English 1304 Freshman Composition II, Fall 2006

Instructor Name: Mr. Paul Otremba  
Section Numbers/Meeting Times:  05042 Tu/Th 8:30-9:45, Room 107, Roy Cullen  
                                     05014 Tu/Th 10:00-11:15, Room 311 Hoffman H.  
Office Location: 101C Roy Cullen  
Office Hours: Tuesdays, 11:30-12:30, and by appointment  
Office Phone: 713-743-2982  
Email Address: protremba2@yahoo.com  

Texts:  

A good writing guide, such as The Concise Wadsworth Handbook, is also a requirement to supplement the main text as needed.  

Prerequisites:  
All students are required to show proof of one of the following: 1) A passing grade for ENGL 1303 or an equivalent course at another university 2) Proof of an exemption. Acceptable exemptions include: AP Language and Composition score of 3, SAT II Writing Test Score of 620. Exemptions and equivalent courses are subject to review by the Lower Division Studies Office before being accepted. Students who do not meet these requirements by the 12th class day will be dropped from the course.  

Course Descriptions:  
English 1304 studies the purposes, strategies, and techniques of written argument. The goals of the course are to develop students’ abilities to analyze and produce writing designed to persuade a specific audience and to develop their research skills in a longer documented formal essay.  

The course will be structured around three student written essays. Part of the composition and revision of these essays will occur in class, and part will occur outside of class. In class, students will discuss professional and peer essays, and they will practice various moments of the writing process, such as invention, collaborative creation, peer review, and revision. Outside class, students will expand, refine, and revise these essays. The course is based on critical reading of essays and on collaborative work and peer review. Since one of the goals of an argument is to change the way an audience thinks, student-writers need the opportunity to work closely with real audiences and need to occupy the position of an audience.  

The course will stress both critical thinking and revision. Students will improve their ability to think critically by engaging in analytic discussions of student and professional essays. We will treat revision as a process of discovery that assumes that writing is not simply the communicating of ideas but also the exploring of what the writer thinks. In part, a writer writes to find out what he or she wants to say. Then a writer rewrites to better say what s/he intended.
Learning Outcomes:
Since this course focuses on critically analyzing texts, reading and writing with a strong understanding of audience, and conducting research to examine and construct written arguments, the course will have three general outcomes:

- Students will be able to demonstrate critical thinking skills in their writing.
- Students will be able to demonstrate their contextualized understanding of specific texts.
- Students will be able to implement appropriate methodologies for research and/or interpretation.

Policies:

Attendance: Come to class. If a student accrues more than 4 unexcused absences, s/he will be dropped. If the drop date has passed, an F will be given for the course.

Plagiarism: Students should do their own work. When a person (any person, not just a student) uses an outside source, it should be appropriately cited. Questions about whether or not to cite an outside source can be directed to a librarian or the instructor. When a student represents someone else’s work as his/her own, it violates ethics that govern a university. If a student turns in work that is not his/her own, it can constitute grounds for failing the course and possible expulsion from the University. Students should consult the UH Student Handbook for the University’s definition of plagiarism.

Document Format: All documents turned in to the instructor or to other students for review must abide by the following:
1. Typed, 12 point font,
2. Double-spaced,
3. Times New Roman (or equivalent),
4. Black ink,
5. One inch margins,
6. Name and numbered pages.

Professionalism:
Respect: Respect for others is the foundation of a group-learning environment. At times, heated conversations may arise. These instances are to be treated as intellectual debate and not as arguing.

Cell phones: Turn off your cell phone before class begins. Cell phone disruptions will designate an absence. Answering a cell phone or texting in class is grounds for being dropped from the course and will be reported as disruptive behavior.
Extensions: No late work will be accepted after an assignment deadline. If a student finds s/he is having trouble finishing an assignment before the deadline, s/he should notify the instructor immediately. Assignments turned in late will be returned unread and ungraded and will not count for credit. That means a zero. All assignments must be completed in order to pass.

