

## RHET 102-03 Research & Writing

**Instructor:** Tom Jackson  
**Time:** 9:25 a.m. to 10:50 a.m.  
**Classroom:** Putnam Center for the Arts, Room 105  
**Office:** Kathryn Hall 303  
**Office Hours:** TBA  
**E-mail Address:** tom.jackson@webmail.mac.edu

**Course Description:** Rhetoric 102 focuses on reading and research skills, the use of the library and computer for research purposes, and writing a research paper. It also emphasizes argumentation, as well as the discussion of opposing viewpoints on a contemporary controversial issue. *Prerequisite:* Rhetoric 101.

**Section Topic: The Future of Public Education in the United States.** Because you are students you are part of the educational system in this country. Granted you are students at a private college, but many of you came from public schools. Even if you have not been a student at a public school, your education as be impacted by public schooling. Is the present system working? If not, what are its problems? What are some possible solutions?

**Course Objectives:** Upon successful completion of this course, students should be able to

1. use the library and computer for research;
2. read critically and evaluate opposing arguments effectively;
3. engage in productive discussion;
4. understand more fully a contemporary controversial issue;
5. follow standard procedures for formulating a paper, citing sources, using quotations, and listing works cited; and
6. write a research paper that provides evidence from the published works of others to support a thesis statement.

**Texts:**

Hacker, Diane. *A Pocket Style Manua*. 5<sup>th</sup> Edition. Boston: Bedford/St. Martins, 2008. With 2009 MLA update.

*School: The Story of American Public Education*. Company Volume to the PBS Series *School: The Story of American Public Education*. Edited by Sarah Mondale and Sarah B. Patton. Boston: Beacon Press, 2001.

### Requirements and Grading:

The following represents my best plan as to how the semester will go forward. I do reserve the right to make changes.

| Assignment                         | Points      |
|------------------------------------|-------------|
| 1. One or Two Short Essays         | 100         |
| 2. Tentative Thesis Statement      | 50          |
| 3. Research Proposal               | 75          |
| 4. World's Shortest Research Paper | 50          |
| 5. Annotated Bibliography          | 100         |
| 6. Paper Outline                   | 100         |
| 7. Opposition Paper                | 75          |
| 8. Support Paper                   | 75          |
| 9. Final Research Paper            | 200         |
| 10. Midterm Exam                   | 75          |
| 11. Final Exam                     | 100         |
| <b>Total</b>                       | <b>1000</b> |

### Grading Scale:

|                      |   |
|----------------------|---|
| 900-1000 points      | A |
| 800-899 points       | B |
| 700-799 points       | C |
| 600-699 points       | D |
| Less than 600 points | F |

**Requirements for Writing Assignments:** All written assignments must be typed and double spaced in 12-point font, unless otherwise specified. Each student will need one two-pocket folder for submitting typed assignments and photocopied material. **Note:** I strongly suggest you keep a copy of what you have written on a flash drive or other storage device.

**Late Assignments:** Student paragraphs will lose **one** letter grade for each class period they are late. All assignments must be handed in no later than **one week** after they are due.

**Attendance:** I expect you to attend class. Each student is allowed three unexcused absences. Any additional unexcused absences will lower your final grade by 1/3 of a

letter grade per absence. Additionally, students are responsible for all assignments missed when absent. Quizzes, exams and exercises missed because of unexcused absences will be given a grade of 0.

If a student is absent because of an excused absence any papers and homework are on the first class date after the excused absence.

**Plagiarism:** It is essential that all graded work submitted under your name be your own work. Submitting a paper that contains passages copied or paraphrased from another without proper acknowledgement (quotation marks, parenthetical references, etc.) is plagiarism. So is submitting a paper or exercise that has been written in any part by someone else; this includes providing an outline for or revision of another person's assignments. Students who allow others to use their work are considered as guilty as the person who has done the actual plagiarism. Plagiarized papers automatically receive **zero credit (0)** and are reported to the Academic Standards Committee for possible further disciplinary action. Cheating in any form, especially on quizzes or exams, is subject to similar penalties. Consult the online *Maggie* for further explanation of the rules governing academic dishonesty.

