

**English 105: Freshman Writing II.** This course addresses all seven criteria of the composition requirement as defined in Foundational Studies. It is part of a sequence with English 101. Together the two courses cover all criteria.

- 1. Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers.** This course continues to focus on process as it integrates research into the writing process. Thus, much additional emphasis is placed on planning. Other elements of process are addressed in the context of research.
- 2. Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters:** These aspects of writing are essential to writing research papers and continue to get attention. Students also get much practice in the technical matters of citation and documentation.
- 3. Demonstrate awareness of rhetorical strategies in various forms of writing, with particular attention to audience:** All essays in this course ask students to draw upon strategies practiced in 101, but in 105 students must begin to develop strategies of organization that emerge from their research. They are also instructed in the expectations of a scholarly audience.
- 4. Assess the usefulness and reliability of sources, including Internet sources:** Research writing is the purview of English 105, and instruction gives much attention to source evaluation so that students can discern reliable scholarly sources from sources addressed to a wider audience, whether in print or electronic form. They also learn how and when each type is appropriate depending on the audience and purpose of the paper. In addition to class discussion, the textbook is heavily focused on these matters.
- 5. Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly:** All papers require students to examine and incorporate sources with correct documentation forms. Both the textbook and class discussion directly address these matters.
- 6. Exhibit critical thinking as readers and as writers:** Critical thinking is modeled and practiced both in the evaluation and use of sources and in the writing of the papers.
- 7. Understand the relevance of writing to real-world situations:** Upon completion of this course students will have a strong understanding of how research writing functions in the university and the world.

## **ENGLISH 105 FRESHMAN WRITING II, TIME AND DAYS, ROOM**

Name: Sally Sample

Office Hrs. MWF 11-12

Office: Root Hall A-000 Ext.000

Other times by appointment

Email: [ssample@isugw.edu](mailto:ssample@isugw.edu)

---

### **COURSE OBJECTIVE**

As the second half of the freshman sequence in foundational studies, English 105 is designed to continue to build upon the basic writing skills you developed in English 101. You will continue to practice writing as a process to formulate effective theses and develop clear, smooth, and correct expression of your ideas (FS criteria 1,2,3). However, unlike English 101 and its emphasis ~~on~~ on expository writing from personal experience and observation, 105 requires you to do academic writing based on research (FS criteria 1-7). Research is a means to gather useful ideas, information, and experience and to synthesize these into a thoughtful essay addressing a mature topic. You will write four papers, including an annotated bibliography, based on sources, leading to a longer multiple source research paper that culminates the course. The course will ~~has~~ emphasize research, writing, and documentation; thus it will include instruction in finding, evaluating, and integrating sources, whether from the library or the Internet. You will be free to choose a topic for your final research paper from a long list of topics suitable for research (FS criteria, 1-7).

### **TEXT and MATERIALS**

- Required: Perrin, Robert. *Handbook for College Research*. 3<sup>rd</sup> edition. Houghton, 2005. Be sure you have the 3<sup>rd</sup> edition.
- *Student's Course Pack for English 105*, available at Goetz Printing, -16 South Ninth St. (Just south of Wabash Ave.) 232-6504.
- Recommended: *The Beacon Handbook*, 6<sup>th</sup> edition. If you have another handbook or an earlier *Beacon*, it should work.
- A Pocket Folder for your papers and exercises.
- Two 9" x 12" manila envelopes (for your research paper and materials).

### **COURSE REQUIREMENTS**

1. All work must be prepared according to the manuscript guidelines presented in *Handbook for College Research*, pages 209-12.
2. Assignments are due at the beginning of class. Assignments turned in late will be docked one grade per calendar day (not class period) unless a serious illness can be documented.
3. You may request an extension due to special circumstances (documented serious illness) if you make the request in advance. The decision to grant the extension is at my discretion.

4. Your attendance grade will be determined by the following scale: A (0-1), B (2-3), C (4-5), D (6-7), F (8-9). More than 9 results in automatic failure for the course. (if a Tues.-Thurs. schedule, the numbers are 0-1, 2-3, 4, 5-6, 7, more than 7).
5. Your class participation grade will be determined by the degree to which you contribute intelligently to class discussion, work well with others in group activities, and act maturely. Any immature behavior, which is discourteous, disruptive, and distracting to others, will result in a failing grade for participation and, in severe cases, elimination from the class.
6. Submitting all five major assignments is a minimum requirement, but not a guarantee, for passing the course.
7. See the page following the daily calendar for a complete explanation of how ~~you~~ your course grade will be figured.

#### CONFERENCES

If you wish to discuss your work or need help, ~~come to~~ come to see me during office hours, or if they don't fit your schedule, make an appointment with me either by email or after class. Each one of you will meet with me for a required conference not long before your research paper is due.

