

## Syllabus—English 112

Spring 2007

MWF 12:30-1:20

122 Jerome Library

### Week 1: January 8-12

*Monday, 1/8*— Teacher and course introductions. Hand out Achievement Requirements and Syllabus #1. Sign up for LiveJournal accounts. Learn how to use LiveJournal.

**\*Assignment (due Wednesday, 1/10):** (1) Buy all books and supplies needed for the class. (2) Read *SSH* Chapters 4c+4d, pp. 118-129 on reading critically. (3) Read “How to Mark a Book” article posted to our BlackBoard course site. (4) Read, annotate, and fill out Notes worksheet on Turkle, “Cyberspace and Identity” (*WARAC* pp. 275-84). (5) After reading Turkle, respond to Discussion question #1 on pg. 284 in a posting on our LiveJournal community site. Then respond (make a comment) to at least one peer’s posting.

*Wednesday, 1/10*— Discussion of critical reading and annotation strategies. Practice with annotating articles. Discuss Turkle article, and talk about our identities online.

**\*Assignment:** (1) Read *WARAC* pp. 6-8 on writing summaries. (2) Fill out your LiveJournal profile. (3) Read, annotate, and fill out Notes worksheet on Pham, “Boy, You Fight Like a Girl” (*WARAC* pp. 284-89). (4) After reading Pham, respond to EITHER Discussion question #1 or #2 (not both), p. 288, in a post on our LiveJournal community, and respond to at least one peer.

*Friday, 1/12*— Discuss Pham article. Talk about online LiveJournal identities. Practice with summary writing. Hand out assignment sheet for Essay #1: Critique of an Academic Article.

**\*Assignment:** (1) Finish writing a summary of either Turkle, Pham, or Lewis (choose one) for Wednesday. (2) Read *SSH* 4f (pp. 131-34) on critique. (3) Read *SSH* 1c (pp. 9-15) on audience. (4) Read *WARAC* (pp. 58-65) on critique. (5) Read, annotate, and fill out Notes worksheet on Lewis, “The 15-Year-Old Legal Whiz” (*WARAC* pp. 289-295). (6) Bring one Values Exploration sheet from your 112 Portfolio to class on Wednesday.

### Week 2: January 15-19

*Monday, 1/15*— **MLK Day, no class.**

*Wednesday, 1/17*— Collect written summaries. Practice with critique writing and development of criteria. Discuss Lewis essay. Work with audience for critique essay.

**\*Assignment:** (1) Finish first draft of critique essay for Friday, post a copy to the appropriate discussion board forum on BlackBoard. (2) Complete Values Exploration sheet.

*Friday, 1/19*— **First Draft of Critique Essay due. Values Exploration Sheet due. Peer review day.** (*Peer Revision Day Reminder: If you happen to miss this class for any reason, you must make an appointment with the Writing Center to review your paper as well as turn in a copy (post it to the discussion board) to me.*)

**\*Assignment:** (1) Begin revising critique essay. (2) Post your Peer Review feedback paragraph to the discussion board forum by the beginning of class Monday. (3) Read, annotate, and fill out Notes worksheet on both Leonard, “We’ve Got Mail—Always” (WARAC pp. 240-44), and Dyson, “Journey of an E-mail” (WARAC pp. 245-249). (4) After reading Leonard and Dyson, respond to Discussion question #5 (p. 244) in a post on our LiveJournal community, and respond to at least one peer.

### **Week 3: January 22-26**

**Monday, 1/22**— Introduce Essay #2: Multiple Source Essay #1. Hand out information for Exploratory Draft #1. Discuss Leonard and Dyson essays. Begin brainstorming in groups for possible MSE #1 argument.

**\*Assignment:** (1) Read WARAC pp. 129-36 and pp. 145-49 on synthesis. (2) Read WARAC pp. 30-33 on paraphrasing. (3) Read SSH 33g, 33i-33k (pp. 545; 552-60) on paraphrasing.

