**ENGL 250** **2013 SPRING TERM** **SYLLABUS AND POLICIES**

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Office hours: MWF 7:00-7:45 and 9:00-9:45 and 2:00-2:15 (Note: I am rarely on campus Tue/Thu.)

ENGL 250-019 10543 ALU 011 8:00 - 8:50 MWF

ENGL 250-024 10548 ALU 011 10:00 – 10:50 MWF

ENGL 250-009 10534 ALU 011 11:00 – 11:50 MWF

ENGL 250-028 10552 ALU 011 12:00 – 12:50 MWF

ENGL 250-029 10553 ALU 011 1:00 – 1:50 MWF

**Instructor Info**—I was born in Cadillac, earned my B.A. at Alma College (1986), my M.A. and Ph.D. at The University of Tennessee-Knoxville (1989, 1997). I have taught English language and literature and composition since 1987. I also evaluate AP Literature and SAT and various state essays and FSU honors essays. I’ve been a tree farmer since 1983. I have been married since 1989 and have children in college, high school, and middle school. We live in near McBain.

**ENGL 250 Catalogue** **Course Description** The second of a two-course sequence, this course focuses on research. Students will learn how to use informational (incl. library) resources to produce a documented paper, to evaluate conflicting claims and evidence, to write an extended argument, and to write papers based on primary research. The course will stress problem solving, reasoning skills, as well as accepted English usage (grammar, structure, diction, style) appropriate to academic writing situations. Credit Hours: 3. This course has a lecture with 3 hours.

**Prerequisites**: ENGL 150 with a grade of C- or better. (Typically offered fall, spring, and summer.)

**Required Materials:**

*Fields of Reading: Motives for Writing* 10e. Nancy R. Comley, et al. New York: Bedford/St. Martin’s, 2013. ISBN 978-1-4576-0891-9

*The Unlikely Pilgrimage of Harold Fry*. Rachel Joyce New York: Random House, 2012. ISBN 978-0-8129-9329-5

A college/collegiate dictionary. If your dictionary does not say college or **collegiate** on the cover, it does not have sufficient etymological information. Any brand works, but I recommend the American Heritage or Websters. The OED is best (Oxford English Dict.). See oed.com or m-w.com Dictionary.com is not recommended.

Computer for word processing and access to FLITE catalogue/databases/course home page

**Resources**: classmates, instructor, FLITE librarians/databases/catalogue, Writing Center, class help page

**Attendance:** Absences may be excused with appropriate paperwork at the instructor’s discretion (sports meets, doctor’s visits, family emergency). The first 3 *unexcused* absences are not penalized except that you may not be able to make up graded work you missed. If you are allowed to make up missed work, do so immediately upon your return. Absences 4-6 each result in 4% penalty to the course grade. A 7th unexcused absence results in a failing course grade. Tardy arrivals equal ½ absence. If you are tardy, it is your responsibility to alert the instructor at the end of the session to convert your absence to a tardy.

**Portfolio**: Keep all of your writing updated in a 2-flap folder that you bring to class every session. Put materials not yet evaluated by the instructor in the left side and all other material on the right side. Keep your folder neatly organized (reverse chronology). Assignments are due at the beginning of class unless otherwise specified. Late submissions lose a letter grade. *Patterns of late submissions will not be tolerated*. NOTE: Be certain to save often as you compose so you have ‘back-up copies’ of your work. If you opt out of submitting one or more essays, you are essentially opting to fail the course, as you lose so many points.

**Active Reading**: You are expected to think and react as you read. Please take notes as you read and during lectures, highlight, underline, summarize. Study in a quiet location so you can focus with few interruptions.

**Smaller Assignments**:

A) reading responses or quizzes—those which are done outside of class ought to be typed double-spaced and submit in class, not as e-mail attachments unless otherwise directed

B) vocabulary quizzes --you will get lists and quiz dates: know spelling, definitions, parts of speech, etymology, and be able to use properly in a sentence. Learn; don’t memorize! Many successful students use note/flash cards to quiz themselves or each other. This is a great way to build a more sophisticated vocabulary, and is one of the most common aspects of the course that students come back to thank the instructor for.