#### WRITING CENTER

The ISU Writing Center is another place you can discuss your writing. It is staffed by knowledgeable peers, chosen for their writing ability, who can work with you at any point in the process, from just choosing and narrowing a topic to completing final revisions and editing. The Center is free and open to every student, strong students looking to maintain high grades as well as students who are merely trying to pass. Smart students go there. It is voluntary unless I ask you specifically to go there for help.

#### PLAGIARISM

Plagiarism is the undocumented use of the ideas, words, and sentence structures of others, or any attempt to pass off the work of another as your own. For a complete definition, see the ISU Code of Student Conduct. ~~Plagiarism is a severe breach of the academic contract. Plagiarism will result in failure for the course and a notice of the offense sent to Student Judicial Programs.~~

Formatted: Underline

#### SPECIAL NEEDS STUDENTS

If you have a documented physical or learning disability that could affect your work, let me know privately. By federal law you are entitled to and eligible for accommodation through the Student Support Services Program, Gillum Hall, 201E, ext. 7920. Have your contact person there contact me. Such accommodation may include more time on in-class writings or a transcriber for out-of-class work.

## LAPTOP POLICY

Laptop computers may be used only on peer editing days to enable you to make suggested changes in your papers. Please bring a hard copy draft as well. If I plan to use the web, I will let you know in advance, and you can bring your laptop if you have one. Otherwise, laptops are not allowed to be open in class. All other electronic devices such as cell phones, blackberries, hand-held internet devices, etc. are not to be activated in class. Nor are other electronic devices such as cell phones, blackberries, hand-held internet devices, etc. to be activated in class.

## ACADEMIC FREEDOM

ISU Follows American Association of University Professors' guidelines: "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." For complete guidelines, see

~~statement~~ <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

## FINAL NOTE

If the idea of writing research papers sounds difficult or even daunting, don't worry. Around the country, millions of freshmen pass a course like this every year. Just do your work and don't waste energy on complaining or worrying about the assignments. Finally, after all these requirements and regulations, good luck and welcome to the course.

## English 105 (MWF) Daily Calendar, Spring, 2009

**HCR**=*Handbook for College Research*

**CP**= Student's Course Pack for English 105

### Week 1

M 1/12 Introduction to the Course. Overview of Assignments.  
Distribute "More Than 105 Subjects for Research Papers."

W 1/14 Read subjects from handout. Choose five subjects from the handout that you want to research and write about. Read HCR Chapters 1-2, 1-19, skipping any material on collaboration.

F 1/16 Finish Chapters in HCR. Moving from subject to topic. Examine your subject and consider ways you might narrow the subject into a more focused topic and even a thesis.

### Week 2

M 1/19 No class MLK birthday.

W 1/21 Class meets in Library. Subject to change within one of the next five or six days.

F 1/23 Paraphrasing. Read Research Skills pages at the end of CP: pp. 197-203. Do exercises 7.2 and one paragraph from 7.9 on a separate sheet to turn in. Do 7.5 in the CP.

### Week 3

M 1/26 Summarizing. Read pages 204-205 and turn in Exercise 7.10 on page 206 in the CP materials on summary.

W 1/27 Read materials on using quotation in the CP pages. Do Exercise 7.13 using three methods of quotation.

F 1/30 Read HCR Chapter 3. "Defining Goals and . . ." Class meets in the ~~Library~~ Library [for consistency – see 1/21]. You will need to find three sources and show them to me. After this class, do HCR, Exercise 3.3.

### Week 4

M 2/2 Turn in HCR Exercise 3.3. Introduction to Paper 1: Context paper. Read topic sheet and sample papers in the CP and be ready to discuss them in class.

| W 2/4 Read HCR Chapter 7 “Using the Internet and . . .” pp. 64-74 Electronic Sources. Do exercises 7.3 to be turned in.

F 2/6 Do exercise 7.2 to be turned in. Evaluating Sources: Read in CP “Sources and Their Uses.” Read Chapter HCR 8 “Evaluating Sources . . .” 77-89.

#### Week 5

M 2/9 ROUGH DRAFT DUE: peer editing paper 1: Context Paper

W 2/11 Read HCR Chapter 8. More on evaluating sources.

F 2/13 Introduction to Paper 2: Source Evaluation. In the CP read topic sheet and sample of Best Source paper and be ready to discuss them in class. Paper 1: CONTEXT PAPER DUE.

#### Week 6

M 2/16 Read Chapter 9, “Thinking Critically,” 96-103

W 2/18 Finish Chapter 9, Read 103-109. Do exercises 9.3 and 9.4.

F 2/20 Read Ehrenreich and Vidal essays in the CP. What kinds of evidence and appeals do they use? Any logical fallacies? Write down your answers for one of the essays.

#### Week 7

M 2/23 Reading Critically: Bring two sources of your own and be prepared to discuss how they use evidence and how you might use evidence from them. Review paraphrasing.

