

Engl 302-H15
Advanced Composition in the Humanities
Fall 2009

Course Information

Day/Time: TR 1:30-2:45
Room: Innovation Hall 333
Online syllabus: <http://classweb.gmu.edu/bhawk/302>

Professor: Byron Hawk
Email: bhawk [at] gmu [dot] edu
Office/hours: Sci-Tech I 105, R 4:00-7:00
Office phone: 703-993-3174

English office: RobA 487
English office phone: 703-993-1170

Texts:

Wood, Nancy. *Essentials of Argument*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall, 2008.

Kress, Anne, and Suellen Winkle. *NextText: Making Connections Across and Beyond the Disciplines*. Bedford/St. Martin's, 2007.

Course Description:

This version of 302H concentrates on argumentation and writing in disciplines related to the humanities. In classical Greece and Rome, rhetorical study focused on the general assumptions and strategies common to upper-class males and the arguments they put forward in the senate and law courts. In the modern world, audiences are much more diverse, so rhetorical study focuses on finding ways to identify with people across assumptions as well as within specific culture groups. Various disciplines (and even sub-fields within disciplines) form their own discursive groups that share certain terminologies, assumptions about the world, and writing and argumentative strategies. In order to begin your entry into your discipline or sub-field, you will:

1. learn basic argumentative principles and how they function in texts;
2. research articles in your discipline and analyze their rhetorical features such as common terms, genres, issues, and argumentative strategies;
3. build an argument of your own that explains one of your discipline's founding arguments, inserts yourself into a current debate in your field, or produces a reading of an object central to your area of study.

In short, the primary focus of the course, aside from providing a workshop environment for your ongoing research and writing, is to introduce you to argument theory, to the application of that theory to your discipline, and to doing ongoing research on a topic in your field.

Course Goals/Student Learning Goals:

- Use strategies that focus on writing as a communicative (i.e., rhetorical) process, to include invention, drafting, revision, editing.
- Give and receive useful criticism of student writing from the teacher and peers in order to promote effective revision.
- Produce writing that demonstrates basic proficiency in Standard Edited American English.

- Recognize and write within different rhetorical situations, to include purpose and audience, especially as related to the student's major.
- Produce writing that employs the organizational techniques and formats typical in the student's discipline or sub-field.
- Recognize the way(s) that knowledge is (rhetorically) constructed in the student's discipline or sub-field.
- Use newly emerging technologies for communication.
- Identify and use research sources (print and electronic), to include advanced online library searching of databases pertinent to the student's discipline and the critical use of web sites, and documentation styles preferred in the student's major.

Attendance:

Because this is a writing class that emphasizes the process of the class as a whole, attendance is extremely important. Everything we do builds on previous class periods and the class also relies heavily on in-class writing and group-work. Consequently, attendance will count as a part of your participation grade.

Enrollment:

Students are responsible for verifying their enrollment in this class. If I give you an override, for example, it is your responsibility to then go and sign up for the class. Any schedule adjustments should be made by the deadlines published in the Academic Calendar:

- Last Day to Add: Sept. 15, 2009
- Last Day to Drop: Oct. 2, 2009

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. If you stop coming to class, it will be your responsibility to drop. Failure to do so will result in an 'F'.

Grades:

Students in English 302 receive a final grade of A+ (4.0), A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67) D (1.0), or F (0.0); however, students must get a C (2.0) or better to complete the 302 requirement and must achieve a 2.0 for an acceptable semester. ****Important notice: You should keep all assignments until after you receive your final grade for the semester in the event that there is any discrepancy.****

Assignments:

Your grade this semester will be based primarily on a series of four 1-page Rhetorical Responses, two 4-page Papers, and a final 8-page Research/Argument Paper. You will also be asked to do a bibliography of key journals, resources, and texts from your discipline and to keep up with your daily participation grades. The following is a breakdown of percentages:

Rhetorical Responses	15 %
Paper 1	15 %
Paper 2	20 %
Bibliography	10 %
Argument Paper	30 %
Participation	10 %

100 %

Rewrite Policy:

For the four response papers and two initial Essays, you will have one week after I return them to you to rewrite them for a better grade (which of course does not mean that you will automatically get a better grade). I will take the higher of the two grades. Obviously, there will be no rewrites for the final Research/Argument paper.

Late Papers:

It is my policy to accept no late assignments. It is crucial, then, to recognize the importance of attendance in relation to late homework. If you have to be absent on a day something is due that isn't posted to the class blog, you can send the paper to me over email *before class* for a time stamp, but bring a print copy to the next class. I will not print out papers.

Office Hours:

I will have office hours on R 4:00-7:00 in Sci-Tech I 105. If you need to speak to me and cannot make these times, then ask me to schedule a time that is convenient for both of us. I also check my e-mail several times daily, so this will be the best way to contact me in a hurry if you have a question or problem, especially about what is due the next day. The only other option is to call and leave a message, but I will not receive it immediately.

Plagiarism and Collusion:

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books, articles, and websites is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, (what has been called common knowledge). What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism. See the [GMU Honor Code](#) for more detail on plagiarism and its consequences.

