

## Course Information

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Number:	EH112
Name:	Composition II
Description:	Composition II, students again explore topics of interest, focusing on some advanced skills, including research writing, argumentation, persuasion, problem-solving, and critical thinking. Usage, word choice, and style remain central.
Credit(s):	3
Offered (DAY schedule):	Every spring semester
Instructor Permission Required:	N
Pre-Requisite(s):	<a href="#">EH111</a>

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### Course Objectives

For Composition II, students' writing should demonstrate additionally: A. Knowledge of the research process, including the abilities to: (a) develop a tentative thesis and outline through thinking and initial research, (b) determine the extent and kinds of information needed, (c) develop a research strategy, (d) effectively locate and access credible sources (print and electronic), (e) evaluate information and its sources critically, (f) select and integrate information that serves the paper's purpose. B. Knowledge of the process of writing a paper supported by research, including the abilities to paraphrase, summarize, synthesize, quote, cite facts, and properly document sources (MLA format and alternative formats). C. An understanding of the ethical use of information. D. Effective argumentation skills. E. Effective analytical skills.

**EH112 Composition II, New Journalism, Fall 2018. Instructor: George Frangoulis, Adjunct Professor ([Frangoulisg@thomas.edu](mailto:Frangoulisg@thomas.edu)). Office: AD227, office hours by appointment. Phone: 557-5111.**

Course Description and Objectives: Students explore the topic of New Journalism, through reading and writing of journalistic essays. These are informative pieces that give detailed pictures of people and places and events, while they develop writing techniques and strategies; students will also analyze and discuss the history, theories, processes, ethical standards and norms of mass communication and their effects on society.

- \* Strong organization and unity.
- \* Effective development of paragraphs and essays.
- \* Clear, concise, and unified sentences of varying length, style, and structure.
- \* Precise, appropriate diction.
- \* Few errors in grammar and usage.
- \* A clear sense of audience and purpose.
- \* Understanding of writing styles through substantial readings.
- \* Understanding and application of the steps of the writing process.
- \* A deepened understanding of the personal essay.
- \* Greater ease, confidence, and satisfaction in writing.

Texts: The Little Seagull Handbook with Exercises, 3rd Edition; by Bullock, Brody, and Weinberg; Rereading America: Cultural Contexts for Critical Thinking and Writing, 10th Edition, by Colombo, Cullen, and Lisle (You will also need a notebook and folders with pockets; you will be asked to make copies of some assignments.)

Requirements and Grading: Three short essays (1 - 1 ½ pp., 325-400 words), two longer essays (2-3 pages), one final long essay (4-6 pages); participation (base grade is C, raised or lowered as I observe respect for class expectations): 5%. Each paper will be worth a specified number of points (identified in class); grading guidelines will be assigned for each paper. The final grade for the essays will be determined by dividing the total earned points by the total possible points.

## Expectations

Class members are expected to arrive on time, remain in the classroom, adhere to deadlines, and comport themselves respectfully. Electronic devices must be stored out of sight and out of hand and turned off (unless I have approved a particular use). Everyone has the responsibility to come to class having completed the reading and/or writing assignment. Those who don't adhere to these policies and expectations may be asked to leave the class—with academic penalty.

Assignments are due as identified: Please do not assume I will accept late papers (if I do, expect a penalty).

Perfect attendance (including conference attendance) raises the final average by 1/3 grade (e.g., a B to a B+); missing more than three classes is excessive (and is a factor in the participation grade). Anyone who has missed seven classes as of October 26 and anyone who has missed ten after October 26 will be dropped from the class (on or before October 26, the grade assigned is a W; after October 26, the grade assigned is an F). (Students with extraordinary circumstances should meet with me to discuss reconsideration of this policy.)

Unless I have given specific permission, students may not work on papers with anyone (including roommates, friends, tutors, parents, and/or literate and loving pets) except me outside of class; in certain circumstances, I may allow, or even require, students to meet with the Student Success Center (SSC) writing staff for additional assistance. A violation of this policy will be treated as a matter of academic misconduct.

