

Composition II: Research-Based Writing

DR. DAVID WILSON-OKAMURA ENGLISH 1200.068 SPRING 2014 EAST CAROLINA UNIV.

- Jan. 13 M Introduction
15 W Discuss *Blade Runner*. (Watch the movie before class.)
17 F *Craft of Research* 35–50: From Topics to Questions. Continue discussion of *Blade Runner*.
20 M Martin Luther King Day
22 W Meet in the lobby of Joyner Library. Brandon Stilley will be training us how to use Joyner’s databases to find sources for research papers about movies.
24 F *Writing with Sources* 29–44: Plagiarism.
27 M **Research paper #1 due.** Subject: *Blade Runner*. Length: 900–1,200 words. Use one of the citation styles described in *Writing with Sources* 45–79. If you’re not sure which one, use MLA.
29 W *Craft of Research* 51–67: From Questions to Problems
31 F *Craft of Research* 68–83: From Problems to Sources
Feb. 3 M Discuss paper #1.
5 W *Writing with Sources* 1–14: The Role of Sources
7 F *Writing with Sources* 45–60: Citation Styles.
10 M **Research paper #2 due.** Subject: *Blade Runner*. Length: 900–1,200 words. This could be a new argument altogether, or it could be a rewrite of paper #1. If it’s a rewrite, you will need to replace weak arguments and unreliable sources; cosmetic fixes may be necessary, but they won’t count as a second paper.
12 W Discuss *The Matrix*. (Watch the movie before class.)
14 F Article or book chapter on *The Matrix*
17 M Article or book chapter on *The Matrix*
19 W *Writing with Sources* 15–28: Integrating Sources. Continue discussion of *The Matrix*.
21 F Article or book chapter on *The Matrix*.
24 M **Research paper #3 due.** Subject: *The Matrix*. Length: 900–1,200 words.
26 W Discuss *District 9*. (Watch the movie before class.)
28 F Article or book chapter on *The Matrix* or *District 9*.
Mar. 3 M *Craft of Research* 120–29: Making Claims
5 W Article or book chapter on *The Matrix* or *District 9*.
7 F *Craft of Research* 139–51: Acknowledgements and Responses
9–16 Spring Break
17 M Article or book chapter on *The Matrix* or *District 9*.
19 W *Craft of Research* 84–101: Engaging Sources
21 F Article or book chapter on *The Matrix* or *District 9*.
24 M **Research paper #4 due.** Subject: *The Matrix* or *District 9*. Length: 900–1,200 words.
26 W Discuss *Cloud Atlas*. (Watch the movie before class.)
28 F Article or book chapter on *Cloud Atlas*.
31 M Article or book chapter on *Cloud Atlas*.
Apr. 2 W Article or book chapter on *Cloud Atlas*.
4 F Article or book chapter on *Cloud Atlas*.
7 M Article or book chapter on *Cloud Atlas*.
9 W Bring a typed draft of your introduction for paper #5. = 1 reading quiz. (See *Craft* 232–48 for advice.)
11 F Bring a typed draft of your conclusion #5. = 1 reading quiz. (See *Craft* 244–45 for advice.)

- 14 M **Research paper #5 due.** Subject: *Cloud Atlas*. Length: 900–1,200 words.
- 16 W Article or book chapter on *Blader Runner*, *The Matrix*, *District 9*, or *Cloud Atlas*
- 18 F **Snow day make-up:** Article or book chapter on *Blader Runner*, *The Matrix*, *District 9*, or *Cloud Atlas*
- 21 M Article or book chapter on *Blader Runner*, *The Matrix*, *District 9*, or *Cloud Atlas*
- 23 W Article or book chapter on *Blader Runner*, *The Matrix*, *District 9*, or *Cloud Atlas*
- 25 F Article or book chapter on *Blader Runner*, *The Matrix*, *District 9*, or *Cloud Atlas*
- 28 M **Research paper #6 due.** Subject: *Blade Runner*, *The Matrix*, *District 9*, and/or *Cloud Atlas*. Length: 900–1,200 words.
- 30 W Give an ECU student some advice about writing research papers. Bring a typed list of four suggestions. = 1 reading quiz.
- May 5 M Exam-period activity (2:00–4:30)

