



# School District of Marshfield

## Course Syllabus

Course Name: TC CE English Composition 102 H

Length of Course: Semester

Credits: ½ Credit

### Course Description:

Students may earn high school credit as well as college credit. Students who wish to earn concurrent credit must complete an on-line application to UW-Wood County and submit a copy of his or her ACT score as well as pass the English Placement Test. Then, students may be eligible to earn up to three credits of composition at most public universities in Wisconsin depending on their performance in the course. Students will focus on techniques of composition with an emphasis on academic writing, which is applicable across the disciplines. Specifically, they will practice expository, persuasive, and argumentative modes of discourse, particularly paying attention to documentation. Students will demonstrate proficiency of the Learning Outcomes as established by the University Wisconsin Board of Regents. Currently, we are using the following texts approved by the Board of Regents:

### Fees:

- Texts
  - Students have the opportunity to purchase books so they may annotate and index. Currently, the three texts are available to students for cost \$93.00. The checks should be made to Marshfield High School. Students may decide to purchase texts throughout the year since there are brand new copies of the texts available for students at the high school.
  - Students do not have to purchase the texts; there are copies available. Students may not write in these copies owned by Marshfield School District. If students do write in the texts owned by the high school, then students will need to purchase the texts, and this obligation would be payable by the end of the year.
  - Students may shop at [www.amazon.com](http://www.amazon.com) where these texts are also available, or students may purchase these texts through UW bookstores. Students should pay attention to the edition since content and pagination varies.

## Learning Targets:

- Read and understand the rhetorical features of a variety of scholarly (research-based) texts to identify relevant source material appropriate to the writer's needs.
- Analyze and evaluate how disciplinary and generic conventions shape a text.
- Produce a variety of research-based texts that adapt content, form, and style with attention to audience and purpose.
- Write for a variety of rhetorical purposes and in genres typical of research-based writing (the research proposal, synthesis of research, annotated bibliography, or rhetorical analysis).
- Identify subjectivity and bias in complex, scholarly (research-based) texts.
- Identify multiple researched perspectives on a narrowly focused issue.
- Understand, analyze, and evaluate arguments in research-based texts.
- Synthesize scholarly sources and other texts that make complex arguments.
- Discuss a scholarly text in dialogue with other readers.
- Write cohesive academic essays for a variety of rhetorical purposes supported by scholarly research.
- Distinguish an author's position and the writer's own position using evidence from a scholarly text.
- Accurately paraphrase and summarize scholarly source material to use as support in a research-based text.
- Organize and manage a research process.
- Develop a research question and connect it to a larger process of inquiry and entry into an existing conversation.
- Independently evaluate the credibility of source material and its relevance and appropriateness to the writer's task, purpose, and audience.
- Demonstrate a command of a multi-stage and recursive writing process to complete a successful research-based academic text.
- Use appropriate discipline-specific language to accurately assess the writer's own writing process and final products in relation to the department learning outcomes for English 102.
- Demonstrates proficiency in working collaboratively on complex assignments by:
  - Using appropriate resources for feedback.

- Critically using reader feedback to shape a revision.
- Providing effective feedback as a reader to other writers.
- Understand and choose appropriate reading, writing, and research tools to meet the demands of writing tasks, including composing and researching in electronic environments.
- Use and adapt to new technologies for writing and research processes.
- Demonstrate a command of standard written English, recognizing the social and discursive contexts of language usage.
- Ethically incorporate source material to support the writer's ideas.
- Accurately use in-text and bibliographic conventions of a recognized documentation system (including summary, paraphrase, and quotation).

#### Topic Outline—Units and Themes:

1. Criterion Essay
  - A. Chapter 10: "Writing with Sources (Rosa and Eschholz 238 – 254)
  - B. Chapter 22: "A Brief Guide to Writing a Research Paper" (Rosa and Eschholz 642 – 677)
2. Persuasion
  - A. Chapter 21: "Argument" (Rosa and Eschholz 539 – 546)
  - B. Gerald Graff and Cathy Birkenstein. They Say, I Say
    - a. Part 2: "I Say" (53 – 102)
    - b. Part 3: "Tying It All Together" ( 103 – 128)
  - C. Greg Crister. "Don't Eat the Flan"
  - D. Alison Motluk. "Supersize Me: It's Time to Stop Blaming Fat People for Their Size"
  - E. Sanjay Gupta. "Stuck on the Couch" (Rosa and Eschholz 535 – 537)
  - F. Suzanne Britt. "That Lean and Hungry Look" (Rosa and Eschholz 499 – 502)
  - G. Dave Zirin. "What Pro Sports Owners Owe Us" (Rosa and Eschholz 560 – 563)
3. Cause and Effect
  - A. Chapter 20: "Cause and Effect" (Rosa and Eschholz 517 – 520)
  - B. Mehta, Gita. "The Famine of Bengal" (Rosa and Eschholz 521 – 523)
  - C. Tina McElroy Ansa. "The Center of the Universe (Rosa and Eschholz 302 – 307)

