

English 2001-001

MWF 8:30-9:30

Allen 23

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Office Hours: Mondays and Fridays, 9:30-10:30
or by appointment

PURPOSE

English 2001 is the upper-level composition course tailored specifically for pre-nursing students. This course is for pre-nursing students only. Keep in mind that this is a *writing course*, and our ultimate goal will be to master writing and research strategies.

The purpose of this course is to advance students' writing skills in a variety of academic, professional, and public genres, with an emphasis on *research*, *exposition*, and *argument*. In order to communicate effectively and persuasively, writers must start with a research question, collect, organize, and evaluate sources, anticipate the needs and expectations of their audiences, understand the basic conventions of a chosen genre, and craft clear, focused, and compelling arguments. Students will acquire these skills in the process of completing sustained, well-researched writing projects. Each larger project will be approached as a series of discrete tasks ranging from the identification of a research problem or inquiry to the final revision of an essay. Group collaboration and classroom discussion will be important elements of the course.

COURSE OUTCOMES

By the end of this semester, we will meet these outcomes:

- Use writing and reading for inquiry, learning, thinking, communicating and persuading.
- Learn how to conduct research and use it effectively in your written works:
 - Interpret, evaluate, integrate, and document information gathered from primary and secondary sources.
 - Understand a research assignment as a series of tasks that include: finding, evaluating, analyzing, and synthesizing information from primary and secondary sources.
 - Use a variety of research strategies (interviews, surveys, online and print journal articles, books and databases, etc.).
 - Integrate information from sources into your writing, documenting it according to appropriate conventions.
- Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences using appropriate genre conventions.
- Adopt appropriate voice, tone, and level of formality.
- Apply knowledge of structure and organization, paragraphing, and mechanics.

COURSE STRATEGY

I will give frequent in-class writing assignments and other activities, some of which will require collaboration with classmates—they will generally concern the reading we are doing and your progress with your writing. These writing responses will most often relate to the formal writing assignments you will be working on. Finally, we will focus on conventions—the general rules for writing observed in academic and workplace environments.

For each of the three formal papers you will write, part of the final paper grade will consist of writing checkpoints along the way (these checkpoints are spelled out on the writing schedule). We will also have a peer review rough draft workshop in class for each paper; participation in these workshops will be part of your paper's grade. After each rough draft workshop, I will read, comment on, and return rough drafts the class period following the peer review workshop. For each paper, there will be an in-class workshop day—participation will not be counted for that day. Rather, you are welcome to use class time to work on your paper and consult with your classmates and myself for feedback on your work.

COURSE MATERIALS

There are two required textbooks; these should be available both at the LSU bookstore as well as the Co-op Bookstore:

- Richard Bullock, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings*. Third Edition (2013)
- Gerald Graff and Cathy Birkenstein. *They Say/I Say*. Second Edition (2010)

Please make sure that you have the correct editions of these books—they have many more resources than the previous editions. There will also be readings on Moodle—please print out these readings and bring them to class on the days they are assigned. We will have an informal writing assignment during each class period which you will turn in, so you will need to bring paper and pen to class each day in order to complete the day's writing assignment.

COURSE REQUIREMENTS AND GRADING

Your final grade will be calculated as follows:

Participation and informal writing assignments	10%
Take-home writing assignments and quizzes	10%
Personal Statement Paper	10%
Text Analysis Paper	15%
Research Proposal	10%
Annotated Bibliography	20%
Researched Position Paper	25%

You will be able to check your grades and current average on Moodle. Letter grades are based on a 10-point scale (A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 or below). More generally, grades reflect the following criteria:

- A = a lot of effort; excellent work in class; excellent writing.
- B = significant effort; good work in class; good writing.
- C = reasonable effort; fair work in class; fair writing.
- D = not very much effort; poor work in class; poor writing.
- F = you didn't try.

REVISIONS

You will have the opportunity to revise your personal statement and expository papers for a new grade, if you would like to—it is not a requirement. If you do choose to revise, the revision will be due electronically by the class period following when the paper was handed back. The final paper grade will be an average of the original paper grade and the revised paper grade.

MAJOR PROJECTS

Here is a schedule with the due dates for the class's major projects. Please note that first draft due dates are for in-class revision workshops on the paper. You should bring a completed, typed, hard copy draft of your paper to class on those days. Attendance at these workshops is mandatory; no extensions will be granted for first drafts. Failure to attend a revision workshop will result in a lowered final grade on the paper.

<i>Personal Statement:</i>	Rough Draft	Friday, 2/7
	Final Draft	Friday, 2/14
<i>Text Analysis Paper:</i>	Rough Draft	Friday, 3/14
	Final Draft	Friday, 3/21
<i>Research Proposal:</i>		Monday, 4/7
<i>Annotated Bibliography:</i>		Monday, 4/21
<i>Researched Position Paper:</i>	Rough Draft	Friday, 4/25
	Final Draft	Friday, 5/2

ATTENDANCE

Because a great deal of work for the course is done in class (discussions, workshops, in-class writings, and activities), your regular attendance is essential. Participation and in-class work cannot be made up. We will start each class period with a short informal writing assignment (these cannot be made up), which I will collect and will count towards your participation grade.