**Wednesday, 1/24**— Introduction to synthesis for MSE #1. Practice with paraphrasing. Work on argumentation for MSE #1.

**\*Assignment:** (1) Finish second draft of Critique essay for Friday. (2) Read, annotate, and fill out Notes worksheet on Kaplan, “The End of History” (WARAC pp. 249-52). (3) Choose a single paragraph in Kaplan’s essay and paraphrase it. Post this writing to our LiveJournal community and respond to at least one peer. (4) Read WARAC pp. 72-81 on thesis writing. (5) Read SSH 5c (p. 151-52) on thesis writing.

**Friday, 1/26**— **Second Draft of Critique Essay Due.** Practice with writing strong thesis statements. Discuss Kaplan. Review proper use of sources.

**\*Assignment:** (1) Finish Exploratory Draft for MSE #1 for Monday. (2) Read, annotate, and fill out Notes worksheet for Lee, “I Think, Therefore IM” (WARAC pp. 252-256). (3) After reading Lee, respond to Discussion question #1 (p. 255) in a post to our LiveJournal community, and respond to at least one peer.

### **Week 4: January 29-February 2**

**Monday, 1/29**— **Exploratory Draft for MSE #1 Due.** Play around with IM. Discuss Lee. Review of paraphrasing, if necessary. Activity on finding connections between sources for the “Cyberspace and Identity” unit. Brainstorming for synthesis.

**\*Assignment:** (1) Read, annotate, and fill out Notes worksheet for Dvorak, “The Blog Phenomenon” (WARAC pp. 256-58). (2) After reading Dvorak, respond to Discussion question #1 (p. 258) in a post to our LiveJournal community and respond to at least one peer. (3) Preview both Chapters 9 (“Obedience to Authority”) and 11 (“Weight Debate”) by skimming the table of contents and reading their introductions (pp. 300-02; pp. 463-65). Choose the chapter you’d prefer reading for our MSE #2 unit.

**Wednesday, 1/31**— Synthesis review activity. Discuss Dvorak article, visit sample blogs. Read sample MSE. Voting for MSE #2 unit: either Chapter 9 or 11.

**\*Assignment:** (1) Read SSH 5i+5j (pp. 159-60) on audience and argumentation. (2) Read, annotate, and fill out Notes worksheet for Snider, “The Intimacy of Blogs” (WARAC pp. 259-61). (3) After reading Snider, respond to Discussion question #3, analyzing one of the blogs mentioned in Snider’s or Dvorak’s article (p. 261). Post your analysis to our LiveJournal community and respond to at least one peer.

**Friday, 2/2**— Discussion of and practice with writing for your audience. Review and practice with counterargument. Discuss Snider article.

**\*Assignment:** (1) Finish the Values Exploration sheet for Monday. (2) Read, annotate, and fill out Notes worksheets for both Parsons (“A Shared Sadness,” WARAC pp. 262-67) and Daum (“Virtual Love,” WARAC pp. 267-75). (3) After reading Parsons and Daum, respond to Discussion question #2 (p. 274, after Daum’s article) in a post to our LiveJournal community; respond to one peer.

### **Week 5: February 5-9**

**Monday, 2/5**— **Values Exploration Sheet for MSE #1 due.** Discuss Parsons and Daum articles. Wrap-up of “Cyberspace and Identity” unit.

**\*Assignment:** (1) Finish first draft of MSE #1 for Wednesday.

**Wednesday, 2/7**— **First Draft of Multiple Source Essay #1 due. Peer Review day.** (*Peer Revision Day Reminder: If you happen to miss this class for any reason, you must make an appointment with the Writing Center to review your paper as well as turn in a copy to me.*)

**\*Assignment:** (1) Post your Peer Review feedback response to the discussion board forum. (2) Read SSH Chapter 34 (pp. 561-625) on MLA format. (3) Read WARAC pp. 217-24 on MLA format.

