

English 030H: Honors Freshman Rhetoric and Composition  
Honors Theme: Universal Primary Education  
Penn State University  
Fall 2009

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## Course Syllabus

### **Course Description:**

English 030 is an intensive writing course that will approach writing through the exploration of global education, looking at the varied linguistic and cultural frameworks that exist in contemporary societies. The course will encourage us to think more deeply about educational issues in the United States and throughout the world., and the texts *Good Reasons with Contemporary Arguments* and *Three Cups of Tea* will form the basis of these thoughts and discussions. We will begin our discussion by examining the basic premise of education – both in and out of the classroom – questioning language, identity, nationhood and power, and then we will question, challenge and, perhaps, even re-think the educational policies associated with them. We will approach this task by reading, discussing and investigating how education can affect/effect change and impact lives. You will be encouraged to "go outside of your own skin" and see the world of education from multiple perspectives.

English 030H is really two courses in one: First, this is an English course that will entail a great deal of reading, discussing and persuasive writing. It is designed to refine your skill at persuading various audiences that your ideas have merit. The readings serve both as models and as sources of arguments. Our discussions should give us the opportunity to engage in the sort of ‘mutual inquiry or exploration’ that can help us shape our ideas about education and the problems—and choices—we face in our own educational process. Our writings will be real attempts to say something of worth to someone else. That’s what rhetoric is all about.

Second, this is a First Year Engagement course, which will help you to understand your role as a student at Penn State University and the opportunities available to you as an honor student on this campus. Also, it will work in tandem with L ST 100H – Information Search Strategies (1/2 semester, 1 credit) as you engage in your research paper.

### **Course Objectives:**

1. You will read literary texts analytically and evaluate them critically—grounding

- your analyses in a variety of perspectives.
2. You will analyze and evaluate literature as a persuasive tool and the function of imagination in the reasoning process.
  3. You will debate, defend, and advocate ideas in critical essays, demonstrating your understanding of the writing process, especially the relationship among writer, audience and purpose.
  4. You will gather data from literary sources and personal experience, evaluate the evidence, and draw sound inferences in the form of a substantial researched argument.
  5. You will better understand how and when to use rhetorical techniques—to fit your purpose and audience.
  6. You will engage in a research project.

This course satisfies the requirements for the Civic and Community Engagement Minor.

**Required Texts:**

*Good Reasons with Contemporary Arguments* (2009), by Faigley and Seltzer

*Three Cups of Tea* (2006), by Mortenson and Relin.

Assigned Readings: Handouts and on Angel.

**Class Participation and Attendance:**

Attendance and participation are required and essential: no classes should be missed to obtain the maximum benefit from this course. 15% of your grade will be given for class participation and attendance (and quizzes and essay responses). Excessive absences will result in a lowered final grade. In other words, for every three (beyond the three allowed by the university), will lower your grade one full grade. Finally, tardiness is very disruptive and will also be considered in your final grade evaluation (3 late = 1 absense).

**Academic Integrity:**

All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such act of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

### **Note to Students with Disabilities:**

**Note to students with disabilities:** In accordance with the Americans with Disabilities Act of 1990, it is Penn State's policy to provide reasonable academic adjustments for students with documented disabilities. If you have a disability-related need for modifications in this course, contact Sharon Manco, 610-892-1461, 127 Vairo Library, [sam26@psu.edu](mailto:sam26@psu.edu). This notification should occur by the end of the first week of the semester. Students may visit [www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/) for complete information.

### **Course Requirements and Grade Weighted Values:**

We will discuss several essay techniques, most of them argumentative in nature. You will turn in the following essay assignments:

Major essay assignments 3-5 pages:

#1 – Encomium – discussing the role this person played in your life, how this person influenced you, in terms of your values and beliefs (culture) from this person. (15%).

#2 – Lacking paper – discussing something is lacking in your life (educationally) and how it has affected you. (10%)

#3 - Definition of an Issue: related to the course theme of education (15%)

#4 - Critique (evaluative analysis) of *Three Cups of Tea*. (15%)

#5– Research project – 8-10 pages - Final research paper (20%) You will receive a handout on this project, which will entail your proposing an educational plan – to be presented to the class (10%).

Class participation and quizzes – (15%) See below.

All essay assignments are to be turned in on the due date unless you have made arrangements with me. Late papers will be docked one letter grade per day. All papers must be turned in to pass the course. You are also required to visit the writing center at least one time during the semester to get help with a writing assignment. I get feedback from the writing center for every student that attends. I will check off your name when I get confirmation that you attended.

Quizzes (including a diction quiz) and quizzes on the readings, along with class participation make up the final fifteen percent of your grade (positive class participation

counts a lot!) (15%)

There is no midterm exam. The final exam will be your research paper.

**Conferences:**

You will have the opportunity to meet with me to discuss your writing. These conferences are especially valuable when they are conversations about your ideas and how to convey these ideas to your audience. You are required to meet with me once during the semester, but you may meet with me as often as you like.

