

How do we appropriate our opinions into well-structured and well-informed essays? This semester we will be examining the ideas of argument through various lenses: how we argue, importance of voice and audience, and effective styles of argumentation. We are exposed to arguments and composition *everyday*; and to engage this theme, we will begin by asking: is everything an argument? what is composition? what is writing *today*? what 'counts' as a text?

You will be responsible for three papers: a critical analysis, a compare and contrast, and a definition essay. We will be working closely with each other's writing through peer review sessions and other in-class writing activities. However, in order to gain ideas about various argumentative techniques, we will be reading selections from our course text, *Everything's an Argument*. Since this is a writing course, you will have the opportunity to explore your own writing style on your blog (for the purposes of this class, please use the free services at blogger.com, motime.com, or wordpress.com). Two weekly blog postings are required: one will be a prompt posted weekly on Blackboard, while the other will be in response to a reading of your choice. There will also be two in-class writing assignments, for which you can only receive credit if you are in attendance.

Course Description

ENG 1020 prepares students for academic writing as required in college classes. It puts considerable emphasis upon the relationship between reading and writing, specifically upon the readers' expectations about the structure of written texts; the writer's reliance upon previously written texts to produce new writing; and the process of collecting, interpreting, and disseminating information through written texts.

Course Information

ENG 1020, CRN 32725, Section 001
M,W 8:45-10:20 a.m. 337 State Hall

Instructor Information

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Office Hours: M,W 12:30-1:30 p.m., or by appointment

Texts (Available at Marwil's, located at the corner of Cass and Warren)

Lunsford, Andrea A., John Ruszkiwicz, Keith Walters, eds. *Everything's an Argument, with readings, 4th Edition*. New York: Bedford/St. Martin's, 2007.

Ruszkiwicz, John, Maxine Hairston, and Daniel Seward, eds. *SF Writer, 4th Edition*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2008.

Attendance and Other Course Policies

Please attend each class meeting and arrive promptly. Please respect your classmates by arriving to class on time and prepared to participate. Cell phones, iPods, and other distracting devices are to be turned off during class time. You will be asked to leave class if you are discovered texting, listening to iPods (or other devices), WoWing, or receiving/making phone calls. If you are absent, it is your responsibility to ask another student what you missed.

Please note that enrolled students in any English classes must attend one of the first two class sessions; otherwise, they may be required to drop the class.

Assignments and Grading

Three papers: (600 points/200 each)

All papers must be submitted using Blackboard's Digital Dropbox: I will not accept papers otherwise (i.e. no hard copies or e-mail attachments). Please note that files must be either ".doc" or ".pdf" or I will not accept them. Papers must be submitted by the start of class, as not to allow unfair advantage and extra time for those not attending. There are many computers available on campus so please plan accordingly if you need to use them. Late paper are inexcusable.

Critical Analysis: Will be viewing the film *Stranger Than Fiction* in class, and in this paper you will act as the critic. You will select one of four given themes (free will v. destiny; self-actualization; neuroses/neurotic disorders; the writing process) and examine the film through one of these topics. You will be responsible for using two sources. 3-5 pages.

Compare and Contrast: For this essay, you will investigate two career opportunities afforded by your major. Through research, you will weigh the benefits and downfalls of each, the criteria to 'land' this position, and other evaluative tasks to be discussed later. You will be responsible for three sources. 3-5 pages

Definitional Essay: Words such as "normal" "beautiful" "freedom" "slut" are used in everyday language. You will select one word/phrase (from a list to be generated later in the semester) and argue for a singular definition. Your research should include personal opinion balanced with evidence from outside sources. You will be responsible for four sources. 3-5 pages.

Your essays will be evaluated through five criteria: thesis/central idea, organization, support, voice, and mechanics. Please see the grading evaluation for further details.

