

ENG 140  
Composition  
Rollins College  
Spring 2008

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### **Composition: Writing About Heroes**

English 140 is designed to develop students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, completeness, clarity, and mechanical correctness. In order to meet those goals, we will examine texts from a number of perspectives. Our work will allow you to develop well-articulated, forceful arguments and pay particular attention to a document's audience, purpose, and organization. Your writing will reflect a thorough appreciation of all sides of a particular issue and demonstrate appropriate research that supports your claims.

Through extensive writing, reading, and group discussion, you will develop the ability to logically and effectively express yourself. English 140 is designed to introduce you to the structure and components of argument and to academic research methods. Our template for discussions of this material will be the figure of the hero, and we will examine how the nature of heroism is shaped by history, context, and controversy. Beginning with Aristotle's classical model, this course will consider several categories of heroes, such as those found in the worlds of sports, entertainment, and politics.

To satisfy the "W" general education requirement, you must earn a "C" or better in this course.

### **Grades**

Your grade will be determined as follows:

Argumentative Analysis	25%
Synthesis Analysis	25%
Research-based Argumentative Essay	30%
Class Participation	10%
Quizzes	10%

For most assignments, you will be assigned numeric grades. The numeric grading scale and its letter equivalent is as follows: 100-94 A, 93-90 A-, 89-87 B+, 86-84 B, 83-80 B-, 79-77 C+, 76-74 C, 73-70 C-, 69-67 D+, 66-64 D, 63-60 D-, 59-0 F.

## Required Texts and Materials

Blakesley, David and Jeffrey L. Hoogeveen. *The Thomson Handbook*. First ed. Boston: Thomson, 2007.

Miller, Arthur. *Death of a Salesman*. New York: Penguin, 1998.

O'Brien, Tim. *The Things They Carried*. New York: Broadway, 1998.

Sophocles. *Antigone*. New York: Dover, 1993.

Sophocles. *Oedipus Rex*. New York: Dover, 1991.

Spiegelman, Art. *In the Shadow of No Towers*. New York: Pantheon, 2004.

Notebook for in-class writing assignments

Handouts provided by the instructor.

## Course Requirements

You will complete three major assignments in this course, each of which will allow you to improve your reading, writing, editing, and critical inquiry skills. Rough drafts and final drafts will be submitted as paper copies. **Late work will not be accepted.** There may also be short in-class writing assignments.

The first assignment, an Argumentative Analysis paper, will require you to read an argumentative essay and examine its structure. This paper must include a detailed explanation of the author's purpose, tone, audience, and argumentative methods. These concepts are covered in the textbook and will be discussed in class. It is your responsibility, however, to analyze the essay for the purpose of generating response material for this assignment.

The second assignment is a Synthesis Analysis paper. For this assignment, you will study the arguments presented in two texts, noting their structure and reasoning. Your paper will be a report on how each author presents the case at hand, utilizing your knowledge of argumentative analysis. Furthermore, you will point out the strengths and weaknesses of each argument, supporting your points with evidence from the text itself.

The third major assignment for this course is a research project. As it is worth a large portion of the final grade, it is divided into several sections. First, you will compose a proposal explaining what you intend to argue and your plan to use research to support your claim. Next, you will compile an annotated bibliography. This portion of the project will allow you to become more familiar with the use of MLA style as well as library

research methods. Finally, you will present a well-supported organized argumentative essay.

Each portion of the project will be assigned with a specific due date. Papers produced out-of-class must be typed, 12-point Times New Roman, double-spaced, and formatted according to MLA guidelines. Each essay will be submitted in a folder containing all drafts, Writing Center forms, and peer review comments. *Incomplete or late folders will not be accepted.*

You may bring drafts for me to review as often as you like. During the semester, you will have the opportunity to revise either the first or second major essay. If you choose to do so, you will be given **one week** for your revisions. Those changes must be based on *all instructions and comments*, not just editing marks. If your revision receives a higher grade than the previous draft, you will receive an average of the two. Revised essays must include any new Writing Center forms, the previously graded draft, and my grade sheet.

Also, you will be required to come to scheduled conferences several times during the semester. It is important that you prepare a draft and questions in advance. Conferences will not be conducted as proofreading sessions – it is vital that you come prepared to discuss your work in a focused and specific manner. **Because class time is canceled to accommodate the conference schedule, missing a conference will count as two absences.**

Class participation is also a vital component of this course. You will receive evaluations from me on your participation throughout the semester. Class participation grades include participation in class discussions, conferences, in-class writing, and workshop activities.

Quizzes over the assigned reading material will be given on a regular basis. These quizzes are usually unannounced and will be short (3- 5 questions). Your quiz average will constitute 10% of your final grade.

