

Spring 2013 ENGL 1011

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Course Description

Course information: As a course aimed primarily for those engaged in business and the sciences and chosen by a high frequency of bilingual students, 1011 has a special focus of on the discourse of the global scientific and business community. Students will read examples of effective business case studies and influential scientific papers. The cultural expectations of rhetoric and the writing process will be discussed to deepen the students' understanding of English composition. As the disciplines of business and science place a premium on clarity and genre, common grammatical constructions and discipline-specific imagery will be emphasized.

General information: The purpose of English 1011 is to teach students to write clearly and to organize complex arguments that engage in a scholarly way with expert knowledge. Toward that end, students will learn **to conduct independent bibliographic research** and **to incorporate that material appropriately** into the sort of clear, complex, coherent arguments that characterize academic discourse. More specifically, in English 1011, students will learn that to write clearly means that they must take **a piece of writing through multiple drafts** in order to eliminate any **grammatical errors** or **stylistic flaws** that might undermine the author-audience relationship. They will also learn that, to write with **meaningful complexity**, they must learn to practice a variety of **invention strategies**, from the five classical appeals to freewriting to commonplaces to analytic reading strategies to library research – and **to revise continuously** the material generated by these methods. Students will also learn that, in order to make coherent arguments out of the material generated through these invention strategies without sacrificing complexity, their practice of revision must be guided by certain principles of **style and arrangement** -- for example, principles of emphasis, cohesion, parallelism, figuration, and syntactic variation, to name a few. Also, students must grow adept in the genre of argument itself through **work with models and templates** of the sort outlined in the standard rhetorics of argument (for example, Williams, Heinrich, Toulmin, or Graff and Birkenstein). Students must learn, moreover, that in order to create effective arguments they must cultivate strategies for analyzing the texts of other – that is, they must grow adept at situating the texts of others in a context, looking at them through the **lens of some other body of thought**, to see how such a move heightens the significance of certain elements of the text under analysis. And they must learn strategies for active, critical reading, strategies for deciphering why a text might be arranged a certain way and what that arrangement might mean, as well as strategies for summarizing and paraphrasing and quoting. Also, they must learn to conduct research in the library, **evaluating sources**, incorporating the work of others into their texts and doing so while following the **proper conventions of citation** endorsed by the Modern Language Association, American Psychological Association, Council of Science editors, or the Chicago Manual of Style. Finally, in order to maximize the students' potential for developing these abilities, the method of instruction in English 1011, week by week, will be organized as a hybrid that combines four different instructional modes: 1) discussions as appropriate to a seminar; 2) hands-on, productive work as appropriate to a studio or lab; 3) brief lectures; 4) regular one-on-one conferencing with the teacher. Through all of these means, students in English 1010 will learn to produce clear, complex, coherent writing with meaningful academic content.

Outcomes: Students will learn how to write clearly and how to develop complex, coherent arguments that engage with expert knowledge through independent scholarly research and correct citation of sources.

Attendance: Students in English 1011 develop skills that will serve them for the rest of their academic and professional lives. What's more, no matter how well a student writes, he or she can and should always cultivate these skills yet further. To do this, students must come to class, participate in class activities, and sustain positive, productive membership in the classroom community of student-writers. Thus, attendance, as well as punctual arrival and participation are absolutely essential; moreover, computers may only be used with instructor permission, cell phones must be silenced, and text-messaging and emailing are strictly forbidden, for these disruptions, as with tardiness, can be counted as absences.

When a student absence results from serious illness, injury or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed, over the course of the semester, to miss the equivalent of one week of class without penalty. Thereafter, students will lose one-third of their final grade for every unexcused absence from class. Once a student has accumulated the equivalent of three weeks of unexcused absences, he or she has automatically failed the class.

In order to enforce the attendance policy, the instructor will document the dates of every student's unexcused absences and file an "Absence Report Form" for any of their students who accumulate four, unexcused absences. These forms are sent to the student and the student's dean (the instructor retains the third copy). If the student's attendance problem results in his or her failing the course, the instructor should file a second "Absence Report Form" recommending that the student be withdrawn from the course with an F.

Academic Dishonesty: This link will take you to the Newcomb-Tulane Code of Academic Conduct: <http://college.tulane.edu/code.htm>. All students must take responsibility for studying this code and adhering to it. We will devote some time in class to it. Our purpose, in these discussions, will be not only to teach you how to avoid plagiarism and how to cite sources, but to initiate you into the contemporary discussion of intellectual property and the nuanced dynamics between individuality, authorship, and what's sometimes called intertextuality, so that you can make informed and thoughtful choices about your writing for the rest of your university career and later in life.

