UNM—Taos – Syllabus

Course: English 102 – Composition II: Analysis and Argument
Day/Time: Tuesdays, 9-11:30 am
Semester: Spring ‘10
Location: Room TSPH 123, Klauer Campus
Instructor: Robin Powlesland
Office Hours: After or before class by appointment, and Casa on Mondays 3-5pm
Contact: bubinski24@yahoo.com
Rules for Writers, Diana Hacker, Bedford/St. Martins Press
Dictionary, Thesaurus

Course Description:
Argument and Analysis engages students in the consideration and practice of writing as critical thinkers. This course encourages students to think, read and compose as analytical writers. Students learn to read their own writing critically and from feedback provided by both the instructor and peers, revise their drafts into clear, concise and thoughtful analytical and argumentative essays. Students learn how to conduct research and compose a final essay that distinguishes their argumentative voice.

Student Learning Outcomes: By the end of the course, students will be able to:
- Demonstrate a clear understanding of the writing process, including prewriting techniques, multiple drafting, editing and revising.
- Analyze and interpret a variety of texts and express that analysis in coherent writing.
- Identify a central point or “thesis” and develop that point throughout the essay.
- Understand the basic concept of argumentation that is, take a stand and defend a position in their writing.
- Write prose that is free of errors in syntax, grammar, and spelling.
- Conduct, evaluate, and integrate research into their final, argumentative paper using MLA format.
- Give credit for words and ideas not their own; always avoid plagiarizing.
- Respond to classmates’ statements and writing in a compassionate, constructive way.

Instructors Expectations:
I expect students to attend class and be attentive (no cell phones or electronic devices may be used in class.) Your willingness to learn must be demonstrated by: participating in class discussions and exercises; taking notes during class; doing all homework assignments on time; offering constructive feedback on peers’ writing; conducting extensive research; and rewriting utilizing feedback and input.

Course Requirements:
Students are required to attend class as well as keep up with the reading and writing assignments. In-class exercises and essay writings will also factor into a students final grade. Three original, well-crafted, double-spaced, typewritten essays, plus an end-of-semester portfolio are required. Please note that for every week a main essay assignment is late, its grade will drop one letter. If for some reason you are unable to be in class on
any due date please email me and leave the essay in my mailbox at Klauer campus on or before that day by 5pm.

**Attendance Policy:**
Students must attend class and arrive on time. Absences may result in a student being dropped from class. It is UNM-Taos’ and my policy that the instructor may drop a student after three absences. Late arrival and early departure from class will count as partial absences.

**Buddy System:**
Please buddy-up with one or two fellow classmates so that in case of an unavoidable absence, you can ask one of your buddies for notes and homework. It is the student’s responsibility to catch up on missed classes and coursework.

**Communication:**
I am happy to meet with students on a one to one basis before and after class, by appointment. If you need to reach me, please do so by emailing me at bubinski24@yahoo.com. I will also be available at CASA tutoring center every Monday from 3 to 5pm; please call CASA to make an appointment for that time.

**Grading Policy:**
- In-Class Assignments: 5%
- Response Notebook: 10%
- Analytical Essay: 15%
- Midterm Essay: 15%
- Researched Argumentative Essay: 20%
- Portfolio: 35%

**ADA (Americans with Disabilities Act):**
Qualified students with disabilities needing appropriate academic adjustments should contact Amie Chavez-Aguilar, Academic Student Success Director (737-6200; aca@unm.edu) as soon as possible to ensure that their needs are promptly met.

**Dropping the Course:**
It is the student’s responsibility to drop a course. The instructor is not required, nor should be expected, to drop a student from the official roster. A student’s failure to come to class will not automatically result in that student being dropped from the course.

**Withdrawing from the Course:**
If you need to withdraw from this course, you may do so. If you consult with me before withdrawing you will receive a WP (Withdrawal Passing) grade. If you fail to consult with me or stop attending, you will receive a WF (Withdrawal Failing) which will be factored into your grade point average as failing.
Academic Honesty:
All UNM policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to: cheating or copying, plagiarism (claiming credit for another’s work taken from any source (print, internet, electronic databases) or failing to cite the source); fabricating information or citations; facilitating acts of academic dishonesty by others; having unauthorized possession of examinations; tampering with the academic work of other students. The University’s full statement on academic honesty and the consequences for failure to comply is available in the college catalog or on our website: http://taos.unm.edu.

