

ENGLISH 220C: RESEARCHED WRITING

Instructor: Dr. Daven M. Kari

Office: English Department, Scott Building, 2nd floor

Phone: 714-556-3610, ext. 2513; **E-mail:** dkari@vanguard.edu

Office Hours: MF 10:00-10:50 a.m., MW noon, F 12:00-1:20, and by appointment

Required

Texts: Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: MLA, 2003.

Rottenberg, Annette T., and Donna Haisty Winchell. *Elements of Argument: A Text and Reader*. 9th ed. Boston: Bedford, 2009.

Strunk, William, and E. B. White. *The Elements of Style*. 4th ed. New York: Longman, 2000.

Recommended

Text: *The American Heritage Dictionary*, *Webster's New World Dictionary*, or another reputable, full-sized dictionary

Materials: Composition Folder, c. 9" X 12", pocket folder, no rings or prongs

Manuscript

Requirements: Type all four major papers on standard-sized, regular bond typing paper. On page one, double-space your name, instructor, course and section number, and date on four separate lines in the upper left side of the page and within the one-inch margins. Place the title on the second line below the information block just described, and then type the first line of your paper on the second line below the title. Double-space the text and leave one-inch margins. Place your name, section number, the current date, and a page number across the top of each page; triple-space after this heading before starting to type the text. Homework should typically be typed, or at least handwritten legibly with black or blue ink on standard composition paper. No pencil work, please. Paper clip (do not staple) all assignments. Present each essay in your folder.

Completion of

Assignments: To receive credit for English 220, each student must complete all preliminary drafts and major essays. Failure to complete the essays for any one of these four units will result in a failing grade for the entire course. Homework assignments are due at the beginning of class on the day assigned and will be collected periodically.

Daily Work: Students are individually responsible for all daily work. If you miss a class, make

arrangements to copy class notes and assignments prior to the next class meeting.

Due Dates: All assignments are due no later than the beginning of class time on the date specified. Late papers will not be accepted except in the event of an unanticipated and unavoidable absence, such as your own serious illness or a death in your immediate family. Homework is to be turned in when requested during class as evidence of staying current with reading assignments, so be sure to bring your completed work to class if you wish to receive credit for having finished it.

Attendance: Because English 220C involves considerable in-class work, students are expected to attend all classes. Any absences will affect the student's performance in this course, and may affect his or her grade. If a student misses more than six classes (2 weeks) for any reason, the student's grade will be lowered one letter grade. If the student misses more than eight classes, the student will automatically fail himself or herself in the course. A limited number of make up options may be offered for students facing unanticipated and unavoidable conflicts. Late arrivals and early departures will result in a partial or total loss for class attendance, as will sleeping in class. To receive full credit for attendance, students must bring their books for the days these texts are scheduled to be used. Students who consistently neglect to bring their books to class will lose attendance credit for the course. Furthermore, students are expected to be attentive and respectful in class. Students who spend class time chatting with neighbors, e-mailing friends, text-messaging friends, surfing the internet for subject matter unrelated to class, playing computer games, wandering around campus, sleeping, or doing homework for other classes will also lose credit for attending ENG 220C. Typically, no mention will be made in class when students lose this credit. Stay on task and check with the instructor when you have questions.

Rewrite

Policy: Revision and editing workshops for each essay are scheduled during regular class time. Furthermore, for two of the first three units, you are welcome to rewrite your graded paper and try for a higher grade, *provided that you complete peer group evaluations during class and that your first grade is at least a C-*. Your highest grade will stand, so you need not worry about losing points.

Do note, however, that rewrites involve more than resolving simple mechanical errors. To improve your grade you will need to deal with comments about content as well as those about mechanics. Submit the rewrite along with the original graded version. *This revision is due within one week after the graded paper has been returned to you.*

Grading: Individual units are weighted as follows:

Unit I: Education & Standardized Testing	100 points
Unit II: The Family and Its Future	100 points
Unit III: Sex and Violence in Popular Culture	100 points
Unit IV: Research Paper	200 points
Class participation & performance, including homework, quizzes & tests	<u>100 points</u>
Total	600 points

Due dates for major units are given in the syllabus and in the special handouts given for each. Class participation and performance will be based on daily and in-class work. Regular attendance and

active participation are vital to this part of your grade. At the end of the semester, grades will be assigned as follows:

540 points and above	= A	360-419 points	= D
480-539 points	= B	359 points and below	= F
420-479 points	= C		

Use of

Papers: Portions of your essays may be duplicated for class discussions. The author's name will not be mentioned unless the student gives prior permission. Should your paper involve confidential information, you may write a note on your evaluation sheet to let the instructor know of your preference that your paper not be used in class. However, simply desiring not to see your work highlighted in class is not an adequate reason for asking to be omitted from consideration.

