

# English 102: Composition II:

Being Human – Who We Were, Who We Are, Who We Will Be  
Spring 2016 – 3 credits – Cumberland University

**Instructor:** Dr. Michael Rex **Section:** 02 **Time:** 11.00 – 12.15 MW **Room:** 206 Memorial Hall

**Office Hours:** 8.30 -10.30 & 2-3 MW 8.30-9.15 TR & Fridays By Appointment

**Office:** 210 B Memorial Hall **Phone:** (615) 547-1329 **email:** [mrex@cumberland.edu](mailto:mrex@cumberland.edu)

## Catalog Description:

The Writing assignments that comprise this course are designed to teach argumentation and research. Students will write papers that involve principles of reasoning such as deduction, induction, and causality. In writing the research paper, students will acquire skills in using the library and in synthesizing and documenting material. Attention will be given to adapting writing style to the intended audience.

## Course prerequisite:

A grade of “C” or better in ENG 101 or equivalent

## Course Outcomes:

Knowledge of the elements, writing processes and organizing strategies for creating analytical and expository prose and effective rhetorical strategies appropriate to the topic, audience, context, and purpose. First-year composition at Cumberland University is designed to help students improve their abilities to write correctly, clearly, and effectively. Grammar and mechanics will be a part of the curriculum as deemed pertinent by the instructor of each section.

## Course Goals:

Students will write persuasive and argumentative papers. They will acquire skills in library research and use a process that includes critical thinking, logical reasoning, and the investigation of primary and/or secondary sources. Students will write a documented, academic research paper. This course is an introduction to writing which helps prepare you for academic writing as required in college classes. Entry into English 102 implies that students have attained the competencies listed under English 101. Successful completion of English 102 will require students to demonstrate consistently the 101 competencies and to attain these additional competencies:

The ability to recognize and appreciate the rhetorical strategies of various kinds of writing and the ability to write effectively in a variety of rhetorical contexts critically and logically;

The ability to analyze various texts and to write critically about them;

The ability to draw content for writing from multiple resources and the ability to document multiple sources appropriately in that writing;

The ability to recognize a variety of perspectives on an issue and to use sound reasoning in synthesizing and communicating a position on that issue.

The ability to prepare a bibliography, use and properly document secondary sources.

## Course Requirements:

In order to meet the course goals, we will focus primarily on planning and revising your written work. So, an assignment description will be handed out for every written assignment. The course requirements (in bare-bones terms) are:

- Thorough Reading & Active Class Discussion
- Three (3) essays — approximately 1400 words each – Two (2) drafts per essay
- Research Project which includes:
  - Term Project Proposal with Preliminary Bibliography
  - Research Journal with Electronic Updates
  - Annotated Bibliography over an approved topic — 12 sources
  - Term Project – an inquiry-based report that entails the use of sources
- In-class writing, quizzes, reading, and class discussion

## Grading Policy:

Grades in this course are set up on a 4.00 scale.

Value:		Grading Scale: (not the same as CU's scale)
Class Discussion & Daily Work	10%	A- to A: 3.65 – 4.0
Essay I – III (10% each)	30%	B- to B+: 3.00 – 3.64
Research Project		C to C+ 2.000 – 2.99
Term Paper Proposal	10%	F 0.00 - 1.99
Research Journal	5%	Automatic Rewrite <b>R [0 on CANVAS]</b>
Annotated Bibliography	15%	
Term Project	30%	

## Course Policies:

All Students start out with a zero (0.00) in Class Discussion. In order to raise your grade, you **MUST** participate in classroom discussion over the assigned reading material. Turning in work, being in class, and talking with me after class **DOES NOT COUNT TOWARDS CLASS DISCUSSION!!!!**

Students **MUST** make a C (2.00) or **HIGHER** on **EACH** part of the Research Project (including Electronic Updates) in order to pass this course. If you do not make at least a C (2.00) on every part, regardless of how you do in the rest of the course, you **WILL NOT PASS!**

Once your Research Topic has been accepted, you **CANNOT CHANGE IT.**

All formal assignments must be word-processed or typed. You must **KEEP A COPY OF PAPERS** submitted to me.

Students will receive no credit in the course unless they have done **ALL THE REQUIRED WORK.** This includes the completion and revision of all written work.