Due Process:
If you have a problem in class that cannot be directly handled by talking with me please contact the Student Affairs Department or Bob Arellano, Academy Head (737-6257; arellano@unm.edu), for assistance.

About Your Instructor:
Robin Powlesland is an honors graduate of Mills College of Oakland, California, English/Creative Writing program. She received her MFA in writing from the California College of Arts in San Francisco. She has also been a graphic production artist, tutor and freelance author and editor. Having taught English in the Bay Area, New Mexico and Thailand, she is proud to be at UNM-Taos. She is author of the chapbook Double Shot Straight (Cowboy Press, 2007).
Essays

Analytical Essay (1,200 words)
Due: February 23 (with drafts attached)
Read all nine of the “Classic Reading” essays in your textbook. Choose the one that resonates for you and analyze (not summarize) it. Ask yourself such questions as, “why is this essay considered a classic?” or “why did I choose it?” and “what is its relevance to today’s English Composition readers, if any?”.

Midterm Essay (Approx. 1,200 words)
Due March 23 (with drafts attached)
Choose one of the responses in your Response Notebook and develop it into a longer, analytical essay. Keep in mind that analytical, or critical essays, involve breaking complex issues down into parts, while trying to understand the cultural and personal forces (values, beliefs, etc.) underlying them. “Criticism,” then, is not a strategy for attack, but a method for broadening understanding.

Researched Argumentative Essay (Approx. 1,500 words)
Due April 19 (with drafts attached)
Choose an essay that we have NOT discussed in class (that is, one that was not assigned as a response option and one that is not a “Classic Reading” essay) and write an argumentative essay on it, incorporating research (in MLA format). Research the author (using databases, the Internet, books, etc.) and, if possible, the essay itself, then write your own essay in which you make a case for my assigning this essay for response in future English 102 courses at UNM-Taos. Explain convincingly why you think students like yourself in English 102 at UNM-Taos, specifically, would enjoy reading this essay, writing a response to it, and discussing it in class. Cite at least three sources and document them on a correctly formatted “Works Cited” (MLA-style) page.

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* Response Notebook:
Please invest in an inexpensive notebook to be used as a separate dedicated journal for writing responses to your reading assignments. Each response should be thoughtfully and intelligently written, dated, and between one and three pages in length. Please bring your Response Notebook to each class so you can share and discuss your responses with your peers. At the end of the semester you will submit your Response Notebook for a final grade.
<table>
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<tr>
<th>Class Week</th>
<th>Date</th>
<th>Class Content</th>
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<tr>
<td>1</td>
<td>January 19</td>
<td>Course overview and introductions; Writing Exercise: “What I Got from 101, What I Want from 102.” Homework (for next class): Read “Introduction: Reading Culture” in textbook; write response to essay, “Culture is Ordinary” in your Response Notebook.</td>
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<td>2</td>
<td>January 26</td>
<td>Class: Critical Thinking, Types of Reading, and the Process of Writing lecture; Discuss homework reading and responses to “Culture is Ordinary.” Homework: Read Intro for Ch. 1, “Reading the News” (pp. 13-14); read carefully pp. 38-44 and do exercise 1.6 on p. 38; write your summaries of the Op-Ed pieces in your Response Notebook.</td>
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<td>3</td>
<td>February 2</td>
<td>Class: Exploratory and Synthesis Writing lecture; Discuss Ch. 1; Present responses to assigned Op-Ed essays. Homework: Read Intro for Ch. 2, “Generations” (pp. 64-66); read carefully “It’s time to Grow up – Later” (p.84) and “Juvenile Delinquency” (p.114) and respond to one or both in terms of “traditional family values.”</td>
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<td>4</td>
<td>February 9</td>
<td>Class: Perspectives Exercise, Point of View lecture, and “What does ‘Classic Readings’ mean?”; Discuss Ch. 2; Present responses to chosen essays. Brainstorm an outline. Homework: Read Intro for Ch. 3, “Schooling” (pp. 129-131); read carefully and respond to “Let Teenagers Try Adulthood” (pp.139) after following the “Suggestion For Reading.” Write first draft of first paper.</td>
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<td>5</td>
<td>February 16</td>
<td>Class: Peer Editing Lecture. Discuss Ch. 3; Present responses to chosen essays. <strong>Workshop first paper for peer feedback.</strong></td>
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Homework: Read Intro for Ch. 4, “Images” (pp. 198-205); Read carefully and study the images in the “Visual Essays” (pp. 219-230); Write a response to one of these three essays in your Response Notebook; Bring in examples of print ads that illustrate your response; Revise, proofread, and print out essay (and drafts).