All assignments must be completed in a manner consistent with the Thomas College policies concerning academic honesty; papers must be written for this class and this class only. A first instance of academic misconduct will result in a grade of 0 for the related assignment and a 10% reduction of the final average for the course; any additional misconduct will result in a grade of F for the course. Please note that academic misconduct is reported to the Academic Affairs office. Anyone who wishes to receive assistance outside of class should meet with me beforehand.

Anyone who needs accommodations due to a disability should let me know as soon as possible and contact Lisa Desautels-Poliquin in the Student Affairs office.

## Revisions

Writing is a process, and good writing requires revision. We will be actively revising all essay assignments in this class, and your revision effort will be a significant part of your grade on assignments. Most of the essay assignments will include a peer feedback component. That means you will be sharing them with the class, and giving and receiving feedback on these essays. One of the most important metrics I have for your progress in this course is your effort in the process of drafting, revising, and editing your essays, as well as the sort of feedback you offer to your peers on their essays, so take this seriously!

## Respectful and Constructive Feedback

The feedback you offer to your peers in this class should always be constructive, meaning you should ask yourself two questions while reading your peers' essays: 1) how can I help make this essay stronger? and 2) how can I help this person become a stronger writer? Note areas where the meaning isn't clear, where you feel there isn't enough detail, there is too much detail, or there is unnecessary detail, and where the point of view or tone seem uneven. Highlight what you believe to be thesis sentences and topic sentences. Be kind but honest, and be respectful of your classmates' perspectives, personal experiences, and creative styles. Learning to give constructive feedback on others' writing will make you a stronger writer.

## Grading Components: based on 100 points

Papers: 1 through 3: 30% (10% per paper, for 3 papers) of final grade (30 points out of 100).

Paper 4 & 5: 30% (15% per paper, for 2 papers) of final grade (30 points out of 100).

Final Paper 6: 25% of final grade (25 points out of 100)

Classroom participation, including peer feedback: 15% of final grade (15 points out of 100)

## Essay Grading Standards:

\* An A paper (90-92 A-, 93-96 A, 97-100 A+) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence

structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

\* A B paper (80-82 B-, 83-86 B, 87-89 B+) is excellent in several respects but may have a less-sophisticated thesis, a less-distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and/or some minor mechanical, grammatical, spelling, or diction problems.

\* A C paper (70-72 C-, 73-76 C, 77-79 C+) is generally competent, but compared to a B paper, it may have a weaker thesis or less effective style and/or development. It may contain some lapses in organization, poor or awkward transitions, less-varied sentence structures that tend toward choppiness or monotony, and/or significant problems with mechanics, grammar, spelling, or diction.

\* A D paper (60-62 D-, 63-66 D, 67-69 D+) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and/or diction that impede understanding.

\* An F paper (59 and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and/or development. It may contain major and repeated problems with mechanics, grammar, spelling, and/or diction and/or may fail to fulfill the requirements and/or may be unacceptably brief.

#### Paper Requirements:

Papers must be written in Times New Roman 12 point font (default kerning), double-spaced, with 1 inch margins. Include your name, the assignment, the course name, and the page number at the top right corner of each page in the header—this should be single-spaced. Titles should be centered and bolded. Follow MLA formatting guidelines for citations and bibliographies, and pay attention to spelling, grammar, and punctuation. A certain amount of error is understandable in a first draft, but these errors should drop significantly in later drafts.

#### Academic Dishonesty:

If you use the words and ideas of another writer in your assignments, whether in a paraphrase or a direct quote, you must credit that writer. If you fail to do so, you are guilty of plagiarism. Plagiarism is a serious academic offense, and comes with serious consequences. If in any of your assignments you plagiarize the words or ideas of another writer, you will receive a failing grade for that assignment. If you plagiarize

the words or ideas of another writer a second time, you will receive a failing grade for the course. This does include services that offer to write your paper for a fee.

A note: While recycling your own work is not plagiarism, it is academic dishonesty, and you may receive a failing grade on your assignment if you do so.

This course follows the Thomas College policy on academic dishonesty, which can be found in the catalog and student handbook.