### **Attendance Policy**

It is important that you make every effort to come to all class meetings. Keep in mind that class lectures and discussions are meant to be a supplement, not just a repeat, of the assigned material. Missing class may also mean missing assignments and unannounced quizzes (missed quizzes cannot be made up). Each student is allowed four (4) absences without penalty. With the exception of college duty absences (scheduled sporting events and college sanctioned field trips, etc.) please understand that there are no “excused” absences in this course. It is up to you to determine when and if to use your four days. This includes illness, family emergencies, and the demands of other classes.

Your final grade will be reduced one full letter grade for each absence accrued over the allotted days (five absences=reduced by one full letter, six absences=reduced by two full letters, etc). If you miss seven or more days, you will fail the course. Please understand

that you must be an active participant in your own learning—nobody else can do it for you. Frequent tardiness and/or leaving class early will negatively impact your grade: three tardies and/or early departures will count as one absence. **Also, please turn off cell phones, beepers, iPods, and laptops while in class. Neglecting to do so will result in a lowered class participation grade. Should your use of one of these items become disruptive or distracting, you will be asked to turn it off or leave.**

## Email

The official means of contact between instructor and student at Rollins is email. For this reason, it is important that you check your Rollins email account daily, as class email may be used to inform you of changes in the schedule or alert you to class cancellations. You will also need to be familiar with FoxLink, as this will allow you to access electronic copies of the syllabus and other course materials.

## Plagiarism

*Academic honesty* is essential for your successful completion of this course and is an integral part of 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.

Please remember: *plagiarism is illegal and dishonest*. Complete information on how to identify ideas, words, and larger passages drawn from other sources is available in *The Thomson Handbook*. When in doubt, ask me for clarification.

All cases of academic dishonesty must be reported to the Dean, who may suspend or permanently dismiss you from the College. *You will receive a grade of F in the course if you plagiarize.*

### **Disability Statement**

*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 or [lmash@rollins.edu](mailto:lmash@rollins.edu).

### **Grading Criteria for Papers**

**Acceptable standards for college-level writing are defined by these virtues:**

#### *Characteristics of an A Paper*

- Excellence in all respects—conceptual, rhetorical, grammatical. Highest quality work, revealing superiority of thought and insight as well as knowledge.
- Clear subject and framework of interpretation throughout.
- Keen understanding of needs and expectations of a particular audience.
- Skillful organization—unified, ordered, coherent, and complete.
- Variety: sentence type/length to meet rhetorical demands (topic & audience).
- Effective word choice—precise denotation, connotation, and tone.
- Correctness in grammar, mechanics, and usage.

#### *Characteristics of a B Paper*

- Subject & interpretive framework clear. Superior approach to topic.
- Clear understanding of needs and expectations of a particular audience.
- Clear organization with rare lapses in unity and/or coherence.
- Clear focus on framework, subject, and details for each paragraph—fresh, appropriate examples and supporting evidence.
- Variety: sentence type/length to meet rhetorical demands (topic & audience).
- Language use imaginative and appropriate.
- Correctness in grammar, mechanics, and usage.

#### *Characteristics of a C Paper*

- Examination or argument presented clearly with no deviation from stated or implied focus/intention.

- Though subject & framework evident, paper may not seem consistent and/or forceful in presentation or interpretation.
- Organization acceptable, though less clear or forceful than in A or B paper.
- Quality of support details uneven; examples and supporting evidence adequate.
- Few errors in sentence structure, but sentences ineffective, unvaried.
- Word choice generally correct; diction rarely imprecise or monotonous.
- No major sentence level errors; few mistakes in spelling, grammar, punctuation, and mechanics.

**Deficient papers fail to meet college-level writing standards as follows:**

*Characteristics of a D Paper*

- Adequate or only marginally acceptable examination of topic or idea.
- Rational paragraphing, but body paragraphs underdeveloped or disorganized—marked problems with unity, order, coherence, and completeness.
- Use of generalization without detail or detail with no controlling idea.
- Sentence level errors frequent enough to distract the reader.
- Inattention to audience needs.
- Marginal grasp of rhetorical and grammatical principles.

*Characteristics of an F Paper*

- Failure to address assigned topic or change topic in a manner satisfying to both writer and audience.
- Superficial attention to topic or attention to a trite or obvious topic.
- Gross assertions taking the place of carefully developed evidence/examples.
- Simplistic sentence structure; frequent errors in grammar, mechanics, usage.
- Inappropriate use of sources, including failure to provide documentation.

