a 30-minute “rant” in class exploring and arguing a controversial issue they feel strongly about. This rough argument essay will eventually become the core of the Documented Argument, so students should pick a topic that doesn’t have a clear or easy solution or answer; in addition, students are highly encouraged to choose an issue they are personally connected to in some way.

**Polemic Analysis:** (10 percent) In a 2-3 page essay, students will critically analyze and evaluate the rhetoric they employed in their own polemic essay, assessing the effectiveness of its ability to persuade an audience. This assignment is basically a standard textual analysis like those composed by students in English 101.

**Compare-Contrast Analysis:** (15 percent) Students will begin to research support for their argument, selecting two contrasting sources for comparison and analysis; one source should come from a reputable scholarly journal and the other from a more popular or mainstream magazine or web site. The 3-5 page essay will evaluate the authority and reliability of each source, comparing and contrasting their effectiveness as evidence for use in the Documented Argument essay.

**Annotated Bibliography:** (5 percent) After performing thorough research on their argument topic, students will present the best eight sources in an annotated bibliography. This document will include one page per source, including (1) an MLA-style works cited entry, (2) an abstract summarizing the main ideas of the source, and (3) an analysis of the authority and effectiveness of the source.
Proposal: (5 percent) This 2-3 page document will present the issue students intend to investigate in the Documented Argument, clearly state their plan to argue that topic, and provide an overview of how they intend to organize and support that argument. Students should also narrow their research down to just five or six sources and present a working thesis statement.

Documented Argument: (20 percent) In a 6-8 page essay, students will present a controversial issue, establishing why it is relevant or timely, investigating the issues at stake, and arguing for a specific solution or resolution to the problem. Students must use at least five researched sources and use proper MLA-style documentation (the works cited page will not count towards the 6-8 page requirement).

Portfolio: (40 percent) For the second half of the semester, students will select either their Polemic Analysis or their Compare-Contrast Analysis essay for revision, along with their Documented Argument. After thoroughly revising both essays, students will compile a portfolio, including a cover letter (written to the course instructor and introducing the contents of the portfolio) and a reflective essay (similar to that written for the English 101 final exam). The format for the letter (one page) and the specific content of the reflective essay (2-3 pages) will be discussed in class.

GRADING POLICY:
Journals, short assignments, and in-class activities will be graded on an all/half/nothing basis (that is, complete and correct assignments will receive full credit; incorrect, incomplete, or late assignments, half credit; and missing or late assignments done incorrectly, no credit).

Essays will be evaluated based on precise grading rubrics (to be discussed later in class). Failure to submit all generation materials, provide all required drafts as outlined in the syllabus, participate in workshops and conferences, and conform to requirements of essay length, research, or overall content will result in a 1-10 point penalty per deficiency. (Students should note that an E grade is preferable to a raw zero; an E can provide up to 59/100 points instead of a 0/100, so students should hand in an incomplete assignment rather than nothing at all.)

Students’ final grades will be calculated based on the following weights for individual assignments and the following grading scale:

<table>
<thead>
<tr>
<th>Grading Components</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Daily Assignments</td>
<td>90-100%</td>
</tr>
<tr>
<td>Polemic Analysis</td>
<td>80-89%</td>
</tr>
<tr>
<td>Compare-Contrast Analysis</td>
<td>70-79%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>60-69%</td>
</tr>
<tr>
<td>Proposal</td>
<td>0-59%</td>
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<tr>
<td>Documented Argument</td>
<td></td>
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<tr>
<td>Portfolio</td>
<td>40%</td>
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DISCLAIMER:
Information contained in this syllabus—other than the grading, late assignments, makeup work, and attendance policies—may be subject to change with advance notice, as deemed appropriate by the instructor.