

"Civic Literacy/Civic Responsibility"
English 110 College Composition I
Section 68, 20176 (3 credits)

M. G. Aune
320D Minard Hall
231-7176
m.aune@ndsu.nodak.edu
<http://www.ndsu.nodak.edu/ndsu/maune/> and
<http://blackboard2.ndsu.nodak.edu/>

Tuesday & Thursday 9.30-10.45
113 Music / IACC 116
Office Hours: 2-3.00 PM T&Th
and by appointment

Objectives

We all know that the Declaration of Independence called for "life, liberty, and the pursuit of happiness" and that the first ten amendments to the Constitution guarantee our basic civil rights. But what do these documents mean in practice? Do they even affect our day to day lives? This course will allow you to ask and answer these questions. It will enable you to improve your ability to write clearly for a variety of purposes and audiences, to practice effective and efficient writing strategies, to read actively and with understanding, to locate and use basic library resources, and to think critically.

Requirements

We will work toward the above outcomes through a variety of interrelated tasks, including small and large group discussion, informal in-class writing, and formal papers written outside of class. Specifically, you will write five in-class "Tuesday Papers," three formal, researched papers, and a variety of assignments to support your written work. Details of these assignments are found below.

Grading	Scale		
5 Tuesday Papers	100 points	A	100-90 %
5 Protocols	100 points	B	89-80 %
2 Papers	200 points	C	79-70 %
Editing Journal	100 points	D	69-60 %
Total	500 points		

Texts

A Call to Write, John Trimbur
A Pocket Style Manual Diana Hacker
A floppy disk (bring to every class)
A dictionary (bring to every class)

Students with Special Needs

Any students with disabilities or other special needs who need special accommodations in this course are asked to share these concerns with me as soon as possible.

Academic Honesty

I assume that all work you turn in for this course is yours, and any material that you have acquired from an outside source is documented properly. Failure to do so is considered plagiarism and will result in possible failure of the course. See NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct

<http://www.ndsu.nodak.edu/policy/335.htm>.

Late Papers

Late papers will lose ten points per day until they are turned in. You are responsible for turning in all work assigned in this class. Failure to do so will result in failing this class.

Attendance and Participation

Important parts of the work for this course will be done in small and large groups. This means that your consistent presence is important to the success of the class as a whole. If you are unable to attend class, you must contact me via phone or email within twenty-four hours. You are still responsible for any work done or due in class that day. Similarly, you are responsible for contacting your group members if you miss a class.

Participation includes not only contributing to class discussion, it also covers prompt attendance, listening and responding constructively to your classmates, attending class prepared to discuss the readings, and bringing your books and writing material to every class meeting.

Paper Format

Unless otherwise noted, all assignments are to be type-written, double-spaced, with one-inch margins, in twelve-point Times font. Your name, the date, the class, my name and the assignment are to be at the top of the first page. You must also note the word count of your paper here. Don't forget to title your work. Any papers longer than one page must have page numbers and be stapled.

Revisions

You are allowed and encouraged to revise either or both of your two researched papers. The revision must be comprehensive and not simply address issues of spelling, grammar, and format. If you wish to revise your paper, you must meet with me to discuss the revision strategy and set up a deadline. A copy of the original paper must be handed in with the revision. The revised paper score will replace the previous score, whether or not it is higher.

Editing Journal

This will be a record of your responses to the feedback you receive from me and your peers on your writing. You will make eleven entries, one for each Tuesday paper, each Protocol, and for Paper 1. First, you will note any spelling or grammar errors. You'll write out the error, then write out the correction. Second, you'll respond to your peers' comments on the peer review work sheets. Third, you'll respond to my comments on your paper. Last, you'll write two or three sentences describing how you will address the concerns you receive and how you'll approach the next paper differently. I would like you to keep this in a bluebook. You may need more than one. I will collect your journals several times during the semester.

Calendar

24 August	Introductions, The Bill of Rights
26 August	<i>The Call to Write</i> Chapter 1
31 August	Tuesday Paper 1 (meet in IACC 116)
2 September	<i>The Call to Write</i> Chapter 2
7 September	Tuesday Paper 2 (IACC 116)
9 September	<i>The Call to Write</i> Chapter 3
14 September	Thomas Jefferson, "The Declaration of Independence" http://memory.loc.gov/const/declar.html Protocol 1
16 September	Editing journal
21 September	Tuesday Paper 3 (IACC 116)
23 September	Jean-Jacques Rousseau, "The Origin of Civil Society" (Library electronic reserves) Protocol 2
28 September	Editing journal
30 September	John Locke, "Second Treatise on Government" (Ch. 1-5) http://libertyonline.hypermall.com/Locke/second/second-frame.html Protocol 3
5 October	Outlines, bibliographies <i>Call to Write</i> pp. 40-1
7 October	Paper 1 due, Peer Review (IACC 116)
12 October	Conferences (in my office)
14 October	Conferences (in my office)
19 October	Tuesday Paper 4 (IACC 116)
21 October	Conferences (in my office)
26 October	Tuesday Paper 5 (IACC 116)
28 October	<i>Federalist</i> 51 http://memory.loc.gov/const/fed/fed 51.html Protocol 4
2 November	Editing journal
4 November	Ethicist

9 November	Henry David Thoreau, "Civil Disobedience" http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/civil/ Protocol 5
11 November	Veterans' Day, no class
16 November	Editing journal
18 November	research day, no class
23 November	Research and outline
25 November	Thanksgiving, no class
30 November	Research Day and Conferences
2 December	Bibliography and outline due
7 December	Research Day
9 December	Last Day of Class Peer review, bring two copies of Paper 2 to class

Tuesday Papers

These papers will be written during class, in a computer-equipped classroom. The editorials are available on the course website.