Often international students will assume the standards for academic dishonesty, cheating, and plagiarism are the same in their home countries and in the United States. Significant differences exist in what is considered acceptable, and students are urged to consult with their instructors as often as possible. Instances of academic dishonesty, cheating, and plagiarism can be much more embarrassing and harmful in the United States.

Also observe the academic conduct rules, including those about computer use and cell phones. <http://tulane.edu/studentaffairs/upload/02Academic.pdf>

The Grade of "Incomplete": If a student has a legitimate excuse for being unable to complete all of the work for a course, the instructor can give that student an "I" (Incomplete) on the final grade sheet. If the student does not complete the work and the instructor does not change the

grade, however, that grade will revert to an F. The deadline for addressing incompletes varies each semester but is usually about one month after the final exam period. Before a student is given an “I,” the instructor will confirm with the student – in writing – exactly what the student needs to finish and retain a dated copy of this correspondence in the event that the student misses the deadline and then expresses confusion about the new grade of “F.”

Students with Special Needs: Students who need special help with the course, such as note-taking, free tutoring, additional time and/or a distraction-reduced environment for tests and final exams, may contact the Goldman Office of Disability Services (ODS), located in the Center for Educational Resources & Counseling (ERC). It is the responsibility of the student to register a disability with ODS, to make a specific request for accommodations, and to submit all required documentation. On a case-by-case basis, ODS staff determines disability status, accommodation needs supported by the documentation, and accommodations reasonable for the University to provide. University faculty and staff, in collaboration with ODS, are then responsible for providing the approved accommodations. ODS is located in the ERC on the 1st floor of the Science and Engineering Lab Complex, Building (#14). Please visit the ODS website for more detailed information, including registration forms and disability documentation guidelines: <http://tulane.edu/studentaffairs/erc/services/disabilityserviceshome.cfm>

Texts: Required e-journals found at the Howard-Tilton Memorial Library and on-line: <http://libguides.tulane.edu/content.php?pid=27464&sid=199271>

Harvard Business Review

Journal of Business Communication

Science

Nature

These journals will be supplemented with other readings and bilingual reflections, including The Boyette Memorial Award winners. In general, students should expect around 50 pages of reading each week through the specific assignments listed in the appended Schedule of Readings as well as reading the Boyette Memorial Award winners and journals.

You will not usually be provided with a copy of the texts. You should find them through the library website and database. They are easily assessable and downloadable there.

Assignments

Analysis: looking at one text through the lens of another

In the simplest sense, an analysis paper is a paper that discusses some text through the lens of some other text; it asks, in this new, explicit context, what special features of the text under consideration become more important or more ambiguous or more controversial or more meaningful than they otherwise might seem? What are the points of tension between the text and its context? Also, what does the text seem to foreground or repeat or emphasize or draw into stark opposition? What aspects of the text ought one to quote in order to support the analysis under development? What aspects ought one to paraphrase?

Topic: Examining science through the lens of culture

Watson and Crick’s essay on DNA structure through the lens of culture (5-7 pages)

Popular Mechanics article: What is the culture here? What is true? (1 page)

Science essay: What are the assumptions here? What is known? (1 page)

Watson and Crick: What are the parts? What is expected/unexpected? (1 page)

Original article and version annotated for discourse moves:

<http://rspa.royalsocietypublishing.org/content/223/1152/80.full.pdf+html>

<http://www.exploratorium.edu/origins/coldspring/ideas/printit.html>

Argument – They say/I say

In the simplest sense, an argument paper is a paper that stakes out a position that opposes a position staked out in some other piece of writing. It coheres around a basic structure, in which the paper first summarizes some particular position attributed to others and then delineates its own position as a departure from that other position. This approach to writing argument papers according to the “they say / I say template” (as Gerald Graff and Kathy Birkenstein have dubbed it) can be found in any number of books on the craft of argument.

Topic: What is best?

Harvard Business Review case study: Make a case for the best way to proceed. (5-7 pages)

Summarize the facts (1 page)

Summarize the position of the respondents: What is their frame? What is their evidence?