Conferences: Conferences will be required for the first unit and for the final research paper unit. Should you need additional conferences, you are welcome and encouraged to schedule them. To make the best use of your time and your instructor's, always come with specific questions about how you can improve your writing, and be sure to take notes. When you make special appointments, keep them. If you must cancel, please call as far in advance as possible, preferably 24 hours.

Plagiarism: One of the best signs of maturity is respect for other people's property and rights. Taking other people's ideas, formulas, phrases, or writings without giving proper credit constitutes a theft, commonly known as plagiarism. Any student found guilty of this crime will be subject to failure in English 220 and possible further disciplinary action by the Academic Dean's Office.

SYLLABUS

January 12 (M) Introduction to course

UNIT I: EDUCATION AND STANDARDIZED TESTING

- 14 (W) *The Elements of Style* (hereafter cited as *EOS*), pp. ix-xviii.
Elements of Argument (hereafter cited as *EOA*), pp. 1-15
- 16 (F) *EOA*, pp. 31-48, 595-611—p. 635, answer Questions 1-4
- 19 (M) Martin Luther King Jr. Day—no classes
- 21 (W) *EOS*, pp. 15-24. Be prepared for a quiz.
MLA Handbook, pp. 3-14

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- January 23 (F) *EOA*, pp. 611-635—p. 635, answer Questions 5-8
Online Research:
www.kidsource.com/kidsource/content2/stand.testing.html,
www.fairtest.org/facts/howharm.htm,
www.familyeducation.com/topic/front/0,1156,1-9028,00.html
- 26 (M) Conferences with instructor--no class meeting
MLA Handbook, pp. 320-321
Develop an argument for or against one or two of the essays in this unit; may compare & contrast.
- 28 (W) Conferences with instructor--no class meeting
- 30 (F) Conferences with instructor--no class meeting
Review *EOS*, pp. 1-14
- February 2 (M) Peer Group Evaluation
EOS, pp. 25-33. Be prepared for a quiz.
MLA Handbook, pp. 15-25. Quiz may be given.
- 4 (W) Paper I Due—3 ½ -4 pp. (1000-1200 words)
Overview of next unit
MLA Handbook, pp. 26-36. Quiz may be given.

UNIT II: IMMIGRATION IN THE U.S.

- February 6 (F) Library Tour--tentative date
MLA Handbook, pp. 283-295 & bring on tour
- 9 (M) *EOA*, pp. 703-718—p. 733-34, answer Questions 1-6
- 11 (W) *EOA*, pp. 719-733—p. 734, answer Questions 7-8
MLA Handbook, pp. 37-45. Quiz may be given.
- 13 (F) *EOA*, pp. 327-337
- 16 (M) President's Day Holiday—no classes
- 18 (W) Discussion of Paper I
Online Research Methods
MLA Handbook, pp. 46-63. Quiz may be given.
- 20 (F) Drafting in Class
EOA, pp. 337-350
MLA Handbook, pp. 66-75. Quiz may be given.
- 23 (M) Discussion of Papers

EOS, pp. 39-52. Be prepared for a quiz.

- February 25 (W) Peer Group Evaluation
MLA Handbook, pp. 79-90. Quiz may be given.
- 27 (F) Paper II Due--3-4 pp. (1000-1200 words)
Overview of next unit
MLA Handbook, pp. 90-102. Quiz may be given.

UNIT III: SEX AND VIOLENCE IN POPULAR CULTURE

- March 2 (M) *EOA*, pp. 636-657—pp. 670, answer Questions 1-5
- 4 (W) *EOA*, pp. 657-664—p. 670, answer Questions 6-9
On-line Research
MLA Handbook, pp. 102-118. Quiz may be given.
- 6 (F) *EOA*, pp. 665-670—p. 731, answer Questions 10-11
On-line Research
- 9 (M) *EOA*, pp. 171-177
MLA Handbook, pp. 118-130. Quiz may be given.
- 11 (W) *EOS*, pp. 53-65. Be prepared for a quiz.
Discussion of Paper II
- 13 (F) *EOA*, pp. 384-393—language and cliches
- 16-20 (M-F) Spring Recess—no classes
- 23 (M) Drafting in Class
MLA Handbook, pp. 131-152. Quiz may be given.
- 25 (W) Peer Group Evaluation

UNIT IV: RESEARCH PAPER

- 27 (F) Paper III Due--3-4 pp. (1000-1200)
Overview of research project
- 30 (M) *EOA*, pp. 122-137
- April 1 (W) *EOA*, pp. 406-416—pp. 416-417, answer Questions 1-6
- 3 (F) *MLA Handbook*, pp. 174-193. Quiz may be given.

