



ENG 1010 Introduction to Composition - Summer 2009

Humanities & Sciences

Instructor: Joshua Bowles

Office:

E-mail: bowlesling@gmail.com

Website: <http://sites.google.com/site/bowleslinguistics/>

Class: MWF 12:15 - 1:55 LA 108

Office Hours: By appointment

Textbook

A&B: Ramage, John D., and John C. Bean, and June Johnson. *The Allyn and Bacon Guide to Writing*. 5th edition. New York: Pearson Longman, 2009. ISBN-13:978-0-205-59873-1. (A link for used versions: [here](#).)

Course Outline and Grades

We will focus on methods of analyzing ideas and how to communicate such methods (and their results) in written form. You will demonstrate your ability to think in written form (and your development) through the following:

1. Problematizing a Topic, 2 pgs
2. Solving a Local Problem, 4-6 pgs
3. Summary & Strong Response, 4-6 pgs
4. Proposal & Annotated Bibliography, 3 pgs
5. Final: Exploratory Research, 10-12 pgs
6. In-Logic Notebook (In-LN)

The breakdown of grades and letter grade assignment will be assigned according to the following:

Attendance	15	93-100 gives A	70-72 gives C-
In-Logic Notebook	15	90-92 gives A-	67-69 gives D+
4 Short Papers	45	87-89 gives B+	77-79 gives C+
1 Final Paper	20	83-86 gives B	63-66 gives D
Portfolio	5	80-82 gives B-	60-62 gives D-
		73-76 gives C	00-59 gives F

Portfolio

Save **ALL** written assignments in this class. I elaborate on this as the semester proceeds.

Notes on the Calendar

If you have never taken a Summer course before, do not blink. **These semesters are lightening fast (only 8 of the usual 16 weeks) with the normal workload.** As the course proceeds we usually change the schedule quite a bit. I say *we* because I take input from students seriously. However, if you miss class you miss the chance to help shape the class, and more importantly, you miss changes to the schedule. It is your responsibility to find out this information.

Class Conduct

Class atmosphere will be quite relaxed. Just a few (sarcastic) guidelines to make sure things are smooth:

- Dozing off in class is not a cardinal sin, but be sure to make a spectacle of yourself.
- I do not take role, so clearly this means that I do not care if you come to class. In fact, do not come to class at all, everything will be fine.
- Talking during lectures is forgivable, but talking about mindless dribble is not forgivable.
- Eating and drinking in class should be reduced to a minimum. It is not forbidden, but please make sure that you are as loud as possible so that you can disturb others with the noise and enticing aromas.

Academic Integrity

Cheating, plagiarism, or any unethical academic behavior is not tolerated. It will be reported immediately to your Major Department and Student Services. See plagiarism policy [here](#) or at <http://webstaging.uvu.edu/english/student/plagiarism.html/>.

Basic Resources

The following is a list (with active links) of some basic research corpora.

1. UVU library: <http://www.uvu.edu/library>
2. Library search engines: <http://www.uvu.edu/library/search/index.php>
3. Useful databases: JSTOR, MEDLINE, especially ACADEMIC SEARCH PREMIER
4. Cornell science archive: <http://www.arXiv.org>
5. UVU writing center: <http://www.uvsc.edu/owl>

Schedule of Readings and Assignments

The schedule here is *tentative* and will most likely be modified. It is your responsibility to keep track of the changes as I announce them in class.

1. ~~(Week 1) June 26 F:~~ Introductions; How to be a con-artist/Convention, audience, why we write/Do “stupid” questions exist? **READ: Start A&B ch. 1, 2; Assigned I**
2. ~~(Week 2) June 30 M:~~ Critical reading of Assigned I. EXERCISE: You claim, You assume. Start paper 1

July 1 W: RESPONSE TO I DUE. Problem, Context, Presupposition? EXERCISE: You assert, You assume. Library for second-half; **READ: finish A&B ch. 1, 2; Assigned II**

July 3 F: Holiday
3. ~~(Week 3) July 6 M:~~ **PAPER 1 DUE(?)** What is a Solution? *GROUP PEER REVIEW of II.* **READ: start A&B ch. 4, 16**

July 8 W: Response to Assigned II due. Finish group peer review. Start peer review for Paper 2

July 10 F: Peer review for Paper 2. **READ: finish A&B 4, 16**
4. ~~(Week 4) July 13 M:~~ WRITING DAY

July 15 W: **PAPER 2 DUE.** What is a Response? **READ: A&B ch. 6, 21;** Drafting summaries and responses.

