



ACP English W131: Elementary Composition  
Fall 2013 Syllabus  
Indiana University/Carmel High School

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# E128

**Required Texts:**

*Writing and Reading for ACP Composition, 2nd edition*, Farris and Jessup  
*Writing Analytically, 6<sup>th</sup> edition*, Rosenwasser and Stephen

Other required materials:     USB storage device for saving and/or submitting writing  
  One subject spiral notebook

**Course Description:**

ENG W131: Elementary Composition, is a one-semester course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

This is a college course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

Please keep in mind that this is a college course, NOT a college *preparatory* course. You will be expected to conform to all of the academic requirements that you would if you were taking this class at any IU campus.

**Writing Assignments:** Written assignments will be of two types:

- ***Five written assignments preceded by either drafts or practice papers.*** Failure to complete a thorough and complete rough draft for an essay will result in an automatic grade reduction on the final draft. All essays must be written in MLA format. Each essay must have a works cited page. The schedule of assignments that follows indicates the readings for each assignment, as well as a description of the assignment. ***ALL FIVE OF THESE ESSAYS MUST BE DONE IN ORDER TO PASS THE CLASS. You must turn in two copies of each essay.***
- ***Reading-Writing log.*** Short written assignments will be made throughout the semester. These assignments are responses to reading and prewriting to prepare you to write the papers. I may spot check or collect any or all of these assignments at any time, without prior notice. You should keep all of your written assignments in your notebook and bring your

log to class every day. If you do not have your assignment when I ask for it, you will lose the points available for the activity.

### **Schedule of Assignments:**

#### **Unit One: Course Intro (one week)**

##### **Topics:**

- Plagiarism
  - What It Is
  - IU Code of Student Rights, Responsibilities, and Conduct
  - IU School of Education Plagiarism Tutorial and Quiz
- The Double-Entry journal

##### **Readings:**

- “Introduction: Fourteen Short Takes on Writing and the Writing Process” (WA, Ch.1, pgs 5-10)
- “Counterproductive Habits of Mind” (WA, Ch. 2, pages 42-50)
- “Writing About Reading” (WA, Ch. 1, pages 13-16 and 18-19)

##### **Writing:**

- Double-entry journal

##### **Activities:**

- WA Ch. 3, activity 3.3
- Picture analysis
- Notice and Focus (WA, Ch. 2, pages 23-26)

#### **Unit Two: Weight Debate – (three weeks)**

##### **Topic:** Weight

##### **Readings:**

- Critser, “Too Much of a Good Thing” 160-162
- Worley, “Fat and Happy: In Defense of Fat Acceptance” 163-166
- Schwartz, “Fat and Happy?” 179-185
- Gawande, “The Man Who Couldn’t Stop Eating” 186-199
- “Summary, Paraphrase, and Quotation” (handout)
- “Summary” (WA, Ch. 7, pages 152-153)

**Writing:** Write a 2-3 page (minimum) summary that develops from the close reading of the article as assigned in class. The summary must indicate the author’s key ideas, concepts, and arguments. It must be independent of the exact words of the author and must report accurately what the author wrote, not evaluate or offer an opinion. The goal of a summary is to help the reader learn the essential information and line of argument contained in the source article in a concise, objective, and accurate re-writing. You may use no more than one direct quotation, cited properly in MLA style. Your paper should include both parenthetical citations and a works cited page.

**Activities:**

- Says/Does—descriptive outlines (handout)
- Chunking (handout)
- Practice summary writing assignment (Worley or Schwartz)

**Unit Three: Critique – (three weeks)****Topic:** Marriage and Family**Readings:**

- “Agree/Disagree” (WA, Ch. 7, page 156)
- “Writing About Reading: More Moves to Make with Written Texts” (WA, Ch. 5, pages 111-129)
- “Critique” (handout)
- “Making a Thesis Evolve” (WA, Ch. 11)
- Coontz, “The Radical Idea of Marrying for Love” (WR for ACP Comp, pages 4-15)
- Cherlin, “American Marriage in Transition” (WR for ACP Comp, pages 46-49)
- Popenoe and Whitehead, “The State of Our Unions” (WR for ACP Comp, pages 16-28)
- Edelman, “The Myth of Co-Parenting” (WR for ACP Comp, pages 50-56)
- Bartels, “My Problem with Her Anger” (WR for ACP Comp, pages 57-62)

**Writing:** Write a 3-4 page analysis of an article as assigned in class. You may take one of two approaches: 1) analyze the ideas and line of argument; or 2) analyze the rhetorical approach. The goal of this paper is to help the reader who has read the article to understand it more deeply; to understand what is at stake for the author in raising this issue, to understand the significance and/or implications of the article, and to understand what is implicit or assumed in her argument. You should not try to persuade the reader to any particular belief or action, nor should you purposely set out your own agreement or disagreement with the author’s ideas. The analysis in the paper will focus on such things as the logic and shape of the argument, the quality of the evidence, and the underlying assumptions the author holds.