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April	6	(M)	Review of Topics for Research Paper <i>EOA</i> , pp. 157-180 <i>MLA Handbook</i> , pp. 194-216. Quiz may be given.
	8	(W)	Refining the Thesis & Drafting Discussion of Paper III Annotated Bibliography of 10 Prospective On-Line Sources Due; must offer a 50-70 word critical analysis of each source; must include at least four (4) different kinds of sources, such as journal articles, periodical articles, news reports, interviews, book reviews, or case studies related to your proposed topic. <i>Use proper MLA format for each entry.</i> Include copies of the articles you cite, along with an opening page that clearly identifies your topic and thesis. Present materials in your composition folder.
	10	(F)	Good Friday—no classes
	13	(M)	Conferences with instructor--no class meeting
	15	(W)	Conferences with instructor--no class meeting
	17	(F)	Conferences with instructor--no class meeting
	20	(M)	Conferences with instructor--no class meeting
	21	(W)	Review of research problems and stylistic concerns <i>MLA Handbook</i> , pp. 216-235. Quiz may be given.
	23	(F)	Strengthening arguments and style <i>MLA Handbook</i> , pp. 238-260. Quiz may be given.
	26	(M)	Peer Group Evaluation
	28	(W)	Question & Answer Session
May	1	(F)	Last Day of Classes Research Paper Due--7-8 pp. (2100-2500 words) Course Evaluations
May	4-7		Final Exam Week—TBA

N.B.: This is a tentative schedule and may be adjusted to meet student needs better. Stay alert to adjustments in the content and scheduling of assignments.

MAJOR ASSIGNMENT FOR UNIT I: EDUCATION AND STANDARDIZED TESTING

Purpose: This unit is designed to help you develop your skills for analyzing and presenting an argument connected with education. You may choose to work with one or two of the essays discussed in class or assigned in this unit. You may concentrate your analysis on one work, or you may do a comparison and contrast analysis of two essays. For whichever approach you choose to use, your analysis should clarify what the work says, how it says it, and why the author's approach was purposeful. You are welcome to agree or disagree with the author's conclusions. You should integrate at least two (2) outside sources (especially those recommended in the reading assignments), but these must not displace your discussion of the essay or essays on education assigned in this course. Use whatever sources you find purposeful for your argument, but document all sources in MLA style, and include a bibliography.

Audience: Your final paper should be addressed to your peers. Be sure to define technical terms and explain the material in terms appropriate to your readers.

Length: 3 ½-4 typed pages, double-spaced (1000-1200 words)

Due Date: February 4, 2009

Citation Style: MLA

Criteria for Evaluation:

1. An interesting title and lead-in identifying your thesis
2. A clear thesis consisting of an argument related to the interests and concerns of the intended readers
3. Careful use of argumentation to reveal important points in the essays discussed
4. A logical and coherent sequence supporting your argument with diction appropriate to your intended audience
5. A well reasoned closing punctuating (but not merely repeating) your basic argument
6. Demonstrated competence in mechanical areas such as grammar, punctuation, spelling, paraphrase, MLA documentation, and quotation

Composition folder should contain:

1. Typed essay, final form on top
2. Rough draft (preferably typed) with in-class evaluation
3. In-class work leading up to complete draft, including homework assignments for this unit

MAJOR ASSIGNMENT FOR UNIT II: IMMIGRATION IN THE U.S.

Purpose: This unit is designed to help you develop your skills for analyzing and presenting an argument connected with the challenges of immigration control in the U.S. As before, you may choose to work with one or two of the essays discussed in class or assigned in this unit. For whichever approach you choose to use, your analysis should clarify what the essay in your text says, how it says it, and why the author's approach was purposeful. You are welcome to agree or disagree with the author's conclusions. You are to integrate at least four (4) outside sources, but these must not displace your discussion of the essay or essays on immigration assigned in this course. Use whatever sources you find purposeful for your argument (especially those assigned in the reading), but document all sources in MLA style, and include a bibliography. *You must make purposeful use of at least two respectable Internet sources in this paper as part of the four required outside sources.*

Audience: Your final paper should be addressed to your peers. Be sure to define technical terms and explain the material in terms appropriate to your readers.

