

**ENGLISH 112**  
**The University of Tennessee at Martin**  
**Fall 2013**

Mr. Allen Pounds, Instructor

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Classes Meet: Tuesday, 5:00 pm

**Textbooks:**

Harris, Robert A. *Using Sources Effectively – Third Edition.*

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *A Writer's Resource: A Handbook for Writing and Research – Fourth Edition.*

Nadell, Judith, John Langan, and Eliza A. Comodromos. *The Longman Reader – Tenth Edition.*

**Expectations:**

1. Each student is expected to attend and participate in class. It is the responsibility of the student, not the instructor to withdraw himself if withdrawal is necessary. The student should adhere to university guidelines regarding the deadline for withdrawal. Two absences can lower the semester grade one letter. Three absences can equal an F for the course. Participation means coming to class prepared with at least one comment or question about the readings or assignments for that day. Repetitive lack of participation can have a negative influence on your final grade.
2. Each student is expected to read the assignments in advance as scheduled in order to be able to participate in class discussions. It is the student's responsibility to know the due dates for the selections. Please refer to the class assignment schedule.
3. Each student is expected to write five papers. Forty percent (40%) of the grade will be based on student papers. Students will write essays to address various forms of writing. In English 112 we will discuss and practice process analysis, comparison-contrast, cause-effect, argumentation-persuasion and a persuasive research paper. Each paper should produce a total length of at least three pages. Students will use material that requires documentation, and the MLA style of documentation and Works Cited must be used. Each regular paper should use a minimum of two sources. The research paper should use a minimum of three sources. Consult *A Writer's Resource* for directions about documentation. Papers are to be submitted on the day they are due.
4. Each student is expected to take the final examination for this course as scheduled. The final examination will constitute fifteen percent (15%) of the grade.
5. Each student is expected to keep a reflective journal. These should be typed. Journals will constitute ten percent (10%) of the grade. Students are expected to write at least 30 full pages in their journals. A page is equivalent to 325 words per page. Each page should be numbered in the top right corner. Date all entries in your journal. All journal entries should be saved as one document with continuously running pages. Writing consistently will keep you on track. What you write in your journal can be related to the material being studied, your reflections on life experiences, or your responses to subjects suggested by the instructor. Your journal could possibly be the groundwork for some of your formal essays. To reflect means to think or consider. It is hoped that your journal writing will aid you both in writing and in studying the material in the course.

6. Each student is expected to take tests. Notes will be given over writing styles, and information from the literature will be discussed. Tests over all of this material will be given periodically throughout the semester and will constitute twenty-five percent (25%) of the grade. Please refer to the Assignment Schedule. It is the student's responsibility to review these concepts and be prepared for the appropriate tests.
7. Each student is expected to be prepared and participate in class. Homework assignments will be given on the readings and activities may be used in class. These assignments will constitute ten percent (10%) of the grade.

**Academic Honesty / Plagiarism:**

Academic honesty is highly valued at the University of Tennessee at Martin. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. Plagiarism or any other form of cheating will not be tolerated. Students who are caught willingly presenting the work of others as their own will receive an automatic F in the course and a letter will be sent to Student Affairs. Always place the words of others within quotation marks and cite your sources. If in doubt, consult *A Writer's Resource* or ask me about correct citations of web sites, books, and other material.

**Grading Policy:**

In order to take your next English course, you must complete this one with a grade of C or better. If you do not earn at least a C in this course, you will be automatically dropped from any other English course for which you have preregistered.

All work is expected on the day that it is due. No work will be accepted late unless previous arrangements are made with the instructor. Grades will be based on the following:

<u>Grade Categories</u>	<u>Grade Scale</u>
40% - Essays/Papers	A = 90-100
10% - Reflective Journal	B = 80-89
25% - Tests	C = 70-79
10% - Homework / Class Activities	D = 60-69
15% - Final Exam	F = 59 and below

**Cell Phone Policy:**

Cell phone use during class presents a strong distraction to everyone including you, other students, and the instructor. Please turn off all cell phones during class sessions in order to allow everyone to have the most rewarding academic experience possible.

**Essay Format:**

1. Essays should be typed and double-spaced, with normal 1' margins on all sides.
2. The size should be 11 or 12 point.
3. Essays should use Times New Roman font in black color.
4. No title page is needed. On the first page of your essay, put your name, my name, course number, and date in the upper left corner, add a title (centered), and begin the first paragraph. All of this should be double-spaced.

5. Number pages and use a running header with your last name and page number only. This information should be in the upper right corner.
6. Use a stapler in the upper left corner.