#### Cell Phones and Electronic Devices Policy:

The use of cell phones, laptops, tablets, and other electronic devices during class is disruptive. Put these devices away before class begins. If I see you using your phone or tablet, or your laptop outside of writing exercises, I will consider you absent.

#### Readings Schedule

This syllabus is a preliminary outline of the EH112 Composition—Contemporary Values course structure, and changes may be made throughout the semester as needed.

All readings are due before class on the due date: part of your class participation score is based on your ability to discuss the reading in class.

#### Course Outline

This outline, which may be modified during the semester to meet class needs, summarizes the topics and identifies when readings and essays are due. Additional readings (as well as reading and activities in *Little Seagull*); RA Rereading America

Aug. 27-31: Introduction to course, writing, and reading

Mon.: Introduction to course, writing, and reading

Wed.: A critical approach to journalism

Fri: The Internet and new technologies

Sept. 5&7: Aims of writing, sentence structures with colons and semicolons, avoiding splices and run-ons, dialogue, writers' questions, narration

(Mon., Sept. 3: No Class: Labor Day)

Wed.: Aims of writing, sentence structures; journalism values, ethics & our democracy

Fri: Media Effects; “Growing Up Tethered” in RA

Sept. 10-14: Paper 1 / Introductory elements, specifics, sentence structures, description

Mon. & Wed.: Freedom of Expression; “Love Me Tinder” in RA; W-11 “Personal Narratives” in LSH

Fri.: W-13 Legal Issues; “Reflections” in LSH

Sept. 17-21: Interrupters, commas, dashes, parentheses, parallelism

Mon. & Wed: “Social Class and the Hidden Curriculum of Work” in RA

Fri.: Radio; W-8 “Rhetorical Analyses” in LSH

Sept. 24-28: Leads and conclusions, verbs, revision, shifts, apostrophes

Mon & Wed.: Television; “Against School” and “Learning to Read” in RA

Fri.: Cable TV; R-1 through R-4 (pages 90-118) in LSH

Oct. 1-5: Paper 2 / Voice and audience, questions, agreement, pronoun reference, process analysis.

Mon.: Movies ; “The Essentials of a Good Education” in RA

Wed.: “Becoming Members of Society: the Social Meaning of Gender” in RA

Fri.: W-7 “Arguments” and W-16 “Reading Strategies” in LSH

Oct. 10-12: Hyphenation, titles, fragments, classification

(Mon, Oct. 8: No Class: Fall Break)

Wed.: Newspapers; “The Longest War” in RA

Fri.: S-1, S-2, and S-3 in LSH

Oct. 15-19: Paper 3 / Paragraph development and organization, conventions, italics.

Mon.: Magazines ; “Girl” in RA

Wed.: “Bros Before Hos” in RA

Fri.: L-1 and L-9, in LSH

Oct. 22-26: Modifiers, point of view, transitions, comparison/contrast

Mon.: Advertising; “Looking for Work” in RA

Wed.: “The Color of Family Ties” in RA

Fri.: L-10, in LSH

Oct. 29-Nov. 2: Paper 4 / Numbers, capitalization, underlining, definition, exemplification.

Mon.: Public Relations; E-1 and E-2 (pages 269-290), in LSH

Wed.: “Marriage Markets” in RA

Fri.: “Aunt Ida Pieces a Quilt, and Why Are All the Cartoon Mothers Dead,” in RA

Nov. 5-9: Abbreviations, summarizing, paraphrasing, essay questions

Mon.: Media Economics ; “Created Equal: The Myth of the Melting Pot” and “Gentrification” in RA

Wed.: “Loot or Find: Fact or Frame” in RA

Fri.: “Theories and Constructs of Race” in RA

Nov. 14-16: Style, diction, figurative language, cause & effect. Paper 5

(Mon, Nov. 12: No Class: Veterans’ Day)

Wed. & Fri.: Media Issues; E3 and E4 (pages 291 to 303) in LSH

Nov. 19: Diction, language, synthesis

(Wed, Nov. 21 & Fri, Nov. 23: No Classes: Thanksgiving Break)

Mon.: Media Issues cont’d.; E-5 and E-6 (pages 304-311) in LSH

Nov. 26-30: Diction, language, synthesis. Draft of Paper 6

Mon., Wed. & Fri.: “How Immigrants Become Other” in RA

Dec. 3-7: Mon & Wed. & Fri.: Review

Week: Dec. 10-14. Final Paper 6

## EH112 English Composition II – New Journalism Fall 2018

Instructor: Amy Bai

Office: AD 227

Office Hours: 11-11:50 am, M/W/F (Appointments outside these hours possible.)

