MHU 152.01 (1171) Composition and Research
Spring 2017

Credit Hours: 3
Prerequisites/ Department consent (if any): MHU 151.01

Classroom: Gowan 408
Class meetings: Thursday 6:10-8:40pm

Instructor contact information:
   Full name and title: Ben Farmer, Lecturer
   Office location: Pangborn 323
   Phone: 410-746-3189 (only for emergencies-email if you won’t be in class)
   E-mail: farmerb@cua.edu
   Office Hours: Thursday 4:30-6:00, and by appointment

Course Description

Course Detail

Units:
3 units

Grading Basis
Graded

Course Components
Lecture Required

Enrollment Information

Enrollment Requirement
Teaches the research skills individuals need during and after their college careers, including researching topics, preparing bibliographies, and gathering data, documenting and organizing research, and writing and presenting a research report.

**Required Text:** *They Say/I Say 3rd Edition* (additional required readings will be distributed in class or made accessible online via the course Blackboard site). A version of Diana Hacker’s *Rules for Writers* (whether physical or digital), is also required.

**Other materials:** laptop, writing utensils, and a journal/notebook are required for each course meeting, in addition to relevant readings.

**Libraries**

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the main web site. For assistance on papers and assignments, consult the research guides or schedule an appointment with a subject librarian.

**Course Goals**

This course is designed to improve your reading, writing, and thinking in a variety of contexts, with a focus on honing your ability to construct and execute arguments in an academic setting. We will sharpen your structural writing skills; broaden your literacy and academic terminology; expand your faculty for critical thinking; and take steps toward crafting an individual aesthetic that suits both your taste and the larger academic community. To do this, we will need to separate the roses from the weeds—to read and write with an eye on style—in pursuit of clear and coherent arguments.

**Goals for Student Learning**

This course should provide a broad understanding of composition, including drafting and revision; rhetorical concepts like purpose and audience; conventions for structuring an argument in an academic setting; and tactics for breaking down large projects into manageable chunks. You will analyze a range of rhetorical situations, and develop an understanding of the role of audience in writing. You will anticipate and use audience feedback from your class as you develop your writing for future audiences here at the university and elsewhere. You will demonstrate advanced reading ability across a range of texts, with a concentration on close and critical reading, which will enhance interpretive skills when dealing with various sources. I mentioned revision at the top of this paragraph, but it bears repeating. Editing is the process by which we appear smarter than we actually are, and a considerable portion of this course will be devoted to mastering this subtle craft both on peers’ work and your own. By the semester’s end, you should leave this course with a better sense of your writing process, a greater ability to adapt
various rhetorical situations, and a higher level of confidence in your reading, researching, and evaluation abilities. My hope is that you are able to write more credibly in whichever discipline you choose.

**Course Requirements**

*Writing & Reading Activities*

You will be responsible for completing several short writing assignments throughout the semester. They will be inspired by readings or larger projects, and their goal is to help you better understand the writing process on a more micro level. Failure to complete weekly writing assignments will negatively affect your grade. Bring any appropriate readings and a notebook every day for personal journaling activities, as these will be collected and factored into your participation grade. You are also required to lead (or jointly lead) a class discussion once during the semester. Weekly readings and discussions are important for your improvement as a writer and scholar.

You will receive assignment sheets with more detailed information about each paper’s objective and any specifics about how that assignment will be graded. These short descriptions provide a broad outline. The expectation is that each student will produce at least 3500 words of formal graded prose in this course.

**Major Paper One – Personal Style Analysis (>1000 words) 15%**

In this paper you will deepen your awareness of a personal aesthetic through reflection and analysis. You will place a personal object—or a related collection of objects, or even a favorite space—in a larger context as a means of thinking critically about yourself and your relationship with the world.

**Major Paper Two – Annotation Assignment (>1000 words) 12.5%**

In this paper you will synthesize two arguments on a related topic, demonstrating your ability to construct an argument in a formal academic setting while concentrating on: crafting a concise, original thesis; accurately and constructively summarizing contrasting viewpoints; and weighing the arguments in an informed, balanced manner.