**Grades/Comments**: Identify yourself neatly. You may see both error codes and marginal and end notes from the instructor. You will have a list of error codes to refer to. Make corrections promptly so that you learn from your mistakes. If you are confused about any code or comment, visit the instructor during office hours. You are expected to read comments and learn from them. Any evaluated assignment that is not picked up by the student (i.e., remains in my office at the end of the term) loses a letter grade. Please use font size 12, black ink, double-space, one-inch margins, and leave TWO spaces after each period. Since the instructor usually has around 100 students, be patient regarding the time it takes to evaluate an assignment. It normally takes a bit over two weeks to assess a complete set of essays.

**Course Grade Calculation:** perhaps several dozen short assignments 1/3 of grade**;** 4 essays total 2/3 of grade

Once that “pre-grade” is figured, your attendance and participation will also be considered.

The scale is 90/80/70/60 with the bottom two per range ‘minus’ and top two per range ‘plus.’

**Peer Evaluations**: Bring a *complete and typed draft* so that your classmates can read your work and leave specific, helpful comments for revision. Students who opt not to attend peer evaluations sessions or come with incomplete drafts are choosing to avoid some of the most helpful sessions of the semester, and it normally shows in the grade earned on the final draft. Make use of the Writing Center (ASC 3027, ph. 591.2534), especially if you have not mastered fundamental matters such as grammar (error codes 1-7), mechanics and punctuation (8-17), spelling (18), and word choice (19-22).

**Plagiarism**: Credit the sources for all of your ideas and words unless common knowledge. Instructors are required to report all plagiarism to the student’s dean, who assesses the penalty, up to expulsion. Distinguish between quotation and paraphrase. Cite both internally and on the Works Cited page. For minor infractions (including clearly unintentional), the instructor may assess a proportional penalty. I expect citation errors at first, but to quickly be overcome. You should not repeat citation errors essay to essay.

**Expectations**:

Arrive to class promptly. I understand we are at the far north edge of campus and some arriving from classes on the south or west parts of campus may be a tad delayed. Bring your anthology/novel and your portfolio. Pay attention. Participate in discussions. You must earn your grades. Nobody is entitled to pass for being just a “warm body.” Don’t eat in class. Be courteous. Be prepared. Don’t procrastinate, or problems with your computer/printer will result in late work. Do not let me see your cell phone. We can live without them. No iPods or other devices in your ears. I don’t always tell students when they are transgressing these expectations; I often simply make notations in the grade book. Disruptive students will be asked to leave.

This syllabus functions as a compact or contract. If you do not drop the course in the first few days of week one, you agree to all “terms and conditions” in the policies and syllabus.

**ENGL 250 Composition II**

DATE SESSION **READING/WRITING ASSIGNMENTS** **(due before class; subject to change)**

M 14 Jan 01 intro to course and rhetorical modes FR 16-30

W 16 Jan 02 **Part Two: Arts and Humanities**

Douglas, “Learning to Read and Write” FR 67-72

Lahiri, “Trading Stories” FR 77-85

*R 17 Jan last day for drop/add spring semester*

F 18 Jan 03 Boufis, “Teaching Lit. at the County Jail” FR 96-103

Plato, “The Cave” FR 104-109

*M 21 Jan no classes—Rev. Dr. Martin Luther King Jr. Day observed*

W 23 Jan 04 Sullivan, “Why I Blog” FR 152-162

Bloom, “Is God an Accident?” FR 194-207

F 25 Jan 05 Gutting, “What Is College for?” FR 627-629

Edmundson, “On the Uses of a Liberal Educ.” FR 630-645

M 28 Jan 06 Leonhardt, “Even for Cashiers…” FR 646-649

Lee, “The Case against College” FR 670-673

Researching and MLA FR 32-54 and Purdue OWL

W 30 Jan 07 **Novel/Literature**

Joyce, Unlikely Pilgrimage ch. 1-4 (pp. 3-38)

F 01 Feb 08 conferences—no class session

Joyce, Unlikely Pilgrimage ch. 5-7 (pp. 39-80)

M 04 Feb 09 Essay One peer evaluations—bring two complete, typed copies of rough draft to class

