

ENG140: Writing about the Environment Fall 2008

Instructor: Joe Quattro

Office: Orlando Hall 112

Phone: 646-2502

Email: jquattro@rollins.edu

Office Hours: MW (to be determined)

Course Goals

In this course, you will develop your ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, revision, and critical thinking. You 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.

Course Description

While investigating the topic of the environmental issues and concerns, 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 course work will focus on pre-writing, that is, critical reading and analysis of texts, (including film), synthesis of differing perspectives, development of clear theses, and mapping of strong arguments. You will draft, revise, and complete three 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. Please refer to Blackboard for further assignment details and updated information.

Required Texts

Rottenberg, Annette T., *The Structure of Argument* 4th ed. Boston: Bedford/St. Martin's.

Faigley, Lester., *The Brief Penguin Handbook* 3rd ed. New York: Pearson Longman.

Other course readings will be available on the course Blackboard site.

Course Policies

Grading

Paper 1	100 points
Paper 2	100
Paper 3	100
Review/Presentation	50
Participation	<u>50</u>
Total possible	400

There will often be in-class writing exercises that will be graded for how they display your knowledge of the course material (did you do the homework reading?) and your ability to apply that knowledge to specific writing tasks.

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.

Attendance

You are expected to attend all scheduled classes. If you miss more than *four* class periods, *for any reason*, you will not pass the course, regardless of the quality of your written work or your other grades in the course. Being late to class distracts others and interferes with your learning. Consistent lateness will affect your grade.

Assignments

Assignments must be turned in by the class period of their due date. Late work will not be graded.

Academic Honesty

(need the latest version)

Students with Disabilities

(check for accuracy and college policy)

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 the Disability Services Coordinator at (407) 646-2354.

MW Fall 2008 Schedule
(may be revised as needed)

Date	Class Topic	Assignment Due
Mon, Aug 25	Introduction Environment: Marketing or Necessity?	
Wed, Aug 27	What is argument? Aristotle: Ethos, Pathos, Logos	Handbook Part 1 Ch 1,2,4
Mon Sept 1	Rhetorical analysis (RA)	Rottenberg, Ch 1
Wed Sept 3	American Earth Introduction	Written Response
Mon Sept 8	Labor Day No Class	
Wed Sept 10	Drafting RA	Rottenberg, Ch 2
Mon Sept 15	Peer Review	Draft of Paper 1 due for workshop
Wed Sept 17	Al Gore Film	<i>An Inconvenient Truth</i>
Mon Sept 22	Discussion	Written Response
Wed Sept 24	No class--conferences	Paper 1 due
Mon Sept 29	Synthesis analysis	Handbook Part 2, Ch 6
Wed Oct 1	Why we ask Questions	Rottenberg, Ch 4

Mon Oct 6	Evidence American Earth Reading	Rottenberg Ch 5 Written Response
Wed Oct 8	Workshop	Draft of Paper 2 due
Mon Oct 13	Defending Claims	Rottenberg, Ch 6
Wed Oct 15	Logic American Earth Reading	Rottenberg, Ch8
Mon Oct 20	Draft workshop/Style	Draft of Paper 2 for workshop
Wed Oct 22	No Class--conferences	
Mon Oct 27	Wall-e	Written response
Wed Oct 29	Taking a Stand	Discussion
Mon Nov 3	Research paper/ Library orientation	Final Paper 2: Synthesis analysis
Wed Nov 5	Researching	Handbook Part 5 Ch 16-21
Mon Nov 10	Building an argument	Class Debate
Wed Nov 12	Topic workshop	Topic proposal
Mon Nov 17	Analysis of model paper	Annotated bibliography
Wed Nov 19	Outline workshop	Outline

Mon Nov 24	Draft workshop/ writing style	Draft of Paper 3: Research-based argument
Wed Nov 26	Thanksgiving Break No Class	
Mon Dec 1	No class--conferences	
Wed Dec 3	Final Class	Final Paper 3 due