Further, I expect you to be active and engaged during class time. 10% of your grade is based on participation and informal writing. If you are texting, using your computer for non-class-related purposes, or otherwise unengaged in class, it will affect your participation grade.

ESSAYS: FORM

While in-class work and quizzes may be legibly handwritten, all other class work and formal essays must be typed in 12-point, Times New Roman font, with 1-inch margins, submitted electronically to me by the start of the class period in which it is due. Along with your name, date, and the title of the assignment in the upper left-hand corner of the first page, each subsequent page should contain a header with your last name and the page number. Any citations should be use MLA style formatting, which we will go over in class.

Final copies of these papers, the research proposal, and the annotated bibliography should be submitted electronically to me. These should be uploaded to Moodle or emailed to me as a .doc or .docx file (either through Moodle email or directly to mmil132@tigers.lsu.edu) by class time on the day it is due. Any assignments received after the due date and time will automatically lose 10%. Major assignments turned in more than twenty-four hours late will automatically lose 20%.

CONFERENCES

Twice during the semester we will schedule individual conferences. You are required to meet with me to discuss your personal statement as well as your expository paper. It is mandatory that you register for and attend your conference appointment. Deadlines for these conferences are listed on the syllabus. Attendance of the required conferences will count as a writing checkpoint for these papers; failure to attend a conference will count against the final paper grade. Of course, if you ever have questions and concerns or want to discuss the draft you are working on, you are welcome to visit me during office hours, contact me via email, or schedule an appointment.

COURSE CREDIT

In accordance with the policies of the LSU English Department, you will *not* be awarded credit for ENGL-2000 for completing this course. ENGL-2001 fulfills writing prerequisites only for the LSUHSC School of Nursing.

ACADEMIC INTEGRITY

The following is the University's official statement on Academic Integrity: "Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student." (*Sec. 5.1, C. of the LSU Code of Student Conduct*). For more specifics, see:

<http://www.lsu.edu/judicialaffairs/AI.htm>

I expect all of the work you turn in to be your own. If you submit work to me which I determine to be plagiarized, you will receive a zero for the assignment, and the work will be turned over to the Office of Student Advocacy and Accountability for possible further sanctions.

DISABILITY CODE

According to the our *General Catalogue*,

The *Office of Disability Services* assists students in identifying and developing accommodations and services to help overcome barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need. Students must provide current documentation of their disabilities. Students should contact the office early so that necessary accommodations can be arranged.

OTHER STUDENT RESOURCES

If you need assistance at any stage of the writing process for this class (or any other), I encourage you to take advantage of the CxC Center's Writing Support program. It's free to LSU students—simply go to www.cxc.lsu.edu to schedule a free appointment.

Mental Health Services (MHS) offers a range of mental health and other support services for LSU students. I encourage you to contact them at 225-578-6271 or consult their webpage at www.shc.lsu.edu for more information on the services they provide. Other useful phone numbers include the STAR (Sexual Trauma and Awareness) Hotline—225-383-7173 (available 24 hours a day for support, information, and referrals) and the LSU Crisis Hotline—(225) 924-5781 (also available 24 hours a day).

Note: This syllabus is subject to change; any changes will be announced in class. You are responsible for noting these changes and for turning in all assignments on time to avoid penalization.

Course Schedule

Week	Date	Topic	Readings & Work Due
1	W 1/15	Course Introduction	<p>*Print out syllabus (with course schedule) from Moodle and bring to class for a syllabus quiz.</p> <p>*Read <i>They Say/I Say</i> 141-155</p>
	F 1/17	Course Overview	
<i>Expository Writing</i>			
2	M 1/20	MLK Holiday	<p>*Writing Response: What are your expectations of this course? What do consider to be your greatest strengths going into this class? What do you need to improve your writing?</p> <p>*Read (and print out and bring to class!) “Plagiarism and the Mechanics of Privilege,” “The Shadow Scholar,” and “The Term Paper Artist” (all on Moodle)</p> <p>*Read <i>Norton</i> 3-24</p>
	W 1/22	Academic writing	
	F 1/24	Writing Basics	
3	M 1/27	Personal Statements	*Read “About the Author” Blurbs (Moodle)
	W 1/29	Personal Statements	<p>*Writing Response: Write your own “about the author” paragraph (at least five sentences), keeping in mind Monday’s discussion.</p> <p>*Read <i>Norton</i> 822-830</p>
	F 1/31	Considering Audience	*Read LSU School of Nursing’s “Vision and Core Values” and “Mission” and “Sample Personal Statements” (Moodle)
4	M 2/3	Engaged Reading	<p>*Writing Checkpoint: Submit an outline of your personal statement (see assignment for specific requirements).</p> <p>*Read <i>Norton</i> 831-835; <i>They Say/I Say</i> 145-155</p>
	W 2/5	Writing strategies	*Read <i>Norton</i> 275-279, 299-322; 367-395
	F 2/7	<i>Personal Statement Rough Draft Workshop</i>	<p>*Writing Checkpoint: Bring hard copy of rough draft to class, and be prepared to participate in a peer review workshop</p> <p>**Also submit rough draft electronically by class time .</p>
<i>Conference #1 Deadline</i>			