Peer Review: (150 points/50 per session) On the days noted as peer review, please bring in a completed version of your paper. It is your responsibility as a student to come prepared and ready to participate. The main goal of these sessions is to receive and offer feedback from and to your peers. You will then have time to revise and turn in a clean, polished paper. Please do not abuse the peer review by coming into class late or with only preliminary ideas about your paper. Your paper should be a completed draft suitable for exchange.

Blog Usage: (200 points/2 posts per week/20 points per week/10 points per post) Your two weekly blog postings will consist of the following: one will respond to a weekly prompt posted under “Announcements” on Blackboard, and the other will be a reading response. You will select the reading on which you will post from part 5 of our text. Be critical of what you read: what is it saying? how is it saying it? what's your opinion? do you dis/agree? why? Blog postings are short responses (about 200 words each) and you will not be graded on the content of your postings, but will receive credit only upon the completion of these assignments.

In-class Writing: (50 points total/25 points per essay) These short essays will be assigned as indicated on the semester calendar. You will not be graded, but will receive credit only for the completion of the assignment. You may receive feedback by attending my office hours.

Grading Scale

1000-900: A

900-800: B

800-700: C

700-600: D

Below 600: F

Plus and minus grades will be based on your preparation, participation and involvement in our class discussions.

Plagiarism: University Policy

Be responsible--do *your own work*. Plagiarism is a very serious university offense, and will not be taken lightly. For a detailed description of Wayne State's policies regarding plagiarism and academic responsibility, please visit: <http://www.doso.wayne.edu/judicial/academic-integrity.htm>

Semester Calendar

It is the instructor's prerogative to amend the calendar when necessary.

Note: where readings are listed, please come to class that day having read that selection.

M: May 7	Introduction to course
W: May 9	Discussion: What is composition? What is argument?: Redefining what 'counts'
M: May 14	<i>Everything's an Argument (EAA)</i> : Chapter 1, Everything Is an Argument (3-44)
W: May 16	Viewing: <i>Stranger than Fiction</i>
M: May 21	Finish viewing, discussion on film, in-class research on film
W: May 23	<i>EAA</i> : Chapter 6, Structuring Arguments (139-173)
M: May 28	UNIVERSITY CLOSED: NO CLASS
W: May 30	Library Day: Meet in Lab C, UGL
F: June 1	Day scheduled as Monday, but NO CLASS

M: June 4	<u>Peer-Review #1: Critical Analysis</u>
W: June 6	<i>EAA</i> : Chapter 18, Intellectual Property, Academic Integrity, and Avoiding Plagiarism (514-527); What's the diff?: Quoting, Paraphrasing, and Plagiarism
<u>F: June 8</u>	Critical Analysis Due: Dropbox by noon
M: June 11	Giving Credit Where It's Due: Citation Workshop *Bring in <i>SF Writer</i> *
W: June 13	<i>EAA</i> : Chapter 9, Evaluations (250-284) *Come to class with reading ideas for next week*
M: June 18	Audio Compare and Contrast: Flight v. Invisibility
W: June 20	Class selected reading (plan for about 30 pages)
M: June 25	In-class writing
W: June 27	<i>EAA</i> : Chapter 14, Visual Arguments (411-423) *Bring in an example of a visual argument*
M: July 2	<u>Peer-Review #2: Compare and Contrast</u>
W: July 4	UNIVERSITY CLOSED: NO CLASS
<u>F: July 6</u>	Day scheduled as Wednesday, but NO CLASS Compare and Contrast Due: Dropbox by noon
M: July 9	<i>EAA</i> : Chapter 8, Arguments of Definition (217-249) *Come to class with reading ideas for next week*
W: July 11	Grammar Day
M: July 16	Class selected reading (plan for about 30 pages) Last week of blogging!
W: July 18	In-class writing
M: July 23	Unblocking Writer's Block: Tips and ideas to keep it flowin'
W: July 25	<u>Peer-Review #3: Definition Essay</u> Last Day of Class
<u>W: August 1</u>	Definition Essay Due: Dropbox by noon