

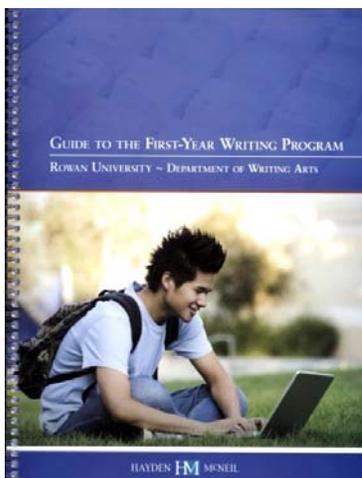
# College Composition II

## SYLLABUS

### Course Details

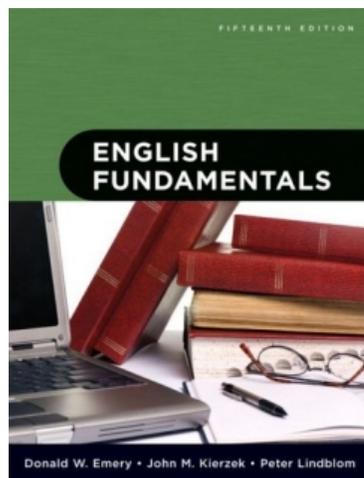
Instructor:	Professor David Hodges	
Office & Mailbox:	Writing Arts Adjunct Office	105 Hawthorn
Phone:	Home Office (856) 854-8385	Cell Phone (856) 979-6653
Email:	<a href="mailto:hodges@rowan.edu">hodges@rowan.edu</a>	<a href="mailto:davidbdale@comcast.net">davidbdale@comcast.net</a>
Course Blog:	<i>Counterintuitive</i>	<a href="http://rowancomp2.wordpress.com/">http://rowancomp2.wordpress.com/</a>
Class Meetings:	Tue, Thu, 3:15-4:30	Bozorth 131
Office Hours:	Tue, Thu, 2:30-3:15	Bozorth 131

### Textbooks



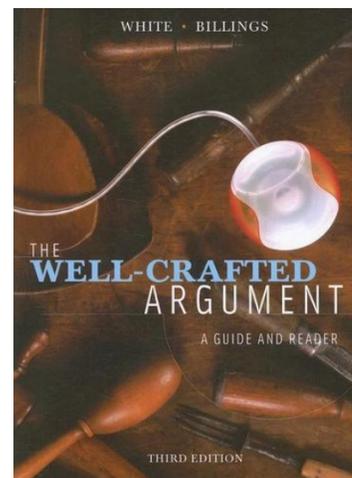
#### Required

*Guide to the First-Year Writing Program, Rowan U*  
2010 Edition  
Rowan Univ. Faculty  
Hayden-McNeil Publishing  
ISBN 978-0-7380-3280-1



#### Not Required

*English Fundamentals,*  
15th Edition  
Emery, Kierzek, Lindblom  
Pearson Longman  
ISBN-13: 978-0-205-61781-4  
ISBN-10: 0-205-61781-6



#### Not Required

*The Well-Crafted Argument,*  
3rd Edition  
Fred D. White  
Simone J. Billings  
Houghton-Mifflin  
ISBN 978-0-618-83207-1

### Book Recommendations

Only the *Guide to the First-Year Writing Program* is required. *English Fundamentals* is very helpful for students who require basic grammar instruction. *The Well-Crafted Argument* provides useful pedagogic material relevant to the course as well as a fine selection of themed readings that may help you select a topic for your research paper. However, you will not be given assignments that directly require these recommended texts.

Most of the course-work and reading will focus on online sources which, as I prepare this Syllabus, are free of charge. Should that situation change, you may be required to subscribe, for example, to the online version of the *New York Times* or other electronic publications. Having saved you hundreds of dollars by not requiring textbooks, I will expect you to subscribe, without complaint, to online sources if necessary.

### Supplies and Capabilities

1. We'll be in a computer lab for class, so much of our work will be done online.
2. Your primary capability will be easy access to the internet for research and the course blog.
3. Buy the *Guide to the First Year Writing Program* if you don't already own it.
4. Rowan University email.

