

# Composition II

DR. DAVID WILSON-OKAMURA    ENGLISH 1200.011    AUTUMN 2011    EAST CAROLINA UNIV.

- Aug.24 W Introduction
- 26 F Discuss *Casablanca*. (Watch the movie before class; it's available in Joyner, at the video store, and through Amazon Instant Video for \$3.)
- 29 M *Craft of Research* 35–50: From Topics to Questions
- 31 W *Craft of Research* 51–67: From Questions to Problems
- Sept. 2 F *Craft of Research* 68–83: From Problems to Sources
- 6 T Labor Day Make-Up. (Yes, we have class on Tuesday.) **Bring four copies of a 1,000-word paper to class for peer review.** The paper should make an argument about some problem in *Casablanca* and cite five reliable sources in evidence. Use one of the citation styles described in *Writing with Sources* 45–79. If you're not sure which one, use MLA. If you're not sure what a problem is, review *Craft* 35–67. If you need help finding a problem to write about, come to office hours.
- 7 W *Writing with Sources* 1–14: The Role of Sources
- 9 F **Final draft of paper #1 due**, incorporating suggestions from peer review (e.g., support claims with evidence, replace weak sources with reliable ones).
- 12 M Discuss *Vertigo*. (Watch the movie before class; it's available in Joyner, at the video store, and through Amazon Instant Video for \$3.)
- 14 W Discuss *Vertigo* (continued).
- 16 F No reading today. Meet in the lobby of Joyner Library.
- 19 M *Writing with Sources* 15–28: Integrating Sources
- 21 W No reading today. We'll discuss searching for sources online.
- 23 F Bring a typed list of 20 reliable, authoritative sources for a paper on *Casablanca* or *Vertigo*. At least five of these sources should be books. (What's a reliable, authoritative source? Review *Craft of Research* 76–80 and *Writing with Sources* 7–9. For the purpose of this class, personal interviews don't count.) At the top of your list, state your research question. = 2 reading quizzes
- 26 M **Bring four copies of a 1,500-word paper to class for peer review.** The paper should make an argument about some problem in *Casablanca* or *Vertigo* (for help finding a problem, review *Craft* 35–67) and cite at least five reliable sources in evidence, including at least one book. Use one of the citation styles described in *Writing with Sources* 45–79. If you're not sure which one, use MLA.
- 28 W *Writing with Sources* 45–60: Citation Styles
- 30 F **Final draft of paper #2 due**, incorporating suggestions from peer review (e.g., support claims with evidence, replace weak sources with reliable ones).
- Oct. 3 M Discuss *Chinatown*. (Watch the movie before class; it's available in Joyner, at the video store, and through Amazon Instant Video for \$3.)
- 5 W Discuss *Chinatown* (continued).
- 7 F Discuss paper #2.

- 10 M Fall Break**
- 12 W *Craft of Research* 120–29: Making Claims
- 14 F *Craft of Research* 139–51: Acknowledgements and Responses
- 17 M *Writing with Sources* 29–44: Plagiarism
- 19 W Discuss *Blade Runner*. (Watch the movie before class; it’s available in Joyner, at the video store, and through Amazon Instant Video for \$3.)
- 21 F Discuss *Blade Runner* (continued).
- 24 M Bring a typed list of ten possible research questions for a final paper on one or more of the films we have discussed in this course. = 1 reading quiz
- 26 W Bring a typed list of 30 reliable, authoritative sources for a paper on *Casablanca*, *Vertigo*, *Chinatown*, and/or *Blade Runner*. At least five of these sources should be books. (What’s a reliable, authoritative source? Review *Craft of Research* 76–80 and *Writing with Sources* 7–9.) At the top of the list, state your research question. = 2 reading quizzes
- 28 F *Craft of Research* 84–101: Engaging Sources
- 31 M Bring an annotated bibliography of 10 reliable, authoritative sources for a paper on *Casablanca*, *Vertigo*, *Chinatown*, and/or *Blade Runner*. An annotated bibliography should include: (1) a statement of your research question; (b) the citation information for each source, formatted according to one of the styles described in *Writing with Sources* 45–79. If you’re not sure which one, use MLA; (c) below each citation, a four-sentence summary of the source’s contents. (If the source is a book, summarize one of the relevant chapters.) = 3 reading quizzes
- Nov. 2 W Discuss annotated bibliographies.
- 4 F Bring a revised annotated bibliography. = 2 reading quizzes
- 7 M Bring a typed statement of your (1) research topic, (2) research question, and (3) research problem. (What’s the difference? See *Craft* 35–67, which we discussed in week 2.) = 1 reading quiz.
- 9 W Bring a typed draft of your introduction. = 1 reading quiz
- 11 F Bring a typed draft of your conclusion. = 1 reading quiz
- 14 M **Bring four copies of a 2,000-word paper to class for peer review.** The paper should make an argument about some problem in *Casablanca*, *Vertigo*, *Chinatown*, and/or *Blade Runner* and cite at least five reliable sources in evidence, including at least one book.
- 16 W Bring a revised draft of your introduction. = 1 reading quiz
- 18 F Bring a revised draft of your conclusion. = 1 reading quiz
- 21 M Review *Writing with Sources* 15–44: Integrating Sources and Plagiarism. **Bring four copies of your current draft;** we’ll check each other’s use of sources in class. = 1 reading quiz
- 23 W Thanksgiving Break**
- 25 F Thanksgiving Break**
- 28 M [We’ll evaluate how to use the last week most effectively as we get closer to this date.]
- 30 W
- Dec. 2 F
- 5 M **Final paper due.**