**Friday, 2/9**— Practice with and review on MLA citation format.

**\*Assignment:** (1) Read, annotate, and fill out Notes worksheets on Spake, “Rethinking Weight” (WARAC pp. 465-72). (2) After reading Spake, respond to Discussion question #2 (p. 472) in a post to our LiveJournal community. (3) Read SSH Chapter 6 (pp. 171-79) on analyzing images. (4) Bring a powerful (persuasive) image you found to class on Monday.

### **Week 6: February 12-16**

**Monday, 2/12**— Finish MLA review, if necessary. Discuss Spake. Introduction to MSE #2 unit. Work with persuasive images.

**\*Assignment:** (1) Read, annotate, and fill out Notes worksheet on Seid, “Too ‘Close to the Bone’: The Historical Context for Women’s Obsession with Slenderness” (WARAC pp. 497-510). (2) After reading Seid, respond to Discussion question #1 (p. 509) in a post to our LiveJournal community, and respond to at least one peer. (3) Begin to brainstorm possible interesting topics to consider for your next argument paper.

*Wednesday, 2/14*— Hand out assignment sheet for Essay #3: the Multiple Source Essay #2, and hand out assignment for the #2 Exploratory Draft. More work on visual rhetoric, if necessary. Discuss Seid essay. Begin brainstorming on possible essay topics.

**\*Assignment:** (1) Finish Library Tour, due Friday. (2) Read, annotate, and fill out Notes worksheet on Schwartz, “Fat and Happy?” (WARAC pp. 510-18). (3) After reading Schwartz, respond to Discussion question #7 (p. 517-18) in a post to our LiveJournal community, and respond to at least one peer.

*Friday, 2/16*— **Library Tour Due.** Synthesis and brainstorming activity for MSE #2. Discuss Schwartz.

**\*Assignment:** (1) Finish the Second Draft of MSE #1, due Monday. (2) Read, annotate, and fill out Notes worksheet on Crister, “Too Much of a Good Thing” (WARAC pp. 484-87). (3) Read WARAC pp. 199-201 and SSH 32k (pp. 536-7) on how to evaluate websites.

## **Week 7: February 19-23**

*Monday, 2/19*— **Second Draft of MSE #1 due.** Activity on evaluating websites. Discuss Crister article.

**\*Assignment:** (1) Finish Exploratory Draft MSE #2, due Wednesday. (2) Read, annotate, and fill out Notes worksheet on both “NAAFA Policy on Dieting and the Diet Industry” (WARAC pp. 488-91) and Worley, “Fat and Happy: In Defense of Fat Acceptance” (WARAC pp. 492-97). (3) After reading “NAAFA” and Worley, respond to Discussion question #7 (p. 497, after Worley article) in a post to our LiveJournal community, and respond to at least one peer.

*Wednesday, 2/21*— **Exploratory Draft for MSE #2 due.** Discuss “NAAFA Policy” and Worley articles. Activity on making synthesis connections between articles for MSE #2 unit.

**\*Assignment:** (1) Read, annotate, and fill out Notes worksheet on both Koplan and Dietz (“Caloric Imbalance and Public Health Policy,” WARAC pp. 473-80) and “Prevalence of Obesity Among U.S. Adults, by Characteristics and by State” (WARAC pp. 480-83). (2) After reading Koplan and Dietz and “Prevalence of Obesity,” respond to Discussion question #2 (p. 480, after Koplan and Dietz article) in a post to our LiveJournal community, and respond to at least one peer. (3) Read WARAC pp. 33-42 and SSH 33h (pp. 546-52) on using quoted sources.

*Friday, 2/23*— Practice with using quoted source material in argument. Work with audience for MSE #2. Discuss Koplan and Dietz and “Prevalence of Obesity” articles.