### Student Outcomes

Students in all sections of ENGL 112 will demonstrate the ability to:

- A. Further develop a variety of discourses that make up expository writing (e.g., narration, causal analysis, comparison, argumentation); demonstrate writing abilities from process to product\*; and distinguish among opinions, facts, and inferences, which is the heart of research writing. [Learning Outcomes for Communication (LOC) 3 and 6.]
- B. Articulate a primary idea—a single, compelling thesis in a logical and convincing manner, in a process that involves reading, writing, and revising through which students discover ideas and develop those ideas into coherent sentences, paragraphs, and essays using standard American edited English diction, syntax, usage, grammar, and mechanics. [LOC 2 and 5.]
- C. Write in a variety of situations, including special functions they are likely to encounter in other classes (e.g., journals, timed essays/exams, out-of-class writing), and those that involve writing beyond the university experience. [LOC 3.]
- D. Analyze and evaluate written expressions in multiple sources (e.g., essay, fiction, film, hypertext, poetry, and drama) and use these texts, particularly drama and poetry, as a basis for analysis, reflection, and writing. [LOC 1.]
- E. Analyze and evaluate written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view through explorations of style, organization, logic, rhetoric, and grammar. [LOC 1.]
- F. Synthesize and organize into a piece of writing information gathered from multiple sources including those available through the university library. The research project component allows students to demonstrate these research skills. [LOC 4.]
- G. Use support such as Powerpoint, computer graphics, photographs, and film clips to present information in a clear, concise, and accurate manner. [LOC 7.]

\*The writing process includes planning, organizing, composing, revising, editing, and presenting.

**Note:** Any student eligible for and requesting accommodations because of a disability is requested to provide a letter of accommodation from P.A.C.E or the Student Academic Support Center within the first two (2) weeks of the semester.

**Note:** By your having received this syllabus and by your continued appearance on the class roster, you are making the statement that you have read and understand this syllabus. If there are matters that you do not understand, please feel free to ask me questions in class or send me an e-mail. My address can be found at the beginning of this syllabus.

### **ASSIGNMENT SCHEDULE**

Abbreviations: LR = The Longman Reader, USE – *Using Sources Effectively*

#### **Week One**

August 27

Discuss: Course Syllabus

Assign: Sample Writing Assignment

Discuss: MLA format.

Discuss: Process Analysis notes.

#### **Week Two**

September 3

Discuss: Do's and Don't's for Writing Papers

Discuss: USE - Chap. 1 – The Importance of Using Sources Effectively

Discuss: LR – “Talk About Editing”, pg. 303

Discuss: LR – “What Shamu Taught Me About a Happy Marriage”, pg. 308

Discuss: Fragments

#### **Week Three**

September 10

Discuss: USE – Chap. 2 – Finding, Choosing, and Evaluating Sources

Discuss: LR – “How to Say Nothing in 500 Words”, pg. 314

Discuss: “The Fine Art of Complaining”, pg. 327

Discuss: Comma Splices and Run-ons

#### **Week Four**

September 17

Due: Paper #1 – Process Analysis

Test #1 – Process Analysis

Discuss: USE – Chap. 3 – Preparing Your Sources

Discuss: Comparison-Contrast Notes

#### **Week Five**

September 24

Journal Check #1

Discuss: USE – Chap. 4 – Quoting Effectively

Discuss: LR – “Euromail and Amerimail”, pg. 350

Discuss: LR – “Workers”, pg. 361

Discuss: Faulty Subject-Verb Agreement

**Week Six**

October 1

Discuss: LR - "Beauty and the Beast", pg. 370

Discuss: LR - "The Prisoner's Dilemma", pg. 374

Discuss: USE – Chap. 5 – Paraphrasing and Summarizing

Discuss: Misplaced and Dangling Modifiers

**Week Seven**

October 8

Test #2 – Comparison-Contrast

Due: Paper #2 – Comparison-Contrast

Discuss: Cause-Effect Notes

October 11

Mid-Term Progress Report Due

**Week Eight**

October 15

No Class – Fall Break

**Week Nine**

October 22

Discuss: USE – Chap. 6 – Avoiding Plagiarism

Discuss: LR - "Why We Crave Horror Movies", pg. 397

Discuss: LR - "Showing What is Possible", pg. 402

Discuss: Faulty Parallelism

**Week Ten**

October 29

Journal Check #2

Discuss: USE – Chap. 7 – Putting It Together

Discuss: LR - "The Ruling That Changed America", pg. 408

Discuss: LR - "When Will People Help in a Crisis", pg. 415

Due: Paper #3 – Cause-Effect

Discuss: Comma Misuse

**Week Eleven**

November 5

Discuss: USE – Chap. 8 - Effective Use

Test #3: Cause-Effect

**Week Twelve**

November 12

Discuss: Argumentation-Persuasion Notes

Discuss: LR - "Free-Speech Follies", pg. 509

Discuss: LR - "In Praise of the 'F' Word", pg. 516

Discuss: USE – Chap. 9 – Editing for Accuracy

Discuss: Apostrophe Misuse

**Week Thirteen**

November 19

Due: Paper #4 - In-Class Persuasive Essay

Discuss: Confusing Homonyms

**Week Fourteen**

November 26

Due: Paper #5 – Argumentation/Persuasion (Research Paper)

Discuss: LR – “The Damned Human Race”, pg. 525

Discuss: LR – “Driving to the Funeral”, pg. 532

Discuss: Misuse of Italics and Underlining

**Week Fifteen**

December 3

Test #4: Argumentation-Persuasion

Journal Check #3

**Final Exams** December 10

Test: Final Exam

Due: Revised Research Paper