

ENG 140 — Writing About: Science & Fiction Fall 2008

Section 8 (90155) – TR 8:00-9:15, Orlando 106

Section 9 (90156) – TR 2:00-3:15, Orlando 106

Instructor: Rod Romesburg

Office Hours: TR 9:45-11:30, 12:30-1:30
W 2:00-3:30

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***ENG 140. Composition: Writing about Selected Topics.** Develops 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 satisfy the College's general education requirement for 'W'riting, students must receive a grade of 'C' or better in the course. Students may take E140 a second time for credit, so long as a different topic is selected. Section topics are designated by individual instructors.*

This section of ENG 140 investigates how science and fiction influence and resist each other. Through Response Papers, formal Essays, and other assignments, you will refine your critical reading and writing skills and unravel some of the knottiest issues of the last three hundred years.

Course Goals

At the end of this course, you should be able to. . .

- Read and critically respond to a range of academic texts
- Analyze a writing problem/task well enough to choose the appropriate rhetorical mode, gather needed information, and address issues of audience, purpose, and voice
- Draft essays through a composing process: inventing, detailing, structuring, refining, editing
- Write unified, structured essays developing complex arguments on academic subjects
- Shape complete, clear, and coherent paragraphs and sentences
- Write in prose that both entertains and educates your audience

Texts

Inventing Arguments. ****

Brave New World, A. Huxley

The Thomson Handbook. Blakesley, David and Jeffrey L. Hoogveen. Boston: Thomson, 2007.

Course Reader, available at the English Dept Office

Attendance/Participation

This class runs on your participation, so attendance is a priority. If you miss more than three classes, it will start to affect your grade, and subsequent absences will dramatically increase this penalty.

Additionally, participation counts for 10% of your final grade, and if you are not in class, you cannot participate. We will frequently do in-class assignments that cannot be made up, so if you are not present you will lose those points. Participation includes preparation and participation in class discussions/activities. Prepared students who speak often and thoughtfully often earn the highest participation marks.

Communications

Most of my office hours consist of me staring at the walls—please come see me (and your other professors) early in the semester to introduce yourself. Outside of office hours, the best way to reach me is email, although anything sent after 7:00pm probably won't get a response until the next day. PLEASE be sure your ROLLINS email is working. You are responsible for checking your Rollins email for class information.

Reading Essays

I expect you to arrive each day prepared to thoughtfully discuss all assigned reading. If I feel students are not meeting this goal, I will begin giving quizzes to encourage you to keep up.

Writing

Major Papers

The bulk of your graded writing will be the three Major Papers you will write. Final drafts must be turned in **at the start of class** on the date due – if you are not present when I call for them, the paper will be considered late. Late papers will be penalized one grade for each Mon-Fri calendar day late. All Papers must be typed. Major Papers will be graded according to the Grading Sheets available on our class Blackboard site.

Response Papers

On September 30 and October 7th, you are required to submit a Response Paper which will get a +, √, or – grade (roughly A, B, or C). In each Response Paper you will:

- 1) Quote at the top of the page a short segment (no more than eight text lines) from something we've read for the previous week or that day, and;
- 2) Respond to the quote: Perhaps it's importance to the work as a whole, how it disagrees/compliments other ideas/texts we've discussed, how it raises questions about current issues in science, how performing close analysis on this quote explains something about the author's style/themes/etc.

Format:

- The structure of the response paper is looser than the Major Papers—it can be more scattered, with multiple main ideas. Think of it as brainstorming for your Major Papers.
- 12 pt, Times New Roman Font
- Single Space
- One full page

Other Writing Assignments

All other writing assignments listed on the syllabus will also be assigned a +, √, or – grade (roughly A, B, or C), based mainly on completeness and evidence of thoughtful work.

Critique Memos

To provide your classmates with the best possible feedback, you will write Critique Memos for their rough drafts of the Papers. The Critique Memos are typed, one-page memos that thoughtfully and succinctly respond to the rough draft. Those who show they have closely read and analyzed the drafts will receive the highest grades—again, a +, √, or – grade (roughly A, B, or C), or a 0 grade if it fails to meet the minimum standards.