Email: [baia@thomas.edu](mailto:baia@thomas.edu)

### Required Texts:

- *The Little Seagull Handbook* by Bullock, Brody, and Weinberg
- *Winners & Losers*, by Gloria Emerson
- *In Cold Blood* by Truman Capote

**Required Materials:** Textbooks, notebook, pens/pencils, folder or binder to store class work, handouts.

**Course Objectives:** The goal of English Composition II is to teach students:

1. Knowledge of the research process, including the abilities to:
  - develop a tentative thesis and outline through thinking and initial research
  - determine the extent and kinds of information needed
  - develop a research strategy
  - effectively locate and access credible sources (print and electronic)
  - evaluate information and its sources critically
  - select and integrate information that serves the paper's purpose.
2. Knowledge of the process of writing a paper supported by research, including the abilities to paraphrase, summarize, synthesize, quote, cite facts, and properly document sources (MLA format and alternative formats).
3. An understanding of the ethical use of information.
4. Effective argumentation skills.
5. Effective analytical skills.

**See End for Class Schedule of Readings/Assignments. But read the whole syllabus – yes, it's long, but this is where all the rules are. It's important to know them!**

This syllabus is preliminary, meaning it is subject to change as needed. The Moodle schedule will be the most accurate schedule, and I will enter and update weekly topics and assignments there. **PLEASE NOTE** that if you use the Moodle app on your phone or tablet, you may not see the complete topic descriptions and homework assignments, so **check Moodle from your laptop or desktop or you may miss assignments!** Also, it is important to check your Thomas College email regularly, as I will communicate with you both via Moodle's message system and via email. Email is more reliable. Download the Outlook app on your smartphone. This will make your life much easier.

### Class Writing Assignments:

#### **Short Essay #1: The Subjective: Exploring an Issue through the Lens of Your Own Experiences**

Minimum Length: 900 words (this works out to approximately 4-5 pages)

Maximum Length: 1400 words (you can make an argument for exceeding this limit if you feel it is necessary to completely cover your topic; however, the word count limit should help you narrow your topic and thesis to something manageable)

Style: Mixed Informal/Formal (you may use first or third person and some casual language; no second person)

**Structure:** Thesis required; however, essay structure may be narrative and compare/contrast, argumentative/persuasive, definitive, or some combination of these, as long as the internal logic of the essay is clear. **You must include a Works Cited section in MLA format and submit an outline.**

**Assignment:**

1. Briefly tell the story of a personal experience that fell into one of the following categories:
  - A terrible misunderstanding
  - Your first experience with real failure
  - Something that significantly changed your perspective on a person in your life
  - The hardest decision you had to make
  - A there but for the grace of [deity-of-your-choice] moment (where you realized “that could have been me” – a close call)
1. *Narrow that topic down multiple times:* For example, “War” as a topic offers many possibilities, but is far too broad for a paper (or a book, for that matter). Narrow topics make for clear, specific theses and simplify your research process; they make your job much easier. For example, you could narrow “war” down to “how war changes people”, and from there, to “war changes people in these specific ways”, and from there to “the effects of war extend far beyond those who have fought in a war, changing their families, their friends, and even their pets”.
2. *Research your topic, and integrate the research into your narrative.* How does your experience shape your thesis, and your research? How does what you learn from your research change how you feel/what you think about your experience? Work on smooth transitions between your narrative and expository writing.

**Purpose:** Combining subjective experiences with objective evidence. Working on analysis of sources. Looking at multiple sides or interpretations of an issue you feel passionate about. Narrowing down a topic and a thesis. This essay may (and should) inform the research paper you will be writing this semester.