Specific Needs:

If you require accommodation based on a disability, then meet with me privately after class on the first or second day to be sure you are properly accommodated. If you need a faculty contact sheet, call the [Disability Resource Center](#) at 703-993-2474.

Syllabus

This is a tentative schedule by week and day for assignments, readings, and activities. Tentative means I can vary it as much as seems appropriate. However, plan on sticking very close to this outline especially on major due dates. I will post all revisions of and additions to the syllabus on this web page. The updated web version will always override this paper version. All links to specific assignments will also be on the digital version of the syllabus. (see <http://classweb.gmu.edu/bhawk/302>)

Week 1: Introductions

T Sept 1

- Discuss syllabus, start setting up Splinder accounts and signing up for the class blog.
- Write an introductory blog post. Be sure to note your major and area of specialty in your post so I can start tweaking the Disciplinary Groups. Be sure to "tag" the blog entry under "intros." (See my introductory announcement on the blog for more info on tagging.)
- Homework—read EOA Ch.1 Argument, 3-21. (If the book isn't in the bookstore yet, see this pdf of Ch.1 from an earlier edition.)

R Sept 3

- Discuss where/what is argument, conditions for argument, common ground, etc.
- Write a blog post on a foundational or current issue in your discipline; discuss its conditions for argument or common ground within the field (see EOA 16-21 and 24-25). Tag the entry as "issues."
- Comment on the posts of your other group members if there is time.
- Homework—read EOA Ch.5 Toulmin, 103-116.

Week 2: Toulmin Model

T Sept 8

- Discuss parts of Toulmin, group work on "American Value Systems" EOA 123-128 (value warrants). Post your group work as a blog entry. List everyone's name at the top of the entry. Tag it as "values."
- Homework—find a web-based ad and answer all of the the Qs (1-7) on EOA 117 under #1 based on the ads you find (not the one in the book). Post these on the blog. Include a link to the ad. Tag as "ads."
- Also check out Dissect an Ad if you need more to go on.

R Sept 10

- Brief class presentations of your ad analyses. If you could only find a print ad, post your responses on the blog and bring the ad to class.
- Homework—read "Judging Cinematic History" (NT 457-61); mark what you think are claims, supports, etc. as you read (preferably with a pencil); and write RR.1: see *Toulmin paper* for an example (identify all the Toulmin categories exhibited in the article; write a short paragraph for each; include a response; one-page, single-spaced, typed—turn in hard copy).

Week 3: Toulmin Model, Types of Claims

T Sept 15

- RR.1 due, discuss article and Toulmin.
- Homework—read EOA Ch.6 Claims, 130-142.

R Sept 17

- Briefly discuss types of claims. Then read and analyze the article for types of claims and main claim (EOA 143 #2) and post your analysis on the blog. Tag as "claims."

- As a class discuss our findings and whether we can agree on which claim is the main claim and which ones are sub-claims.
- Homework—read "How Computers Change the Way We Think" (NT 256-62) and write RR.2 (add in types of claims to your Toulmin analysis).

Week 4: Types of Claims, Essay 1 Assignment

T Sept 22

- RR.2 due, discuss essay and claims.
- Go over *Essay 1 Assignment*
- Homework—write an initial draft. Skim the essays in the section of NT that most closely correspond to your discipline; formulate a perspective on the issue; sketch out an initial draft of the paper; get your main claim in the draft (at least as it is formulated up to now); and pull in a few supporting ideas from the readings. The prose doesn't have to be great at this stage, just work on the main argument.

R Sept 24 (NC State)

- No Class
- Homework—continue work on draft.

Week 5: Essay 1 Peer Reviews

T Sept 29

- Draft day 1: bring in an electronic copy of your draft to class (on flash drive or just email it to yourself) and write a peer review on each of your group members' drafts; for the early drafts, focus your comments on the basic idea and claim (group 1—also email your papers to me).
- Make sure your file is named properly—lastname_essay1-draft1.rft (save papers as rich text format to make it easier to open on various computers).
- Homework—revise your draft based on comments.

R Oct 1

- Draft day 2: bring in an electronic copy of your draft to class (on flash drive or just email it to yourself) and do another peer review for each group member; for second drafts focus more on paragraphing, language, and style (group 2—also email your papers to me).
- Homework—finish/edit draft.

Week 6: Essay 1 Due, Bibliography

T Oct 6

- **Essay 1 due**
- Go over *Bibliography* assignment in class and I will field questions on the assignment.
- Homework—read EOA Ch.3 Issues, 45-59 and think about what disciplinary topic you want to work with—it will be the basis of your research and the next two essays. Post a one paragraph summary of your basic topic idea and some initial search terms to the class blog (1-2 paragraphs, 250-350 words). Tag as "research."

R Oct 8

- Work through the *Library Assignment* in class. Email your findings to me.

- Homework—continue online research.

