

Literacy and the World

ENG 201.xxx

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Office Hours: M 5:00 p.m. – 6:00 p.m.

Required Texts and Supplies

- Aaron, Jane E. *The Little, Brown Compact Handbook with Exercises*. Custom ed. for the University of Southern Indiana Composition Program. Upper Saddle River, NJ: Pearson, 2007.
- Miller, Robert K. *The Informed Argument*. 7th ed. Custom published for USI. New York: Thomson Wadsworth, 2007.
- Murray, Kim. *What Every Student Should Know about Using a Handbook*. Upper Saddle River, NJ: Pearson, 2008.

Course Description

English 201 is a second course in the critical arts of reading, writing, reflection, and discussion emphasizing the responsibilities of written inquiry and structured reasoning. Meets University Core Curriculum Goal A1: Composition/Speech. Prereq: ENG 101 or approved equivalent.

University Core Curriculum Goals for English 201

A. *The Mind: Enhancement of Cognitive Abilities*

A1. The ability to communicate effectively:

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

Course Goals and Outcomes

1. Academic Literacy

Enables students to:

- Employ critical thinking, reading, and writing skills in order to communicate effectively within various academic contexts.
- Employ the appropriate research methods and conventions for a given context.
- Adapt these skills to life in the university and beyond.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Cultural Awareness

Means that, through writing and discussion, students will:

- Discover, develop, revise, and express their ideas.
- Locate themselves as members of discourse communities.
- Conduct research to support various forms of argument.
- Develop, evaluate, and refine their positions with respect to those held by other members of various discourse communities.
- Apply their knowledge and understanding of the various forms of argument to subjects and issues in contemporary society and culture.

Description of Required Coursework and Course Grade Breakdown

Each major writing assignment emphasizes at least one of the following: exposition, analysis, critique, argumentation, reflection. All formal writing assignments will be evaluated based on the Academic Discourse Conventions, the weights of which will vary from assignment to assignment. Individual assignments will address particular aspects of Academic Literacy and the Enhancement of Individual Development. Below is the breakdown of the course grade:

Short Paper 1	10%
Short Paper 2	10%
Proposal	15%
Annotated Bibliography	15%
Abstract	10%
Research Paper	20%
Peer Review	10%
Participation	10%

Attendance, Class Participation, and Late/Missed Assignments

A student may miss up to 4 half-class meetings, regardless of reason. Each absence after this limit will reduce the student's final grade by one-third letter grade (e.g. an A- will become a B+). Exceptional circumstances will be evaluated on a case-by-case basis. Please note two things: 1) that a scheduled meeting with me outside of class will be considered a class meeting, and 2) that excessive tardiness or leaving early will result in a similar grade reduction.

Because of the nature of the course, it is important for everyone to be in class and prepared for the day's assignment. Individual participation in the form of in-class writing, peer review, and class discussion is necessary for the success of the class as a whole. In other words, come to class and help each other learn.

Assignments are due when indicated in the syllabus. I do not accept late assignments without good cause. Keep in mind that good cause is relative: you will find me much more flexible and understanding if you talk to me about any issues BEFORE the due date. Also, a late/missed assignment which is a part of a larger assignment (e.g. a first draft being turned in for peer review before the final draft is due) does not excuse one from meeting the following due dates on time.

Statement on Academic Dishonesty and Plagiarism

All work submitted for this course must be your own and written exclusively for this course/assignment. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, "The University considers plagiarism a form of academic dishonesty and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct." Penalties for plagiarism range from failure on an individual assignment to dismissal from the university, depending on the severity of the infraction.

Policy on Student-Teacher Communication

I am your first point of contact for questions or concerns about your work in this class. You should make an appointment with me to discuss lessons or assignments you don't understand, to address concerns you have about course policies or your grades, and, of course, to seek help with your writing.

Policy on Cell Phones and Other Electronic Devices

Turn it off and leave it in your bag. Don't put it on your desk or on your lap or anywhere else. If I hear it (this includes vibrating) or see you using it, I will ask you to leave and you will be marked absent for that class meeting. This policy includes laptop computers. There may be times when I want you to bring your laptops and/or other electronic devices: I will let you know. Repeated violations of this policy will be considered a violation of section 2.21.1 of the *Student Code of Conduct* and be reported to the Dean of Students.