## TEXTBOOKS AND FILMS

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd edn. Chicago: University of Chicago Press, 2008. (\$17)

Harvey, Gordon. *Writing with Sources: A Guide for Students*. 2nd edn. Indianapolis: Hackett, 2008. (\$7)

You will need to purchase the current editions of both textbooks. In addition, you will need to watch four films outside of class: *Casablanca*, *Vertigo*, *Chinatown*, and *Blade Runner*. All of the films are on reserve in our library, but there's no guarantee that someone else won't be using them at the same time. You may also be able to get them from the public library or a local video stores. (The best one in Greenville is East Coast Music & Video on Charles Blvd.) However, the most convenient way to see all four movies is on a computer, using Amazon Instant Video. Amazon's rental fee for each movie is \$3. If you want to save some money (or just make it more fun), organize a group showing; if you reserve one of the study rooms in Joyner, you can even stream the movies onto a big screen.

## TOPICS

For this course, you will write three papers about four great movies. Why movies? As you'll see, it's possible to analyze a film the same way you analyze a book. (And if you don't want to analyze *anything*, why are you at a university? I mean that seriously.) The English department has a film program, and after you take this class some of you will decide to major in English or at least minor in film. Many of you, though, never want to take another English course as long as you live. That's not a problem. If you don't want to do research on a film's meaning or style (the English major's approach), you can do research about its background. For example, if business is your bent, you can write about a film's financing. If your orientation is science, you can write about the technology.

## REQUIREMENTS

**Reading Quizzes and Homework (25%).** On most days when there's a reading assignment, there will also be a reading quiz. (This includes film assignments as well.) These quizzes are open-note, but not open-book, so if you want to use your notes, make sure you take them in a notebook, not your textbook. Each reading quiz will count as 1% of your total course grade and there will be 26 quizzes. *There will be no make-ups for missed quizzes.* However, because there is an extra (26th) quiz, you can miss one quiz without harming your grade. Think of it as a free pass: you can use it to go to the beach, or you can use it when you're sick. Because this system is based on numbers, you don't need to explain why you missed class; the math will take care of it automatically. Of course, you'll still be responsible for the material discussed in class. But once you've used that free pass, it's gone. My advice is to save it for when you're sick or need to care for a relative.

On days where there is a written assignment but no reading, the written work will count for one or more quizzes. These are indicated in the schedule: for example, "Bring a typed draft of your conclusion. = 1 reading quiz."

**Late Assignments.** All written assignments, including essays, must be typed. They are due at the beginning of the class period. If you arrive late, the assignment is late. Assignments delivered after the due date will receive a lower grade according to the following schedule: an A- essay that is delivered up to 24 hours late will receive a B+, an A- essay that is delivered between 24 and 48 hours late will receive a B, and so on. Every 24 hours, the grade goes down by one third of a letter.

I do not accept assignments by email. If an assignment is due on Monday, you can turn it in on Tuesday by slipping it under my office door (Bate 2137); it will be one day late. If it's due Friday, the earliest you can turn it in is on Monday; it will be two days late.

Here's some free advice for life after ECU: if you want a promotion, finish your work on time.

**Essays (75%).** Over the course of the semester you will submit three essays. Due dates and word counts are detailed in the schedule.