If you do **NOT** have your draft in hardcopy on the days we do in-class Peer Critiques, your essay will lose 10% of the final grade. If you do not submit Peer Critiques with the Final Draft, your essay will lose 5% of the final grade.

If you do not submit your essay to the assignment on CANVAS, IT WILL NOT BE GRADED and it will be treated as late.

**ALL WORK MUST BE SUBMITTED ON TIME.** I tend to assign a lower grade on late work.

**You MUST make at least a 2.00 on ALL WORK in order to pass the course.**

**Late Paper Policy:**

All assignments **MUST** be turned in on time. They **CANNOT** be turned in late. Period. No ifs, ands, or buts. If you cannot make a deadline, it is your **INDIVIDUAL** responsibility to contact me to arrange an extension. Do not assume that because I gave a classmate an extension that I will automatically give you one as well. While I understand the stress of everyday life, part of this class is to prepare you to meet deadlines. An essay will lose 5% of the final grade for each class day it is late.

**ALL Papers MUST include – Rough Draft, Peer Critiques, AND Final Draft**  
**ALL ESSAYS MUST BE SUBMITTED ONLINE AS WELL AS IN HARDCOPY**

**Absence Policy:**

This is not a correspondence course. Attendance is expected and roll will be taken every day at the start of class (**DO NOT** be late). Class attendance also means that you have read the material and are ready to discuss it. You will be allowed two (2) unexcused absences no questions asked. After that, each absence will severely impact your final grade. More than six (6) total absences and you **WILL NOT** pass. If you are a student athlete, the policies instituted by the Athletic Department **WILL BE** enforced for this class.

You can fail due to excessive absences, the grade will be recorded as “FA” - Failure due to Absences

**Being in class and not saying a word DOES NOT count as attending class.**

**Add/Drops:**

The University's add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the university deadline dates for dropping the course. **You MAY NOT drop English 101 or 102**

**Rewrites:**

I will not discuss a grade on an essay until at least 17 hours have passed.

You will have the opportunity to rewrite all papers and the Annotated Bibliography. Rewriting involves more than just fixing misspellings or grammatical errors; it requires rethinking, reorganizing, and reworking the essay.

**(Automatic Rewrites [grade of R] are due within two weeks of the original being returned to the class).**

**Automatic Rewrites get a grade of “0” on CANVAS**

The grade on the rewrite will be averaged with the original grade on the essay to decide the final grade. Rewrites must be resubmitted to CANVAS.

If you are planning to do a re-write, you **MUST** make an appointment with me **OUTSIDE** of class to discuss your rewriting strategies **BEFORE** you begin the re-write. You must wait at least 17 hours after I have returned the paper before such an appointment will take place.

If you receive an “R” on **ANY** assignment, you **MUST** re-write that assignment if you want/expect to receive a passing grade for the course.

**Special Needs:**

Students with a disability must register with the Disability Services Office in Labry Hall, room 225, as early as possible in the semester to receive accommodations. Once registered, the student will receive Academic Accommodation Forms from the Disability Services Office, which need to be signed by the student and the professor and returned to Disability Services within 10 business

days. You may also contact Disability Services via phone (615.547.1397) or by email (Jkissell@cumberland.edu). For additional information, please visit: [http://www.cumberland.edu/disability\\_services/](http://www.cumberland.edu/disability_services/).

### **Class Conduct:**

We are all adults and I expect you to behave like adults. We will treat each other with dignity and respect regardless of whether we agree or not. I do not expect you to agree with me on every interpretation/reading nor do I want you to merely regurgitate what I tell you in class. However, I do expect you to base your arguments on logical, evidence-based readings of the works that we are discussing.

### **Student Response System (aka “Clickers”):**

This semester, we will be using a Student Response System powered by Turning Technologies – these are known as “clickers”. You MUST either 1) purchase a “clicker” from the CU Bookstore, or 2) use your Clicker from previous classes, by the THIRD CLASS MEETING – 9 September 2015 – and bring it with you to every class meeting. This forms part of the 10% of your overall grade. We are **Channel 21**.