February 23
Submit first paper (with drafts);
Class: “Images/Ads/Hype” presentation, Discuss Ch. 4; Present responses to “Visual Essays.”
Homework: Read Intro for Ch. 5, “Style” (pp. 250-252); read carefully “No Logo” (p. 274) and “Who’s Wearing” (p. 283), then do writing exercise 2 on p. 288 in your Response Notebook.

March 2
Class: “What does branding mean to our contemporary culture?”; Discuss Ch. 5; Present responses to assigned essay; Thesis Exercise.
Homework: Read Intro for Ch. 6, “Public Space” (pp. 296-298); read carefully and respond to “Center of the Universe” (p.299). Write first draft of first paper.

March 9
Class: “We Are All Third Generation;” Discuss Ch. 6; Present responses to chosen essays; Workshop Midterm essays for peer feedback.
Homework: Revise and finalize Midterm essay. Read Intro to Ch. 7, “Storytelling” (pp. 344-346); read carefully and respond thoughtfully to “The Hook” (p. 350) or “I Heard it Through the Grapevine” (p.358). Revise, proofread, and print out midterm essay (and drafts).

March 16
No Class: Spring Break

March 23
Midterm essay (+ drafts) due
Class: Mid-semester open discussion,
“Anatomy of the Argumentative Essay” lecture. Discuss Ch. 7; Present responses to chosen essays. Homework: Read Intro to Ch. 8, “Work” (pp. 397-398); Respond to both Perspectives on sweatshops (pp. 418-423).

10 March 30 Class: MLA review lecture; Discuss Ch. 8; Present responses. Homework: Read Intro to Ch. 9, “History” (pp. 446-448); Read carefully and respond thoughtfully to “God’s Country” (p. 476); Respond to both Perspectives on sweatshops (pp. 418-423).

11 April 6 Class: Library Visit (required – do not miss!); Homework: Write first draft of final essay.

12 April 13 Class: Discuss Ch. 9; Present responses. Workshop Final Essay for peer feedback. Homework: Read Intro to Ch. 10, “Living in a Postcolonial World” (pp. 520-561); Read “Columbus in Chains” (p.522) and answer #1 on p.530; Revise, finalize and print out Final Essay.

13 April 20 Class: Discuss Ch. 10; Present responses. Final Essay due today. Homework: Prepare Response Notebook.

14 April 27 Class: Response Notebook due today. Final Essay returned; Instructor Feedback; Cover Letter. Homework: Individual Meeting for Instructor feedback if needed. Prepare Portfolio and Response Notebook for handing in next class.

15 May 4 Class: Portfolio (+ re-writes) due today.

16 May 11 Final Essays returned; party!
Title: [the title you’ve given your paper]

Student: [You initials only]

Instructor/Course: Robin Powlesland’s English Composition II (102)

Assignment: [state which assignment this paper fulfills – “Classic Reading” Analytical Essay, “Response Notebook” Midterm Essay, or Researched Argumentative Final Essay]

Required/Actual Word Count: [provide the word count given for this essay, followed by your own word count]

Due date/Submission Date: [provide the deadline given for this paper, followed by the date your paper is actually submitted; if they are the same, type it only once]