Joyce, Unlikely Pilgrimage ch. 8-10 (pp. 81-108)

**W 06 Feb 10 Essay One due (Arts and Humanities)**

Joyce, Unlikely Pilgrimage ch. 11-12 (pp. 109-129)

F 08 Feb 11 Joyce, Unlikely Pilgrimage ch. 13-16 (pp. 130-182)

M 11 Feb 12 Joyce, Unlikely Pilgrimage ch. 17-20 (pp. 183-215)

W 13 Feb 13 Joyce, Unlikely Pilgrimage ch. 21-24 (pp. 216-263)

F 15 Feb 14 Joyce, Unlikely Pilgrimage ch. 25-28 (pp. 264-293)

M 18 Feb 15 Joyce, Unlikely Pilgrimage ch. 29-32 (pp. 294-320)

W 20 Feb 16 **Part Three: Social Sciences**

Orwell, “Shooting an Elephant” FR 229-235

Berger, “Hiroshima” FR 236-242

F 22 Feb 17 Ehrenreich, “Nickel and Dimed…” FR 243-256

Essay Two peer evaluations—bring two complete, typed copies of rough draft to class

**M 25 Feb** 18 **Essay Two due (novel)**

Henig, “What Is It about 20-Somethings?” FR 268-283

W 27 Feb 19 Tuchman, “ ‘This Is the End of the World…’” FR 257-267

F 01 Mar 20 Judson, “The Selfless Gene” FR 284-293

Jefferson, “The Declaration of Independence” FR 300-304

M 04 Mar 21 Swift, “A Modest Proposal” FR 305-312

W 06 Mar 22 Orwell, “Politics and the English Language” FR 313-324

F 08 Mar 23 King, “Letter from a Birmingham Jail” FR 341-354

*S 09 Mar – S 17 Mar recess*

M 11 Mar *mid-term grades due*

***Reading and writing assignments are continued on the next page.***

M 18 Mar 24 Obama, “A More Perfect Union” FR 355-365

Sontag, “Regarding the Pain of Others” FR 366-373

W 20 Mar 25 various, “Soldiers’ Stories: Dispatches from Iraq” FR 374-385

Chabon, “Faking It” FR 715-720

F 22 Mar 26 **Part Four: Sciences**

Jerecic, “Mindblindness” FR 402-417

M 25 Mar 27 Essay Three peer eval’s—bring two complete, typed copies of rough draft to class

**W 27 Mar** 28 **Essay Three due (Soc. Sciences)**

Taylor, “Morning of the Stroke” FR 418-426

*R 28 Mar – S 31Mar holiday recess*

*R 28 Mar last day for W (withdraw) grade*

M 01 Apr 29 Thomas, “The Corner of the Eye” FR 427-430

Ackerman, “Why Leaves Turn Color…” FR 442-445

W 03 Apr 30 Sacks, “The Man Who Mistook His Wife…” FR 446-457

F 05 Apr 31 Pinker, “The Moral Instinct” FR 458-472

M 08 Apr 32 Martin, “Scientific Literacy and the Habit…” FR 501-504

Selby, “A Delicate Operation” FR 529-532

W 10 Apr 33 Selzer, “A Mask on the Face of Death” FR 533-543

F 12 Apr 34 Gellman, “‘The Moral Meaning of the Pause’…” FR 544-550

M 15 Apr 35 **Part Five: Casebook: How Is the Internet Changing Who We Are?”**

Clinton, “Internet Rights and Wrongs…” FR 570-582

W 17 Apr 36 Essay Four peer eval’s—bring two complete, typed copies of rough draft to class

F 19 Apr 37 Thompson, “I’m So Totally, Digitally, Close…” FR 583-593

**M 22 Apr** 38 **Essay Four due (Sciences)**

Rosen, “The End of Forgetting” FR 594-608

W 24 Apr 39 Carr, “Is Google Making Us Stupid?” FR 609-618

F 26 Apr 40 Turkle, “Connectivity and Its Discontents” FR 619-624

M 29 Apr 41 conferences

W 01 May 42 conferences

F 03 May 43 conferences

*M 06 May –F 10 May exam week 44*  conferences

*M 13 May final grades due by 1:00 p.m.*