Length: 3 ½-4 typed pages, double-spaced (1000-1200 words)

Due Date: February 27, 2009

Citation Style: MLA

Criteria for Evaluation:

1. An interesting title and lead-in identifying your thesis
2. A clear thesis consisting of an argument related to the interests and concerns of the intended readers
3. Careful use of argumentation to reveal important points in the essays discussed
4. A logical and coherent sequence supporting your argument with diction appropriate to your intended audience
5. A well reasoned closing punctuating (but not merely repeating) your basic argument
6. Demonstrated competence in mechanical areas such as grammar, punctuation, spelling, paraphrase, MLA documentation, and quotation

Composition folder should contain:

1. Typed essay, final form on top
2. Rough draft (typed) with in-class evaluation
3. In-class work leading up to complete draft, including homework assignments for this unit

MAJOR ASSIGNMENT FOR UNIT III: SEX AND VIOLENCE IN POPULAR CULTURE

Purpose: This unit is designed to help you develop your skills for analyzing and presenting an argument connected with sex and violence in popular culture. As before, you may choose to work with one or two of the essays discussed in class or assigned in this unit. For whichever essay you choose to use, your analysis should clarify what the essay in your text says, how it says it, and why the author's approach was purposeful. You are welcome to agree or disagree with the author's conclusions. You must integrate at least six (6) outside sources, but these must not displace your discussion of the essay or essays on religious thought and experience assigned in this course. Use whatever sources you find purposeful for your argument (especially those assigned in the reading), but document all sources in MLA style, and include a bibliography. Whichever topic you choose, be sure to translate your vocabulary into terms that both Christians and non-Christians can understand and appreciate. *You must make purposeful use of at least three respectable Internet resources in this paper as part of the six outside sources required for this paper.*

Audience: Your final paper should be addressed to your peers. Be sure to define technical terms and explain the material in terms appropriate to your readers.

Length: 4-5 typed pages, double-spaced (1200-1400 words)

Due Date: March 27, 2009

Citation Style: MLA

Criteria for Evaluation:

1. An interesting title and lead-in identifying your thesis
2. A clear thesis consisting of an argument related to the interests and concerns of the intended readers
3. Careful use of argumentation to reveal important points in the essays discussed
4. A logical and coherent sequence supporting your argument with diction appropriate to your intended audience
5. A well reasoned closing punctuating (but not merely repeating) your basic argument
6. Demonstrated competence in mechanical areas such as grammar, punctuation, spelling, paraphrase, MLA documentation, and quotation

Composition folder should contain:

1. Typed essay, final form on top
2. Rough draft (preferably typed) with in-class evaluation
3. In-class work leading up to complete draft, including home work assignments for this unit

MAJOR ASSIGNMENT FOR UNIT IV:

DEEPENING YOUR ARGUMENTATION IN UNIT I, II, OR III

Purpose: Good research is disciplined curiosity. This unit is designed to help you develop your skills for analyzing and presenting an argument connected with either of the three previous units—including (1) education and standardized testing, (2) immigration in the U.S., or (3) sex and violence in popular culture—in an extended research paper of 2100-2400 words. As before, you may choose to work with one or two of the essays discussed in class or assigned in this unit. For whichever essay you choose to use, your analysis should clarify what the essay in your text says, how it says it, and why the author's approach was purposeful. You are welcome to agree or disagree with the author's conclusions. Use at least ten (10) outside sources related to your topic, in addition to essays from your text. Use a good variety of credible sources that represent the best thinking in the discipline you are discussing; you should use a good variety of articles, books, and internet sources or interviews. Document all sources in MLA style, and include a bibliography. *Papers without proper MLA documentation will not pass.* Consider such topics as the Christian ideal of higher education, the challenge of developing Christian values in a pluralistic culture, or the problem of defining a Christian concept of sexual ideals in the American culture. Whichever topic you choose, be sure to translate your vocabulary into terms that both Christians and non-Christians can understand and appreciate. If you choose to develop a topic you have used previously, be sure that you are approaching it from a new angle, and not just expanding an old paper.

Audience: Address your final paper to your peers. Be sure to define technical terms and explain the material in terms appropriate to your readers.

Length: 7-8 typed pages, double-spaced (2100-2500 words)

Due Date: May 1, 2009

Citation Style: MLA

Criteria for Evaluation:

1. An interesting title and lead-in identifying your thesis
2. A clear thesis consisting of an argument related to the interests and concerns of the intended readers
3. Careful use of argumentation to reveal important points in the essays discussed
4. A logical and coherent sequence supporting your argument with diction appropriate to your intended audience
5. A well reasoned closing punctuating (but not merely repeating) your basic argument
6. Demonstrated competence in mechanical areas such as grammar, punctuation, spelling, paraphrase, MLA documentation, and quotation

Composition folder should contain:

1. Typed essay, final form on top
2. Rough draft (preferably typed) with in-class evaluation
3. Notes from conference with instructor
4. In-class work leading up to complete draft, including homework assignments for this unit and *copies of articles used, whether on-line or from journals in the library*