5	M 2/10	Revision and Proofreading strategies	*Read <i>Norton</i> 269-286; <i>They Say/I Say</i> 105-118
	W 2/12	Appropriate Language	*Read <i>Norton</i> HB-38-HB-59 (yellow pages at the back of the book)
	F 2/14	<i>Personal Statement Paper Due</i> <i>No class meeting</i>	*Submit paper electronically by 8:30am in order to receive full credit
Analysis			
6	M 2/17	Library Day	*Meet in Middleton Library (230-B) *Read <i>Norton</i> 432-456; Research Readings on Moodle
	W 2/19	Reading as a Believer/ Reading as a Doubter	*"Reading as a Believer" (Moodle)
	F 2/21	Reading Strategies	*Read <i>Norton</i> 396-413
7	M 2/24	Textual Analysis	*Writing Checkpoint: Submit a pdf of the article you plan to use for your analysis. *Read <i>Norton</i> 52-75
	W 2/26	"They Say"	*Read <i>They Say/I Say</i> 19-41
	F 2/28	Textual Analysis	*Writing Response: What is the central argument of your text? What kinds of support does the author use to support the central argument? *Read <i>Norton</i> 76-81
8	M 3/3 through W 3/5	M 3/3-W 3/5 MARDI GRAS HOLIDAY	
	F 3/7	Writing Strategies	*Writing Checkpoint: Submit a working thesis statement electronically and bring a hard copy to class *Read <i>They Say/I Say</i> 156-174

9	M 3/10	Incorporating Research into Writing	*Read <i>They Say/I Say</i> 42-51
	W 3/12	Incorporating Research into Writing	*Read <i>Norton</i> 462-482
	F 3/14	<i>Textual Analysis Rough Draft Due</i>	*Writing Checkpoint: Bring hard copy of rough draft to class, and be prepared to participate in a peer review workshop
10	M 3/17	Revision	*Read “Steps for Revising Your Paper” (Moodle)
	W 3/19	Class Workshop	*In-class writing day. You may work individually or in groups, and I will be available to answer questions and look at drafts.
	F 3/21	<i>Textual Analysis Paper Due</i> <i>No class meeting</i>	*Submit paper electronically by 8:30am in order to receive full credit
Argument			
11	M 3/24	Introduction to Argument	*Read <i>Norton</i> 119-137
	W 3/26	Integrating Research into your Argument	*Read <i>They Say/I Say</i> 55-77
	F 3/28	Library Scavenger Hunt	<i>*Meet next to the Circulation Desk in Middleton Library</i> *Read <i>Norton</i> 453-456
12	M 3/31	Research Question and Proposal	*Read <i>Norton</i> 426-428; 211-213-
	W 4/2	Writing Argument	*Read two of the student essays from <i>The Journal of Undergraduate Nursing Writing</i> (Moodle)
	F 4/4	Annotated Bibliographies	*Read <i>Norton</i> 155-163; “Shitty First Drafts” (Moodle); Annotated bibliography example (Moodle)

13	M 4/7	Logical Fallacies	*Research Proposal Due *Read <i>Norton</i> 295-299 * *Group Presentations *Writing Checkpoint: Bring a working thesis statement to class *Read <i>Norton</i> 138-149
	W 4/9	Logical Fallacies	
	F 4/11	Argument Structure	
Wednesday, 3/30: Conference #2 Deadline			
14	M 4/14 through F 4/18	SPRING BREAK	
15	M 4/21	They Say/I Say	*Annotated Bibliography Due *Read <i>They Say/I Say</i> 78-101 *Read <i>Norton</i> 677-683 *Writing Checkpoint: Bring hard copy of rough draft to class, and be prepared to participate in a peer review workshop
	W 4/23	Analyzing Arguments	
	F 4/25	Researched Argument Rough Draft Due	
16	M 4/28	Common Issues in Argument Papers	*Course evaluations *In-class writing day. You may work individually or in groups, and I will be available to answer questions and look at drafts. *Submit paper electronically by 12:30 pm in order to receive full credit
	W 4/30	Class Workshop	
	F 5/2	Researched Argument Paper Due	