

Dr. Harry Newburn

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Office Hours:

ENGLISH 102: English Composition II

“Inquiries into Faith and Reason”

TEXTBOOKS AND MATERIALS

Glenn, Miller, and Webb, *Hodges' Harbrace Handbook*, Fifteenth Edition

Krakauer, *Under the Banner of Heaven*

Meek, *Longing to Know*

***, *Inherit the Wind*

Moliere, *Tartuffe*, Harcourt Brace

A Good College Dictionary (Highly Recommended)

COURSE OBJECTIVES

Your second Freshman Composition is, in some ways, a continuation of English 101. We will still focus on the writing process, which involves invention strategies, audience/context analysis, organization, and revision for style and mechanics. Building on this core knowledge, English 102 maintains a focus on rhetoric—on identifying, analyzing, and using rhetorical concepts and strategies to understand, to conduct, and to share research with both general and with specialized audiences. Going beyond English 101, English 102 emphasizes introducing students to some of the ways people conduct research. We will also work individually in conferences in addition to our regular classroom work.

COURSE EVALUATION

Course Assignments and Grade Percentages		Grading Scale	
Essay I (at least 3 pages)	30 pts (15%)	A	180-200
Essay II (at least 4 pages)	50 pts (25%)	B+	174-179
Annotated Bibliography	20 pts (10%)	B	160-173
Essay III (at least 6 pages)	80 pts (40%)	C+	154-159
Journals, In-Class Writing, etc.	20 pts (10%)	C	140-153
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Totals	200 pts (100%)		

Essays: Essays will be graded according to the criteria outlined in the sheet provided. They will mostly involve *drawing your own* interpretations and conclusions (though these conclusions should be based on solid research concerning your topic) and presenting these ideas in a clear, concise, and interesting fashion. You will be required to do research on every paper this semester. Your grade will be determined not only by the product (the final paper you produce on the due date), but also by the process (invention strategies, rough drafts, outlines, etc.) you use to get to that product. You should therefore turn in all materials pertaining to the essay from the moment it was assigned to its final form.

Journals, In-Class Writing, etc: Journals will involve writing informal responses concerning the topics and/or ideas encountered (primarily) in the assigned readings. These should be typed and be at least a page in length. Also, all students may be required to write occasionally during class meetings. Credit will be given for in-class writing as long as it is written in good faith (i.e. it is taken seriously by the student). I may occasionally call on a few of your journal responses to be read aloud to generate class discussion if the need arises. Lastly, each student will be expected to participate regularly in class discussions.

COURSE POLICIES

Attendance/Lateness: You are expected to attend class every day. I will take attendance every day. I do not, however, have a grade-based attendance policy, meaning that absences do not cost you points. However, it will be extremely difficult to pass this course if you do not attend class on a regular basis. Much of our discussion of the course “theme” and much of the instruction about research methods will take place in class; thus, since it is incumbent upon you to acquire this knowledge to pass the course, attendance becomes quite important. As for lateness, one or two occurrences may be understood, but beyond this, lateness has become a habit and will not be tolerated. In the event that you are late to a class, it is your responsibility to ensure that I have not marked you absent that day. Certain absences may be excused, of course, but you must clear these with me before the absence occurs (when possible) or ASAP.

Assignments: Essays are due by the end of class on the dates listed on the syllabus/schedule. Late essays will result in significantly docked point values. Nonetheless, if you do anticipate being unable to turn in an essay on time, please see me no later than the day before the essay is due to arrange an extension. Note: An unanswered e-mail message does not count as notification. You must receive the extension from me, not merely have asked for it before the due date.

Plagiarism: Please familiarize yourself with the following University policy statement on plagiarism: “Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.” Any piece of student writing suspected to be plagiarized, or to contain un-cited unoriginal material, will be assigned a mark of zero, unless the student can provide proof of the entire writing process. I also reserve the right to give the student an “NC” grade for the course.

Disability Services Statement: If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services. Then, once you've done this, you can make a private appointment with me as soon as possible to discuss the accommodations.

Schedule: The following schedule is tentative, general, and subject to the whim of the instructor. You will be informed of any changes in class with plenty of time for adjustment. You will receive more specifically detailed day-to-day schedules at the outset of each paper unit.

Wednesday, January 11 th	Course Introduction
Friday, January 13 th	Reading: Krakauer (**-**)

Paper Due Dates: (tentative)

Essay I	Friday, February 10 th
Essay II	Friday, March 10 th
Annotated Bibliography	Friday, April 7 th
Essay III	Friday, April 28 th

By the end of English 102, you should be able to:

1. Read critically, with an eye to creating questions that cannot be answered within a text, and that will guide your research.
2. Create a program (or discipline-based method) of research that will answer your questions thoroughly and efficiently.
3. Use a variety of research sources and methods (including interviews, ethnographic studies, as well as historical and academic research) to find, synthesize, and evaluate information.
4. Develop an argument that answers your research questions and takes part in a scholarly conversation about the relevant issues.
5. Integrate the information from your research effectively into your argument.
6. Revise your argument to take into account possible objections/critiques, and to address the appropriate audience/rhetorical situation.