### Learning Outcomes and Key Content

The Writing Arts department identifies outcomes for the First-Year Writing sequence that relate to seven core values. (See the *Guide to the First Year Writing Program*, pp. 39-45.) Comp II graduates will demonstrate understanding of and competence in all seven:

1. **Process.** By gathering, understanding, and evaluating information, the student writer will create a focused, appropriate response to a rhetorical situation. Much of the writing process, including drafting and responding to feedback, will take place outside the classroom on the students' own time, but students will also have significant opportunities to respond immediately to writing challenges in the classroom.
2. **Linguistic Rhetoric.** Rhetorical elements of argument include claims, support and warrants chosen for their appropriateness with particular audiences, purposes and contexts. Expect to become familiar with ethos, pathos and logos, when to employ them and how. Students will produce logical proofs to persuade hostile audiences, emotional appeals to motivate friendly audiences.
3. **Creation and Interpretation of Meaning to Shape Opinions.** Through reading, discussion, and research; and using the skills of comprehension, analysis, evaluation, and synthesis, student writers will shape and use their opinions to create meaningful responses.
4. **Conventions of Academic Writing.** By understanding rhetorical elements, the student writer demonstrates mastery of the conventions of Standard Written English in an academic setting and the appropriate conventions of other rhetorical situations.
5. **Role and Use of Information.** By using correctly written summaries, paraphrases, and quotes to incorporate credible outside source material into an essay, the writer demonstrates comprehension, analysis, evaluation and ability to synthesize material.
6. **Academic Honesty.** Accurate and objective summary, and accurate quoting and paraphrasing are essential principles of academic honesty. In utilizing proper attributions and citations, the writer illustrates an understanding of the conventions and ethics of documentation.
7. **Power and Ethical Responsibility.** Through research and critical thinking, the writer creates ethically sound arguments which illustrate mature understanding, analysis and evaluation of complex subject matter.

### Guide to the First Year Writing Program

More detailed versions of much of the material in this syllabus are contained in the *Guide to the First Year Writing Program*, hereinafter referred to as *The Guide*, a required text for this course. Rather than repeat or even synopsize it here, I direct your attention to pages 37-56 in particular.

### Web Resources

New students unfamiliar with the Web resources of the University can get help and tutorials at the Technology Toolbox, [www.rowan.edu/toolbox](http://www.rowan.edu/toolbox).

- **Writing Arts.** [www.rowan.edu/colleges/communication/departments/writingArts/](http://www.rowan.edu/colleges/communication/departments/writingArts/) is the website for the Department of Writing Arts. Select [First-Year Writing Program](#), then [Resources for Students](#). The section for [Composition II](#) is "currently under construction." Check the site periodically for updates throughout the semester.
- **Library.** [www.lib.rowan.edu](http://www.lib.rowan.edu) is the website for the Campbell Library. From the Rowan University home page [www.rowan.edu](http://www.rowan.edu), under the heading [Academics](#), click the link [Library Services](#), then on the [Labs and Libraries](#) page, click the link [Campbell Library](#). Log on to create an online Library Account with your Rowan username and password. Once you're familiar with online library resources, you'll be

able to conduct research without visiting the physical library. Classroom assignments will give you many opportunities to demonstrate your research capabilities.

### **Rowan University Attendance Policy for Writing Arts**

Your professor adheres to the Writing Program Attendance Policy, detailed on pages 53-54 of *The Guide*.

- **For 0-2 absences**, no grade penalty.
- **For 3 absences**, a 1/3 grade penalty for the course (a B becomes a B-).
- **For 4 absences**, a 2/3 grade penalty.
- **For 5 absences**, a full grade penalty for the course (a B becomes a C).
- **For 6 absences**, a 1-1/3 grade penalty.
- **After 7 absences**, you must withdraw with a WF grade.
- Each class will begin with a brief writing exercise. Students arriving late will find it hard to complete the assignments well. Any student arriving after the completion of the opening exercise will be considered absent.

### **Make Up Work Due to Absence**

If you must miss a class for any reason, visit *Counterintuitive* for assigned readings, class material, and homework assignments. Return to class prepared and post assignments to the blog on time.

### **Flu Self-Reporting System**

Students who become ill with flu symptoms (Fever of 100 degrees or more plus cough or sore throat) may voluntarily report their illness through Banner Self-Service once per school year. Students who self-report the flu may miss up to 5 school days without a Doctor's note, provided they self-isolate to reduce the spread of illness to others. Once the information is reported, all course professors will be notified by e-mail.