**Research Component:** A minimum of three **valid and relevant** research sources, at least one of which must be from the Thomas College Library Database. You must include a Works Cited section in MLA format.

## Short Essay #2: The Objective: Literary Analysis Essay

**Minimum Length:** 1000 words (this works out to approximately 5 pages)

**Maximum Length:** 1500 words (you can make an argument for exceeding this limit if you feel it is necessary to completely cover your topic; however, the word count limit should help you narrow your topic and thesis to something manageable)

**Style:** Formal (third person, no casual language)

**Structure:** Essay structure may be compare/contrast, argumentative/persuasive, definitive, or some combination of these, as long as the internal logic of the essay is clear. It must have a clear thesis, and strong support for all claims. Sources must be incorporated in summarization, paraphrases, and quotes, determined at your discretion. (No quote-bombs.)

**Assignment:** Analyze one of the books/readings below. You may also choose to analyze and compare two or more of the assigned weekly class readings, but **we must discuss this before you turn in a draft.**

1. *Winners & Losers* by Gloria Emerson
2. *In Cold Blood* by Truman Capote
3. Any one of Shakespeare’s plays
4. Stephen King’s short story “The Things They Left Behind”
5. Shirley Jackson’s short story “The Lottery”

Purpose: Working on critical, literary, and/or rhetorical analysis. Looking at multiple sides or interpretations of an issue. Developing ideas. Working with sources in paraphrasing, quotations, and summarization. You must include a Works Cited section in MLA format and submit an outline. This essay may inform the research paper you will be writing this semester.

Research Component: A minimum of three **valid and relevant** research sources, two of which must be from the Thomas College Library.

### Research Paper (Main Course Assignment)

Minimum Length: 2400 words (this works out to approximately 9-11 pages)

Maximum Length: 3800 words (you can make an argument for exceeding this limit if you feel it is necessary to completely cover your topic; however, the word count limit should help you narrow your topic and thesis to something manageable)

Style: Mixed Formal (primarily or wholly third person, minimal to no casual language)

Structure: Clearly articulated, arguable, and specific thesis statement necessary. Sources must be incorporated in summarization, paraphrases, and quotes, determined at your discretion. (No quote-bombs, please.) Essay structure may include elements of narrative, compare/contrast, argumentative/persuasive, or definitive, as long as the internal logic of the essay is clear.

Assignment: For your research paper, choose a topic related to a class reading or discussion (other topics are permitted, however, we must discuss them first). In many cases, your research paper topic may grow naturally out of your preliminary essay topics, and you should be thinking about it early in the course! As you have the option of choosing from various essay styles, this assignment is fairly broad in description. That said, I expect much more than a report: a research paper is detailed, examines multiple sides of a topic, and includes extensive analysis and incorporation of source material.

Purpose: Working on analysis of sources, arguments, and evidence. Supporting a position with the ethical use of research sources. Narrowing down and then expanding upon a topic and a thesis. Letting your research guide your drafting process. Working with sources in paraphrasing, quotations, and summarization. Working with abstracts. Revising for clarity and structure. You must submit a bibliography (this will become your Works Cited section in most cases), a preliminary abstract, and an outline before your first draft.

You may use either or both of your preliminary essays to inform your research essay, though you may not copy your essay and use it as part or all of your research paper.

Research Component: A minimum of eight **valid and relevant** research sources, at least four of which must be from the Thomas College Library. Thoroughly incorporate all sources.

A note about topics: They should be related to readings or class discussions, but outside of this, you choose them. You and I will discuss each of your essay topic before the first draft is due. Be prepared to explain your reasons for wanting to write on an alternate topic, and your thoughts on how your essay might be structured.

### Reading Responses

You will write ten Reading Responses over the course of the semester. You can use class freewrites as the basis for a Reading Response if relevant, although you cannot simply copy your freewrite and submit it as a Reading Response: think of it as a launching-point for further thought and development.

