ENG 1213: ENGLISH COMPOSITION & RESEARCH

13641/11294
LAR 237/LAR 233
TR: 12:30 P.M. – 1:45 P.M./TR: 2:00 P.M. – 3:15 P.M.
FALL 2012
ENGLISH DEPARTMENT

INSTRUCTOR INFORMATION

Marcus Mallard, MA
(405) 974-5668; 974-5639
LAR 118
mmallard@uco.edu
Office Hours: TR 4:00 P.M. – 5:00 P.M. or by appointment

COURSE DESCRIPTION AND OBJECTIVES

CATALOGUE DESCRIPTION

The primary purpose of this course is to help students write clear, concise, and coherent academic prose in both expository and persuasive modes. The major emphasis of the course will be in improving research and investigative skills.

PREREQUISITES

ENG 1113, 1143, 1153, or 1173

DISCLAIMER
This course will be incorporating films of the horror genre into the coursework, and this entails that there more-than-likely will be graphic language or graphic visuals in the material for the course. If you are not accustomed to
this, or are uncomfortable in any way, please let me know, and I, or the Director of First-Year Composition, will accommodate you in finding a different section of this class.

TRANSFORMATIVE LEARNING OUTCOMES

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have transformative learning experiences in six core areas: discipline knowledge; leadership; research; creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

This course supports the following tenets of transformative learning:

- **Discipline Knowledge**—students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments.
- **Leadership**—students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counterevidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems.
- **Global and Cultural Competency**—students read and write arguments about global and cultural issues and direct writing to divers audiences.
- **Problem Solving (Research, Scholarly, and Creative Activities)**—students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions.
- **Service Learning and Civic Engagement**—in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities.
- **Health and Wellness**—students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

COURSE OBJECTIVES

Students taking ENG 1213 will review and build upon the objectives of ENG 1113 and learn the following:

- The conventions of academic arguments
- Various types of academic arguments
- How to support claims with evidence
- What counts as evidence in differing situations
- How to shape written arguments for particular audiences
- How to conduct basic source-based research
• How to integrate research material into an academic paper
• How to evaluate the evidence and claims of other writers
• How to document source material using MLA style

TEXTBOOKS


OTHER SUPPLIES OR RESOURCES

I prefer to grade hard copies of papers, but if you would like to keep a flash drive for this class and this class only, that is acceptable. A laptop or DVD player is going to be useful because there will be outside-of-class viewings.

COURSE OUTLINE, GRADING, AND PARTICIPATION REQUIREMENTS

COURSE OUTLINE

See attachment located at the end of this document.

DATE AND TIME OF FINAL EXAM

There will be no final exam for this class, as performance in the class is determined through writing. Instead, you will be required to turn in your final paper no later than 7 p.m. on the Thursday of Finals Week.

NAMES AND DESCRIPTIONS OF REQUIRED ASSIGNMENTS AND PERCENTAGES FOR EACH ASSIGNMENT

10% - PAPER 1
20% - PAPER 2
30% - PAPER 3
20% - FILM JOURNALS
10% - READING QUIZZES
10% - CLASS PARTICIPATION

PAPER 1 – WHAT IS THAT?: ARGUMENT OF DEFINITION
For this assignment, we will be watching Ridley Scott’s 1979 film *Alien*. The paper will be analyzing the role genre plays in the film and discerning is more noticeable in the film. If the student would like to write about another film, it must be submitted with a research question for my approval.

PAPER 2 – I REMEMBER THE GOOD OL’ DAYS: TRANSFORMING HORROR OVER THE DECADES
This paper will ask a student to examine the evolution of a different trope, mechanism, or generic identifier of the horror genre. Even though we will watch accompanying films in class, the student will be free to choose their own approach to this paper.
PAPER 3 – SOCIETY OF SCARES: EXAMINING CULTURE IN HORROR FILMS
The last major paper will have the student choose a specific time period of historical or cultural interest along with a horror film. The student will argue how the film was influenced by specific socio-cultural instances. Once again, we will watch a companion film in class; however, the student can choose another film, accompanied by a research question, as long as it approved by me.

FILM JOURNALS
Students will watch an additional 10 horror films other than those for the major essays. They will then write an analysis of the films, not a plot summary. The analysis can be on any number of topics, i.e., lighting, sound, character development, use of technology, cultural influences, etc. They will submit five entries at midterm and five entries at the end of the semester.

READING QUIZZES
The quizzes in the class will come from class readings, lectures, and films watched in class. Also, there is no set date for quizzes, so they can happen at any time. If you miss a quiz, you cannot make it up. No excuses.

CLASS PARTICIPATION
Be prepared to talk during class. I do not like a quiet classroom, and even though I love to hear myself talk, I like to hear your thoughts on the topics-at-hand as well. You will be penalized if you do not partake in class discussion, group activities or attend every class period.

GRADING SCALE
A 90-100
B 80-89
C 70-79
D 60-69
F 59 AND BELOW

CLASS MANAGEMENT INFORMATION

ATTENDANCE POLICY
The First-Year Composition Program has a standard attendance policy for all courses in the program. Upon the ninth absence in a MWF section or upon the sixth absence in TR section, the student will fail the course. Absences due to a university sponsored event or military service will not be counted towards these totals.
LATE WORK POLICY

Late work will not be accepted unless under extreme circumstances, i.e., death in the family, hospitalization of student, or school-related function (with two-week advance notice). Late work will not be accepted otherwise.

