

ENGL 210-01: Intermediate Academic Writing, Pr. Patricia Bizzell--SYLLABUS

This course concentrates on teaching argumentation, which is the basis for most academic writing. Weekly writing and reading assignments will enable you to develop essays that are logically structured and written in a style that reflects your personal authorial voice while observing conventions of Standard Edited English. Instruction and practice in public speaking will also be given through assigned reports and active class participation.

Required text (available in the Holy Cross Bookstore):

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say / I Say, with Readings*. 3rd edition, with 2016 MLA Update. W. W. Norton, 2017. **You must have this edition.**

Office hours: in Fenwick 214, 1:00-3:00 Tuesday, Wednesday, Thursday, and by appointment. I am happy to see you! Reach me quickly via email, pbizzell@holycross.edu but not after 9 p.m. or before 8 a.m.

Assignments and Grading:

This course requires a variety of writing assignments, from short to long, usually accompanied by oral reports. Please see syllabus for due dates. You will always share your writing with your classmates—sometimes with everyone and sometimes with a partner. Sharing will require you to bring paper copies to class (see syllabus for the number of copies you need to bring), and final versions of writing assignments must be submitted to me in paper copy.

Your papers must follow the guidelines on pp. 4-6 of this syllabus.

Grades will be weighted as follows:

Short written exercises due on 9/4 (adapted template paragraph), 9/11 (Zinczenko summaries): 5 % each

Two-page papers due 9/18 (film review response), 9/25 (editorial analysis): 10% each

Five-page papers due 10/4 (Unit 18), 10/25 (Unit 16/17/20), 11/13 (Unit 16/17/20): 10% each

7-10-page paper due 12/4 (Unit 19): 20%

Class participation (including presenting your written work), preparation of ungraded assignments TBA: 20%

There is no final exam in this course. For rewrite options available to raise paper grades, see Paper Guidelines section at the end of this course description.

Syllabus:

Detailed assignments are provided here for the first half of the course. All assignments refer to *They Say / I Say*. After October Break, the class will choose which units in *They Say / I Say* to develop, and I will fill in coursework accordingly.

You may bring an “Ask Dr. Grammar” question to any class meeting.

W 8/30: Bring writing sample from another course for self-assessment; for Monday, read Introduction, Chapters One, Two, Three; write Introduction exercise #1, pp. 14-15.

M 9/4: Bring 14 copies of Intro exercise #1 paper; discuss Chapter One exercise #1, pp. 28-29, two main points of Chapter Two, “hit-and-run” problem in Chapter Three.

W 9/6: Bring a paper for another class in which you have summarized and/or quoted others, use for Chapter Three exercise #2, p. 51; for Monday, write two summaries of Zinzchenko from Chapter Two exercise #2, p. 41, and read Chapters Four, Five, Brandon King essay, p. 610 ff.

M 9/11: Bring 14 copies of your Zinzchenko summaries; discuss “I” problem in Chapter Five; use King essay for Chapter Four exercise #1, p. 67. For Wednesday, read Chapter Six, including exercise #1 (read only), Michael Pollan essay, p. 420 ff.

W 9/13: Discuss Chapter Six exercise #1, pp. 90-91 and Pollan essay (nay-sayers?). For Monday, write a two-page response to a review with which you disagree (film or TV show, music, sports, etc.—attach review to your paper); read Chapters Eight, Ten.

M 9/18: Bring 14 copies of your review response (including review); use for Chapter Eight exercise #2, p. 120.

W 9/20: Discuss Chapter Ten and look at concluding metacommentary in Leonhardt (p. 547), Krugman (pp. 577-578), Becker and Murphy (p. 588), Roemer (p. 621), and Zadeh (p. 626). For Monday, read Chapter Fourteen; write a two-page analysis of a newspaper editorial or opinion column (attach column to your paper).

M 9/25: Bring 14 copies of your analysis (including piece you analyze); explain what motivates the write of that piece, using insights from Chapter Fourteen. For Wednesday, read all remaining articles in Unit 18 “What Should We Eat?”

W 9/27: Launch 5-page paper project due 10/4. For Monday, write three one-paragraph summaries of articles in Unit 18.

M 10/2: Bring 14 copies of your three summaries; be prepared to discuss thesis of your paper.

W 10/4: Bring two copies of your paper and present your argument; to choose the next two units we will work on, class vote on Units 16, 17, and 20 in *They Say / I Say*.

October Break

NOTE: more detail for the following half of the syllabus will be supplied as needed.

M 10/16: Launch five-page paper project on Unit [?] due 10/25. For today, read all articles in Unit [?], prepare one-paragraph summaries of three of them, and bring fourteen copies of your summaries to class, share and discuss.

W 10/18:

M 10/23:

W 10/25: Bring two copies of your paper and present your argument.

M 10/30: Launch five-page paper project on Unit [next ?] due 11/13. For today, read all articles in Unit [next ?], prepare one-paragraph summaries of three of them, and bring fourteen copies of your summaries to class, share and discuss.

W 11/1:

M 11/6:

W 11/8:

M 11/13: Bring two copies of your paper and present your argument.

W 11/15:

M 11/20: Launch 10-page paper project on Unit 19.

Thanksgiving Break

M 11/27:

W 11/29:

M 12/4: Bring two copies of your paper and present your argument

W 12/6: Last day of class: self-assessment (no final exam)

Paper Guidelines REQUIRED!

