Instructor: Nigel Bradley  
Office: Room 129 (Humanities Building)  
Office Hours: 1pm-2pm MWF  
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ENGL 110: English Composition: Critical Thinking and Writing—Spring 2014

Texts:  
Patterns for College Writing, 12th ed, by Kirszner and Mandell  
Ender’s Game, by Orson Scott Card

Other Requirements: Computer disk, jump drive, or other storage media.

Course Description: This course provides further instruction in the fundamentals of writing well. It will require students to use rhetoric, grammar, and style as tools for producing effective prose writing. To achieve this end, students will complete multiple reading and writing assignments. Three classroom hours and one hour of writing lab per week are required. You must have completed English 100 with a grade of “C” or better in order to qualify for English 110. You must complete English 110 with a grade of “C” or better in order to advance to English 112. If you complete English 100 and 110, you need not take English 111

In English 110, you can expect to study the following:

A. Different kinds of expository writing (narration, comparison, argumentation, analysis, comparison/contrast).
B. How to generate a primary idea—a single, compelling thesis—for an essay.
C. How to use the writing process (reading, writing, and revising).
D. How to handle different writing situations (journals, timed essays, out-of-class writing).
E. How to read and interpret different kinds of texts (essays, fiction, film, poetry, drama, hypertext).
F. How to use the conventions of style, organization, logic, rhetoric and grammar to write precisely.

Assignments: You will write three writing assignments during the semester of various lengths. These assignments will be typed, double spaced, with 1 inch margins, using the 12 point Times New Roman font, following MLA guidelines. The assignments will have rough drafts which you will bring to class to have peer-edited. Each week there will be required readings. You will also be required to complete 15 hours throughout the semester at the Writing Center. The semester will have both a mid-term and a cumulative final exam. The semester will end with a Portfolio in which you look back on your work. Additionally, there will be other daily assignments assigned throughout the course of the year.

Due dates: Due dates for all essays, rough drafts, peer editing, and reading assignments are given in the course calendar. These assignments are due at the beginning of class. It is your responsibility to bring drafts and final drafts on the dates listed. Being absent is not an excuse for a late assignment. If a major assignment is turned in late, your grade for the assignment will be dropped one letter grade per day late. No credit will be given for major assignments over a week late unless there are extreme extenuating circumstances.
**Attendance:** You are required to be in class on all days listed on the syllabus, however, you may miss three days from class without penalty or explanation. You are, however, still responsible for any assignments missed. Since all major assignments are submitted online, you can still submit your work from home. Remember, however, that **any quizzes or daily assignments missed due to absences may NOT be made up.** If you are absent for more than three days, your grade will be effected. Missing nine days or more of the class results in automatic failure of the class unless there are extreme extenuating circumstances.

**Additional Help** You may contact me outside of class via email with minor questions or concerns or visit me in my office during office hours. Additional help is also available by making use of the friendly staff at the Writing Center, located at Humanities 209. You will be required to spend 15 hours at the Writing Center throughout the semester. They are open Monday, Tuesday, Wednesday, and Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. to 4 p.m.

**Conduct:** As a courtesy to myself and other students, please make sure all cell phones, pagers, and similar electronic devices are turned off before class begins. Disruptive behavior will not be tolerated.

**Plagiarism and Academic Dishonesty:** In accordance with the Student Handbook's Code of Academic Integrity, academic dishonesty includes writing another student's essay, using another student's writing as one's own, or using writing obtained from an online paper mill; obtaining or providing in an unauthorized manner "any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books"; and engaging in plagiarism: the undocumented use of words and/or ideas from sources such as books, articles, and the World Wide Web. Academic dishonesty is **punishable by an F in the course and will be reported to Academic Affairs.**

**Accommodations:** It is the policy of the university to provide reasonable accommodations (academic adjustments and auxiliary aids) to assist students with disabilities in negotiating the university system. The Office of Disabilities (in 203 Clement Hall) serves students with learning disabilities and ADD. For additional information on services to students with disabilities, call the coordinator of disability services at 731-881-7744.

**Grading of Writing:** Students can expect their writing to be assigned grades based on their performance on the following kinds of criteria:

- Ideas, including elements that might be called subject, purpose, main/central idea, focus, thesis, and audience awareness.
- Development, including elements that might be called details, examples, points, reasons, evidence, arguments, critical/logical thinking, and tone.
- Organization, including elements that might be called structure, paragraphing, coherence, unity, plan, and transitions.
- Style, including elements that might be called sentence structure, word choice, diction, and vocabulary.
- Grammar, including elements that might be called usage, mechanics, editing, punctuation, spelling, conventions, and Standard English.
- Format, including elements that might be called presentation, Modern Language Association (MLA) style, and documentation.
Academic Calendar