Reading Responses have minimum word counts: some of them will operate as short essays. Content and cohesiveness are priorities, however I will be grading these on grammar, spelling, sentence structure, and punctuation as well, and I expect to see improvement in these things over the course of the semester. You can be as creative in these responses as you wish to be: creativity is encouraged!

You will turn in your entries via Moodle, as either Microsoft Word files, or typed directly into Moodle. I'll often provide a brief response to these, and offer suggestions to strengthen your writing. At the end of the course, you will turn in a final version of these entries as part of your class portfolio.

### Workshops

We will hold workshops periodically throughout the semester: some are on the schedule now; more may occur. In some cases, everyone must participate; in others, I will ask for volunteers to share their papers. In the absence of volunteers, I will choose three papers per workshop, names omitted, for class feedback. While having the class critique your writing may seem daunting, I guarantee that the process will improve your writing!

### Revisions

Writing is a process, and good writing requires revision. We will be *actively revising* all paper assignments in this class—your research papers in particular will have multiple drafts—and your revision effort will be a significant part of your assignment grade. One of the most important metrics I have for your progress in this course is your effort in the process of drafting, revising, and editing your essays, as well as the sort of feedback you offer to your peers on their essays, so take this seriously! You may request a further revision after the final draft of any assignment for ten days after the grade has been posted, unless we have passed the point where I have begun to calculate final grades (December 7<sup>th</sup>).

### Respectful and Constructive Feedback

The feedback you offer to your peers in this class should always be *constructive*, meaning you should ask yourself two questions while reading your peers' essays: 1) how can I help make this essay stronger? and 2) how can I help this person become a stronger writer? Note areas where the meaning isn't clear, where you feel there isn't enough detail, there is too much detail, or there is unnecessary detail, and where the point of view or tone seem uneven. Highlight what you believe to be thesis sentences and topic sentences. Be kind but honest, and be respectful of your classmates' perspectives, personal experiences, and creative styles. Learning to give constructive feedback on others' writing will make you a stronger writer.

### Grading Components: based on 100 points

1. Preliminary Essay 1: 15% of final grade (15 points out of 100)
2. Preliminary Essay 2: 15% of final grade (15 points out of 100)
3. Research paper: 30% of final grade (30 points out of 100)
4. Reading Responses: cumulative 30% of final grade (30 points out of 100)
5. Engagement: I measure your engagement by your ability to show you have done the readings, your willingness to actively engage in class discussions, your effort in class writing exercises, and the feedback you give your peers. 10% of final grade (10 points out of 100)

### Grading Standards (these point-to-letter conversions also apply to final grades)

- **An A paper** (90-92 A-, 93-96 A, 97-100 A+) is excellent in nearly all respects, a thoroughly engaging paper. It shows originality of thought, and it is well-argued and well-organized with a clear, specific, and ambitious thesis. It is well-developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors. The source material is seamlessly integrated with the student's writing. It has correct MLA documentation.
- **A B paper** (80-82 B-, 83-86 B, 87-89 B+) is excellent in several respects but may have a less-sophisticated thesis, a less-distinguished style, some minor lapses in organization and

development, some ineffective sentence structures, and/or some minor mechanical, grammatical, spelling, or diction problems. The source material is not successfully integrated, and the MLA documentation is flawed.

- **A C paper** (70-72 C-, 73-76 C, 77-79 C+) is generally competent, but compared to a B paper, it may have a weaker thesis or less effective style and/or development. It may contain some lapses in organization, poor or awkward transitions, less-varied sentence structures that tend toward choppiness or monotony, and/or significant problems with mechanics, grammar, spelling, or diction. The writing is functional, but not engaging. The source material is occasionally presented, but incorrectly cited or not cited, and not integrated with the student's writing. "Quote bombs" tend to appear in C and D papers.
- **A D paper** (60-62 D-, 63-66 D, 67-69 D+) is a paper in trouble: it's below average and may present a thesis that is too vague or too obvious to be developed effectively, or no thesis at all. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and/or diction that impede understanding. Source material if it is present, lacks citations. D papers are often missing a Works Cited section.
- **An F paper** (59 and below) is far below average and has no clear thesis or central topic. It may display a lack of organization, support, and/or development. It may contain major and repeated problems with mechanics, grammar, spelling, and/or diction and/or may fail to fulfill the requirements and/or may be unacceptably brief. Any instances of plagiarism in a final draft are an automatic F. (Please see Academic Dishonesty section below.)