#### 4. Rhetorical Analysis

- A. Jake Jamieson. "The English-Only Movement: Can America Proscribe Language with a Clear Conscience?" (Rosa and Eschholz 261 – 266)
- B. Myriam Marquez. "Why and When We Speak Spanish in Public" (Rosa and Eschholz 531 – 533)
- C. Carl M. Cannon. "Petty Crime, Outrageous Punishment" (Rosa and Eschholz 579 – 585)
- D. Mary Sherry. "In Praise of the F Word" (Rosa and Eschholz 564 – 568)
- E. Dean M. Kahan. "Shame Is Worth a Try" (Rosa and Eschholz 574 – 578)
- F. Pete Hamill. "Crack and the Box"
- G. Steven Pinker. "In Defense of Dangerous Ideas" (Rosa and Eschholz 361 – 371)

#### 5. Cause and Effect

- A. Chapter 19: "Comparison and Contrast" (Rosa and Eschholz 483 – 487)
- B. Steven D. Levitt and Stephen Dubner. *Freakanomics*.
  - a. "What Do School Teachers and Sumo Wrestlers Have in Common?"
  - b. "The Gift Card Economy"
  - c. "How Many Lives Did Dale Earnhardt Save?"
- C. Judith Ortiz Cofer. "Volar" (Rosa and Eschholz 233 – 237)
- D. Annie Lamott. "Polaroids" (Rosa and Eschholz 323 – 328)

#### 6. Persuasion

- A. Feminist Mythology
  - a. Angela Carter
  - b. "Cinderella"
  - c. "Bluebeard"
  - d. Daphne du Maurier. *Rebecca*
- B. Terry Tempest Williams. "The Clan of One-Breasted Women" (Rosa and Eschholz 269 – 281)
- C. Amanda Ripley. "Who Says a Woman Can't Be Einstein?" (Rosa and Eschholz 505 – 514)
- D. Betty Friedan
- E. Naomi Wolf

## Assessments and Grading:

Summative Assessments will account for 80% of the quarter grade; performance assessments (which could include but is not limited to writing conferences and class participation) will account for 20% of the quarter grade; formative assessments will account for 0% of the quarter grade. See the following text box regarding new policies for Marshfield High School District:

### **Marshfield High School Grading Guidelines for Summative Work**

1. A minimum of **2 formative** assessments must be given and scored with students earning over **70%** before the student may take the summative.
2. Students who do not take the summative the day the rest of the class, does due to an unexcused absence, **may** be deducted a percentage for taking the test late. Example, the best you can earn day 1-90%, 2-80%, 3,4,5-70%
3. Students have **5 days to take the summative** past when the rest of the class did and on the 5<sup>th</sup> day the student may be given only up to 70% for taking it late and may be given and alternative assessment for taking it late as well. They have also forfeited their retake possibility if all 5 days are used. If the test is not complete or project not turned in a student may earn a zero. It is recommended to use class time that 5<sup>th</sup> day to finish whatever the student can on that 5<sup>th</sup> day to avoid a zero.
4. Students who **do not pass the summative at 70% need to retake the summative**, and this needs to be done within 5 days of the summative being returned, and should be done within 2 days. Teachers will determine what the remediation is, but the maximum grade on the retake is a 70%.
5. Teachers need to do all they can to enter grades in Skyward the same day they hand back summative work to students. We are working with **Skyward to have an automatic e-mail** sent every time a student earns below a 70%. Students who do not take advantage of the retake this should be noted in Skyward.
6. Teachers also need to **contact home and guidance after multiple retakes** have occurred, especially early in the year, and determine if the student is in the right class.

## Academic Honesty:

The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education. The University has a responsibility to promote academic honesty and integrity and to

develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for honest completion and respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. Therefore, using the work of others without careful citation is unethical. Similarly letting someone use your work is unethical.

Required Core Resources:

- Alfred Rosa and Paul Eschholz. *Models for Writers*. 11<sup>th</sup> ed.
- Gerald Graff and Cathy Birkenstein. *They Say, I Say*. 2<sup>nd</sup> ed.
- Diane Hacker and Nancy Sommers. *A Pocket Style Manual*. 6<sup>th</sup> ed.

Resources:

1. Instructor: Please see me if you need assistance.
2. CRC: Please use the CRC proactively. If you have neglected to complete work, or failed to demonstrate proficiency, you will be referred to the CRC.
3. The Learning Center: The Learning Center is next to the Hamilton Roddis Memorial Library and provides students with easy and convenient access to reference materials as well as experienced, professional staff to help resolve academic problems. Call 715-384-1706 to schedule an appointment.
4. The Online Writing Lab (OWL): The OWL is an online service that provides feedback to UW students. The OWL is part of the Study-Center Tutoring Program and UW-Waukesha, which is certified by the College Reading & Learning Association. Check it out at [www.waukesha.uwc.edu/Current-Students/Quick-Links/Online-Writing-Lab.aspx](http://www.waukesha.uwc.edu/Current-Students/Quick-Links/Online-Writing-Lab.aspx)
5. Other Online Resources
  - a. Vocabulary enrichment at [www.vocabtest.com](http://www.vocabtest.com) and [www.freerice.com](http://www.freerice.com) and [www.urbandictionary.com/daily.php](http://www.urbandictionary.com/daily.php)
  - b. Grammar and usage at [www.busyteacher.org/classroom\\_activities-grammar-worksheets](http://www.busyteacher.org/classroom_activities-grammar-worksheets) and [www.quizlet.com](http://www.quizlet.com)