Are there fallacies (1 page)

What is my position? (1 page)

Research paper

In the simplest sense, a research paper is a paper that uses the writings of others, discovered independently through research, in order to advance its claims and that documents correctly the presence of the writings of others in the paper.

Topic: Innovation

How is innovation defined and cultivated/ hindered? (7 pages)

Construct a research question and write a short background? (1 page)

What academic conversations and literatures would be relevant here? (1 page)

What are similar research projects that have been done? (1 page)

Submit an annotated bibliography. (2 page)

Hybrid Unit-

Topic: What is best method for learning, innovation, and discovery?

Analyze different approaches to innovation and creativity in a discipline’s literature and explain their relative merits. (5-7 pages)

Find three approaches to innovation/creativity in a discipline’s literature, and submit an annotated bibliography. (2 pages)

Find a two analytical lens to use and apply them to one approach. (2 pages)

Assignments from the readings: Each week you are expected to write a short summary or reflection on the readings from the e-journals, as the instructor assigns and on the Schedule of Readings. One week you will lead the discussion of a topic. Combined these form the “Assignments from the Readings” grade.

They are graded holistically by the instructor based on the elements from the major essay rubrics.

Grading:

-For the major essays: Rubrics are at the end this syllabus for all 101 classes (15 points) plus the English Language supplement (6 points) for a total of 21 points each major unit

Analysis Essay 21%

Argument Essay 21%

Research Essay 21%

Hybrid Essay 21%

Assignments from the Readings (16%)

Assignments are due according the Schedule of Writing appended at the end of this syllabus unless specifically changed by the instructor. Assignments should be both emailed to learneng@tulane.edu and submitted in paper form within ten minutes of the beginning on class on the due date. Until assignments are both emailed and submitted in paper form, they are not completed. Assignments that are completed 5 minutes late lose 10% of their value. Uncompleted assignments will lose an additional 15% of their value for every calendar day that they remain unfinished until they are worth zero points.

Grading scale:

100%–93%: A

92.99%–90%: A-

89.99%–87%: B+

86.99%–83%: B

82.99%–80%: B-

79.99%–77%: C+

76.99%–73%: C

72.99%–70%: C-

69.99%–67%: D+

66.99%–63%: D

62.99%–60%: D-

59.99% and lower: F

RUBRIC FOR ANALYSIS PAPER (15 POINTS POSSIBLE)

CONTENT: *INSIGHTS ARE ...*

many, complex, ambitious, surprising, and carefully situated among readings	3
somewhat familiar, few in number, simpler, and with limited relation to readings	2
only slight extensions of class discussion without real engagement with readings	1
discernible only as repetition of class discussion without relevance to reading	0

COMPLEXITY: *THE PAPER AS A WHOLE OFFERS*

several insights disrupt a common-sense, first-glance at what's analyzed	3
a few insights that shift the reader's experience of what's analyzed	2
only one insight that offers little by way of new perspective on what's analyzed	1
no new insights at all	0

COHERENCE / ARRANGEMENT: *FOCUS IS*

an elegant juxtaposition of the entity under analysis with the context enabling the analysis	3
a more haphazard articulation of the dynamic between the analyzed text and context	2
an awkward, even jumbled rotating between text and context	1
no discernible relation between what's analyzed and the context that would enable analysis	0

COHERENCE / STYLE: *SENTENCES ARE...*

varied in distinctive, consistent, original voice and memorable phrases	3
is less varied, voice less distinctive, occasional lapsing into the less-than-graceful	2
sentence-structure repetitive, dull, and often awkward	1

CLARITY: *THE PROSE HAS...*

No errors	3
only a few, very minor errors	2
a few errors that significantly distract the reader	1
several errors that significantly distract the reader	0

RUBRIC FOR ARGUMENT PAPER (15 POINTS POSSIBLE)

CONTENT:

claim is important, delivered with sufficient warrants and evidence to be persuasive	3
claim is not as important, nor crafted well enough to be altogether persuasive	2
claim is delivered with an argument too flawed to be persuasive at all	1
claim is not discernible, nor is any argumentative craft	0

COMPLEXITY:

argument is multi-dimensional, re: kinds of evidence, warrants, and counter-arguments	3
argument offers more limited evidence, warrants, counter-arguments	2
argument weakened by overmuch simplicity in evidence, warrants, counterarguments	1
argument is missing a key element, either evidence, warrants, or counterarguments	0