**Major Paper Three – Research Paper (>1500) 30%**

In this paper you will research an individual component of a larger system, generate a specific thesis, and elaborate upon that thesis is a well-considered, correctly cited manner that displays your original thoughts on your topic for an academic audience community that does not have specific knowledge of your topic. The assignment is broad, and topics and thesis statements will be determined in smaller assignments in advance of your writing. For this assignment you might consider something like a local business or politician in a larger/national context, or you could consider how a localized culture/country/micro-economy influences/impacts or is influenced/impacted by a larger culture/world/macro-economy.
Speech Short Answer Examination – 15%
In this final assignment, you will answered directed questions regarding the similarities and differences of the four speeches, and present a case for which speech is the most compelling.

Other Assignments – 15%
This grade will be made up of quizzes, short homework, and in-class exercises. You will be also regularly be asked to write short pieces and to journal throughout the semester. You will lead (or share the lead of) one reading discussion. Terms for the quiz will be distributed and defined during the first five weeks in anticipation of the Terms Quiz at the beginning of week six. These are words you will hear throughout your academic career and I hope to ensure your comfort with them.

Participation – 12.5%
The participation grade will be determined by the attendance and active participation in discussion. Constructive attendance in all peer review sessions will count toward your participation grade, as will your individual conference (and any other meetings scheduled throughout the semester).

Expectations and policies
* If you ever have any questions, please ask in class, or send an email. I will make every attempt to be diligent in my communication.
* All major assignments are to be handed in as hard copies at the beginning of class on the due date (standard, double-spaced 12pt. font, conformity to the above length requirements), unless a prior arrangement has been made with the instructor beforehand.

Methods of Instruction
Most class meetings will be interactive and will involve a significant amount of student discussion and writing. You will be asked to work both individually and collaboratively to investigate issues, practice writing strategies and techniques, learn research and critical reading approaches, and review your own and your peers' writing. You are expected to attend regularly and stay engaged in class activities, to keep up with all of the assignments, and to allocate sufficient time for thoughtful drafting and revising of your own work and the work of others.

Participation and Attendance
In these classes you submit drafts for in-class peer review and workshop, are responsible for contributing to discussion, and engage in a variety of other work: discussing essays, exploring ideas, developing drafts, reviewing and commenting on each other’s writing, writing in class, and engaging in small group activities. You should be actively present, which implies brain awareness as well as the basic courtesies of formal social gatherings. Please do not engage in any way with your cell phones, or work on assignments for other classes; these (among other considerations) will lower your participation grade. I expect (and rely upon) your active participation in class.

Late Work
Work is due on the date marked on the syllabus. Any updates on changes will be posted on Blackboard and spoken aloud frequently in class. I do not usually accept late papers, but I am willing to negotiate an alternative due date for papers if you communicate with me before the assignment is due. You cannot communicate with me during or just before the class in which a paper is due. Homework can (and should) be handed in late for partial credit. If you know that you will be gone the day an assignment is due, please email it if possible, or arrange an alternative prior to the due date. It is critical that you bring your drafts to peer review dates. Unless otherwise stipulated, all homework is due at the beginning of class. Emergency situations do arise, and in case of one, do your best.

Academic Integrity
Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – you will be held accountable for that action.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

At times, I may ask you to do group work for an in-class presentation or group project. For that specific assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

Plagiarism
Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books, articles, and websites is not sufficient.

To avoid plagiarism, meet the expectations of a US Academic Audience, give their readers a chance to investigate the issue further, and make credible arguments, writers must

- put quotation marks around, and give an in-text citation for, any sentences or distinctive phrases (even very short, 2- or 3-word phrases) that writers copy directly from any outside source: a book, a textbook, an article, a website, a newspaper, a song, a baseball card, an interview, an encyclopedia, a CD, a movie, etc.
• completely rewrite—not just switch out a few words—any information they find in a separate source and wish to summarize or paraphrase for their readers, and also give an in-text citation for that paraphrased information
• give an in-text citation for any facts, statistics, or opinions which the writers learned from outside sources (or which they just happen to know) and which are not considered “common knowledge” in the target audience (this may require new research to locate a credible outside source to cite)
• give a new in-text citation for each element of information—that is, do not rely on a single citation at the end of a paragraph, because that is not usually sufficient to inform a reader clearly of how much of the paragraph comes from an outside source.

