

English 105-1028 [84800]
**Advanced First-Year Composition:
Modes of Persuasion**

Professor Richard Newhauser
Fall Semester, 2015; TTh 3:00 - 4:15 p.m., LL 275
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Office Hours: TTh 1:30 -3:00 p.m., and by appointment

Description

An intensive, one-semester writing course that folds the work of the two semester sequence into one. The course emphasizes that research is not merely mechanical or abstract: it contributes to the goals of the entire course. That is, rather than emphasizing the mere ability to find evidence to support a given argument, the course emphasizes the ability to judge the merit and appropriateness of that evidence, to weigh different pieces of evidence against one another and to engage in intellectual dialogue with the authorities represented by that evidence.

Reading List

- Mauk, John, and John Metz. *Inventing Arguments*. 4th ed. Boston: Cengage Learning, 2016.
- Chaucer, Geoffrey. *The Canterbury Tales*. Trans. Ronald L. Ecker and Eugene J. Crook. Palatka, FL: Hodge & Braddock, 1993. [available at <http://english.fsu.edu/canterbury/> <accessed 13 August 2015>]
- Hemingway, Ernest. *In Our Time*. New York: Charles Scribner's Sons, 1925, 1930. [the text can be downloaded for free from various sites]
- Egan, Jennifer. *A Visit From the Goon Squad*. New York: Alfred A. Knopf, 2010.

Requirements:

During the 16-week semester students will complete three formal written projects. Combined with in-class writing and the required topic statements, the final drafts of these three projects will result in approximately 5,000 words (this is equivalent to about 20 pages using standard academic format). Additionally, a final reflection is required. Specifically, the following written work is required:

1. One in-class writing project (1-2 pages) on a topic given in class that day, based on the readings you have done up to that point. The assignment will be sent to me at the end of class on August 27.

2. Three topic statements (1-2 pages) laying out the theme of your essay for each of the formal written projects and outlining the approach you will take in your argument. These will be returned to you with comments and a grade, except if the topic statement requires revision. If your first draft requires revision, you will send in the revised version one week later at the latest, at which point the topic statement will receive a grade.

3. Three formal written projects (these will be described in more detail in class):

Writing Project 1 (4 pages): Comparison-Contrast: Using argument and counterargument, analyze the status of women in society today. What evidence supports the claim that women have made great progress? What evidence speaks against this claim? Are these claims valid only in certain areas?

Writing Project 2 (5 pages): Definition: Analyze the concept of “justice” in its legal, social, and/or ethical definition. Is justice a personal issue, or does it always involve social justice? What does it take for a society as a whole to be considered just?

Writing Project 3 (6 pages): Research: Analyze an issue of environmental importance to the ASU campus and the wider community and contribute to the discussion of this issue in the critical literature you read to support your argument.

4. Portfolio: A portfolio of all your writing projects in the class is due at the end of the semester (see no. 13 below, under Standard Writing program Policies). The portfolio should contain the revised versions of writing projects 1 and 2, based on my comments on the essays I have graded, and the research writing project.

5. Final Reflections (1-2 pages): The final reflections, to accompany your portfolio, should focus on what you have learned about the composition process through the semester, how you have applied what you have learned to the process of completing the final writing project, and how the study of rhetoric affects other areas of your life (i.e., in thinking about your other classes, your profession, your daily life).

Technical Details: All writing assignments will preferably be completed using Microsoft Word. If you do not use Word, you can send me a PDF of your work. The assignments will be sent to me as e-mail attachments. The assignments will be double-spaced, employing Times New Roman font (size 12 only), with one-inch margins. Your name should be at the top of the first page. The assignments should be carefully proofread and checked for correct spelling.

In addition, your final grade for the course will reflect the following activities:

Class Participation: Regular attendance and participation in the discussions of *all* texts is one of the requirements of the class.

Individual Conference: You should bring with you to the 20-minute conference you sign up for a draft of your topic statement for writing project 3 and the revised version of writing project 1.

We will go over these items and your writing project 2 during the conference. Failure to show up for your scheduled conference will result in the grade of E for this activity.

Grading:

The relative weight of grades for assignments, etc. in the class is as follows:

- Class Participation: 10%
- In-class Writing: 3%
- Topic Statement 1: 4%
- Topic Statement 2: 5%
- Topic Statement 3: 6%
- Writing Project 1: 10%
- Writing Project 2: 15%
- Writing Project 3: 20%
- Individual Conference: 7%
- Final Portfolio: 10%
- Final Reflections: 10%

Syllabus:

1. Th 8/20: **Introduction; the Syllabus**; read for next class: Mauk and Metz, chapters 1-2

2. T 8/25: **Inventing Arguments, Claims**; read for next class: Geoffrey Chaucer, “The Wife of Bath’s Prologue,” “Words Between the Summoner and the Friar,” “The Wife of Bath’s Tale”; Camille Paglia, “No Sex Please, We’re Middle Class” (Mauk and Metz, 149-50).