TEXTBOOKS AND FILMS

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd edn. Chicago: University of Chicago Press, 2008. (\$17)

Harvey, Gordon. *Writing with Sources: A Guide for Students*. 2nd edn. Indianapolis: Hackett, 2008. (\$7)

You will need to purchase the current editions of both textbooks. In addition, you will need to watch four films outside of class: *Blade Runner*, *The Matrix*, *District 9*, and *Cloud Atlas*.

TOPICS

For this course, you will write six short papers about four great movies. The topics are wide open: you can write about a film's meaning, its philosophical content, the production process (including technology and financing), its music, or its reception by critics and ticket buyers. There are many approaches you can take: the important thing is to (a) make a strong argument about the film and (b) use reliable, authoritative sources.

REQUIREMENTS

Reading Quizzes and Homework (25%). On most days when there's a reading or viewing assignment, there will be a reading quiz at the beginning of class. (This includes days when we're discussing a film.) Don't come late, or you'll miss it. *There will be no make-ups for missed quizzes.* The quizzes are open-note, but not open-book, so take notes when you read. Each quiz will count as 1% of your total course grade and there will be 26 quizzes. However, because there is an extra (26th) quiz, you can miss one quiz without harming your grade. Think of it as a free pass: you can use it to go to the beach, or you can use it when you're sick. Because this system is based on numbers, you don't need to explain why you missed class; the math will take care of it automatically. Of course, you'll still be responsible for the material discussed in class. But once you've used that free pass, it's gone. My advice is to save it for when you're sick or need to care for a relative.

Revised: Each student will be responsible to provide the reading for one class discussion. The reading should be a scholarly article or book chapter, not a blog, web page, or movie review. Aim for about 15 pages long and look for something that has an argument you could respond to in a paper. The reading should be posted on Blackboard and is due 7 days before we discuss it. This assignment will be worth 3 reading quizzes; your grade will be the average of your peers' rating, on a scale of 1 to 9.

On days where there is a written assignment but no reading, the written work will count for one or more quizzes. These are indicated in the schedule: for example, "Bring a typed draft of your conclusion. = 1 reading quiz."

All written assignments must be typed.

Late Assignments. All assignments are due at the beginning of the class period. Leave time to print; don't assume that a printer will be available five minutes before class. If you arrive late, the assignment is late. Assignments delivered after the due date will receive a lower grade according to the following schedule: an A- essay that is delivered up to 24 hours late will receive a B+, an A- essay that is delivered between 24 and 48 hours late will receive a B, and so on. Every 24 hours, the grade goes down by one third of a letter.

I do not accept assignments by email. If an assignment is due on Monday, you can turn it in on Tuesday by slipping it under my office door (Bate 2137); it will be one day late. If it's due Friday, the earliest you can turn it in is on Monday; it will be two days late.

Here's some free advice for life after ECU: if you want a promotion, finish your work on time.

No work will be accepted after the last day of class, April 29.

Midterm and Final Exams. There will be no midterm or final exams in this course; however, the university does require an activity during the final exam period. We'll decide how best to use that time when we get closer to the end of the semester.

Please don't read, send, or monitor **text messages** in class. Please do turn off your **cell phone ringer** before class begins. **Laptops and tablets** might be helpful in some courses, but not this one; please keep them shut during class.

Essays (75%). Over the course of the semester you will submit six essays. Due dates, topics, and word counts are detailed in the schedule.