You must also include a Works Cited or References list at the end of every essay but the first, providing full bibliographic information for every source cited.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit http://integrity.cua.edu.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support (dss.cua.edu) to coordinate reasonable accommodations for students with documented disabilities.

**Other Policies or Expectations:**

- Please make sure to turn off cell phones before class.
- Food and beverages are okay as long as they are not distracting.
- I am only allowed to respond to emails sent from your Catholic University account.
- Please make a sincere effort to be respectful and open-minded regarding anything you hear or read in class, and please also make a sincere effort to be respectful and open-minded in your speaking and writing.

**Academic Support Services**
The university’s primary academic support resources are located on the 2nd floor of the Pryzbyla Center. These affiliated offices and services include:

**The Undergraduate Advising Center** offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals.
**Phone:** (202) 319-5545  **Email:** cua-advising@cua.edu  **Web:** advising.cua.edu

**The Center for Academic Success** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more.
**Phone:** (202) 319-5655  **Email:** cua-academicsuccess@cua.edu  **Web:** success.cua.edu

**The Writing Center** provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from
brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours).

**Phone:** (202) 319-4286  **Email:** cua-writingcenter@cua.edu  **Web:** english.cua.edu/wc/

**The Math Center** is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center in Pryz 204 Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free.

**Phone:** (202) 319-5655  **Email:** cua-academicsuccess@cua.edu

**Disability Support Services** provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community.

**Phone:** (202) 319-5211  **Email:** cua-disabilityservices@cua.edu  **Web:** dss.cua.edu

**The Counseling Center** provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O’Boyle Hall, or by phone.

**Phone:** (202) 319-5765. **Web:** counseling.cua.edu

### Assessment

#### Numerical

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<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
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<tr>
<td>A-</td>
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<td>90 - 92</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>80 - 82</td>
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<tr>
<td>C+</td>
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<td>77 - 79</td>
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<tr>
<td>C-</td>
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<td>70 - 72</td>
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<td>D</td>
<td>Lowest Passing</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>Failing -- the student failed to</td>
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<td></td>
<td>demonstrate an adequate understanding</td>
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<td>of course concepts</td>
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<td>Grade</td>
<td>Description</td>
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<td>F*</td>
<td>Failure -- the student ceased to participate in class</td>
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<td>I</td>
<td>Incomplete</td>
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<td>W</td>
<td>Withdrawal</td>
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**University grades:**
The University grading system is available at [http://policies.cua.edu/academicundergrad//gradesfull.cfm#II](http://policies.cua.edu/academicundergrad//gradesfull.cfm#II) for undergraduates and [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](http://policies.cua.edu/academicgrad//gradesfull.cfm#iii) for graduate students. Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).

**Course Schedule**

*This syllabus should fairly accurately represent our progress through the semester, but (outside of the important dates listed at the end) is very much subject to change. Said changes will be announced in class, and if possible, on Blackboard. You are responsible for all homework and readings, whether or not they are listed on the syllabus.*

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class</th>
<th>Readings Due</th>
<th>Writing Due</th>
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<tr>
<td>Week 1</td>
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| Tuesday 1/10: | - Class Introduction  
- In-class writing: autobiographic sketch  
- Brief discussion of Syllabus, TS/IS & Expectations  
- Literacy & Cultural Literacy  
- Laptop/Technology Discussion  
- Explain terms | - Syllabus (on blackboard, quickly in class and due next week) | In-class: Complete Autobiographic sketch (or finish over the week), vet topic for biographic sketch for next week |
| Week 2  |                                                                          |                                                                            |                                                                            |
| Tuesday 1/17: | - Major Paper One discussion  
- Close reading I  
- POV & using ‘I’ in essays  
- Introduction to They Say, I Say  
- In-class research: biographic sketch  
- General goals when beginning a piece  
- Audience  
- Perspective | - Borges and I  
- They Say, I Say – Intro TS, IS – Chapter One | - Biographic sketch |
<table>
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<tr>
<th>Elmore Leonard’s 10 Rules of Writing</th>
<th>Nouns, Verbs, and Modifiers</th>
<th>Articles and Prepositions</th>
<th>Biographic sketch presentations</th>
<th>Bill of Rights v. Declaration of Rights</th>
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**Week 3**

