

ENGLISH 225: COMPOSITION II

Fall 2004
Education Bldg 00336
T-R 9:00-10:45
Office Hours: 1:00-2:00 & by appt.
<http://www.americandialogues.us>

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“Democracy begins in conversation.”
Philosopher John Dewey on his 90th birthday

“Go f--- yourself”
Vice President Dick Cheney to Vermont Senator Patrick Leahy

COURSE DESCRIPTION

The theme of this course is “American Dialogues,” and we will focus our attention on political discourse in the contemporary American public sphere. Some fear that American citizens are not well served by the prevailing political discourse, that it is more focused upon butting heads and scoring quick points with the media than it is with thoughtful consideration of the issues. We will use a variety of critical tools to consider the the messages of political campaigns, the information provided by news outlets, and the commentary provided by a wide range of individuals.

In this course, you will develop your skills as a careful, thoughtful, and effective reader and writer. You will become better at the kinds of reading and writing expected of you as a college student, in your professional career, and as an American citizen. You will learn what it means to identify or construct an issue to write about, to consider and reconsider that issue as you investigate it further, and to craft the best available means of support and expression given your audience and your purpose. You will learn a set of language- and logic-based concepts and a vocabulary of language analysis and rhetorical strategy. As you learn more about how language and persuasion work, and as you learn to recognize and use more features of style and argument, you have a greater range of choices to make in crafting your own writing.

COURSE TEXTS

1. *Introduction to Academic Writing* (The cover refers to the U of Maryland; buy it anyway)
2. *MLA Handbook for Writers of Research Papers*
3. *Sosland Journal*

ASSIGNMENTS

Class participation in-class and online	15%
In-class writing, draft workshops, exercises, quizzes, homework, memos, library assignments.	15%
In-class paper: encomium, vituperation, or apology.	10%
Test: Rhetorical Analysis	10%
What are the Issues? Paper	15%
Pro/Pro Arguments Paper	15%

COURSE POLICIES

Attendance: I keep track of attendance. Your regular attendance and participation are vital to the success of this class. You may miss three classes without penalty. Your final grade for the course will drop half a letter grade for every class missed beyond that.

Format for written assignments: All work done outside of class to be turned in must be typed or produced on a word processor. Do not put your name on the papers you turn in. Your papers should have the following: no cover page; one-inch margins all the way around the page; text that is 12 point/10 cpi (type face of Courier or Times New Roman); page numbers on every page; one staple in the upper left-hand corner. I do not accept papers turned in as email attachments; however, to provide you with (hopefully) helpful feedback, I am happy to look at an early draft of a paper sent via email attachment at least four business days before the paper is due. If I ask you to rewrite one of your papers, you must turn in the first graded version of the paper along with your revision. I grade anonymously, so don't put your name on the paper. The first page must have your social-security number, the due date, the course number, and my name on the first page in the upper left-hand corner, like this:

123-45-6789
September 13, 2004
English 317
Dr. Williams

Late papers: I will accept one paper late by as much as one class period with no questions asked, but each additional weekday after the one day of grace will lower your paper's grade by one letter grade. If you wish to take advantage of the late paper policy, you must attach a written explanation for the late paper to the paper. After that one paper, I will not accept late papers. You will receive no credit for any additional papers turned in late. Only documented, excused absences will deserve any special consideration. This policy is non-negotiable.

Disabilities: If you have any special needs that will affect your performance in this course, please let me know as soon as possible so that I might work to meet your needs. I will keep the details of all such conversations private. If you have not done so already, you should consider visiting the Office of Services for Students with Disabilities in room 350 of the Administrative Center. 816-235-5696 - <<http://www.umkc.edu/disability/>> - disability@umkc.edu

Academic Dishonesty: Students are expected to be familiar with the code of student conduct printed in the UMKC General Catalog and on the UMKC website. In this course, any act of dishonesty on an assignment automatically earns a student a grade of 0 (zero) for that assignment as well as referral to the appropriate UMKC office.

Communication: You should take advantage of my office hours, during which time I am happy to talk with you in person. You may also call me on my office telephone, send me an email, or instant message me (feel free to add me to your list of contacts in your instant messaging client). I respond to phone calls and IMs instantaneously (if you reach me), and I respond to emails within 2 business days. Note: In the time before and after class, I am usually distracted and concentrating on what I have to say that particular day. If you have something important to communicate to me, put it in writing and give it to me on paper or via email. You can also speak with me, of course, but I do not guarantee that I will remember what you've told me or asked me unless you also put it in writing. Do not assume that you have my assent or permission for something unless I have put it in writing and given it to you.

Email and Internet access: UMKC provides a free Exchange email account for each student, and I advise you to use this as your account for this class. See <http://www.umkc.edu/exchange-faq/> Using UMKC email is not required, but if you use another email service, *you* are responsible for ensuring that this service does not block or filter email from me or the class listserv. In the past, some students using non-UMKC accounts have had problems receiving important information.

You will need to access the Internet at many times during the semester, sometimes for reading assignments and sometimes to complete writing assignments. If you do not have Internet access at home, UMKC has many computers on campus available for your use. See <http://www.umkc.edu/labs/> Miller Nichols Library is an easy-to-reach location for such Internet access.

You will need to use your Exchange email account information to access many of the databases UMKC subscribes to; learn *now* what your Exchange email account information is.