**Activities:**

- Says/Does/Purpose outline (handout)
- The Method (WA, Ch. 2, pages 26-32)
- 10 on 1 passage interpretation, (WA, Ch. 10, page 207-215)
- “Uncovering the Assumptions in a Reading” (WA, Ch. 4, pages 91-94)
- Practice critique (group)

**Comparative Critique – (four weeks)****Topic:** Marriage and Family**Readings:**

- “Comparison/Contrast” (WA, Ch. 7, pages 156-157)
- “Reasoning from Evidence to Claims” (WA, Ch. 8, pages 165-174, 180-189)
- “Recognizing and Fixing Weak Thesis Statements” (WA, Ch. 12)
- “Introductions and Conclusions” (WA, Ch. 16)
- Sullivan, “For Gay Marriage” (WR for ACP Comp, pages 29-32)
- Bennett, “Against Gay Marriage” (WR for ACP Comp, pages 33-35)

**Writing:** Write a 4-6 page paper comparatively analyzing the two source articles as assigned in class. The paper will identify important common positions addressed by both writers as well as significant differences. The comparison should be a synthesis of the two sources that proceeds point-by-point rather than source-by-source. The comparison must go beyond merely pointing out similarities and differences. It must analyze the source texts in terms of the writer's arguments, evidence, logic, reasons, underlying assumptions, and how each author establishes his/her position on the issue. As an option, you may draw on other sources from the topic readings during your analysis. However, any use of another source must be only to further your analysis.

**Activities:**

- Difference within a similarity (WA, Ch. 4, pages 99-101)
- Reformulating Binaries (WA, Ch. 4, pages 94-99 and Ch. 5, pages 114-115)
- Activity 4.7 (WA, page 101)
- 10 on 1 (WA, Ch. 10 review)

**Unit Four: Comparative Analysis – (four weeks)**

**Topic:** Disobedience

**Readings/films:**

- “Applying a Reading as a Lens” (WA, Ch. 5, pages 118-128)
- “Making Interpretations Plausible” (WA, Ch. 6, pages 133-137 and 137-148)
- “Six Strategies for Analyzing Sources” (WA, Ch. 13, pages 271-280)
- Sartwell, “The Genocidal Killer in the Mirror” (WR for ACP Comp, 117-118)
- Fromm, “Disobedience as a Psychological and Moral Problem” (WR for ACP Comp, pages 123-127)
- Ross & Nisbett, “The Power of Situations” (WR for ACP Comp, pages 147-150)
- Milgram, “The Perils of Obedience” (WR for ACP Comp, pages 77-88)
- Baumrind, “Review of Stanley Milgrim’s Experiments on Obedience” (WR for ACP Comp, pages 89-94)
- Asch, “Opinions and Social Pressure” (WR for ACP Comp, 142-146)
- Zimbardo, “The Stanford Prison Experiment” (WR for ACP Comp, 105-116)
- Szegedy-Maszek, “The Abu Ghraib Prison Scandal: Sources of Sadism” (WR for ACP Comp, pages 75-76)
- Lessing, “Group Minds” (handout)
- *A Few Good Men*

**Writing:** Write a 5-6 page paper analyzing the movie *A Few Good Men*, using the ideas and/or approaches provided by 2 to 3 of the authors in the list of readings. Your paper will focus on analyzing the movie, not the sources you use. Keep in mind the analogy of the conversation in using your sources; they should help advance your own ideas. Your own ideas emerge from a close analysis of the details. In planning this paper, decide what ideas or approaches in the sources can help you understand what is going on in the movie beyond its informational and entertainment value. In using the sources, apply your skills in synthesizing source ideas that you learned in writing the comparative critique paper; in what ways do your sources relate to each other? Some sources may be more important in your analysis than others. In that case, ask yourself: how far will the first writer's approach carry me, and at

what point do I need to pick up another source to go further in understanding? Choose sources carefully and thoughtfully. Your purpose in this paper is to discover something more about the movie than you or the reader could understand without the ideas and approach provided by your chosen sources.