## **Cumberland University and Academic Misconduct**

Plagiarism is a form of cheating. Plagiarism occurs when an author does not acknowledge through proper documentation the borrowing of another’s words, thoughts, or structure of ideas. Authors also plagiarize when they submit as their own work all or part of an essay, exam, or other written assignment written by someone else. Learning the proper methods of documentation will ensure that students avoid plagiarism.

You must submit an electronic copy of your essay to the corresponding Assignment in CANVAS – which will process your essay through Turnitin.com

My policy is inline with the University’s policy. If I catch you Plagiarizing, you will fail that assignment and will result in a Minor Violation of CU’s Academic Integrity Policy.

If you Plagiarize a second time, you will FAIL THE COURSE!!! This is a MAJOR Violation.

For the university policy on plagiarism, refer to the current edition of the Cumberland University Catalog or Student Handbook

**When in Doubt: ASK ME!!!**

### **Criteria for Evaluating Written Work:**

**Rhetorical Sophistication** – Effective writing is clearly and consistently developed to achieve a specific purpose for an appropriately targeted audience, using a uniform and effective voice.

**Quality of Thought** – Effective writing presents original, insightful, and persuasive ideas that are clearly explained and well supported. Effective writing takes into consideration the views of others.

**Structure** – Effective writing is clearly and appropriately structured to achieve its purpose with respect to the targeted audience. Paragraphs are used and structured appropriately with clear transition signals so that the essay is unified, coherent, and cohesive.

**Mechanics, Documents Design, and Usage** – Effective writing demonstrates a mastery of Standard Edited American English in terms of grammar and usage. Strong essays seldom, if ever, distract readers with errors in mechanics, document design, or usage.

**Use of Sources:** Effective writing often incorporates the ideas of others, using source materials appropriately to support and develop the writer's ideas. All Sources need to be cited correctly and follow an accepted form of Documentation.

**Use of Language** – Effective writing is more than the mere absence of errors. It demonstrates a skillful use of words, phrases, and sentences to eloquently convey ideas in memorable and interesting ways.

### *The Cumberland Creed*

*Academic honesty is essential to effective learning. Therefore, we as seekers of knowledge hold these as our core values: personal integrity, individual worth, critical and independent thinking, discipline, community responsibility and accountability.*

#### **Other Stuff:**

If I am fifteen (15) minutes late for a class, unless I have contacted someone, the class is officially canceled.

**No texting during class please.**

In the event of extreme and/or adverse weather conditions, Cumberland University may be closed.

Text CUALERTS to 41411 to sign up for text updates.

I reserve the right to make changes in this syllabus with notification of the changes to you.

#### **Research Project:**

You must make at least 2.0 on ALL parts of the Research Project (Term Paper Proposal, Research Journal, Annotated Bibliography, and Research Product). If you do not make at least 2.0 on ALL parts, you WILL NOT pass the course. Your research topic is your own decision within a few parameters:

- Topic MUST be arguable — no purely informational/biographical/instructional topics
- \* Religious Ideology/Personal Spiritual Belief/Beliefs without evidence CANNOT be used to “prove” an argument – sacred texts (of ANY religious faith) CANNOT be used as evidence except in an archeological/anthropological framework.
- \* Certain topics are no longer arguable –  
Whether human activity has created Global Climate Change or that it exists (we did and it does); Whether medical cloning is ethical or not (it is, as is stem cell research); Whether owning guns should be illegal (it isn't – Supreme Court said that Americans have the Constitutional right to own guns); Whether sexual orientation is natural or learned (it is natural); Whether Same-Sex Marriage should be legal (It is legal EVERYWHERE in the US); Whether Affirmative Action should be stopped or ended (it shouldn't – racism and sexism still pervade our educational, social, political, and economic institutions); Whether the Confederate flag is a Racist symbol (It stands for Treason and Slavery NOTHING ELSE) – are examples of topics that are not arguable. You can still work on aspects of these issues, but not the issues themselves.
- \* Certain topics are undoable given the time, resources, and facilities available to you.
- \* Certain topics are overdone and are no longer acceptable – some examples (but not all) –

Legalization of Marijuana (ALL aspects)	Doping in Sports (ALL levels)
Gun Control	Prison Reform
Body Issues (Male or Female)	Anything you did in High School
Conspiracy Theories	Climate Change
Whether College Athletes Should be Paid	Death Penalty
Reproductive Choice (especially if you are male)	

## Electronic Up Dates [EUD]

Over the five (5) weeks that you will be doing the research for your Research Project, you will submit a weekly update via CANVAS. These are very simple – you tell me what you have done (even if it is nothing).