- Include a word count on the first page. Do not count long quotations or list of works cited.
- Pages should be (a) stapled and (b) numbered by computer.
- First impressions count; so do spelling, punctuation, and grammar. These are pre-college subjects, so they won't be covered in this class. If you need to review, I recommend *Grammar in Plain English* by Harriet Diamond and Phyllis Dutwin.
- Double-space. Use 12 point Times Roman (or a similar font of the same size).

Characteristics of an F Paper	Characteristics of a D Paper	Characteristics of a C Paper	Characteristics of a B Paper	Characteristics of an A Paper
More opinion than fact.	Facts are disorganized.	Facts are organized.	Facts are organized and form a plausible argument.	Facts are organized and form a challenging, persuasive argument.
No word count or too short.	No word count or too short.	Word count >= assigned length.	Word count >= assigned length.	Word count >= assigned length.
Numerous errors in grammar, spelling, or punctuation.	Numerous errors in grammar, spelling, or punctuation.	Some errors in grammar, spelling, or punctuation, but not more than one a page.	Occasional errors in grammar, spelling, or punctuation, but not distracting.	The writing is finely crafted, elegant as well as clean.
No sources, or uses random websites instead of reliable, authoritative sources.	Uses random websites instead of reliable, authoritative sources.	Cites only reliable, authoritative sources.	Cites only reliable, authoritative sources.	Cites only reliable, authoritative sources.
Sources are acknowledged, but sloppily: the reader can tell that you used a source, but not how or for which points.	Sources are acknowledged, but sloppily: the reader can tell that you used a source, but not how or for which points.	Sources are acknowledged using the correct format. Original points are clearly distinguished from points that were already made by one of your sources.	Sources are correctly-acknowledged and well-chosen. The argument shows an awareness of current debates in the field.	Sources are correctly-acknowledged and well-chosen. The argument contributes to a current debate in the field, at a level appropriate for an undergraduate research paper.

PLAGIARISM

Plagiarism is using someone else's words or ideas in such a way that they seem your own. Give credit where credit is due; otherwise, you are cheating. If you plagiarize in this class, expect an F for the course. All plagiarism will be reported to the university, and additional sanctions may be imposed. If you have questions about plagiarism, ask them before the paper is due. Finally, be sure that the paper you do hand in is your final draft. If it's plagiarized, and you explain that you gave me "the wrong draft," I will feel sorry for both of us, but you will still get an F for the course. So check before you turn something in and make sure it really is your final draft. Better yet, avoid plagiarism in all of your drafts.

OFFICE HOURS, EMAIL

Office: Bate 2137

Office hours: MWF 1:00–2:00, 3:50–4:30. This spans two class periods: if you have class during both, grab me after class or call me on the telephone and we'll set up an appointment. My home number is in the book but, please, no phone calls after 9:00 pm.

Email: Instead of exchanging emails, let's have a conversation. That's what office hours are for.

FIRST-YEAR WRITING STUDIO

Where can you get help outside of class? The first place is in my office, during office hours (see above). The second place is the First-Year Writing Studio in Bate 2005. Walk-ins are accepted, but it's better to call 328-6399 and make an appointment.

ACCOMMODATIONS

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (Voice/TTY: 252-737-1016; Email: dssdept@ecu.edu).

COURSE OUTCOME GOALS

As determined by the Composition Committee: "English 1200 builds on your understanding of rhetoric and writing processes through an exploration of research-based writing. In this course you will develop your abilities to (1) formulate significant research questions; (2) craft a strong research proposal; (3) establish work plans and timelines; (4) locate and evaluate a variety of sources, including field-based, print, and electronic sources; (5) apply research and use writing to achieve a variety of purposes; (6) convey the results of your research to a variety of audiences; (7) organize source materials; (8) integrate outside source materials—field-based, print, and electronic—into your writing; (9) cite sources accurately and responsibly in order to avoid plagiarism; (10) identify and explain writing strategies used in your own work as well as in the work of experienced writers."

FREQUENTLY ASKED QUESTION

Q: What if I stop coming to class, but turn in everything the last week of class: can I still earn a D-?

A: No.