**Format for Papers:**

Final copies of essays should be typed or word-processed, double-spaced, on one side of the paper only, with margins of approximately one inch at top and bottom, and one and one quarter inch on each side. Make sure your print is dark enough. No odd fonts. Place your name, date, and my name in the upper right-hand corner of the first page. Place your title above the text on page one, and double space beneath it. The title should not be underlined. Page one need not be numbered; all subsequent pages should be numbered in the upper right-hand corner. Fasten the pages with a paperclip or staple.

**Proposed Schedule:** (subject to change). Essay readings from textbook and handouts will be assigned weekly (in addition to chapter readings listed below). If you miss a class, email me or a classmate to get the assigned readings. It is your responsibility to get the assigned readings. You will be quizzed on the readings weekly.

We will be discussing Three Cups of Tea throughout the semester.

**August 24, 26, 28:** Introduction to course, syllabus, class and culture.

**Readings for week of August 31<sup>st</sup>:** Chapter 1 – Why Argue?;

**Readings for September 2 & 4:** Chapter 2 – Reading Arguments.

**August 31 and September 2, 4:** Peanut Butter Paradigm. Discuss readings.

**Readings for week of September 9<sup>th</sup> and 11<sup>th</sup>:** Chapters 3 – Finding Arguments; and 11 – Narrative Arguments. (No class on Sept. 7).

**September 7, 9, & 11:** Discuss readings. Give out Research Project assignment. Due Finals week. Encomium assignment – Due Sept. 21<sup>st</sup>.

**Readings for week of September 14<sup>th</sup>:** Chapter 4 – Drafting and Revising Arguments; Chapter 5 – Analyzing Written Arguments.

**September 14, 16, & 18:** Discuss readings. Constitution Day – Thursday, Sept. 17<sup>th</sup> –

required attendance during Common Hour. Huggy pillow project – Lounge (TOMZ)  
Readings for week of September 21<sup>st</sup>: Chapter 6 – Analyzing Visual Arguments; Chapter 7 – Putting Good Reasons into Action.

**September 21, 23 & 25:** Encomium due on Sept. 21<sup>st</sup>. Assign “Lacking” Essay – due Oct. 5<sup>th</sup>. Discuss readings. Diction Words (quiz on October 30<sup>th</sup>).

Readings for week of Sept 28<sup>th</sup>: Chapter 9 – Causal Arguments; The Lack of Indoor Plumbing.

**September 28, 30 & October 2 (No class Sept. 28<sup>th</sup> or Oct. 2<sup>nd</sup> – I’m at meetings):** Discuss readings. “Lacking” Essay due Oct. 5<sup>th</sup>. Three Cups of Tea. Voices of innovation #1 – Sept. 28<sup>th</sup>.

Readings for the week of October 5<sup>th</sup>: Chapter 8 – Definition Arguments.

**October 5, 7 & 9:** Discuss readings. Lacking essay due October 5<sup>th</sup>. Definition of an Issue Assignment – due October 19<sup>th</sup>.

Readings for the Week of October 14<sup>th</sup>: Assigned readings from text and handouts.

**October 12, 14 & 16:** Definition of an Issue essay due Oct. 19<sup>th</sup>. Discuss readings. Solar Decathlon on Thursday, Oct. 15<sup>th</sup>.

Readings for the week of October 19<sup>th</sup>: Assigned readings from handouts and textbook.

**October 19, 21 & 23:** Discuss readings. Definition of an Issue essay due on Oct. 19<sup>th</sup>. Voices of Innovation #2 – Oct. 23<sup>rd</sup>.

Readings for the week of October 26<sup>th</sup>: Chapter 10 – Evaluation Arguments.

**October 26, 28 & 30:** Discuss readings. Critique of *Three Cups of Tea* on October 26<sup>th</sup>. Education seminar (tentative): Oct. 28<sup>th</sup>. Diction quiz – Oct. 30<sup>th</sup>.

Readings for the Week of November 2<sup>nd</sup>: Chapter 13 – Proposal Arguments (in preparation for research paper).

**November 2, 4 & 6:** Discuss readings. Research presentation by Library Staff.

Readings for the Week of November 9<sup>th</sup>: Chapter 14 – Designing Arguments; Chapter 15 – Presenting Arguments.

**November 9, 11, & 13:** Discuss readings. Voices of innovation #3 – Nov. 13<sup>th</sup>.  
Readings for the Week of November 16<sup>th</sup>: Chapter 16 – Planning Research;  
Chapter 17 – Finding Sources; Chapter 18 – Evaluating Sources.

**November 16, 18, & 19:** Discuss readings. Socratic Symposium – Nov. 19<sup>th</sup>.  
Readings for the week of November 30<sup>th</sup>: (You have off the entire week of  
Thanksgiving) Chapter 19 – Writing the Research Paper; Chapter 20 –  
Documenting Sources (MLA).

**November 23, 25, & 27:** (no classes).

**November 30 and December 2 & 4:** Discuss readings. Project presentations begin on  
Friday, December 4<sup>th</sup>.

**December 7, 9, & 10:** Project presentations. Class evaluation.

**Final proposal research paper due December 14<sup>th</sup>.**