



ENG 2020 Intermediate Composition - Fall 2010

Science & Technology Research

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Blog: [Linguistic Logic](#)

Class: MWF

Office Hours: By appointment only

I do NOT use my UVU e-mail

Textbooks

INQ: From Inquiry to Academic Writing: A text and reader. Green, Stuart, and April Ladinsky.

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 7 projects (1 response/research history, 1 abstract, 1 bibliography, 4 papers):

1. Research History, 2 pgs split as 2 assignments
2. Paper 1: Rhetorical Analysis, 4-5 pgs
3. Paper 2: Synthesis, 4-5 pgs
4. Abstract (proposal), 1pg
5. Annotated Bibliography
6. Paper 3: Research Argument, 10-12 pgs
7. Self-Reflective, 2-4 pgs

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

Attendance	15	93-100 gives A	73-76 gives C
Responses/Exam	15	90-92 gives A-	70-72 gives C-
Abstract & Ann. Bibliography	15	87-89 gives B+	67-69 gives D+
2 Short Papers	20	83-86 gives B	63-66 gives D
1 Final Paper	20	80-82 gives B-	60-62 gives D-
Self-Reflective	10	79-77 gives C+	00-59 gives E
Portfolio	5		

Comment 1. *Notice that I run an equivalent points = percentage scale: one point equals one percent. Keep this in mind when I say that something is worth n points.*

The Focus of this class is primarily on research that you will be directing yourself. This means that you need to develop a research agenda in conjunction with the course outline and goals. There is time given at the beginning of the semester to help you find an appropriate topic and develop a strategic course of action. Everything in this class is directed toward the final writing assignment: Paper 4, Classical Argument. This means you should think long-term about projects and you should begin doing research as early as you can.

Comment 2. *You should find a research topic that engages you. Even things 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.*

Portfolio

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

Notes on the Calendar

ATTENDANCE IS MANDATORY. You are given an allowance of three full days. After that, each full day is worth -2 points. Also as the course proceeds we usually change the schedule. 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 any information you miss.

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://www.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 *tentative.*

1. (Week 1) Aug 25 W: Introductions
2. (Week 2) Aug 30 M: DISCUSSION: [Assigned I](#). EXERCISE: “Walking Directions.” LECTURE: Syntax, Semantics, Pragmatics. **READ: INQ chs 2, 3, 10;**
Sept 1 W: EXERCISE: “Proof of Earth’s Orbit.” LECTURE: Evidence Types and (re-)Ranking.
REVIEW: “Thesis” statement.
3. (Week 3) Sept 6 M: **LABOR DAY HOLIDAY**
Sept 8 W: RESPONSE TO ASSIGNED I DUE. (half of #1) [Assigned II](#). REVIEW: Response to Assigned I.
4. (Week 4) Sept 13 M: REVIEW: Paper 1. LECTURE: What is Analysis and Rhetoric?
Sept 15 W: **PAPER 1 DUE. (#2)**, RESPONSE TO ASSIGNED II DUE (half of #1) LECTURE: Syntax, Semantics, Pragmatics. Start Paper 2 (#3), **READ INQ chs 4, 7, 11.**
5. (Week 5) Sept 20 M: LECTURE: Syntax, Semantics, Pragmatics.
Sept 22 W: WRITING DAY (no class): work on your paper.
6. (Week 6) Sept 27 M: REVIEW: Paper 2.
Sept 29 W: **PAPER 2 DUE (#3)** Styles and Guidelines, Start Abstracts/Bibliographies, **READ INQ ch 11.**
7. (Week 7) Oct 4 M: RESEARCH DAY (no class): work on Bibliographies.
Oct 6 W: **ABSTRACT (#4) DUE.** Think about paper 3!!. LECTURE: Syllogism & Fallacy, **READ INQ chs 6, 7.**
8. (Week 8) Oct 11-13: LECTURE/REVIEW: Syntax, Semantics, Pragmatics. EXERCISE: Presupposition. **Midterm Exam: Terminology, Concepts, and Analysis.**
9. (Week 9) Oct 18-20: RSRCH. PRESENTATIONS
10. (Week 10) Oct 25-27: RSRCH. PRESENTATIONS; **ANN. BIBLIOGRAPHY (#5) DUE.**
11. (Week 11) Nov 1-3: LOGIC, PRESUPPOSITION, ARGUMENT: Why computers can’t write your papers for you, Start paper 3 (# 6), **READ INQ chs 5, 8, 9.**
12. (Week 12) Nov 8-10 M: REVIEW Paper 3; Why Informal Logic is NOT Common Sense Argumentation
13. (Week 13) Nov 15-17: More LOGIC, ARGUMENT; what do we mean by “Argument”, “Logic”, “Research”?
14. (Week 14) Nov 22-24: THANKSGIVING
15. (Week 15) Nov 29-Dec 1: REVIEW Paper 3; writing workshops; Work on Self-Reflective (# 7)
16. (Week 16) Dec 6-8: REVIEW 3; workshops, open discussions about logic, argument, syntax, semantics, pragmatics.
17. (Finals Week) Dec 13-17: **PAPER 3 (#6), SELF-REFLECTIVE (# 7) and PORTFOLIOS DUE**
END OF SEMESTER