**Classroom Behavior (Decorum):** The classroom should be a place where learning occurs for **all** students. Occasionally, some students disrupt the learning process with unseemly or immature behavior. Cell phone talking and texting during class are especially distraction to the student using the electronic device and may be distracting to other students as well, so **all cell phones should be turned off or put on vibrate when you are in class.** Students are referred to the statement in the online *Maggie* on appropriate and inappropriate behavior entitled Classroom Decorum. These statements will be adhered to, and students will be penalized for violating them.

**Borrowed Material:** All borrowed material, whether from the library or your teacher, must be returned before your course grade can be recorded.

**Disabilities Services:** Student who need note-takers, interpreters, untimed tests or other services for students with learning disabilities should contact Pamela Harrison, Coordinator of Disability Support Services, at 217-479-7176, or by e-mail at [Pamela.harrison@mac.edu](mailto:Pamela.harrison@mac.edu). It is the responsibility of the student to make sure that instructor is informed of any disability he or she may have that will necessitate special classroom consideration. The instructor will make every effort to insure the disability is addressed.

**Tentative Class Schedule:** I am still in the process of collecting materials for this semester. The class schedule is only a very general outline of how I anticipate this class processing. Details will be provided as we go along.

| Date                    | Assignment  |
|-------------------------|---|
| <b>January 11</b> (1)   | Introductions and Overview of Class<br>Discussion of section topic<br><b>Homework for January 13:</b> In <i>Schools</i> read the Foreword on pages ix-x and the Introduction on pages 1-8 |
| <b>January 13</b> (2)   | Video and Discussion  |
| <b>January 18</b> (3)   | Video and Discussion<br><b>Homework for January 20:</b> Read pages 11-60 in <i>Schools</i> .<br><b>Homework for January 25:</b> Essay. Details to be provided in class.                   |
| <b>January 20</b> (4)   | Discussion of Reading   |
| <b>January 25</b> (5)   | Discussion of thesis statement<br><b>Homework for Friday, January 27:</b> Formulate Tentative Thesis Statement  |
| <b>January 27</b> (6)   | Discussion of Research Methodology  |
| <b>February 1</b> (7)   | Discussion of Research Methodology<br><b>Homework for Friday, February 3:</b> Research Proposal   |
| <b>February 3</b> (8)   | Video and Discussion<br><b>Homework for Wednesday, February 8:</b> Read pages 63-119 in <i>Schools</i> .  |
| <b>February 8</b> (9)   | Discussion of Reading   |
| <b>February 10</b> (10) | Discussion of MLA citation<br>Homework for Wednesday, February 15: <b>World's Shortest Research Paper.</b>  |
| <b>February 15</b> (11) | TBA   |
| <b>February 17</b> (12) | TBA   |
| <b>February 22</b> (13) | TBA<br><b>Assignment to be Brought to Individual Meeting:</b><br>Annotation Bibliography  |
| <b>February 24</b> (14) | Midterm Exam  |
| <b>February 29</b> (15) | Individual Meetings   |
| <b>March 2</b> (16)     | Individual Meetings   |

|                      |   |
|----------------------|---|
| <b>March 7</b>       | March 7 & 9—Spring Break.<br>No Class   |
| <b>March 9</b>       |   |
| <b>March 14</b> (17) | Discussion of Outlining<br><b>Homework for Friday, March 16:</b> Outline  |
| <b>March 16</b> (18) | Discussion of Opposition Paper<br><b>Homework for Wednesday, March 21:</b> Opposition Paper   |
| <b>March 21</b> (19) | Discussion of Support Paper<br><b>Homework for Wednesday, March 28:</b> Support Paper   |
| <b>March 23</b> (20) | We will use these classes to cover various topics and to work on your paper.<br><b>A rough draft of your paper will be due on Wednesday, April 4.</b> |
| <b>March 28</b> (21) |   |
| <b>March 30</b> (22) |   |
| <b>April 4</b> (23)  |   |
| <b>April 6</b>       | April 6—Good Friday<br>No Class   |
| <b>April 11</b> (24) | Return of Rough Draft<br><b>Final Draft due on Wednesday, April 18</b>  |
| <b>April 13</b> (25) | Discussion of Common Problems in Paper  |
| <b>April 18</b> (26) | Collection of Final Draft   |
| <b>April 20</b> (27) | Review for Final  |
| <b>April 25</b> (28) | Review for Final  |
| <b>May 1</b>         | Final Exam; 9:00 a.m. to 11:00 a.m.   |