**\*Assignment:** (1) Finish Values Exploration sheet for Monday. (2) Bring in 2-3 outside sources for your MSE #2 to class on Monday. (3) Read WARAC pp. 212-13 and SSH 32h (pp. 530-31) on evaluating sources for research papers. (4) Read, annotate, and fill out Notes worksheet on both Nestle (“The Ironic Politics of Obesity,” WARAC pp. 518-20) and Gawande (“The Man Who Couldn’t Stop Eating,” WARAC pp. 520-33). (5) After reading Nestle and Gawande, respond to Discussion question #1 (p. 520, after Nestle article) in a post to our LiveJournal community, and respond to at least one peer.

**Week 8: February 26-March 2**

**Monday, 2/26— Values Exploration Sheet for MSE #2 due.** Discuss Nestle and Gawande. Practice with evaluating sources.

**\*Assignment:** (1) Finish first draft of MSE #2, due Wednesday, post a copy to our course discussion board.

**Wednesday, 2/28— First Draft of MSE #2 due, Peer Review Day.** (*Peer Revision Day Reminder: If you happen to miss this class for any reason, you must make an appointment with the Writing Center to review your paper as well as turn in a copy to me.*)

**\*Assignment:** (1) Work on optional revision of MSE #1, due Friday. (2) Post Peer Review feedback to our BlackBoard discussion board forum. (3) Work on revising for the second draft of MSE #2. (4) Have a great Spring Break!

**Friday, 3/2— No class. Hand in revision for MSE #1, optional, to my office.** Conference times available.

**Week 9: March 5-9—No Class, Spring Break!****Week 10: March 12-16**

**Monday, 3/12—**Introduce Essay #4 assignment: the Researched Essay. Discuss how to make a research plan. Topic brainstorming.

**\*Assignment:** (1) Read WARAC pp. 42-44 and SSH 33b-f (pp. 540-45) on plagiarism. (2) Post a list of possible topics to your LiveJournal page (not our community page), and begin to narrow down possibilities. Every time you find new information about your major field or discover a great source, post it to your site. Continue doing this for the rest of the unit as a way to begin gathering notes and brainstorming.

**Wednesday, 3/14—**Practice with identifying plagiarism. Discussion of research practices. Brainstorming/LiveJournal/Research time.

**\*Assignment:** (1) Finish research proposal, due Monday, post a copy to the appropriate discussion board forum. (2) Bring in 2-3 sources from your current research to class Monday. (3) Update your LJ page, summarizing your current research progress in a posting. (4) Read WARAC pp. 185-93 and SSH 31a-g (pp. 492-502) on doing research.

**Friday, 3/16— No Class—begin research and finish research proposal!**

**Week 11: March 19-23**

**Monday, 3/19— Research Proposal due.** Look at examples of annotated bibliographies. Practice in writing annotations.

**\*Assignment:** (1) Use this time available to do more research for your topic.

**Wednesday, 3/21— No Class—Work on research!**

**\*Assignment:** (1) Use this time available to do more research for your topic.

**Friday, 3/24—No Class—Work on research and finish MSE #2!**

**\*Assignment:** (1) Finish second draft of MSE #2, due Monday. (2) Continue working on annotated bibliography and first draft. (3) Work day on Monday, bring all current notes / research materials / etc. to class. (4) Update your LJ page, summarizing your current research progress in a posting.

**Week 12: March 26-30**

**Monday, 3/26— Second Draft of MSE #2 due. Library Research Day.** In-class work time. Conference time available.

**\*Assignment:** (1) Finish annotated bibliography, due Wednesday, post a copy to the appropriate discussion board.

**Wednesday, 3/28— Annotated Bibliography due.** Work with audience for research paper.

**\*Assignment:** (1) Finish Values Exploration sheet, due Friday.

**Friday, 3/30— Values Exploration sheet due.** Read and evaluate sample student essay.

**\*Assignment:** (1) Finish the First Draft of the Researched Essay, due Monday, and post a copy on our discussion board forum. (2) Update your LJ page, summarizing your current research progress in a posting.