Format

Please submit your essays in **paper copies**. They should be typed in 12-point type, double-spaced (you may print on both sides of the page). Please **number** your pages, starting with page one of your essay (the title page and the acknowledgements page, if you have them, are not numbered). Attach all the pages with a **paper clip, not a staple**.

For papers five pages or longer in length, please include a **title page** with your name, your post office box number, and a **descriptive title**, that is, a title that indicates your topic and your thesis. Using a colon in your title is a useful way to include all the necessary information.

Example:

I Don't Blame the Eater: Moss and Nestle on Food Industry Manipulations

Academic Honesty Method #1: Citing Sources Simplified

Most of the readings in *They Say / I Say* have been previously published elsewhere. It is possible to use MLA Citation format to cite these sources, but doing so will be extremely tedious for you and that's not how I want you to spend your time. For example, if you look at p. 420, you will see that the Michael Pollen essay included in *They Say / I Say* has been excerpted from Pollen's book *In Defense of Food*. If you wanted to be absolutely correct in citing it, you would have to get your hands on a copy of that book, find the pages from which the excerpt is taken, cite the book and those pages, and then add the citation information for Graff et al. I do NOT want you to do that! Instead, simply **put the page number(s) in parentheses** at the end of any quotation, paraphrase or reference to a reading in *They Say / I Say*. You do not need footnotes or endnotes.

Academic Honesty Method #2: Acknowledgements

If you use ideas in a paper that you get from my lecture or a fellow student's comments or a writing tutor's suggestions or any other human source, please **name the person and explain what you got from that person** in a brief paragraph on an "Acknowledgements" page between your title page and the first page of your paper.

Punctuate Quotations Correctly!

If the quotation comprises three typed lines or less, place it within your own prose in quotation marks, put the page number in parentheses outside the quotation marks, and then place the period. Example (**bolded**):

I don't blame Zinczenko or anyone else addicted to unhealthy food, and neither does Michael Moss, who claims that people "are extremely vulnerable to the intensity of [food] companies' industrial formations and selling **campaigns**" (477).

Notice the word "food" in brackets in this quotation? It is there because it helps you to understand the quotation taken out of its context in Moss's original text. I added it, and I let you know I added it by putting it in brackets. You can see Moss's original work choice on p. 477.

If the quotation comprises more than three typed lines, place it in an indented, single-spaced block, without quotation marks, and with the page number in parentheses outside the final period. Example (**bolded**):

Moss reports that food taste expert Howard Moskowitz helped Cadbury Schweppes recover Dr Pepper soda's market share by gathering information from taste testers:

The Dr Pepper tasters began working through their samples After each sample, they gave numerically ranked answers to a set of questions: How much did they like it overall? How strong is the taste? How do they feel about the taste? How would they describe the quality of this product? How likely would they be to purchase **this product?** (481)

Not only was the process rigorous, but these testers tasted 61 different formulas for the soda and racked up 3,904 separate taste tests (481).

Please note the set of four dots within the quotation. Three dots indicate where I have omitted some words from the original, followed by a final period (the fourth dot). Also note the last sentence above, with the numbers related to the testing. It is not a direct quotation. But because it presents specific information from Moss, it needs to be referenced.

You do not need to provide citations for the sources required by our short writing assignments (such as a film review). You are not required to use any sources outside of *They Say / I Say* for the longer papers. However, you may use outside sources in addition to the assigned readings, if you wish. If so, the sources should be cited as described here. Additionally, attach a list of the

sources at the end of the paper, using the new MLA citation style (revised as of 2016), which you can easily find on line.

Deadlines

Our course is fast paced. Therefore, all written work **must** be submitted on the due date, unless you receive permission from me for an extension at least 24 hours before the due date. **Late work will be reduced by one level** (e.g. B to B minus), with no rewrite option.

Coaching

We will do a lot of work on your papers in class. Also, I am happy to coach you on all written and oral work for our course. Feel free to see me about your paper ideas or to bring me a draft to read and critique. I can tell you if your analysis is on the right track. I will endeavor to explain any persistent grammar problems you may have. I encourage you to seek help also from the Writer's Workshop. I can respond to short questions about papers via email, but **I will not read whole drafts electronically**. Bring them to me.

Evaluation

I will hand-write corrections of grammar, punctuation, etc. on your paper in red ink, and comments on your ideas in black or blue ink. For longer papers, I will often add a typed page of comments. I will give a letter grade.

You will be evaluated in two main areas. The "red ink" area comprises how well you follow the paper guidelines on this hand-out, and write with correct grammar, punctuation, and spelling. The "blue/black ink" area comprises how well you respond to the assignment and provide insightful analysis and smart ideas. **Please let me know if you can't read or don't understand any of my comments.**

Needless to say, **any paper that I determine to be plagiarized will receive a grade of F** with no possibility of a rewrite.

Rewrites

Optionally, papers **may be rewritten and re-submitted** no later than one week after the original paper is returned to you. If you improve the paper sufficiently to warrant a higher grade, I will average the two grades together and record that average as your mark for the assignment, even if the average does not correspond exactly to a letter grade. For example, a B paper rewritten to an A level will have a 3.5 grade recorded.

A rewrite must be submitted **along with the original paper including my comments**. Please note that rewrites are seldom successful if all you do is correct what I've marked in red ink. I would be happy to discuss how to improve your ideas so as to raise your grade on a rewrite significantly. If significant revision has not been done, the rewrite may get the same grade as the original paper and you are no better off.