

English 2010 Syllabus

Professor George R. Jantzen

May 31

Read Course description

Introduce yourself on Blackboard's discussion board

Read Chapter Six: Writing as a Process, pages 225-246

June 2

Read Chapter Six pages 247-260

Summarize the revision process, focusing on the three levels of revision described on page 254.

Submit your response to me via the Assignments page in Blackboard Vista.

June 7

Read Chapter Seven: Locating, Mining, and Citing Sources

Read the entire chapter

June 9

Read Chapter One: Summary, Paraphrase, and Quotation, pages 1-24

June 14

Read Chapter One: Summary, Paraphrase, and Quotation, pages 40-55

Draft a summary of Doris Kearns Goodwin's article, which appears on pages 56-7 of our textbook. Don't send this to me. It's just a rough draft for you to be working on. I am not prescribing word length for the summary paper because I want you to make that determination based upon the textbook's discussion of summaries. Such a determination is routine in writing research papers in which you must summarize various source material, so use your good judgment in combination with what you learned from our textbook authors.

June 16

Final draft of summary of Doris Kearns Goodwin's article is due today. Submit summary paper in an MS Word file that you attach to the Assignments page in Blackboard Vista.

June 21

Begin thinking about an issue that you wish to research for the entire semester. An issue is a controversial topic—something that people debate about. Issues can be taken from subjects such as gun control, immigration reform, health care, and so on.

Conduct preliminary research on your issue

Read Chapter Two: Critical Reading and Critique pages 58-63

June 23

Read Chapter Two pages 63-73

From the articles that you encountered during your research, select one author's *argument* to work with for the upcoming critique assignment. The upcoming critique will require you to

critique an argument, not merely an informative article. The argument you choose for the critique should be at least 800 words long. Shorter ones won't work well for the critique assignment.

June 28

Send me an annotated bibliography for the argument you chose for the upcoming critique. Your bibliography should look something like this:

Smith, Thomas. "Writing for Profit." *Journal of English Composition*. 21.5 (2006): 32-41.

In this article, Smith argues that more colleges should teach their students to write for profit. He feels that too many students lack the skills to earn money as professional writers. Smith urges each college and university to examine its English curriculum to see what changes could be made to help students earn money as writers.

Notice that the annotation consists of three sentences: one to state what the author's main point and issue is; another sentence to describe the problem; and a third sentence to describe the solution. Your annotation should be like the one in this example, covering issue, problem, and solution, as well as the author's main point.

Submit your response to me via the Assignments page in Blackboard Vista.

June 30

Read Chapter Two pages 73-86

Complete writing assignment on page 84: Writing a Critique. However do not critique the article mentioned in the assignment's description. Instead, critique the argument that you selected for this assignment. Your critique should be 600-700 words long. Be careful to observe length requirements. Papers that are too short or too long will lose points.

For today, complete just a rough draft. You need not send it to me.

July 5

Final draft of critique is due today. Submit your critique in an MS Word file that you attach to the Assignments page in Blackboard Vista.

July 7

If, after conducting preliminary research, you discover that the issue you have chosen is appropriate, develop a specific research question to guide you in your continued research. Next, conduct *focused* research on your issue, looking for at least eight authors who discuss your issue—five of whom *argue* a point. It is critical that you eventually select at least five authors who have written an *argument*, as opposed to merely informative papers. Your remaining authors may write informative articles, but you need at least five authors who argue their own position related to your issue. Each of these five authors must be arguing a different position. You can't have two authors saying the same exact thing. The author whose argument you critiqued will count as one of these eight authors. At least five of these eight sources *must* come from library databases, such as Lexis-Nexis, as opposed to Internet web sites.

If your preliminary research reveals that your issue is inappropriate, quickly find another issue to conduct preliminary research on. Then, having settled on an issue, rapidly conduct focused research to find at least eight authors who discuss your issue.

July 12

Read Chapter Three: Explanatory Synthesis

Read the entire chapter

July 14

Send me your research question and an annotated bibliography (see page 283) with at least eight sources (the ones you have researched already). Remember, at least five of these sources must come from a library database, not just an Internet web site. Also, five of your authors must be *arguing* a point. Your annotations of these five authors should show clearly what point they are arguing. These five annotations should look just like the sample annotation under the June 29 entry of this syllabus. The other three authors can be merely informing. Be sure to annotate the informative articles, too. Submit your response to me via the Assignments page in Blackboard Vista.

July 19

Complete a draft of the explanatory synthesis paper. Your synthesis paper should be between 2,000 and 2,500 words long. Be sure to observe this length requirement. You do not need to send me this rough draft.

Also, as our textbook authors said, an explanatory synthesis paper is a presentation of other authors' ideas. At no time in the paper should you argue your own position. Instead, you must synthesize the arguments of at least five authors, organizing your paper according to ideas, not authors as in the following example of an outline for the synthesis paper.

This outline should clearly show that your paper is organized around ideas, not authors. It should also clearly show the argumentative points that your various authors made. Your thesis statement should let readers know that you are going to present the ideas of others, not argue your own point. It should look something like the following example:

Thesis statement: While the war in Afghanistan continues to rage, many authors debate the merits of withdrawing our troops immediately.

Idea #1 Effects on Afghani government

Johnson feels that an immediate withdrawal would render the Afghani government defenseless.

Smith argues that an immediate withdrawal would actual strengthen the Afghani government, forcing it to become more self-reliant.

Idea#2 Impact on Taliban

Jones argues that an immediate withdrawal of our troops would strengthen Taliban recruitment of new members.

Johnson feels that an immediate withdrawal give the Taliban a political and moral victory.

Thompson argues that an immediate withdrawal would hurt the Taliban's reputation among Afghani citizens.

The outline continues until all ideas and authors have been presented.

July 21

Final draft of explanatory synthesis paper is due today. Submit your synthesis paper in an MS Word file that you attach to the Assignments page in Blackboard Vista.

July 22

Final examination