**Week 13: April 2-6**

**Monday, 4/2— Rough Draft of Researched Essay due. Peer Review day.** (*Peer Revision Day Reminder: If you happen to miss this class for any reason, you must make an appointment with the Writing Center to review your paper as well as turn in a copy to me.*) Sign up for presentation times.

**\*Assignment:** (1) Begin revising researched essay. (2) Finish revision of MSE #2, optional. (3) Post Peer Review feedback to our discussion board forum. (4) Bring in a sample of professional writing (from your favorite writer, perhaps) to class Wednesday.

**Wednesday, 4/4— Revision of MSE #2 due.** Work on identifying and imitating the style of professional writers.

**\*Assignment:** (1) Finish writer analysis homework, post response to our LiveJournal community site. (2) Read SSH Chapter 16 (pp. 318-327) on conciseness.

**Friday, 4/6—** Review of developing personal style through imitation. Practice with writing concise paragraphs.

**\*Assignment:** (1) Re-read SSH 4c.2 (pp. 120-24) and 5k (pp. 160-62) on making inferences and detecting bias and tone. (2) Read article on positioning

sources, handed out during Friday's class. (3) Update your LJ page, summarizing your current research progress in a posting.

#### **Week 14: April 9-13**

*Monday, 4/9*— **Revision of MSE #2 due.** Practice with positioning sources and looking for bias in sources. Discussion of presentation strategies.

**\*Assignment:** (1) Post current draft of researched essay for final peer review Wednesday.

*Wednesday, 4/11*— **Final Peer Review for Researched Essay.**

**\*Assignment:** (1) Finish Second Draft of Researched Essay for Friday. (2) Bring 112 Portfolio to class Friday.

*Friday, 4/13*— **Second Draft of Researched Essay due.** Wrap-up of semester. Discussion of self-evaluation for portfolio.

**\*Assignment:** (1) Work on presentation. (2) Reflect on your research writing experience in a final posting to your LJ site.

#### **Week 15: April 16-20**

*Monday, 4/16*— Begin presentations.

**\*Assignment:** (1) Work on presentation, if not yet given.

*Wednesday, 4/18*— Presentations of Researched Essays.

**\*Assignment:** (1) Work on presentation, if not yet given.

*Friday, 4/21*— Presentations of Researched Essays.

**\*Assignment:** (1) Work on presentation, if not yet given.

#### **Week 16: April 23-27**

*Monday, 4/23*— Presentations of Researched Essays.

**\*Assignment:** (1) Work on presentation, if not yet given. (2) Finish revision of Researched Essay, optional.

*Wednesday, 4/25*— **Revision of Researched Essay due. Last day to turn in any draft or revision.** Finish Presentations. Organize portfolios for submission.

**\*Assignment:** (1) Bring completed Portfolio, due Friday. (2) Finish self-evaluation for Portfolio assessment.

*Friday, 4/27*— **Portfolio due.** Course evaluations. Hand in Portfolios.

**\*Assignment:** (1) Remember to pick up your Portfolio on Thursday, 5/3 from 2:30-3:30 p.m. in my office. If you can't make that date, let me know ASAP.

**Final Exam Week: April 30-May 4**

*Thursday, 5/3—*

Pick up portfolios in my office (360 East Hall) from 2:30-3:30 p.m. today. Yay, summer!

*Other Important Dates:*

*Monday, 4/30—*Today at 5:00 pm is the deadline for students to appeal an instructor's decision not to submit a portfolio. Students may do so in the GSW office, 215 East Hall.

*Thursday, 5/10—*Today at 5:00 pm is the deadline for students to appeal a non-passing portfolio result. Appeal forms are available in the GSW office, 215 East Hall.

**Congratulations—You have completed the General Studies Writing Program!  
Have a great summer!**