PLAGIARISM POLICY

Plagiarism is a form of academic dishonesty in which a student presents the words or ideas of another author in a way that intentionally misleads a reader to believe that the words or ideas were the student’s. Instructors have numerous options for dealing with confirmed cases of plagiarism, ranging from asking students to repeat an assignment to failure of the course and other severe university sanctions. The procedures for dealing with confirmed cases of academic dishonesty are located in the Student Code of Conduct, section IV.D.4.

TURNITIN.COM POLICY

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters.

TECHNOLOGY POLICY

I will allow the use of laptops, iPads, Kindles, and Nooks, in the classroom; however, such devices will primarily be used during our workshops. If I discover that electronic devices are being used for non-classroom related activities, I will cease this privilege.

OTHER UCO POLICIES

UCO STUDENT INFORMATION SHEET AND SYLLABUS ATTACHMENT

Please refer to the following URL for more information regarding UCO policies.

http://broncho2.uco.edu/academicaffairs/StudentInfoSheet.pdf
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>____/50</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ The thesis is clear, complex, and makes a claim</td>
<td></td>
</tr>
<tr>
<td>__ The essay’s central issue is well-analyzed and well-researched</td>
<td></td>
</tr>
<tr>
<td>__ The claims and evidence of outside sources are presented clearly and</td>
<td></td>
</tr>
<tr>
<td>analyzed effectively</td>
<td></td>
</tr>
<tr>
<td>__ The essay’s claims are justifiable given the relevant evidence</td>
<td></td>
</tr>
<tr>
<td>__ The essay balances outside sources with its own ideas</td>
<td></td>
</tr>
<tr>
<td>__ The essay provides insight into the issue it investigates</td>
<td></td>
</tr>
<tr>
<td>__ The essay follows the directions of the assignment</td>
<td></td>
</tr>
<tr>
<td>__ The essay is written with the appropriate audience in mind</td>
<td></td>
</tr>
<tr>
<td>__ The essay considers counterevidence and counterarguments in a fair</td>
<td></td>
</tr>
<tr>
<td>manner</td>
<td></td>
</tr>
<tr>
<td>FORMAT AND STYLE</td>
<td>____/25</td>
</tr>
<tr>
<td>__ The essay presents ideas in an organized and effective manner</td>
<td></td>
</tr>
<tr>
<td>__ The essay uses transitional sentences, subheadings, signposting,</td>
<td></td>
</tr>
<tr>
<td>and/or other organizational elements</td>
<td></td>
</tr>
<tr>
<td>__ The essay’s introductions and conclusions are appropriate to the</td>
<td></td>
</tr>
<tr>
<td>type of argument being made</td>
<td></td>
</tr>
<tr>
<td>__ The essay’s diction and tone are appropriate for its intended</td>
<td></td>
</tr>
<tr>
<td>audience</td>
<td></td>
</tr>
<tr>
<td>__ The essay balances sentence structure and lengths</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>____/15</td>
</tr>
<tr>
<td>The essay is free of errors in punctuation, spelling, grammar,</td>
<td></td>
</tr>
<tr>
<td>usage, and other conventions of writing</td>
<td></td>
</tr>
<tr>
<td>REVISION</td>
<td>____/10</td>
</tr>
<tr>
<td>Rough drafts show important changes to essay’s ideas, rhetorical</td>
<td></td>
</tr>
<tr>
<td>awareness, structure, style, and mechanics.</td>
<td></td>
</tr>
<tr>
<td>If rough drafts were not handed in on time, these points are forfeited</td>
<td></td>
</tr>
<tr>
<td>by the student</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>____/100</td>
</tr>
<tr>
<td>Letter Grade: ______</td>
<td></td>
</tr>
</tbody>
</table>
August
T 21 – Introduction to the Class
R 23 – *Everything’s an Argument*, Chapter 1; Assign Paper 1
T 28 – *Everything’s an Argument*, Chapter 5
R 30 – “Genre, Audience and the Anatomy of Fear” – Mike Jones (Online)

September
T 4 – Movie
R 6 - Movie
T 11 – Paper 1 Rough Draft 1 Due; Peer Review
R 13 – *Everything’s an Argument*, Chapter 6
T 18 – *Everything’s an Argument*, Chapter 7
R 20 – Paper 1 Rough Draft 2 Due; “Horror and Science Fiction” – Steve Neale (Online)
T 25 – Assign Paper 2; MLA Workshop
R 27 Conferences

October
T 2 Conferences
R 4 Final Draft Paper 1 Due; Movie
T 9 – Movie
R 11 – FALL BREAK, NO CLASSES
T 16 – Paper 2 Rough Draft 1 Due; In-Class Writing Workshop
R 18 – *Everything’s an Argument*, Chapter 10
T 23 – “Raising the Living Dead” – Kyle William Bishop (Online)
R 25 – Paper 2 Rough Draft 2 Due; Assign Paper 3; “Humanizing the Living Dead” – Kyle William Bishop (Online)
T 30 - Conferences

November
R 1 - Conferences
T 6 – Paper 2 Final Draft Due; *Everything’s an Argument*, Chapter 16
R 8 – Movie
T 13 - Movie
R 15 – Paper 3 Rough Draft 1 Due; In-Class Writing Workshop
T 20 – Chapters 8 & 9 from *Nightmares in Red, White and Blue* by Joseph Maddrey (Online)
R 22 – THANKSGIVING BREAK, NO CLASSES
T 27 – Library Day; Office Hours for Questions
R 29 – Paper 3 Rough Draft 2 Due; “Future Shock: Horror Film is Adding Another Dimension to Film” by Brooks Barnes

December
T 4 – Conferences
R 6 - Conferences
T 11 – Finals Week, No Class
R 13 – Final Draft Paper 3 Due by 7 p.m.

This is a living schedule, and it most likely will alter through the course of the semester. When changes are made, students will be alerted immediately.