Tuesday Paper 1 "Internet Filters"

Read the editorial and in Microsoft Word provide a 100 word summary of the editorial. Be sure to write in present tense, maintain the anonymity of the writer, and avoid including your own opinion. Be sure to identify the editorial's argument and the support for that argument. Be certain to include your name, the date, the total number of words, and the bibliographic information for the article.

Tuesday Paper 2 "Cross Burning"

Follow the directions as above, but also include a 300 word response to the editorial. You may challenge the editorial, support it, or extend its argument. Think about the rhetorical situation of the editorial.

Tuesday Paper 3 "States' Rights/Civil Rights"

Follow the directions for Tuesday Paper 2.

Tuesday Paper 4 "War on Civil Liberties"

Follow the directions for Tuesday Paper 2.

Tuesday Paper 5 "Stand Up for Affirmative Action"

Follow the directions for Tuesday Paper 2.

Protocols

These are two page (400-500 word) papers based on the topics below.

Protocol 1

Summarize *The Declaration of Independence* in 250 words or less, then identify the rhetorical strategies Jefferson uses. Think about audience, and purpose, is the document effective?

Protocol 2

Identify and summarize Rousseau's argument. Of what is he trying to persuade the reader? What kind of claims does he make and what kinds of evidence does he use? What kinds of rhetorical appeals? In this paper I expect that you will begin using quotes and paraphrases.

Protocol 3

Identify and summarize Locke's argument. Of what is he trying to persuade the reader? What kind of claims does he make and what kinds of evidence does he use? What kinds of rhetorical?

Protocol 4

Identify and summarize the argument in *Federalist 51*.

Protocol 5

Identify Thoreau's arguments in *Civil Disobedience* and summarize one of them in detail.

General Education Outcomes and Course Objectives

English 110, Composition I, has been approved for the Communications category in general education in the North Dakota University System. Students in this course will be asked to meet two General Education Outcomes:

- Students should learn to communicate effectively in a variety of contexts and genres (GE Outcome #1). English 110 will emphasize the transition from reading and writing everyday and high school genres to university genres. In order to achieve this outcome, students will
 1. read a variety of genres of writing that have been produced for various audiences (especially genres that are used in everyday life and in academic settings) and develop an understanding of generic conventions within the context of audience and purpose.
 2. write in a variety of genres for various audiences and purposes (e.g. writing for family and friends, writing for peers, writing for instructors, writing for a more general academic audience)
 3. practice effective and efficient writing strategies, including generating, developing, and focusing ideas, sharing drafts of writing with peers and the instructor, revising and editing for clarity, consistency, and correctness.

Students should also understand that effective communication can only be defined within the context and situation of reading and writing tasks.

- Students should learn to integrate knowledge and ideas in a coherent and meaningful manner (GE Outcome #6). English 110 will emphasize doing library and web research, and then successfully integrating that research into one's own writing, as an important part of learning and communicating in university courses. In order to achieve this outcome, students will:
 1. respond to others' writing by identifying the ideas, motives, and effects writers employ (including thesis statements, claims, and evidence when appropriate)
 2. locate basic library and online resources and incorporate information from those resources into their own writing, documenting them appropriately for their audience and situation

The English department content goal for this course.

- Students should come to understand that literacy is a complex social-cognitive act. Reading and writing are not only fundamental skills for success in school and life, but they are skills that are flexible, varied, and require life-long practice and development. In order to achieve this content goal, students will be asked to:
 1. Reflect on, and in some cases do research on, the meaning of "literacy."
 2. Reflect on the work they have done in the course as a means of reflecting on their development of increasingly specialized and sophisticated literacy skills.

Paper 1

This paper will be your analysis of one of the first ten amendments to the Constitution. You should begin with your own interpretation of the amendment. That is, in your own words, what does the amendment do? Conclude your paper with an example from current or historical events of your amendment being upheld or violated.

This paper should be three to five pages (750-1,250 words) in length and follow the format rules given in the syllabus. The bibliography and quotations should be in proper MLA format.

Paper 2

This last paper should demonstrate the practices and techniques we have been covering throughout the term. You should show your ability to summarize, quote, paraphrase, all in MLA format. You should show your ability to identify a problem through your own reasoning and with the support of research. Your research should not be restricted to general on-line material, but should use scholarly books and journals, and reliable on-line sources.

For this paper, you will analyze a Supreme Court decision that used one of the first ten Amendments to the Constitution. Your first task will be to choose a Supreme Court decision from the list below. Second, you will need to read and analyze that decision to determine which amendment(s) is involved. You will then research and analyze that amendment.

Your final draft should inform the reader of the problem that the decision addressed, the solution the Court created, and how the amendment contributed to that solution. You must provide a summary of the majority opinion and the dissenting opinion.

This paper should be four to six pages (1,000-1,500 words) in length and follow the format rules given in the syllabus. The bibliography and quotations should be in proper MLA format.

Brandenburg v. Ohio
Miller v. California
Texas v. Johnson
Engel v. Vitale
Lemon v. Kurtzman
Reynolds v. United States
Hustler Magazine v. Falwell
Griswold v. Connecticut
Miranda v. Arizona
Furman v. Georgia
Gregg v. Georgia