**Calendar**

Please note that any changes to the calendar will be announced in class and posted on FoxLink. You should try to read ahead if you feel the amount of material is overwhelming—**plan to have the assignments read by the listed discussion date.**

Dates	Class Meeting	For Next Meeting
Week One		
W 1/15	Introduction to Course	Purchase texts; begin <i>Oedipus Rex</i> (OR)
F 1/17	Discuss part 1; discuss OR and assign Paper #1	Continue OR; read class handout for Wednesday; read parts 1a-2f, 3a-3h, 7a-7c, and 82-8c
Week Two		

M 1/21	No Class – MLK Holiday	
W 1/23	Discuss part 2 and <i>OR</i>	Read 5a – 5d and 11j-11l
F 1/25	Discuss part 2 and <i>OR</i>	Read <i>OR</i>
Week Three		
M 1/28	Discuss part 7 and finish <i>OR</i>	Begin <i>Antigone</i> , read 62-6j
W 1/30	Discuss part 7 and <i>Antigone</i>	Continue <i>Antigone</i>
F 2/1	Discuss part 7 and <i>Antigone</i>	<b>Draft of Paper #1 Due (bring two copies to class)</b>
Week Four		
M 2/4	<b>Draft of Paper #1 Due</b> ; Peer Editing Workshop	
W 2/6	No class—conferences	
F 2/8	No class—conferences	
Week Five		
M 2/11	<b>Paper #1 Due</b> ; discuss text readings and <i>Antigone</i> ; assign Paper #2	Finish <i>Antigone</i> by 2/18; read 9a – 9h, 33a-33d, 36a – 36d, and 37a – 37k
W 2/13	Library Visit	Continue <i>Antigone</i> ; read 36a-36d
F 2/15	No Class	Finish <i>Antigone</i> ; read 37a-37k
Week Six		
M 2/18	Discuss <i>Antigone</i> and other readings	Read Miller essay (handout)
W 2/20	Introduce <i>Death of a Salesman (DoS)</i>	Read <i>DoS</i> : Act I, pp. 1-51 and
F 2/22	Discuss <i>DoS</i> and readings	Continue <i>DoS</i> : pp. 52 to the top of page 69; read 38a-38g
Week Seven		
M 2/25	Discuss <i>DoS</i> and readings	<i>DoS</i> : pp. 69 to the bottom of 96

W 2/27	Discuss DoS and readings	Read 39a-39f
F 2/29	Discuss DoS and readings	<i>DoS</i> : pp. 96-109 and pp. 110-112 (“Requiem”)
Week Eight		
M 3/3	Final Discussion of DoS; Introduce <i>The Things They Carried (TTTC)</i>	Read <i>The Things They Carried (TTTC)</i> ; first seven stories (the last is “The Dentist”)
W 3/5	Discuss <i>TTTC</i> and war heroes, specific structure for Paper #2	Continue reading <i>TTTC</i> : “The Sweetheart of Song Tra Bong” through “Speaking of Courage”
F 3/7	Discuss <i>TTTC</i> ; Paper #3 assigned	Bring thesis statement to class; Finish reading <i>TTTC</i> : “Notes” through “The Lives of the Dead”
Week Nine		
M 3/10	Spring Break – No Class	
W 3/12	Spring Break – No Class	
F 3/14	Spring Break – No Class	<b>Draft of Paper #2</b> due; bring two copies to class
Week Ten		
M 3/17	<b>Draft of Paper #2 due</b> ; Peer Editing Workshop	
W 3/19	No class—conferences	
F 3/21	No class—conferences	
Week Eleven		
M 3/24	<b>Paper #2 Due</b> ; finish discussing <i>TTTC</i> ; discuss writing research proposals	Read 14a-14c, 152-a5h, and 16a-16h
W 3/26	Discuss text readings and visual rhetoric	Read 14d-14g



F 3/28	Discuss text readings and visual rhetoric	Read 10a-10e, 24a-e, 25a-e, 26a-f
Week Twelve		
M 3/31	Discuss readings	Read <b>all</b> of <i>In the Shadow of No Towers (ITSoNT)</i> , and 14h-14k
W 4/2	Film clips and discussion	
F 4/4	Discuss <i>ITSoNT</i>	<b>Research Proposal due</b>
Week Thirteen		
M 4/7	<b>Research Proposal due</b> ; discuss formatting the Annotated Bibliography	Read 19a-19e
W 4/9	Discuss readings	
F 4/11	Discuss readings	<b>Annotated Bibliography due</b>
Week Fourteen		
M 4/14	<b>Annotated Bibliography due</b> ; thesis statement workshop; discuss text readings	Read 18a-18e
W 4/16	Quoting and Paraphrasing workshop; conferencing sign-up	Read 17a-17f
F 4/18	Discuss/finish class visual project	<b>Rough Draft of Paper #3 due (bring two copies to class)</b>
Week Fifteen		
M 4/21	<b>Rough Draft of Paper #3 Due; Peer Editing Workshop</b>	
W 4/23	No class—conferences	
F 4/25	No class—conferences	<b>Research Project (Paper #3) due</b>
Week Sixteen		
M 4/28	<b>Paper #3 Due</b> ; course wrap-up	