## Research Project Types:

Your Research Project can fall into one of the following broad categories. If you want to do something else, you **MUST** check with me before you proceed. If you are required to do a Research Project in another course, you are welcome to do that topic for this course as long as you follow my guidelines and procedures (provided that the original professor has no problems with you doing the same topic for me).

**Traditional Research Paper:** Your essay must have a THESIS STATEMENT and follow the “rules” of Academic Writing. The Research Paper must be at 1800 - 2100 words (excluding direct quotes, headings, documentation, and the Outline) with appropriate documentation. Remember that long block quotes are discouraged; paraphrase when possible. I want your ideas, thoughts, and opinions supported by your research.

**Documentary/Feature Film:** Your film needs to be at least 50 minutes in length (excluding credits) and cover your topic thoroughly and argumentatively. You will need to obtain written releases from all of your subjects and/or actors (see me for the form). You will need to speak your documentation in your film – either at the end (before the credits) or as part of the discussion.

**Research Presentation:** Should you choose to create a live performance, you must still produce a script with appropriate documentation of sources and have that script approved as to presentation time and content. You would have 20-30 minutes and must answer audience (which may include people from outside class) questions after your performance. You may also be filmed (by me). If you choose to do this type of Term Project, you need to schedule a presentation time.

## Research Locations:

In addition to the resources of the Doris & Harry Vise Library on campus, you have access to The Nashville Area Library Association (<http://www.library.vanderbilt.edu/nala/>) via Inter Library Loan. There will also be at least 2 possible organized research trips to Vanderbilt University during the course of the semester.

## Research Journal:

The purpose of the Research Journal is for you to record how you go about doing the research involved in your project. I am not so concerned with what you find, but how you find it. The Research Journal will be graded on two parts:

**Format** – starting with your Term Paper Proposal, you will chronicle by date your entire research process – the “narrative” which is required.

**Content** – This **MUST** include EVERYTHING on your Annotated Bibliography. It also should contain all additional material that you did not use in the Bibliography, but that you looked at during your research process, including a photocopy of the title page/publication information for each source that you end up using in your Annotated Bibliography.

*Change is Inevitable – Struggle is an Option*

### **Food, etc in the classroom:**

Technically, food, drink, and smokeless tobacco are not permitted in classrooms at CU. However, I do not care if you have a snack and/a drink with you – with certain reservations. Do not make it a full meal or messy or with a strong smell – this is distracting. And smokeless tobacco is just too gross. While, I have no problem with e-cigarettes, current research suggests these are as bad as regular cigarettes, so none of those in class either.

**Remember to recycle your plastic bottles and aluminum cans.**

IMPORTANT!!! I am deathly allergic to ALL forms of nuts – peanuts, walnuts, pecans, pistachios, cashews, etc. The slightest smell of any nut product – especially peanuts, peanut butter, pecans, and walnuts will kill me. I carry a double shot epi-pen at all times.

## **DO NOT BRING NUTS OR NUT PRODUCTS INTO THE CLASSROOM**

### **Texts**

Sherri S. Tepper. *The Gate to Women's Country*. New York, Spectra; 1993.

### **E-Texts – PDFs on CANVAS**

Euripides. *Medea*. Trans. James Morwood. Ca. 431 BCE

Euripides. *Electra*. Trans. James Morwood. Ca. 413 BCE

Abd Al-Aziz Al-Surayyi. *The Bird Has Flown*. Trans. Salwa Jabsheh and Thomas Ezzy. 1971-72

Amelia Rosselli. *Her Soul*. Trans. Natalia Costa-Zalessow. 1911

### **Film Texts:**

*Spellbinder*. Starring Tim Daly and Kelly Preston. MGM. 1988.

*The Crying Game*. Starring Stephen Rea and Jaye Davidson. Miramax. 1992.

*Matrubhoomi: A Nation Without Women*. Starring Tulip Joshi and Sushant Singh. 2003.