Revisions

You will also be allowed to revise the first two Major Papers for a better grade. The revision must show substantial improvement, beyond just correction of mechanical errors, to effect any grade change. This will be due no later than **November 13th**. To revise you must:

- A) Come see me and discuss your revising plans before beginning
- B) Turn in:
 - a. The initial paper with my comments and grading sheet
 - b. The revised paper

Grading

Major Paper 1	15%	93-100	A	73-76	C
Major Paper 2	20%	90-92	A-	70-72	C-
Major Paper 3	25%	87-89	B+	67-69	D+
Response Papers	10%	83-86	B	63-66	D
Other Writing	10%	80-82	B-	60-62	D-
Critique Memos	10%	77-79	C+	< 60	F
Participation	10%				

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.

Course Outline — ENG 140

Rhetorical Analysis

Week 1

- 8/26 Intro to Class; What's arguable?; Diagnostic
 8/28 Reading Argument
Read: IA Ch. 1; Frankenstein handout
Due: Identify types of Claims and Support
 Monster uses and explain why he might
 make these choices

Week 2

- 9/2 Reading Appeals
Read: IA Ch. 2
 9/4 Reading for Hidden Layers
Read: IA Ch. 3
Due: Identify where Monster uses ethos,
 logos, or pathos and explain why he might
 make these choices

Week 3

- 9/9 Toulmin
*Read: N. Fasten – “Principles of Genetics
 and Eugenics”*
 9/11 Entering Argument & PEE ¶s
Read: IA pp. 103-115, 134-135
Due: Identify Fasten's main Claim,
 Support, Warrant, and appeals & invent a
 focused, arguable Thesis Statement

Synthesis and Analysis

Week 4

- 9/16 Titles, Intros, and Conclusions
Due: 3 copies of RD Paper #1
 9/18 The Paramedic Method; Writing Workshop
Due: 2 copies of each CM for Paper #1

Week 5

- 9/23 *Brave New World* – A. Huxley
Read: 3 – 63 (Begin – Ch. 4, Pt. 1)
Due: FD Paper #1
 9/25 *Brave New World*
Read: 64 – 139 (through Ch. 8)

Week 6

- 9/30 *Brave New World*
Read: 140 – 197 (through Ch. 13)
Due: Response Paper
 10/2 *Brave New World*
Read: 198 – end

Week 7

- 10/7 “The Birthmark” – N. Hawthorne; “Repent
 Harlequin!...” – Ellison
Due: Response Paper
 10/9 Library Visit
Read: IA pp. 433-9, 445-6, 454-71
Due: Invent a focused, arguable Thesis
 Statement

Week 8

- 10/14 Definition
Read: IA pp. 155-7, 161-5, 178-81, 186-96
Due: 3 copies of RD Paper #2
 10/16 Writing Workshop; Causes
Read: IA pp. 203-4, 219-27, 231-40, 791-3
Due: 2 copies of each CM for Paper #2

Research-based Argument

Week 9

- 10/21 Values
*Read: IA pp. 247-9, 255-9, 265-9, 274-87,
 774-9*
Due: FD Paper #2
 10/23 **FALL BREAK**

Week 10

- 10/28 The Future
*Read: IA pp. 387-93, 398-9, 403-7, 411-
 21, 756-7, 783-6*
 10/30 Documenting Sources
Read: IA pp. 489-507, 520-6
Due: List your Paper #3 subject, then how
 it might be approached through
 Definition, Causes, Values, and The
 Future

Week 11

- 11/4 Integrating Sources
Read: *IA* pp. 472-88
Due: Proposal for Paper #3
- 11/6 What is Technology?
Read: Nye pp. 1-15; Pope & Whitman
Due: Annotated Bibliography for Paper #3

Week 12

- 11/11 Does Technology Control Us?
Read: Nye pp. 16-22; “Child’s Play” – Tenn
Due: Revised 1 ¶ proposal for Paper #3
- 11/13 How Do Historians Understand Technology?
Read: Nye pp. 49-66; “The Last Question” – Asimov
Due: Outline of Paper #3

Week 13

- 11/18 MLA Refresher
 11/20 Style Recap
Due: 3 copies of RD Paper #3

Week 14

- 11/25 Writing Workshop
Due: 2 copies of each CM for Paper #3
- 11/27 **THANKSGIVING HOLIDAY**

Week 15

- 12/2 Conferences
 12/4 Wrap-up
Due: FD Paper #3
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