To self-report, go to [www.rowan.edu/selfservice](http://www.rowan.edu/selfservice). Select *Report Illness* from the Student menu and follow instructions.

### **Accommodation Statement**

If you have a documented disability that may have an impact upon your work in this class, please contact your professor during the first week of class. To receive University services and accommodations, you must document your disability to the Academic Success Center, 3rd Floor, Savitz Hall, 856 256-4234, or [www.rowan.edu/studentaffairs/asc/](http://www.rowan.edu/studentaffairs/asc/).

### **The Writing Center**

Located at 428 Campbell Library, The Writing Center provides writing tutors for any Rowan student at no charge. Feel free to make an appointment to work one-on-one with a tutor in developing, revising, or editing any of your writing assignments. Consult with your professor before you make your appointment, so he can guide your tutor to concentrate on areas of greatest need.

Three or four times this semester, we will meet with student tutors at the Writing Center, where you'll be paired with tutors familiar with our current assignments.

### **Recycling Policy**

The paper you wrote last year, even last semester, is not good enough for this class. You're a better writer now than you were then. If you're not, you will not pass this class.

While you are forbidden to recycle old papers as if they were new, they may have value as a head start on a topic. Bring them to class to review before you begin your new essay and I will critique your earlier work and help you modify your thesis to build on what you've done before.

As always, our goal is to make you cringe with embarrassment when you read anything you wrote before you got here. Make no mistake though, penalties can be much more severe than your own embarrassment—up to and including F for the paper or the semester.

## Plagiarism

**The Guide** devotes three pages, 47-49, to the university's academic integrity policy. Read those pages for important details about plagiarism and the escalating penalties for academic dishonesty. Very briefly:

“The integrity of academic programs is imperative to Rowan University's mission. While acknowledging the social and collaborative nature of learning, the University expects that grades awarded to students will reflect individual efforts and achievements. All members of the Rowan community are responsible for understanding what constitutes academic dishonesty; upholding academic integrity standards and encouraging others to do likewise; and knowing the procedures, rights and obligations involved in the Academic Integrity Policy. Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university.”

During the first week of class, every student will read and sign an Academic Integrity Pledge. Before you begin to write and submit papers, there should be no dispute about what constitutes plagiarism.

## Assessment and Evaluation

**Attendance and Assignments.** In addition to attending and participating in class, reading assigned texts and materials, and completing all assignments, CCII uses a variety of writing challenges to assess your language use and rhetorical abilities.

**Process Writing.** Short assignments based on components of the writing process will include summaries, paraphrasing, evaluation and synthesis papers. You'll also have graded assignments on note-taking, outlining, drafting, and revision.

**Rhetorical Writing.** Depending on the nature of your research project, you'll produce three short papers such as: a critical analysis, a short synthesis, a rhetorical analysis, a critical review of the logic of an argument, perhaps a visual analysis.

**Research Position Paper.** The 2,500-3,000 word research paper will make an argument in support of a point of view on a controversial issue. Depending heavily on a variety of appropriate, college-level secondary sources, your essay will take a sophisticated position on a complex topic requiring evidence to support a primary and several secondary claims.

**Shorter Arguments.** As you research your topic, you'll produce intermediary arguments such as a definition or evaluation argument, a rebuttal, a causal argument, your research proposal, and an annotated bibliography.

## Grading Process for Papers and Assignments

Instead of drafting and revising papers through recursive drafts as you did in CCI, in CCII you'll follow the writing process outside of class and submit the best paper of which you're capable for just one grade.

The time to develop your thesis, fine-tune your point of view, cite your sources and correct your grammar is *before* you submit your paper. You'll receive notes from your professor and a numerical grade on a 100-point scale, but no corrections. You won't revise any paper on which you earn an A, B, or C. You will however be required to rewrite papers too weak to evaluate (D and F range). No matter how good your rewrite is, the highest grade you will receive for papers you have to rewrite is a C.

### Late penalties are severe.

- Assignments submitted late, but less than 24 hours late, will be penalized 10%
- Assignments submitted 24-48 hours late, will be penalized 20%
- **Minor Assignments** will not be accepted after 48 hours and will be graded 00.
- **Major Assignments** submitted after 48 hours will be graded 00 but must still be turned in within one week of their due date.
  - Major Assignments are the **Research Position Paper**, the two **Small Claims Research Papers**, and the time-sensitive research process assignments: the **Proposal**, the **Writing Plan**, and the **Annotated Bibliography**.