COURSE CALENDAR

- T Aug 24 Introductions.
Course theme: “American Dialogues”
What is rhetoric?
- Starting today, you should begin reading some of the politics/campaign news and commentary available online through the course website. To prepare for the definition assignment, pay attention to important terms and how they are defined.
- R Aug 26 No class: “Celebrate UMKC” <http://www.umkc.edu/celebrateumkc>
- T Aug 31 -The Importance of Audience
-Exigence
-Definition assignment introduced
- Read:* “Writing for Readers: The Rhetorical Situation” (41-43), “Audience Analysis” (47-48), “Schemas” (44-46), “Tactics of Definition” (69-76), “Prototypes and Definitions” (77-78); “Fighting for Our Lives” from *The Argument Culture*
- Start thinking about a term to define (keep exigence and audience in mind)
- R Sep 2 Definition, continued
- Read:* Go to <http://www.blogger.com> and read “What's a blog?”
Go to <http://tinyurl.com/5abo6> and read “HTML Tutorial.” Read enough to familiarize yourself with the basics.
- Due by midnight:** email (to me) with term for definition. Explain why the definition is needed, who the audience is, and what tactics you will use for the definition.

- T Sep 7 Computer lab: You will learn how to use Blogger.com and you will complete your first blogging assignment.
- Due:** Definition. Students will post their definitions (250-400 words) to the course blog while in class. Have an electronic copy available in html to be posted to blog. My advice is to email it to yourself as an attachment.
- R Sep 9 The rhetoric of praise or blame. *Read:* To be announced.
- T Sep 14 Creating coherent paragraphs
- Read:* “Arrangement: Coherence at Different Levels” (101); “Guidelines for Paragraphing,” “Making Connections within Paragraphs,” “Coherence and sentence structure: the given/new contract,” “Some Problems with Coherence” (114-123)
- R Sep 16 Effective Introductions and Conclusions
- Read:* “Introductions,” “Conclusions,” (102-106)
- Due by midnight: email on subject for in-class essay**
- T Sep 21 **In-class essay: Encomium, Vituperation, or Apologia**
- R Sep 23 Rhetorical appeals: ethos, pathos, logos
- Read:* “The Three Rhetorical Appeals”
- T Sep 28 Rhetorical appeals, continued
Common topics
- Read:* “The Common Topics, or Sources of Argument”
- R Sep 30 Group work on audience analysis and rhetorical appeals
- T Oct 5 **Test: Rhetorical Analysis**
- R Oct 7 Class meets in Library for a workshop on conducting your research using academic resources. Location to be announced.
- T Oct 12 Introducing the linked assignments:
1. What are the Issues?
2. Pro/Pro Arguments
3. Final Position Paper
The stases
- R Oct 14 More on the stases
MLA documentation style

- F Oct 15 Last day to withdraw without assessment. After this date, withdrawals may be academically assessed, which may result in a “Withdraw Failing” if the student is failing at the time of time of withdrawal.
- T Oct 19 Quoting, Paraphrasing, Summarizing
Evaluating sources
- R Oct 21 Writing an effective and efficient annotated bibliography
Positions of emphasis
Sentence combining
- T Oct 26 No class meeting
Student conferences in my office: make appointment to meet with me
- R Oct 28 No class meeting
Student conferences in my office: make appointment to meet with me
- T Nov 2 **No class. I encourage you to take this opportunity to vote, then go to the library to conduct research for your papers.**
Read: *MLA Handbook*
chapter 1.5, “Compiling a Working Bibliography,”
chapter 1.7, “Taking Notes”
chapter 1.8, “Outlining”
chapter 1.9, “Writing Drafts”
Familiarize yourself with chapter 3, “The Mechanics of Writing,” especially 3.7
- R Nov 4 Discussion of “What are the Issues?” paper
Read: *IAW* 25-28, *MLA Handbook* Appendix A: “Selected Reference Works”
Review: *MLA Handbook* chapter 5, “Preparing the List of Works Cited”
Due: Annotated Bibliography
- T Nov 9 Draft workshop
Read: *MLA Handbook* chapter 4, “The Format of the Research Paper”
Review: *MLA Handbook* chapter 6, “Documentation: Citing Sources in the Text”
Due: two copies of your “What are the Issues?” paper draft
- R Nov 11 Intro to the Pro/Pro Assignment; Parodies of Marked Style; Figures of Speech
Read: *IAW* 28-30, 171-180
Due: final draft of “What are the Issues?” paper
- F Nov 12 Last day for undergraduates to withdraw with academic assessment. Academic assessment will result in “Withdraw Failing” if student is failing at the time of withdrawal.
- T Nov 16 More on logos: Lines of argument
Read: *IAW* 75-81
- R Nov 18 Draft Workshop
Due: Two copies of draft of “Pro/Pro Assignment”

- T Nov 23 Introduction to the Final Position Paper; Parts of a full argument
Read: *IAW* 31-32, 107-113
Due: Pro/Pro Assignment
- R Nov 25 No class: Thanksgiving
- T Nov 30 Responding to opposing views: refuting, conceding, bridging
Read: *IAW* 88-90
- R Dec 2 Review of rhetorical appeals; Identifying logical fallacies
Read: *IAW* 91-98
- T Dec 7 Draft Workshop
Due: two copies of draft of Final Position Paper
- R Dec 9 Course Evaluations
Due: Final Position Paper