Week 7: Library Research and Bibliography

T Oct 13

- No class: Columbus Day (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week)

R Oct 15 (USC)

- Library visit, meet just outside of Fenwick Library (just inside if raining):
 1. I'll show you the journal stacks;
 2. scan the stacks and write down 5 journals in your discipline;
 3. skim the TOCs and find one article relevant to your issue;
 4. photocopy the article;
 5. show me your list and article before you leave for a participation grade;
 6. be sure to bring your Mason ID and/or some cash for photocopying.
- Homework—find a blog or web site written or maintained by someone in your field. Post the link on our class blog and evaluate it across the criteria in the [Guidelines](#) and EOA Ch.3 Issues, 55-59 (1-2 paragraphs, 250-350 words). Tag as "eval."

Week 8: Bibliographies due

T Oct 20

- Bring one of the articles from your discipline that you've gathered through research to class. Post a brief rhetorical analysis of the article on the class blog. Tag as "article."
- Continue doing research in class and reading/marking the sources you have so far.
- Individually ask me questions about the assignment, the sources you are working with, or the issues you are trying to work through.
- Homework—continue finding and collecting the articles, reading and marking the articles you have, and develop a draft of the bibliography. Read EOA Ch.3 Issues, 59-70.

R Oct 22 (Western States)

- Draft of Bibliography due, in class teacher conferences on bibs.
- During conferences start editing bib or read/mark material you've already found.
- Homework—finish Bibs and read EOA Ch.2 Rhetorical Situation, 27-38 and [Academic Writing](#).

Week 9: Rhetorical Situation

T Oct 27

- **Bib due.**
- Discuss rhetorical situation and academic writing.
- Read essay and post an analysis to the blog (EOA 39 #1). Tag as "situation."
- Homework—read "The MySpace Generation" (NT 208-16) and write RR.3, (include concepts from Rhetorical Situation into your Toulmin analyses along with Types of Claims).

R Oct 28

- RR.3 due, discuss essay and rhetorical situation in class.
- Homework—read EOA Ch.7 Proofs, 148-168.

Week 10: Types of Proof

T Nov 3

- Discuss Ethos/Pathos/Logos.
- In class analysis (EOA 169 #1 and #2); discuss #1, post a blog entry on your reading of #2. Tag as "proofs."
- Homework—read "The Critical Collaboration between Art and Science" (NT 573-96) and write RR.4 (include Proofs along with the other elements in your analysis).

R Nov 5

- RR.4 due; Discuss essay and proofs.
- Homework—read Joanna Wolfe, "A Method for Teaching Invention in the Gateway Literature Class" Pedagogy 3.3: To access free online
 1. go to <http://library.gmu.edu>
 2. click on databases
 3. scroll down and click on P
 4. scroll down to select Project Muse
 5. put in your email user id and pw
 6. click on journals
 7. click on P and select *Pedagogy*
 8. select vol 3 and iss 3
 9. scroll down to Wolfe
 10. select pdf to print out

Week 11: Disciplinary Rhetoric and Genre

T Nov 10

- Group work on Wolfe (also see paradigms), post to blog as a group. Tag as "wolfe." Groups report out to class and discuss.
- Homework—read *Using Genres* and *Genre List.*

R Nov 12

- Discuss genre analyses in class.
- Post a brief analyses of the class syllabus as a genre on the class blog. Tag as "genre."
- Homework—read EOA Ch.4 Exploratory Paper, 76-92 and Ch.8 Argument Analysis, 176-197.

Week 12: Essay 2

T Nov 17

- Discuss *Essay 2 Assignment* and I will field questions.
- Post an initial analysis of the disciplinary rhetoric exhibited in the articles you've researched so far: discuss the rhetorical situation and audience values/assumptions you are finding, state the type of claims that show up the most, etc. Just make your best guesses at this point. Tag as "rhetoric."
- Homework—write a draft of Essay 2.

R Nov 19

- Draft day 1, bring in an electronic copy of your draft to class (on flash drive or just email it to yourself) and do a peer review (group 3—also email your papers to me).
- Homework—revise draft.

Week 13: Essay 2 due, Research/Argument Paper

T Nov 24

- Draft day 2, bring in an electronic copy of your draft to class (on flash drive or just email it to yourself) and write a peer review on each of their drafts (group 4—also email your papers to me).
- Homework—finish Essay #2.

R Nov 26 (Thanksgiving)

Week 14: Final Paper Peer Reviews

T Dec 1

- **Essay 2 due**, bring hard copies to class, discuss *Final Paper* assignment,
- Write *Issue Proposals* in class and post to the class blog. Tag as "proposals."
- Homework—skim EOA Ch.10 Research/Position Paper, 219-233 and develop an initial draft of your final.

R Dec 3

- Draft day 1, bring in an electronic copy of your draft to class (on flash drive or just email it to yourself) and write a peer review on each group members' drafts (group 5—also email your papers to me).
- Homework—write a full second draft.

Week 15: Research/Argument Paper due

T Dec 8

- Draft day 2, bring in an electronic copy of your draft to class (on flash drive or just email it to yourself) and do a peer review (group 6—also email your papers to me).
- Homework—finish paper.

R Dec 10

- **Final Papers due**
- Teacher evals

Week 16: Finals Week

T Dec 15

- All rewrites due by 7:00 in my box in the English Department, RobA 487. Include my comments with rewrites.