- Before you turn your paper in, have your computer do a word count and write the result on the first page. Your word count should not include long quotations or the list of works cited, if you have one.
- Pages should be (a) stapled and (b) numbered by computer. Ask someone at the computer lab if you don't know how to do this already.
- First impressions count; so do spelling, punctuation, and grammar. If you have trouble with these, I recommend *Grammar in Plain English* by Harriet Diamond and Phyllis Dutwin.
- Double-space. Use 12 point Times Roman (or a similar font of the same size).

<b>Characteristics of an F Paper</b>	<b>Characteristics of a D Paper</b>	<b>Characteristics of a C Paper</b>	<b>Characteristics of a B Paper</b>	<b>Characteristics of an A Paper</b>
More opinion than fact.	Facts are disorganized.	Facts are organized.	Facts are organized and form a plausible argument.	Facts are organized and form a challenging, persuasive argument.
No word count or too short. Does not meet the minimum requirement for number and type of sources.	No word count or too short. Does not meet the minimum requirement for number and type of sources.	Word count $\geq$ assigned length. Meets the minimum requirement for number and type of sources.	Word count $\geq$ assigned length. Meets the minimum requirement for number and type of sources.	Word count $\geq$ assigned length. Meets the minimum requirement for number and type of sources.
Numerous errors in grammar, spelling, or punctuation.	Numerous errors in grammar, spelling, or punctuation.	Some errors in grammar, spelling, or punctuation, but not more than one a page.	A few errors in grammar, spelling, or punctuation, but not distracting.	The writing is finely crafted, elegant as well as clean.
Sources are acknowledged, but sloppily: the reader can tell that you used a source, but not how or for which points. Uses random websites instead of reliable, authoritative sources.	Cites only reliable, authoritative sources. Sources are acknowledged, but sloppily: the reader can tell that you used a source, but not how or for which points.	Sources are reliable and authoritative. The paper's use of them is correctly acknowledged.	Sources are correctly-acknowledged and well-chosen. The argument shows an awareness of current debates in the field.	Sources are correctly-acknowledged and well-chosen. The argument contributes to a current debate in the field, at a level appropriate for an undergraduate research paper.

**Midterm and Final Exams.** There will be no midterm or final exams in this course.

Please don't read, send, or monitor **text messages** in class. Please do turn off your **cell phone ringer** before class begins. **Laptops and tablets** might be helpful in some courses, but not this one; please keep them shut during class.

#### PLAGIARISM

Plagiarism is using someone else's words or ideas in such a way that they seem like your own. Give credit where credit is due; if you don't, it's cheating. If you have questions about plagiarism, please ask them before a paper is due; after a paper is handed in it's too late to claim ignorance. If you do it in this class, expect an F for the course. I will also report the offense and, if you've done it before, ECU may impose additional penalties, such as suspension or expulsion.

Finally, be sure that the paper you hand in to me is your final draft. If I find plagiarism, and you explain that you gave me the wrong draft, I will feel bad for both of us, but I will still give you an F for the course. So check before you turn something in and make sure it really is your final draft. Better yet, avoid plagiarism in all of your drafts.

#### OFFICE HOURS, EMAIL

Office: Bate 2137

Office hours: MWF 10:50–11:30, 2:00–3:00. This spans two class periods: if you have class during both, grab me after class or call me on the telephone and we'll set up an appointment. My home number is in the book but, please, no phone calls after 9:00 pm.

Email: Instead of exchanging emails, let's have a conversation. That's what office hours are for.

#### FIRST-YEAR WRITING STUDIO

Where can you get help outside of class? The first place is in my office, during office hours (see above). The second place is the First-Year Writing Studio in Bate 2005. Walk-ins are accepted, but it's better to call 328-6399 and make an appointment.

#### ACCOMMODATIONS

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (Voice/TTY: 252-737-1016; Email: dssdept@ecu.edu).

#### COURSE OUTCOME GOALS

As determined by the Composition Committee: "English 1200 builds on your understanding of rhetoric and writing processes through an exploration of research-based writing. In this course you will develop your abilities to (1) formulate significant research questions; (2) craft a strong research proposal; (3) establish work plans and timelines; (4) locate and evaluate a variety of sources, including field-based, print, and electronic sources; (5) apply research and use writing to achieve a variety of purposes; (6) convey the results of your research to a variety of audiences; (7) organize source materials; (8) integrate outside source materials—field-based, print, and electronic—into your writing; (9) cite sources accurately and responsibly in order to avoid plagiarism; (10) identify and explain writing strategies used in your own work as well as in the work of experienced writers."

#### FREQUENTLY ASKED QUESTION

Q: What if I stop coming to class, but turn everything in the last week of class: can I still earn a D?

A: No.