1/24:
- Commas and other Punctuation
- Empathy Discussion/Activity
- Reading Discussion
- Proscriptive vs. Descriptive
- Discuss Peer Review goals
- Peer Review Workshop

**Week 4**

1/31:
- Thesis Statements
- Parallelism
- Revision strategies
- Revising/Final Edits
- Close Reading
- Introduce Annotating Sources Assignment
- Review first four weeks, terminology/grammar

**Week 5**

2/7:
- Ethos, Logos, Pathos
- Writing to Persuade
- Putin
- 10 Myths Activity
- Importance of Audience
- Importance of Invention
- Analyzing Images & Using them to convey information
- Topics Discussion

**Week 6**
### 2/14:
- Learn to Research from a Librarian! (and quote and cite)
- Quotations
- Citations
- Paraphrasing/Summarizing
- Evaluating Sources
- The Art of the Argument
- Research Methods Discussion
- Begin Researching 2nd Assignment
- Considering the Opposition
- In a Grove
- Close Reading

### 2/15:
- TS, IS – Three, Four, Five
- Cheating and CHEATING
- In a Grove

### 2/16:
- Two narrowed topics
- Persuasion HW
- Templates on 65-66;
- Templates on 72-3
- In a Grove HW (defend the sides)

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### Week 7

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<th>2/21: NO CLASS (Admin Monday)</th>
<th>ANNOTATED SOURCES DUE</th>
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### Week 8

| 2/28:  |
| - Logical Fallacies  |
| - Peer Review (line-editing)  |
| - Major Paper Discussion  |
| - Thesis Statements  |
| - First Half catch-all  |

| 2/28:  |
| - TS, IS – Six Written sources  |
| - Writing in the 21st Century  |

| 2/28:  |
| - Two Thesis Statements  |

### Week 9

| 3/7: SPRING BREAK (NO CLASS)  |
| Revised Thesis Statement DUE  |

### Week 10

| 3/14 CONFERENCE  |
| (return annotated sources, discuss progress on major paper, discussion of any potential concerns)  |

| 3/14  |
| - Strunk and White: Elementary Principles of Composition  |

| 3/14  |
| - Research Paper Intro and Outline Due, General Discussion  |

### Week 11
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<th>Week 12</th>
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<tr>
<td>3/28</td>
<td>-Close Reading III -Writing Casually in an Academic Setting -Peer Review</td>
<td>TS, IS –Nine -Shooting an Elephant -TS, IS –Seven</td>
<td>-Tone HW -So What? - DRAFT DUE</td>
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<th>Week 13</th>
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<th>Week 14</th>
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<td>4/11:</td>
<td>-Introduce They Say/I Say reflection essay -Presentations -Speeches Comparison -Close Reading</td>
<td>TS, IS –Twelve Bartom Swaim’s Perfect Stump Speech</td>
<td>What’s Motivating Textbook Writers HW MAJOR PAPER DUE</td>
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<th>Week 15</th>
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<tr>
<td>4/18</td>
<td>-Interpreting myths</td>
<td>-Readings from Norse Mythology -Saunders’ Graduation Speech</td>
<td>TS/IS Topic Proposal and Thesis</td>
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<th>Week 16</th>
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<tr>
<td>4/25</td>
<td>Speech Assignment Due</td>
<td>Speech Assignment Due</td>
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**Important Due Dates**

1/31: First Paper Due  
2/21: Annotation Assignment Due  
3/28: Research Paper Draft Due  
4/11: Research Paper Due
4/25: Speech Assignment Due

4/20: University Research Day

Last day to add/drop: 1/23

Last day to withdraw: 3/29