

ENG140: Writing about Crime and Punishment Spring 2008

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Course Description

Welcome to ENG 140! While investigating the topic of crime and punishment, we will work to transition you from high school-level writing to college-level writing, which requires more sophisticated thinking, preparation, and practice. Thus, much of our work will focus on pre-writing, that is, critical reading and analysis of texts, synthesis of differing perspectives, development of clear theses, and mapping of strong arguments.

Your pre-writing will then help you draft, revise, and complete your major assignments:

Paper 1: Rhetorical Analysis: a close analysis of the rhetorical strategies of a text;

Paper 2: Synthesis Analysis: a portrayal of an issue, drawn from the rhetorical analysis of several sources;

Paper 3: Research-based argument: an argument supporting a specific position based on careful research and synthesis of sources.

While drafting and revising your papers, we will look at specific stylistic points in order to develop a clear, strong prose writing style.

The semester is organized around the three major papers. For each paper you will read about certain rhetorical concepts, we will discuss and practice those concepts in class, and finally you will apply those concepts in your paper.

Course Goals (Writing General Education Requirement)

Students will develop their ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention (developing new ideas/perspectives), revision, and critical thinking. Students will write essays characterized by unity, order, coherence, completeness, clarity, and mechanical correctness.

In order to satisfy the College's general education requirement for 'W'riting, students must earn a grade of 'C' or better in the course.

Required Texts (available in College Bookstore)

Blakesly, David and Jeffrey L. Hoogeveen. 2008. *The Thomson Handbook*. Boston: Thomson.

Required Essays (available on class Blackboard Site)

Brunk, Conrad G. "Restorative Justice and the Philosophical Theories of Criminal Punishment," *The Spiritual Roots of Restorative Justice*. Ed. Michael L. Hadley. Albany: SUNY, 2001. 31-56.

Lewis, C.S. "The Humanitarian Theory of Punishment" and Morris & Buckle. "The Humanitarian Theory of Punishment: A Response," *Theories of Punishment*. Ed. Stanley E. Grupp. Bloomington: Indiana University Press, 1971. 301-316.

Ciocchetti, Christopher. "Wrongdoing and relationships: An expressive justification of punishment," *Social Theory and Practice* 29.1 (2003): 65-87.

Wilson & Herrnstein. "Human Nature and Political Order," *Crime and Human Nature*. New York: Simon and Schuster, 1985. 508-529.

Wilson & Herrnstein. "Punishment and Personal Responsibility," *Crime and Human Nature*. New York: Simon and Schuster, 1985. 489-507.

Required Movies (we'll view these together)

Tsotsi. Dir. Gavin Hood. Perf. Presley Chweneyagae, Terry Pheto. DVD. Mirimax, 2006.

The Trials of Darryl Hunt. Dir. Ricki Stern, Anne Sunberg. Break Thru Films. 2006.

Course Policies

Grading Breakdown:

| | |
|--------------------|---------------------|
| Short Writings | 30pts (10 pts each) |
| Paper 1 | 100pts |
| Paper 2 | 100pts |
| Paper 3 | 100pts |
| Group Presentation | 70pts |
| Participation | 50pts |
| Total: | 450 points possible |

The major papers will be graded according to the following criteria and each paper will come with a detailed grade sheet:

A.(90-100) Excellent. Writing is of consistently outstanding quality, addressing a complex and significant topic and successfully handling the interaction among topic, audience, purpose, and persona in relation to content, organization, style, and form.

- Topic-a clearly defined and significant subject, carefully introduced and consistently

- explored in informative ways
- Audience-a sophisticated understanding of the readers' values, assumptions, and expectations
- Purpose-a carefully articulated, achievable aim or aims
- Persona-a rhetorical stance and voice that serve the purpose and appeal effectively to the audience
- Content-sustained arguments that are well-supported with multiple forms of evidence and "good reasons," fully developed with appropriate strategies (and in research-based writing demonstrating a sophisticated understanding of and ability to use, evaluate, and integrate a wide range of source materials)
- Organization-a clear and imaginative structure or pattern that provides coherence, leads the audience from idea to idea, clarifying relationships and connections, and shows a mature awareness of genre
- Style-varied and forceful sentences, purposeful and apt diction, and appropriate and carefully-nuanced tone that expresses the personality (ethos) of the writer and engages the audience
- Form-strong control of the conventions of academic discourse: format, syntax, paragraph structure, punctuation, mechanics, diction, documentation; the control is strong enough to allow the writer to push the boundaries of the conventions in imaginative and effective ways.

B (80-90)Good. Writing is of consistently good quality, addressing an appropriate and significant topic and competently handling the interaction among topic, audience, purpose, and persona in relation to content, organization, style, and form.

C(70-80) Adequate. Writing is of satisfactory quality, addressing an acceptable topic and adequately handling the interaction among topic, audience, purpose, and persona in relation to content, organization, style, and form.

D (60-70) Weak. Writing is of poor quality, addressing a vague or unwieldy subject and inadequately handling the interaction among topic, audience, purpose, and persona in relation to content, organization, style, and form.

F (below 60) Failing. Writing does not respond to the assignment or is not submitted on time.

Class Participation and Attendance

As you can see, class participation is a significant part of your final grade. I expect you to keep up with the reading and to come to class prepared to discuss and use them. Of course, this assumes that you are in class. You are allowed three absences during the semester for any reason. After three absences, you lose 10 points from your class participation grade for each absence. You will not pass the course if you miss six or more classes *total*. If you miss class, you are responsible for any materials or homework

assigned during that class period. You should contact a classmate in order to find out what you have missed.

Assignments

Assignments must be turned in by the class period of their due date. Late work will not be graded. All written work should conform to MLA Style guidelines, as found in your *Keys for Writers*.

Academic Honesty

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Students with Disabilities

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with

Lisa Marsh, CRC, Disability Services Coordinator, located in the Thomas P. Johnson Student Resource Center, (407) 646-2354, e-mail lmash@rollins.edu.

Communications

The official means of communication outside of class is email. PLEASE be sure your ROLLINS email is working. You are responsible for checking your Rollins email for class information.