3. Th 8/27: **In-class writing: Topic announced in class**; read for next class: Mauk and Metz, chapter 3

4. T 9/1: **Support**; read for next class: Mauk and Metz, chapter 4

5. Th 9/3: **Opposition**; read for next class: Geoffrey Chaucer, “The Skipper’s Tale,” “Merry Words of the Host to the Skipper and the Lady Prioress”; Barbara L. Epstein, “What Happened to the Women’s Movement?,” Joan Acker, “Different Strategies Are Necessary Now,” (Mauk and Metz, 413-23)

6. T 9/8: **Workshop for Topic Statements**; read for next class: Geoffrey Chaucer, “The Prioress’ Prologue,” “The Prioress’ Tale”; Victor M. Fernandez, “What is Race?” (Mauk and Metz, 432-34)
 7. Th 9/10: **Argument-Counterargument; Topic Statement for Writing Project 1 due**; read for next class: Mauk and Metz, chapter 5
 8. T 9/15: **Values and Assumptions; Peer Review of Topic Statements**; read for next class: Mauk and Metz, chapter 6
 9. Th 9/17: **Analyzing Argument; Revised Topic Statement for Writing Project 1 due**; read for next class: Ernest Hemingway, “Indian Camp,” “The Doctor and the Doctor’s Wife”; Willis D. Hawley and Sonia Nieto, “Another Inconvenient Truth: Race and Ethnicity Matter” (Mauk and Metz, 435-41)
 10. T 9/22: **Argument-Evidence**; read for next class: Mauk and Metz, chapter 7
 11. Th 9/24: **Arguing Definitions; Writing Project 1 due**; read for next class: Mauk and Metz, chapter 8
 12. T 9/29: **Arguing Causes**; read for next class: Ernest Hemingway, “The Battler”; Tim Wise, “It’s Racism, Stupid: Bias, Not Affirmative Action, Stigmatizes People of Color” (Mauk and Metz, 442-44)
 13. Th 10/1: **Workshop for Topic Statements**; read for next class: Mauk and Metz, chapter 9
 14. T 10/6: **Arguing Value**; read for next class: Mauk and Metz, chapter 10
 15. Th 10/8: No Class
- (10/10-10/13: Fall Break)
16. Th 10/15: **Arguing Crisis; Topic Statement for Writing Project 2 due**; read for next class: Ernest Hemingway, “Chapter VIII”; Diana Novak, “America’s Real Death Panels” (Mauk and Metz, 402-03); David Grann, “Trial By Fire. Did Texas Execute an Innocent Man?,” *The New Yorker* (September 7, 2009) [available at

http://www.newyorker.com/reporting/2009/09/07/090907fa_fact_grann?currentPage=all
<accessed 13 August 2015>]

17. T 10/20: **Peer Review of Topic Statements**; read for next class: Mauk and Metz, chapter 11
18. Th 10/22: **Arguing the Past; Revised Topic Statement for Writing Project 2 due**; read for next class: Ernest Hemingway, “On the Quay at Smyrna,” “Chapter II, III, IV, VI, VII,” “Albert Schweitzer, “The Problem of Peace” (The Nobel Peace Prize, 1952) [available at http://www.nobelprize.org/nobel_prizes/peace/laureates/1952/schweitzer-lecture.html <accessed 13 August 2015>]
19. T 10/27: **Past-Present**; read for next class: Mauk and Metz, chapter 12
20. Th 10/29: **Arguing the Future; Writing Project 2 due**; read for next class: Mauk and Metz, chapter 13
21. T 11/3: **Individual Conferences**
22. Th 11/5: No Class
23. T 11/10: **Individual Conferences**
24. Th 11/12: **The Research Path; Topic Statement for Writing Project 3 due**; read for next class: Jennifer Egan, *A Visit From the Goon Squad*; Jay Harrington, “The Origin of Grunge (Mauk and Metz, 506-08)
25. T 11/17: **Workshop for Research Resources; Peer Review of Topic Statements**; read for next class: Jennifer Egan, *A Visit From the Goon Squad*
26. Th 11/19: **Workshop for Topic Statements; Revised Topic Statement for Writing Project 3 due**; read for next class: Jennifer Egan, *A Visit From the Goon Squad*; Raymond Kurzweil, “Live Forever” (Mauk and Metz, 280-84)
27. T 11/24: **Workshop for Final Reflections**; read for next class: Jennifer Egan, *A Visit From the Goon Squad*; National Park Service, “Common Climate Change Myths” (Mauk and Metz, 456-59)

(11/26: Thanksgiving)

28. T 12/1: **Workshop for Final Reflections; Writing Project 3 due**

29: 12/3: **Portfolio due with Final Reflections**

Standard Writing Programs Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only *two weeks' worth of absences* (see below) will be allowed for the semester, *regardless of reason, including documented illness or emergency*. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/drop-add>).

- **For Fall and Spring semesters**, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6); for classes that meet two days a week, the maximum number is four (4); for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks' worth of class meetings).
- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.
- **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

3. If I am absent

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

5. The public nature of writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6. Technological Distractions

Please refrain from any unauthorized usages of technology during our class sessions. In this usage, 'unauthorized' means unrelated to the tangible learning activity or activities taking place during the class period. Please turn off and put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only, and only when called for. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders may be seen as disruptive and asked to leave class.

7. Late Writing Projects

If you do not send me a copy of your Writing Project by the start of class on the day indicated for each assignment on the syllabus, you will lose **one letter grade** from your Writing Project grade.

8. All writing for this class must be written for this class

To pass this class, all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

9. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see

<http://provost.asu.edu/academicintegrity>.

10. Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <https://eoss.asu.edu/dos/safety/ThreateningBehavior#def>) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <https://eoss.asu.edu/dos/srr/codeofconduct>.

11. Sexual Violence and Harassment Based on Sex

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs/students>.

12. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit <https://eoss.asu.edu/drc>. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

13. End-of-Semester Portfolio Collection

All students will submit a portfolio of their work at the end the semester. This portfolio will consist of the final drafts of **all** major writing projects. This portfolio will be submitted as an e-portfolio. Additional information and instructions for submission will be provided before the end of the semester.

14. Disposition of Papers/Grade Appeals

Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.