**Grading Scale**

<b>F</b>	<b>D-</b>	<b>D</b>	<b>D+</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>
0-60	61-63	64-67	68-70	71-73	74-77	78-80	81-83	84-87	88-90	91-93	94-100

<i>Assignments</i>	<i>Percentage of Final Grade</i>
Language skills quizzes and assigned reading quizzes	15%
Process Writing such as summary, paraphrase, drafting, outlining	10%
Rhetorical Writing such as critical analysis, short synthesis	15%
Research process, writing plan	10%
Shorter Arguments, research proposal, annotated bibliography	20%
2500-3000 word Research Position Paper Final Draft	25%
Oral Presentation of writing plan or final research results	5%

**Incomplete**

*Very special circumstances only!* Students in good standing with a B average at the time of their incapacity who suffer a serious illness, injury or pressing emergency which renders them unable to complete the required work for the course may be given a grade of **I** (incomplete) at the discretion of the professor and only by approved proposal.

# Course Outline

## Day by Day

For the most part, we will keep to this schedule unless snow days or other emergencies interrupt it. If you must miss a class, refer to this schedule during your absence and return to class prepared.

A link to the current revision of this syllabus and course outline will always be available at the blog.

Date	Deadlines	Classwork
<b>WEEK 1</b> TUE JAN 18	<ul style="list-style-type: none"> <li>• Sign on to Blog</li> <li>• Leave Comment at <i>Counterintuitive</i></li> </ul>	<ul style="list-style-type: none"> <li>• Orientation to Blog and Course Material</li> <li>• Preview Online <b>Writing Prompt #1</b></li> </ul>
THU JAN 20	<ul style="list-style-type: none"> <li>• Respond to Online <b>Writing Prompt #1</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Counterintuitive Thinking with Examples from Source Materials</li> <li>• First Day Forms</li> </ul>
<b>WEEK 2</b> TUE JAN 25	<ul style="list-style-type: none"> <li>• Respond to Online <b>Reading #2</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Library Orientation:</b> Meet at Campbell Library Lab Familiarize with Databases and RefWorks</li> </ul>
THU JAN 27		<ul style="list-style-type: none"> <li>• <b>Library Orientation:</b> Walking Tour of the library's physical holdings</li> </ul>
<b>WEEK 3</b> TUE FEB 01	<ul style="list-style-type: none"> <li>• Respond to Online <b>Reading #3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Exercise:</b> Planning a Research Project based on Counterintuitive Thinking</li> </ul>
THU FEB 03	<ul style="list-style-type: none"> <li>• Counterintuitive Analysis of <b>Reading #4</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exercise:</b> Planning a Research Project based on Counterintuitive Thinking</li> </ul>
<b>WEEK 4</b> TUE FEB 08	<ul style="list-style-type: none"> <li>• <b>Preliminary Research Proposal</b> First 5 Sources for Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Exercise:</b> Formal and Informal Citation</li> <li>• Syllabus Review</li> <li>• Plagiarism Rules Explained</li> </ul>
THU FEB 10	<ul style="list-style-type: none"> <li>• Respond to Online <b>Citation Exercise</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Exercise:</b> Introductions: Opening Strategies to appeal to readers' logic, emotions, and ethics</li> <li>• <b>Quiz:</b> Syllabus/Plagiarism Quiz</li> </ul>
<b>WEEK 5</b> TUE FEB 15	<ul style="list-style-type: none"> <li>• Respond to Online <b>Introductions Assignment:</b> one Occasional, one Anecdotal, one Startling, one Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Exercise:</b> Annotated Bibliography Demonstration followed by in-class practice. Come prepared with 2-3 sources to annotate.</li> </ul>
THU FEB 17	<ul style="list-style-type: none"> <li>• <b>First 5 Sources Annotated</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Exercise:</b> Academically responsible summary and paraphrase as note-taking and citation skills.</li> </ul>
<b>WEEK 6</b> TUE FEB 22		<ul style="list-style-type: none"> <li>• <b>Lecture/Exercise:</b> Critical Analysis Reading critically for logic, credibility, relevance, persuasiveness, refutability</li> </ul>
THU FEB 24	<ul style="list-style-type: none"> <li>• <b>The White Paper</b> Provides background, identifies complexities, outlines argument</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Library Orientation:</b> Walking Tour of the library's physical holdings</li> </ul>