COHERENCE / ARRANGEMENT:

argument follows the “they say, I say” template and larger craft with subtlety and elegance	3
argument follows the template and elements of craft more formulaically	2
argument follows the template and elements of craft almost not at all	1
argument is unformed	0

COHERENCE / STYLE: *SENTENCES ARE...*

varied in distinctive, consistent, original voice and memorable phrases	3
is less varied, voice less distinctive, occasional lapsing into the less-than-graceful	2
sentence-structure repetitive, dull, and often awkward	1

CLARITY: *THE PROSE HAS...*

No errors	3
only a few, very minor errors	2
a few errors that significantly distract the reader	1
several errors that significantly distract the reader	0

THE RESEARCH AND HYBRID PAPER (15 POINTS POSSIBLE)

CONTENT:

the topic has been articulated as important question that the research answers	3
the topic has either not yielded an important question or research that answers it	2
the topic has neither yielded an important question nor any research that answers it	1
the topic is never defined adequately nor linked to any relevant research	0

COMPLEXITY:

the research question has multi-dimensional, contestable answers and implications	3
the research question has a simpler array of answers and few implications	2
the research question has only one, incontestable answer and one implication	1
the research question has no conclusive answer nor any clear implications	0

COHERENCE/ARRANGEMENT:

the movement from important question to researched answers is subtle and engaging	3
the movement from important question to research answer is simpler, more abrupt	2
the movement from important question to researched answer breaks into two halves	1
the movement from important question to research answer is never made	0

COHERENCE / STYLE: *SENTENCES ARE...*

varied in distinctive, consistent, original voice and memorable phrases	3
is less varied, voice less distinctive, occasional lapsing into the less-than-graceful	2
sentence-structure repetitive, dull, and often awkward	1
several sentences sufficiently ill-formed to distract reader from intended message	0

CLARITY: *THE PROSE HAS...*

No errors	3
only a few, very minor errors	2
a few errors that significantly distract the reader	1
several errors that significantly distract the reader	0

RUBRIC FOR ENGLISH LANGUAGE (6 POINTS POSSIBLE)

VOCABULARY: *THE PROSE HAS...*

Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate registers	2
Adequate range, occasional errors, but meaning is not obscured	1
Limited range, frequent errors confuse or obscure the meaning	0

LANGAUGE USE: *THE PROSE HAS...*

Effective complex constrution with few errors of agreement, tense, number, articles, prepositions, pronouns	2
Effective but simple with errors that sledom oscure meaning	1
Meaning is obscured or confused by errors	0

MECHANICS: *THE PROSE HAS...*

Demonstrates mastery of spelling, punctuation, capitalization, paragraphing	2
Occasional errors that do not obscure meaning	1
Frequent errors a few errors that significantly distract the reader	0

The A Paper ... is characterized by the freshness, ambition, maturity, coherence, and complexity of its content. Its claims are stated clearly and effectively, supported well, with relevant nuances interpreted and delineated in ways that go beyond the obvious. It manifests a distinctive voice that explicitly engages a meaningful rhetorical context and, in turn, an actual audience. It situates itself thoroughly among assigned readings, perhaps even key, related texts in public discourse. It effectively balances the specific and the general, the compelling detail and the larger point, personal experiences and direct observations of the outer world. It grows out of large-scale revisions (both in terms of content and structure). It not only fulfills the assignment, but inventively uses the assignment as an occasion to excel. Its only errors, if any, are purely typographical and quite rare. Finally, it manifests a certain stylistic flair – the bon mot, the well-turned phrase, the significant metaphor – that helps to make it, for the reader, memorable.

The B Paper ... is characterized by content that is a relatively familiar, less daring, less integrated or a little simpler than one might hope. Its claims could use more support or more exploration,

or could perhaps be stated more directly. Its voice could be more distinct and it could situate itself more engagingly in the rhetorical context and go farther to reach its audience. It could do more with the assigned readings, create a better balance between specific and general, detail and idea, personal anecdote and larger point. It fulfills the assignment, but in a way slightly perfunctory. It makes very few errors and shows no systematic misunderstanding of the fundamentals of grammar, but its overall structure might appear somewhat uneven. Finally, it could benefit from more large-scale revision and from more careful attention to its style at the sentence-by-sentence level.