W 2/25 Peer Editing: ROUGH DRAFT DUE Paper 2 Source Evaluation.

| F 2/27 MLA Bibliography Forms. Read HCR Chapter 14, pp. 164-67. Scan and familiarize yourself with 168-209

#### Week 8

M 3/2 More on MLA Bibliography Forms. Look over Exercise 14.1 in HCR.

| W 3/4 Read Chapter 10: “Taking Notes from Sources,” read pp. 110-120.

F 3/6 Rough Draft Due: Exercise 14.1. More on Note taking.

Week 9 3/9-3/13 SPRING BREAK: NO CLASSES

### Week 10

M 3/16 Finish Note taking: Turn in Exercise 14.1 on MLA Bibliography Form.  
Introduction of Paper 3: Annotated Bibliography. Read topic sheet and sample in the CP.

W 3/18 Review Paraphrasing: Read HCR 121-127, Exercise 10.4: Do one of the items, not all, or you can paraphrase a section of one of your sources (equal in length to those in the exercises) and turn in a Xerox copy of it along with your paraphrase.

F 3/20 Read in CP the Reich essay “Why the Rich get Richer . . .” In class work on note taking and paraphrasing.

### Week 11

M 3/23 Planning the Paper: Revisit HCR Chapter 2, pp. 12-19 on thesis, skipping material on collaboration. Read Chapter 11 Planning the Paper: 128-~~130~~.

W 3/25 More on planning the paper, finish reading Chapter 11. PAPER 3: ROUGH DRAFT DUE: Annotated Bibliography Peer Editing. Turn in Ex. 11.3.

F 3/27 DUE: Paper 3. Annotated Bibliography. Introduce Paper 4: Read topic sheet on the Proposal and the sample proposals in the CP.

### Week 12

M 3/30 Finish Discussion of Proposal. Revisit Chapter 8, pp. 77-84, 90-91.

W 4/1 Read Chapter 12: “Writing the Draft of the Paper” pp. 139-~~147~~.

F 4/3 Finish Chapter 12, read pp. 147-~~156~~.

### Week 13

M 4/6 ROUGH DRAFT DUE: Paper 4: Proposal. Peer Editing.

W 4/8 Read Chapter 13 “Revising the Paper” pp. 157-~~164~~. DUE: PAPER 4: PROPOSAL

F 4/10 Finish Discussion of Chapter 13. Read Sample Research Paper The Great White Shark in the CP.

### Week 14

M 4/13-4/17 Conferences: Bring your thesis, all notes, rough outline, any completed sections of a draft, and any questions to your research paper conference

Week 15

| M 4/20 Read Sample Research Papers WalMart and the sample in HCR, 213-23.

| W 4/22 Last Minute Review: Bring any questions you have about your papers.

F 4/24 ROUGH DRAFT DUE: Research Papers. Peer Editing.

Week 16

M 4/27 Continue Peer Editing: Review Research Paper Grading Form.

| W 4/29 DUE: Research Paper. Bring HCR. Review alternative forms: APA, Chicago, CBE. Read HCR 224-227, 263-67, 305-307.

F 5/1 Finish alternative forms. Complete SIRs. No research paper can pass if submitted after this date.

EXAM WEEK MEETING: Date to be announced. Return Graded Research Papers

**GRADE SHEET 105**

**STUDENT:**

Point Values	Percentage Weight per Assignment
A+ = 13	Exercises .....10%
A = 12	Context Paper.....10%
A- = 11	Best Source Evaluation.....10%
B+ = 10	Annotated Bibliography.....10%
B = 9	Research Proposal.....10%
B- = 8	Research Paper .....35%
C+ = 7	Participation.. ..... 5%
C = 6	Attendance .....10%
C- = 5	
D+ = 4	
D = 3	
D- = 2	
F = 1	

To figure your final grade, multiply the point value for each assignment by the percentage it is worth. For example, a B (point value 9) on the context paper (a 10% assignment) would be  $9 \times .10 = .90$ . Do the same for all assignments and total your points (see sample student), ~~and to~~ To arrive at your letter grade, compare ~~them~~ the total to the scale that follows:

**Sample Student**

Exercises	B	9 x .10	<u>.90</u>
Context Paper	C	6 x .10	<u>.60</u>
Research Proposal	C+	7 x .10	<u>.70</u>
Annotated Bib.	C+	7 x .10	<u>.70</u>
Best Source Paper	B-	8 x .10	<u>.80</u>
Research Paper	C-	5 x .35	<u>1.75</u>
Participation	B-	8 x .05	<u>.40</u>
Attendance	B	9 x .10	<u>.90</u>
COURSE GRADE .....			<u>6.35 = C</u>

**Letter Grade Scale**

A+ 13.00-12.25	
A 12.24-11.00	C 6.74-5.25
A- 10.99-10.25	C- 5.24-4.50
B+ 10.24-9.50	D+ 4.49-3.75
B 9.49-8.25	D 3.74-2.74
B- 8.24-7.50	D- 2.74-2.00
C + 7.49-6.75	F below 2.00