The Writers' Room

The Writers' Room (ED 1102) has peer writing consultants available to help all USI students with any writing project for any class. In one-to-one sessions, consultants help students become aware of effective writing processes and strategies while providing feedback at any stage of the writing process. Some areas a student might focus on during a session include brainstorming, revising, writing a thesis statement, organizing ideas, citing, or using language effectively and correctly. Appointments and more information about its free services are available by calling 461-5359.

Statement on Disability Support Services

If any member of the class feels that he or she has a disability, please advise me of desired accommodations by the end of the first week of class or as soon as you have written documentation. I will work with you and the staff of Disability Support Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform and participate in class.

Course Evaluations

Course evaluations are an integral part of the teaching and learning process. At the University of Southern Indiana, course evaluations are used for many purposes. These purposes include curriculum and assignment review, course structure changes, changes in instructional delivery as well as the university's evaluation of, and continuous improvement efforts for, faculty and faculty development initiatives. Please complete the course evaluations for this course with care, thought and attention toward the improvement of the class, the faculty and the university community overall.

Tentative Schedule of Reading and Writing Assignments

- Jan. 10 (M) Syllabus and Course Introduction
Lecture/Discussion: Problems with writing
For next class: Read Chapter 1 and Mathews and Caplan essays in Chapter 8;
Prepare Finalized Draft of Short Paper #1 for peer review
- Jan. 17 (M) Martin Luther King, Jr. Day – NO CLASS
- Jan. 24 (M) Peer Review: Short Paper #1
Lecture: Chapter 1
Discussion: Mathews and Caplan essays
For next class: Decide on topic for Proposal
- Jan. 29 (F) **Short Paper #1 Due by midnight via Blackboard**
- Jan. 31 (M) Library Instruction
Lecture: Chapter 6
Consultations
For next class: Read Chapter 2 and Ian, Surowiecki, and McCourt essays in
Chapter 8; Prepare Finalized Draft of Proposal for peer review
- Feb. 7 (M) Peer Review: Proposal
Lecture: Chapter 2
Discussion: Ian, Surowiecki, and McCourt essays
For next class: Read Chapter 3 and Livingston and Katz essays in Chapter 11
- Feb. 11 (F) **Proposal Due by midnight via Blackboard**
- Feb. 14 (M) Lecture: Chapter 3
Discussion: Livingston and Katz essays
For next class: Read Chapter 4 and Williams and Cizek essays in Chapter 11
- Feb. 21 (M) Lecture: Chapter 4
Discussion/Debate: Williams and Cizek essays
For next class: Read Ollman essay in Chapter 11; Prepare Finalized Draft of Short
Paper #2 for peer review
- Feb. 28 (M) Peer Review: Short Paper #2
Discussion: Ollman essay
- Mar. 4 (F) **Short Paper #2 Due by midnight via Blackboard**
- Mar. 7 (M) Spring Break – NO CLASS

- Mar. 14 (M) Workshop Day — Bring in source material
 Consultations
For next class: Prepare Finalized Draft of Annotated Bibliography for peer review
- Mar. 21 (M) Peer Review: Annotated Bibliography
 Consultations
For next class: Read Chapter 5 and Meck and Wilson essays in Chapter 13
- Mar. 25 (F) **Annotated Bibliography Due by midnight via Blackboard**
- Mar. 28 (M) Lecture: Chapter 5
 Discussion: Meck and Wilson essays
For next class: Read Carson and Bailey essays in Chapter 13
- Apr. 4 (M) Discussion: Carson and Bailey essays
For next class: Read Turner and Petit essays in Chapter 13; Prepare Finalized Draft of Abstract for peer review
- Apr. 11 (M) Peer Review: Abstract
 Discussion: Turner and Petit essays
- Apr. 15 (F) **Abstract Due by midnight via Blackboard**
- Apr. 18 (M) Consultations
For next class: Prepare Finalized Draft of Research Paper for peer review
- Apr. 25 (M) Peer Review: Research Paper
- May 2 (M) **Research Paper Due**
 FINAL EXAM: 6:00 – 8:00 p.m.