### **Other Texts**

A good general Handbook – *A Pocket Manual of Style* (6<sup>th</sup> or 7<sup>th</sup> Edition) by Diana Hacker  
or *The Little Brown Handbook* (11<sup>th</sup> edition)

John Ruszkiewicz. *How to Write Anything*.

"I don't understand why my grade was so low. How did I do on my research paper?"

"Actually, you didn't turn in a research paper. You submitted a large, awkward, random assemblage of sentences. In fact, the sentences you apparently kidnapped in the dead of night and forced into this violent and arbitrary plan of yours clearly seemed to be placed on the pages against their will. Reading your paper was like watching unfamiliar, uncomfortable people interact at a cocktail party that no one wanted to attend in the first place. You didn't submit a research paper. You submitted a hostage situation."

# Calendar

## Week 1

Mon. 11 Jan.: General Introduction – Questions Asked and Answers Attempted

Wed. 13 Jan.: Discussion of the Writing Project – Skim Chapters 1-6 in *Little Brown Handbook*

## Week 2

Mon. 18 Jan.: No Class. Celebrate the life of Martin Luther King, Jr.

Wed. 20 Jan.: Discussion of Research Topics, types, sources, and ideas

## Part I: Who We Were

### Week 3

Mon. 25 Jan.: Discussion of *Medea*

**Make sure you have your CLICKER**

Wed. 27 Jan.: Discussion of *Medea*

### Week 4

Mon. 1 Feb.: Discussion of *Electra*

**Research Proposal is DUE by 9 pm**

Wed. 3 Feb.: Discussion of *Electra*

### Week 5

Mon. 8 Feb.: Viewing & Discussion of *Spellbinder*

Wed. 10 Feb.: Discussion of *Spellbinder* and Essay I

**ERU#1 is Due by Friday at 11 pm**

### Week 6

Mon. 15 Feb.: Peer Critique & Rough Draft Check of Essay I

Wed. 17 Feb.: Discussion of Sources – Library Search

**Essay 1 is Due by 3 pm Friday 13 Feb**

**ERU#2 is Due by Friday at 11 pm**

## Part II: Who We Are

### Week 7

Mon. 22 Feb.: Discussion of *The Bird Has Flown*

Wed. 24 Feb.: Discussion of *The Bird Has Flown*

**ERU #3 is DUE by Friday at 11 pm**

### Week 8

Mon. 29 Feb.: Discussion of *Her Soul*

Wed. 2 Mar.: Discussion of *Her Soul*

**ERU #4 is DUE BEFORE you leave for Spring Break**

### Week 9

Spring Break

**HAVE FUN!!!! BE CAREFUL!!!! USE PROTECTION!!!!!!!!!!!!!!**



Week 10

Mon. 14 Mar.: Viewing & Discussion of *The Crying Game*

Wed. 16 Mar.: Discussion of *The Crying Game* and Essay II

ERU#5 is DUE by Friday at 11 pm

Week 11

Mon. 21 Mar.: Discussion of Bibliographies – BRING YOUR HANDBOOK!!!!

Wed. 23 Mar.: Peer Critique & Rough Draft Check of Essay II

**Annotated Bibliography and Research Journal are DUE by 3 pm Friday**

**Part III: Who We Will Be**

Week 12

Mon. 28 Mar.: Discussion of Greek Mythology and *The Gate to Women's Country* (GTWC)

**Essay 2 is Due by 3 pm TUESDAY 29 Mar**

Wed. 30 Mar.: Discussion of GTWC

Week 13

Mon. 4 Apr.: Discussion of GTWC

Wed. 6 Apr.: Integrating Research, Works Cited, & Footnotes

Week 14

Mon. 11 Apr.: Discussion of GTWC

Wed. 13 Apr.: Discussion of GTWC

**Research Project is Due by 3 pm Friday 15 April**

Week 15

Mon. 18 Apr.: Viewing & Discussion of *Nation Without Women*

Wed. 20 Apr.: Discussion of *Nation Without Women*

Week 16

Mon. 25 Apr.: Discussion of Essay III & Final Exam

Wed. 27 Apr.: Peer Critique & Rough Draft Check of Essay III

**Final Exam:**

**Wednesday 4 May 9 – 11 am: Essay 3 is DUE**