July 17 F: Meet in Library: Inter-library Loan (ILL)/Database/Research/Source documentation. **READ: A&B ch. 8, 23**
5. (Week 5) July 20 M: RESEARCH DAY: journal articles, MLA style

July 22 W: **PAPER 3 DUE.** Drafting proposals and bibliographies.

July 24 F: Holiday
6. (Week 6) July 27 M: FREE WRITE DAY

July 29 W: **PAPER 4 DUE.** RSRCH PRESENTATIONS

July 31 F: RSRCH PRESENTATIONS
7. (Week 7) Aug. 3 M: Writing Review Conferences **FINISH: A&B ch. 8, 23**

Aug. 5 W: Open discussion about logic, style, voice, audience. Peer review.

Aug. 7 F: Peer review
8. (Week 8) Aug 10 M: STUDY DAY. Will accept Portfolios.

Aug. 12 W: **PAPER 5 and PORTFOLIOS DUE**

Aug. 14 F: Pick up Portfolios (for those who specify)

1 Possible Research Topics

1. Symmetry and Fibonacci patterns in nature
2. Mathematics of probability (i.e., medicine, insurance, game shows, gambling, physics, marketing)
3. Encryption and security
4. Economics of personal and corporate debt
5. Biology of stem cells, e.g., differentiation and reverse engineering¹
6. Quantum computers, quantum computation, and the theory of quantum consciousness
7. Science of alternative energy²
8. Biographical life of a scientist—Newton, Einstein, Galileo, Galois, Abels, Cantor, Turing, Boole, Gödel. . . .
9. Philosophy of science, religion, etc. . . .
10. Literature and consciousness
11. Artificial Intelligence and Gaming
12. Gaming and Social Networks
13. Social Networking and ‘Hooking up’
14. War
15. Homosexuality: nature or nurture?
16. Does racism exist?

1.1 Comment

You should find something that engages you. Even topics you think might not be “allowed” for a college paper (e.g., I have had students write about such varied things as time-travel, medieval knights, Mayan calendar, alien life, *et cetera*). The point of attending University is to get the chance to have a *transformative experience*. You can have a good experience in this class, and do interesting research, if you pick topics that are really cool.

2 Citation formats, Organizations, Websites

- [Bedsford’s St. Martins Press](#) MLA, APA, Chicago, and other styles
- [Cornell University Library](#) MLA style guide
- [Purdue University Library](#) MLA style guide
- [Purdue University Library](#) APA style guide
- [UC Berkeley Library](#) MLA style guide

¹Many people write papers on this topic.

²Again, many people write on this subject.

- [Modern Language Society \(MLA\)](#)
- [American Medical Writers Association](#)
- [Association of Teachers of Technical Writing](#)
- [IEEE Professional Communication Society](#)
- [2009 IEEE Standards Style Manual](#)
- [National Association of Science Writers](#)
- [Society for Technical Communication](#)

3 Research

3.1 Databases

- Research tools accessible at the [UVU-Library](#)
- [Research guides](#) by topic at UVU library
- [Electronic Encyclopedias and Dictionaries](#)
- JSTOR
- ScienceDirect
- ERIC
- Academic Search Premier
- Project Muse

3.2 Other Links and Research Sources

- [Language Log](#)
- [MIT Press](#)
- [Cornell ArXiv](#)
- [Stanford Encyclopedia of Philosophy](#)
- Academic web pages of [professors](#) for downloadable papers³

³Make sure these sites are connected to a University or College—as the example here shows, if you are on-line!