<b>WEEK 7</b> TUE MAR 01		<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Critique of a Sample White Paper</li> <li>• <b>Online Lecture:</b> Definition Argument</li> </ul>
THU MAR 03	<ul style="list-style-type: none"> <li>• Respond to Online <b>Critical Analysis</b> Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Oral Presentation:</b> 7 Students present their White Papers for class review and critique</li> <li>• <b>Online Lecture:</b> Evaluation Argument</li> </ul>
<b>WEEK 8</b> TUE MAR 08	<ul style="list-style-type: none"> <li>• Critical Summary of <b>Reading #5</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Oral Presentation:</b> 7 Students present their White Papers for class review and critique</li> </ul>
THU MAR 10	<ul style="list-style-type: none"> <li>• <b>Definition Argument</b> or <b>Evaluation Argument</b> 1000 Words Using 3-5 Cited Sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Oral Presentation:</b> 7 Students present their White Papers for class review and critique</li> </ul>
<b>WEEK 9</b> MAR 15	SPRING BREAK NO CLASS	
THU MAR 17	SPRING BREAK NO CLASS	
<b>WEEK 10</b> TUE MAR 22		<ul style="list-style-type: none"> <li>• <b>Lecture/Demo:</b> Professor presentation of a Model Counterintuitive Argument</li> <li>• <b>Lecture:</b> Rebuttal Arguments</li> </ul>
THU MAR 24	<ul style="list-style-type: none"> <li>• <b>Sources 6-10 Annotated</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Logical Fallacies</li> <li>• Samples from Readings</li> </ul>
<b>WEEK 11</b> TUE MAR 29		<ul style="list-style-type: none"> <li>• <b>Exercise:</b> In-Class Logical Fallacies Practice</li> </ul>
THU MAR 31	<ul style="list-style-type: none"> <li>• <b>Classmate Rebuttal</b> Post a Rebuttal Argument to a Classmate's White Paper</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Causal Argument</li> <li>• Samples from Readings</li> </ul>
<b>WEEK 12</b> TUE APR 05	<ul style="list-style-type: none"> <li>• <b>Rebuttal Argument</b> 1000 Words 3 to 5 Cited Sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture:</b> Claims, Grounds, Warrants, Backing, Qualifiers</li> <li>• Samples from Readings</li> </ul>
THU APR 07	<ul style="list-style-type: none"> <li>• Critical Analysis of <b>Reading #6</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-Class Exercise:</b> Analyze an assigned reading for Claims, Grounds, Warrants, Backing, Qualifiers</li> </ul>
<b>WEEK 13</b> TUE APR 12	<ul style="list-style-type: none"> <li>• <b>15 Sources Annotated</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In-Class Exercise:</b> Peer Review Each students produces detailed critique of a classmate's Rebuttal Argument</li> </ul>
THU APR 14	<ul style="list-style-type: none"> <li>• <b>Causal Argument</b> 1000 Words 3 to 5 Cited Sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lecture/Demonstration:</b> Sentence Level Rewriting</li> </ul>
<b>WEEK 14</b> TUE APR 19		<ul style="list-style-type: none"> <li>• <b>Lecture/Demonstration:</b> Structural Rewriting</li> </ul>

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THU APR 21	<b>RESEARCH POSITION PAPER</b> 3000 words. 15 cited sources. On-time submission, full credit	<b>• Lecture/Demonstration:</b> Oral Presentation Techniques
<b>WEEK 15</b> TUE APR 26	<b>• RESEARCH POSITION PAPER</b> 3000 words. 15 cited sources. Late submission, 20% penalty	<b>• Ten Oral Presentations:</b> Final Research Results from ten students
THU APR 28		<b>• Ten Oral Presentations:</b> Final Research Results from ten students
TUE MAY 03	<b>Finals Week Grade Conferences</b> Students with top 10 cumulative grades before Research Position paper	
THU MAY 05	<b>Finals Week Grade Conferences</b> Students 11-20. Top students excused.	

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