Late Enrollment: If a student enrolls late, s/he is responsible for making up any assignments that may have been assigned or completed before that student added. Students should contact another student or the instructor to find out what make up work is necessary.

Grading:
- The three essays will be worth 20%, 25% and 30%, respectively. The grade will take into account the drafts as well as the final version of the essay. 75%
- All other writings will total 15% of the overall grade. 15%
- Student’s professionalism (participating in class, being prepared, arriving on time, etc.) will count for 10% + 10 %

Course Requirements:

Essays: There will be three essays written for this course. Each must be completed in order to pass the course and turned in in hard copy format on or before the assignment’s due date. The same applies for any additional writing assignments.

Reading: Students will be reading regularly from the *Inventing Arguments* text, reading selections provided in class, and any research required for your essays. You should anticipate setting aside enough time between classes to completely read each assignment and to have time to absorb the reading before responding in class. Participating in class discussions of the reading materials and course concepts is a requirement.

Peer Review: A main component of this course will be workshopping the various phases of student writing. A workshop is a group of two or more writers who exchange work, actively and thoroughly read their partners’ works then critique them thoughtfully and constructively. The writer then considers these suggestions in the revision process. Sharing work with the class is mandatory, but not to be feared. Workshops will be conducted in a polite, professional manner that will benefit both the author and the critic.

Support:

Writing Center: 212 Agnes Arnold-AH (713)743-3016 This is an invaluable resource to students. “Consultants in the Writing Center underpin most of the Writing Center's programs and instructional models. Writing Consultants do no edit papers, but assist students in organizing their thoughts and developing confidence in their ability to
communicate. Currently, over 40 Writing Consultants--peer tutors--work with students to consider writing not as a problem but as a means of communication” (www.uh.edu/writecen).

The Center for Students with DisAbilities: CSD Building 568, Room 110 (713)743-5400 “The Center for Students with Disabilities (CSD) provides numerous academic support services to individuals with any type of learning disability, health impairment, physical limitation or psychiatric disorder. Our goal is to help ensure that qualified students with disabilities at the University of Houston are able to successfully compete with non-disabled students. CSD services are confidential. CSD student information is shared only with the student’s written permission to do so. Students' CSD records are not a part of their permanent student record” (http://www.uh.edu/csd/+).

Note: Students are responsible for saving copies of any work turned in for grading.

Please read the UH Student Handbook for specific information on the Expectations of Students for a Conducive Learning Environment. The English Department endorses them.
English 1304 Course Schedule

This is a tentative schedule, which may change as the class progresses. Changes and specific reading and writing assignments will be announced in class. Therefore, it is essential that you come to class or contact a classmate for the announcements if you must miss class. All readings are from *Inventing Arguments* unless stated otherwise, and you should be prepared to discuss the readings the first class of the week for which they are assigned, unless stated otherwise. (That means the readings marked for Week 2 should be read by the Tuesday of the second week, August 29.)

8/22  Week 1: Introduction; Syllabus

*** Class is canceled on Thursday, August 24***


9/19  Week 5: Complete draft of your Definition Essay for in class peer-review due on Tuesday; Final draft of Definition Essay due on Thursday, September 21.


10/17  Week 9: Continue Chapter 6 *Inventing Arguments*.

10/24  Week 10: Complete draft of Value Essay for in class peer-review; **Final Draft of Value Essay due on Thursday, October 26.**

10/31  Week 11: Chapter 8 *Inventing Arguments*.

11/07  Week 12: Continue Chapter 8 *Inventing Arguments*.

11/14  Week 13: Chapter 9 *Inventing Arguments*.

11/21  Week 14: Continue Chapter 9 *Inventing Arguments*; Complete draft of Essay 3 for in class peer-review due Tuesday, November 21.

  *** Thanksgiving Break; Class Canceled Thursday, November 23***

11/28  Week 15: Second peer-review of Essay 3; **Final draft of Essay 3 due on Thursday, November 30;** Conclusion of course (**class ends Thursday, November 30**).