### Writing Assignment Requirements:

Essays and papers must be written in Times New Roman 12 point font (default kerning), double-spaced, with 1 inch margins. Include your name, the assignment, the course name, and the page number at the top right corner of each page in the header – this should be single-spaced. Titles should be centered and bolded. Follow MLA formatting guidelines for citations and bibliographies, and pay attention to spelling, grammar, and punctuation. A certain amount of error is understandable in a first draft, but these errors should drop significantly in later drafts. **Failure to follow MLA formatting will affect your grade!**

You can be more creative with your Reading Responses, but remember: I have to be able to read it.

### Student Conferences:

We will meet at least two times during the course of the semester to discuss your chosen paper topics and writing goals. Outside of that, you will be able to meet with me individually throughout the semester as needed. I am available during my office hours, and can make myself available for an appointment outside my office hours with sufficient notice. If you have questions or concerns, or would just like to talk out a paper idea, I would much rather meet with you than have you wondering and worrying about something.

Emails with questions are also welcome at any time, although if you email me after 9 pm, I likely will not respond until the following day.

### Attendance Policy:

You are allowed four absences, no questions asked – however, keep in mind that you can't participate if you're not there. **All absences after the allowed four will lower your final grade by a number of points to be based on the actual number of classes in the semester** (e.g., 45 days of class in the semester = each class is worth approximately 2 points). So if you miss 6 classes over the semester, I will take 4 points off your final grade. This can add up very quickly.

You are responsible for all assignments whether or not you are in class on the due date.

I reserve the right to determine whether absences may be excused. This typically applies only to serious illnesses of the physical or mental variety or family emergencies. Do not assume that emailing to let me know you will be absent means your absence doesn't count toward the allowed four.

### **Late Assignments:**

Assignments must be turned in on time: late assignments will be penalized. You are responsible for all assignments whether or not you attend class on the due date. That said, I understand that you have a life outside of my class. If you must submit a paper or a revision after the assigned due date, let me know in advance and explain clearly why the assignment will be turned in late, and we will work out an alternative due date. I will accept late papers/revisions without penalty only with a valid reason. Late or missed assignments without a valid excuse may be given a 0 grade.

### **Academic Dishonesty:**

If you use the words and ideas of another writer in your assignments, whether in a paraphrase or a direct quote, you must credit that writer. If you fail to do so, you are guilty of plagiarism. Plagiarism is a serious academic offense, and comes with serious consequences. If in any of your assignments you plagiarize the words or ideas of another writer, you will receive a failing grade for that assignment. If you plagiarize the words or ideas of another writer a second time, you will receive a failing grade for the course. This does include services that offer to write your paper for a fee.

**A note:** While recycling your own work is not plagiarism, it is academic dishonesty, and you will receive a failing grade on your assignment if you do so.

This course follows the Thomas College policy on academic dishonesty, which can be found in the catalogue and student handbook.

### **Cell Phones and Electronic Devices Policy:**

The use of cell phones, laptops, tablets, and other electronic devices during class is disruptive. Put these devices away before class begins. If I see you using your phone, or tablet, or your laptop outside of writing exercises, I will consider you absent.

### Class Schedule (Preliminary)

This syllabus is a preliminary outline of the EH111 Composition – Contemporary Values course structure, and changes may be made throughout the semester as needed. **Changes will be made in Moodle under the weekly topics, so check it for updated assignments and readings.**

**All readings are due BEFORE class on the due date: a large part of your class participation score is based on your ability to discuss the reading in class.**

W&L = Winners & Losers by Gloria Emerson

LSH = Little Seagull Handbook

ICB = In Cold Blood by Truman Capote

O = Online (links provided in Moodle under weekly topics)

OM = Other media (movie, TV show, song, music video, etc.)