The C Paper ... is characterized by overmuch dependence on the self-evident, is dotted with cliché, and is inadequately informative. Its essential point is uninteresting or only hazily set forth or developed aimlessly. It has no particular voice, nor any significant sense of context or audience, nor any real engagement with other texts. In terms of the dynamics between detail and idea, it seems to lose the forest-for-the-trees or vice versa. It fulfills the assignment but does so in a way wholly perfunctory. It has grammatical errors that significantly disrupt the reading experience. It has not been sufficiently revised.

The D Paper ... is characterized by minimal thought and effort, which shows through the absence of a meaningful, central idea or the lack of any controlled development of that idea. It fails to fulfill some key aspect of the assignment. It makes no meaningful use of other texts nor ever situates itself in any sort of context. It needlessly offends its audience. Its sentences and paragraphs are both built around rigidly repeated formula and soon become predictable. It is riddled with error. It has apparently never been revised.

The F Paper ... is characterized by plagiarism or lateness or a total misunderstanding of the assignment or is simply incomprehensible owing to a plethora of error or desperately poor organization. It has not only not been revised – it really hasn't been begun.

Reading and Writing Schedule

(A classroom exercise will be to put this information into different styles of citation.)

Week of January 14:

King, Mary-Claire. 2012. The scientist as world citizen. *Science*, 338. 581.

Oops, Never Mind...July/ August 2012. Harvard Business Review.

Why top young managers are in a nonstop job hunt. July/ August 2012. Harvard Business Review.

Summary due on Jan 17 (Assignments from the Readings)

Week of January 21:

Man and woman talk in Indian organizations; Grammatical and syntactical similarities. 2012. *Journal of Business Communication*. 49(3) 254-276.

Griggs, Mary. 2012. How DNA origami creates supermaterials. *Popular Mechanics*.

Watson, J.D. & F.H.C. Crick. 1953. A Structure for Deoxyribose Nucleic Acid. *Nature* 3 171, 737-738.

Reflection due on Jan 24 (Assignments from the Readings)

Week of January 28:

Clark, Dorie. 2012. A campaign strategy for your career. November 2012. Harvard Business Review.

Zwane, Alix Peterson. 2012. Implications of Scarcity. *Science* 338. 617-618.

Taleb, Nassim. 2012. Learning to love volatility. The Wall Street Journal.

Grousbeck, H. When key employees clash. June 2012. Harvard Business Review.

Popular Mechanics section due Jan 29 (Assignments from the Readings)

Week of February 4:

Clifton, Jonathon. 2012. Discourse perspectives on organizational communication. *Journal of Business Communication*. 49(4)377-380.

Sahlman, William. How to write a great business plan. *Harvard Business Review*.

Science section due Feb 5 (Assignments from the Readings)

Week of February 11: Mardi Grad Break on February 12; class on February 14

Final Version of Analysis Essay due on Feb 14

Week of February 18:

Handy, Charles. What's a business for? *Harvard Business Review*.

Summarize the facts of the HBR case study due Feb 19 (Assignments from the Readings)

Summarize positions from the HBR case study due Feb 21 (Assignments from the Readings)

Week of February 25:

Ghadar, Fariborz, John Sviokla, Dietrich Stepahn. July-August 2012. Why life science needs its own Silicon Valley. *Harvard Business Review*.

Take a position the case study due Feb 26 (Assignments from the Readings)

Week of March 4: (Midterm grades due on March 6)

Thomke, Stefan. November 2012. Mumbai's models of service excellence. *Harvard Business Review*.

Final Version of Argument Essay due on March 5

Week of March 11:

Alberts, Bruce. 2012. The end of “small science”. *Science* 337. 1583.

Lax, David & James Sebenius. November 2012. Making 2.0: A guide to complex negotiations. Harvard Business Review.

Research question due March 12 (Assignments from the Readings)

Academic conversations due March 14 (Assignments from the Readings)

Week of March 18:

Favero, Linda & Renee Heath. Generational perspectives in the workplace: Interpreting the discourses that constitute women’s struggle to balance work and life. *Journal of Business Communication*. 49(4)332-356.

Similar projects due March 19 (Assignments from the Readings)

Annotated Bibliography due March 21 (Assignments from the Readings)

Week of March 25: Spring Break this week

Week of April 1:

Week of April 8:

Final Version of Research Paper due on April 9

Week of April 15:

Annotated Bibliography due April 18 (Assignments from the Readings)

Week of April 22:

Application of two “lens” due April 25 (Assignments from the Readings)

Last day of class: Tuesday, April 30

Final Exam: Monday, May 6, at 8:00 **Final Version of Hybrid Essay due**