**Activities:**

- 10 on 1 (WA, Ch. 10 review)
- It seems to be about X, but it could really be about Y (WA, Ch. 4, pages 101-104)
- Passage Based Focused Freewriting (WA, Ch. 4, 86-90)
- “Six Strategies for Analyzing Sources” (WA, Ch. 13, pages 271-280)

**Unit Five: Research-based Analysis – (due during finals week)**

**Topic:** Student choice

**Readings:**

- “Introductions and Conclusions” (WA, Ch. 16) (review)
- “Using Sources Analytically: the Conversation model” (WA, Ch. 13) (review)
- Select readings from previous units of study (WR for ACP Comp)
- Outside research

**Writing:** Write a 6-7 page paper building on the issue discussed in your previous paper in an effort to deepen your understanding and provide a larger context of the issue. Your paper will focus on a bigger idea/question/concern you still have or are thinking about. You will use 2-3 new sources (not contained in the text) as well as 2-3 sources from a paper you wrote this semester. Synthesize and apply the most useful sources from your previous paper to support and extend your analysis. Use these sources to support and expand your main claim. Your thesis should evolve throughout your paper, as you put your sources to new use in complicating and expanding your main claim.

**Activities:**

- “Finding, Citing, and Integrating Sources” (WA, Ch. 14)
- Writing plan/review of sources before beginning this writing assignment

\*Writing workshops will be used during each unit and will vary according to students’ needs. We will cover WA, Ch. 13, 14, 18, and 19 as well as review other chapters as needed.

### **Grading policy:**

Grades are cumulative for the semester; your nine weeks grades should be considered progress reports. You will receive only one grade at the end for the semester. This grade is reported to Indiana University and will become part of your official college transcript. Thus, it is imperative that you plan to work consistently throughout the semester.

The grade breakdown is as follows:

- |                 |                           |
|-----------------|---------------------------|
| 1. Essays       | 85% of your overall grade |
| 2. Process Work | 15% of your overall grade |

In order to pass this course, you must submit all five assigned essays. If you do not submit any one of the assigned papers, you cannot pass the class. Students will be graded on the process as well as the final product for each unit. Rough drafts are a part of the writing process and final product. No paper will be accepted without a rough draft. No points will be awarded for late drafts.

#### **Essays** (85% of your overall grade)

- |                                  |          |
|----------------------------------|----------|
| 1. Summary Paper                 | 100 pts. |
| 2. Critique Essay                | 125 pts. |
| 3. Comparative Critique Essay    | 150 pts. |
| 4. Comparative Analysis Essay    | 200 pts. |
| 5. Research-based Analysis Essay | 250 pts. |

#### **Process Work** (15% of your overall grade) including, but not limited to:

1. Writing Plan
2. Double-Entry Journal
3. Homework/Quizzes
4. Drafts
5. In-class work

#### **Grade Table**

A = 93-100	C+ = 77-79	D- = 60-62
A- = 90-92	C = 73-76	F = 0-59
B+ = 87-89	C- = 70-73	
B = 83-86	D+ = 67-69	
B- = 80-82	D = 63-66	

### **Attendance Policy:**

Students will be held responsible for any work missed. Missing class is no excuse for not submitting an assignment (including, but not limited to, drafts, journals, and final drafts). Assignments submitted late may be penalized or not accepted at all. Students' final grades will suffer from missing an excessive number of classes. The policy endorsed by the Composition Program is to lower the student's final grade in the course by one-third of a letter grade--from a B- to a C+ for each absence the student accumulates after the fifth, except under very special circumstances.

### **Late Policy:**

All papers (including rough drafts) must be in class on the day they are due and at the beginning of the period. This means that even if you are absent on a day when an essay draft (rough or final) is due, you must email me that essay as an attachment. I will respond to your email to acknowledge receipt. If I do not respond, I did not receive it. It is YOUR responsibility to check your email to make sure I received your essay. Late rough drafts will not be accepted for teacher review, but you are still expected to peer review all drafts. Late papers will be deducted half a letter grade for each calendar day late, including weekends. I will accept no papers submitted more than one week after the due date. Absolutely no late work will be accepted the week prior to the end of each grading period.

### **Academic Dishonesty & IU Plagiarism Policy:**

The *Indiana University Code of Student Rights, Responsibilities, and Conduct* describes types of misconduct for which students may be penalized, including cheating, fabrication, plagiarism and interference with other students' work, as well as actions which endanger the University and the University community and possession of firearms. The Code also indicates the procedures to be followed in these cases. **All students are required to adhere to the responsibilities outlined in the Code.** <http://www.iu.edu/~code/>

**Academic dishonesty can result in a grade of F for the class** (an F for academic dishonesty cannot be removed from the transcript). **Significant violations of the Code can result in expulsion from the University.**

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Use the following links for more information:

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>