Week 1		
M	27-Aug	First Day of Class
W	29-Aug	Reading: The Birth of New Journalism by Tom Wolfe (O)
F	31-Aug	Reading: W 1-6 in LSH
Homework		Writing Self-assessment due Sep 1
Week 2		
M	3-Sep	Labor Day – No Class
W	5-Sep	Reading: Notes on the New Journalism by Michael Arlen (O)
F	7-Sep	Reading: W 7-13 in LSH
		Response 1 due Sep 8: Comparison Analysis
Homework		First draft essay 1 due Sep 9
Week 3		
M	10-Sep	Workshops
W	12-Sep	Workshops
F	14-Sep	Reading: Total Eclipse by Annie Dillard (O)
		Response 2 due Sep 15: Mimicry
Homework		Second Draft Essay 1 due Sep 16
Week 4		
M	17-Sep	In-class work on essays
W	19-Sep	Reading: English is Weird by John Whorter (O)
F	21-Sep	Reading: L 1-10 in LSH
Homework		Response 3 due Sep 22: Reflection (Telling a Story)
Week 5		
M	24-Sep	Discussion: In Cold Blood by Truman Capote
W	26-Sep	Discussion: In Cold Blood by Truman Capote
F	28-Sep	Workshops
		Response 4 due Sep 30: Rhetorical Analysis
Homework		Final draft Essay 1 due Sep 30
Week 6		
M	1-Oct	Workshops
W	3-Oct	Reading: Frank Sinatra Has a Cold by Gay Talese (O)
F	5-Oct	Reading: S 1-9 in LSH

Homework	Response 5 due Oct 6: In Cold Blood--Analysis	
Week 7		
M	8-Oct	Indigenous People's Day – No Class
W	10-Oct	Reading: The Falling Man by Tom Junod (O)
F	12-Oct	Reading: 911 The View From the Midwest by David Foster Wallace (O)
Response 6 due Oct 14: Comparison Analysis		
Homework	First draft Essay 2 due Oct 14	
Week 8		
M	15-Oct	Workshops
W	17-Oct	Reading: Death at a Penn State Fraternity (O)
F	19-Oct	Reading: E 1 & 2 in LSH
Response 7 due Oct 21: Incorporating Research		
Homework	Research paper outline and preliminary annotated bibliography due Oct 21	
Week 9		
M	22-Oct	Workshops
W	24-Oct	Reading: The Backfire Effect
F	26-Oct	Reading: P 1-11 in LSH
Response 8 due Oct 28: The Backfire Effect and Research		
Homework	Final draft Essay 2 due Oct 28	
Week 10		
M	29-Oct	Conferences – research paper topics
W	31-Oct	Reading: The Fighter by CJ Chivers (O)
F	2-Nov	Reading: Final Salute by Jim Sheeler (O)
Homework	Response 9 due Nov 4: Comparison Analysis	
Week 11		
M	5-Nov	Conferences – research paper topics & techniques
W	7-Nov	Reading: Consider the Lobster by David Foster Wallace (O)
F	9-Nov	Workshops
Homework	First draft research papers due Nov 7	
Week 12		
M	12-Nov	Veteran's Day – No Class
W	14-Nov	Workshops
F	16-Nov	Reading: The Bravest Woman in Seattle (O)
Homework	Second draft research paper due Nov 18	
Week 13: Break Week		
M	19-Nov	Class Canceled
W	21-Nov	Thanksgiving Break – No Class
F	23-Nov	Thanksgiving Break – No Class
Homework	Finish Winners & Losers and work on your research papers!	
Week 14		
M	26-Nov	Discussion: Winners & Losers by Gloria Emerson
W	28-Nov	Discussion: Winners & Losers by Gloria Emerson
F	30-Nov	Workshops

Homework		Response 10 due Nov 31: Winners & Losers
Homework		Final draft research paper due Dec 1
Week 15		
M	3-Dec	Reading: Where it Begins by Barbara Kingsolver (O)
W	5-Dec	Workshops
F	7-Dec	Last Day of Class
		Final Self-assessment due Dec 6
Homework		All Extra credit assignments due by December 4th