Jan 10 Syllabus / Introductions
Jan 13 Plagiarism lecture, no reading
Jan 15 “Integrating Sources and Avoiding Plagiarism” 711-720 (Last day to add classes; last day to drop classes without record of enrollment)
Jan 20 MLK Jr. Holiday—no class
Jan 22 Analyzing music: view music videos on Blackboard
Jan 24 “The Storm,” 202-206, “Feminist Frequency” (2 online videos)
Jan 27 “A Modest Proposal” 692-699, “Chris Hayes Mocks Bill O’Reilly” (online video)
Jan 29 Trade rough drafts of essay 1. “Drafting and Revising” 65-79
Jan 31 Timed Writing 1
Feb 3 Peer editing letters due, Dumbing of Age, Sept 10, 2010-Feb 18, 2011 (114 strips)
Feb 5 Dumbing of Age, Feb 19, 2011-Oct 28, 2011 (173 strips)
Feb 7, Essay 1 Due, Song Analysis; analyzing literature lecture
Feb 10 Ender’s Game, 1-5
Feb 12 Ender’s Game, 6-7
Feb 14 Ender’s Game, 8-9
Feb 17 Ender’s Game, 10-11
Feb 19 Ender’s Game, 12-13
Feb 21 Ender’s Game, 14-15
Feb 24 Trade rough drafts of essay 2 “Letter from Birmingham Jail” 566-578
Feb 28 Peer editing letters due, Mid-Term Exam
Mar 3 to Mar 10 Spring Break
Mar 14 “5 Easy Ways to Spot a BS Story on the Internet,” “The 35 Best Times Someone On Facebook Thought ‘The Onion’ Was Real,” “The Pacific Northwest Tree Octopus” (online)
Mar 17 “Finding and Evaluating Sources” 705-710, “Documenting Sources: MLA” 723-742
Mar 19 “Argumentation” 525-549
Mar 21 “Should American Citizenship Be a Birthright?” 593-602
Mar 24 “How Can We Address the Shortage of Organ Donors?” 605-622 (Registration for Maymester, Summer and Fall 2014 semester courses)
Mar 26 “The Dog Ate My Disk, and Other Tales of Woe” 460-463, “I’m Your Teacher, Not Your Internet-Service Provider” 417-420
Mar 31 Timed Writing 2
Apr 2 “The Lottery” 311-317,
Apr 4 “I Want a Wife” 503-505, “Girl” 258-259, “YouTube Reacts to Donkey Kong” & “Anita Sarkeesian at TEDxWomen 2012” (online)
Apr 7 Sonnets (online)
Apr 9 Hamlet, Act 1
Apr 11 Hamlet, Act 2
Apr 14 Hamlet, Act 3
Apr 16 Hamlet, Act 4, Essay 3, Research Paper due
Apr 18 Good Friday—no class
Apr 21 Hamlet, Act 5
Apr 23 Hamlet documentary
Apr 25 Portfolios due, Final Exam review
Apr 26-May 2 Final Exams
Writing Assignments

Essay 1: Song Analysis The first assignment is a song analysis. For this essay, pick a song that we did not study in class, and compose an essay analyzing what you feel the author was trying to say in the work. For this assignment, do not use any outside sources in your analysis such as commentary by the band members, music videos, etc. Please make sure that your final draft is typed and follows MLA guidelines. Your final draft should be around 1000 words including the Works Cited page. Additionally, you will need to provide a copy of the lyrics to the song you are analyzing—this does NOT count towards word count. See blackboard for full instructions.

Essay 2: Literary Analysis After reading the novel *Ender’s Game*, you will write an analytical essay in which you analyze some aspect of the novel. *NOTE* Analysis is NOT summary. I’ve read the book. Do not write a paper that focuses heavily on plot. Please make sure that your final draft is typed and follows MLA guidelines. Minimum of two outside sources are required. 1200 word minimum + works cited. See blackboard for full instructions.

Essay 3: Research Essay In this final essay, you will be assigned a topic from a list of topics by the teacher. You will then form a thesis / opinion for this topic, find research to support your thesis, and then finally write a paper centered around your thesis. Remember, your ideas should be the star of your own paper. Minimum of four academic sources required. 1400 word minimum + works cited. See blackboard for full instructions.
Portfolio

At the end of the semester, you will turn in a hard copy of your portfolio containing updated versions of your best work throughout the semester. Your portfolio will need to adhere to the following procedures:

1. Contain an introductory letter discussing the work that you did throughout the semester.
2. Final drafts of your three final essays.
3. Reflection letters in front of each assignment discussing why you chose to include that particular assignment, and what you learned from it.
4. Three examples of peer editing letters
5. One reflection letter discussing what you learned about editing, referring to the essays that you edited.
6. Three of the daily writing assignments
7. One reflection letter discussing why you chose to include those three assignments, and what you learned from them.
8. Should be in a three ring binder
9. Can contain artwork, but not a requirement
10. Conclusion letter discussing what you feel you will need to work on from this point forward in order to become a better writer.

Reflection letters should show that you have put some thought into what you have learned throughout the semester, so it is suggested that you work on this throughout the semester, rather than trying to do so the night before.

At the end of the semester, we will be having a “Portfolio Day” to show off our portfolios to our fellow students, so keep in mind that it will not just be your teacher looking at your portfolios, but also your peers.

Grading:

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Introductory Letter</td>
<td>10 percent</td>
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<tr>
<td>Conclusion Letter</td>
<td>10 percent</td>
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<tr>
<td>Organization</td>
<td>10 percent</td>
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<tr>
<td>Essay reflection letters</td>
<td>30 percent</td>
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<tr>
<td>Editing reflection letter</td>
<td>10 percent</td>
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<tr>
<td>Assignment reflection letter</td>
<td>10 percent</td>
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<tr>
<td>Inclusion of all work</td>
<td>20 percent</td>
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