



ENL 260 (Sec. 7101): Intermediate Composition: Pursuit of Happiness

Fall 2017 | September 6 – December 8

Instructor: Dr. Holly T. Baker

Office: LArts 216

Email: hbaker3@umassd.edu



IMPORTANT: You are responsible for the information in the syllabus. Take the time to read it from beginning to end so you are aware with the course objectives and requirements, policies and procedures, and all due dates **before** the start of class.

NOTE: BY THE FIRST DAY OF CLASS, YOU NEED TO HAVE YOUR BOOKS IN HAND.

Course Theme Description

In 1776, Thomas Jefferson declared "the pursuit of happiness" as one of our inalienable rights. This course will explore the theme of happiness and ask the questions: What is happiness? Why is it important? How do we attain happiness? We will read works by philosophers, psychologists, spiritual leaders, ethicists, and economists who have tried to answer these questions, and make our own arguments about the role of happiness in our lives and modern culture.

University Studies

ENL 260 is part of the University Studies "Cluster 1C" category of courses, a general education effort that prepares students for major and career work. After completing this course, students will be able to:

- Read with comprehension and critically interpret and evaluate written work in discipline-specific context
- Demonstrate rhetorically effective, discipline-specific writing for appropriate audiences
- Demonstrate, at an advanced level of competence, use of discipline-specific control of language, modes of development, and formal conventions
- Demonstrate intermediate information literacy skills by selecting, evaluating, integrating, and documenting information gathered from multiple sources into discipline-specific writing

Learning Outcomes

Course-Specific Learning Outcomes. After completing Intermediate Composition, students will be able to:

- Analyze and discuss the ways in which writers use argumentation principles to achieve their purpose
- Apply argumentation principles, incorporating claims and evidence and demonstrating an awareness of the assumptions and values that substantiate an issue
- Demonstrate purposeful command of sentences, paragraphs, and the document as a whole to achieve your purpose
- Manage writing and review processes, using effective research methods and demonstrating a developed use of grammar, punctuation, and usage in written work

Required Texts

- *Pursuing Happiness*, Eds. Matthew Parfitt and Dawn Skorzewski. Bedford/St. Martin's, 2016.
- *Everything's an Argument*, 7th ed. Eds. Andrea A. Lunsford and John J. Ruskiewicz. Bedford/St. Martin's, 2016.
- All other required course readings are posted under "Readings" on myCourses.

Required Materials

- Reliable computer and internet
- Microsoft Word (you must submit your work as a .docx or .pdf); other files (e.g., .pages, .odt, or Google docs) will not be accepted
- **Save all drafts in a reliable location, and back up all work!!** Computers crash, so email documents to yourself, save them on a flash drive, external hard drive, cloud, or other location, and don't throw anything away until final grades have been submitted.

What You Can Expect from Coursework

Each student will be responsible for writing four argumentative papers, contributing to the online discussion board, taking quizzes related to the readings, and be fully engaged in the class on a weekly basis. 260 students are expected to ask engaging questions, handle mature and complex themes, write at a sophisticated level, perform intensive research, and think critically about ideas.

College Level Reading and Writing

This class is reading and writing intensive. Students will read college-level texts, be taught to consider the rhetorical elements of communicative situations, and participate in higher-level thinking and writing. Students will

- a. respond regularly in writing to course readings;
- b. respond regularly in writing to peers' work; and
- c. write and revise four formal assignments throughout the course of the semester:
 - a. Major Assignment 1: Argument of Definition
 - b. Major Assignment 2: Rhetorical Analysis

- c. Major Assignment 3: Causal Argument
- d. Major Assignment 4: Argument of Evaluation

Revision and Responding to Feedback

Students will revise in response to feedback from peers and from their instructor; each paper assignment in 260 will receive feedback in some form, and progress in the course will include some element of revision in response to that feedback.

Peer Response/Review

Students will reflect upon and engage with the writing of their peers to develop their abilities in self- and group-evaluation, collaboration, and revision.

GRADING

The course grade is determined as follows:

Assignment	Points*
MA 1 (Argument of Definition)	30
Peer Review for MA 1	10
MA 2 (Rhetorical Analysis)	40
Peer Review for MA 2	10
MA 3 (Evaluation Essay)	50
Peer Review for MA 3	10
MA 4 (Causal Argument)	50
Peer Review for MA 4	10
Exercises (4)	30
Discussion Posts (10)	30
Response Posts (10)	30
Weekly Quizzes (10)	50
TOTAL	350

Grading Scale:

A=93+ A-=90-92 B+=87-89 B=83-86 B-=80-82 C+=77-79 C=73-76 C-=70-72 D+=67-69 D=63-66 D-=60-62 F=59 and below.

***No rounding up. All grades are final.**

***No incomplete grades will be given. See course schedule for deadlines.**

COURSE POLICIES

Respect: Please be aware that this course deals with difficult and sometimes controversial themes. This is an open learning environment, and I encourage the free exchange of ideas and contrary opinions in the class. However, bigotry will not be tolerated. If you feel you have been

treated unfairly, whether by another student or myself, please contact me as soon as possible, and I will do all I can to rectify the situation.

Attendance: Students are required to start posting to the discussion forums within the first week of the course. This is the only way that I can determine if you are “attending” class or not. Any student who has not posted to the discussion question at least once by midnight on Friday, September 15, will be dropped from the course. This course is designed as a reading and writing workshop which depends upon active student participation. As such, your presence online is imperative to your success in the course. **Students who do not participate in the online community of the class for over a period of seven calendar days will be automatically dropped from the class by the instructor.** Participation means both submitting assignments on time and being active in the discussion forums. Just as in a “face-to-face” class, if you must be absent from class for an extended period of time, you should make me aware of the circumstances prior to your absence.

Participation: You are required to participate in full on a weekly basis. Full participation is measured by timeliness of submissions, not only official assignments but also drafts sent to your peers for workshops and returning their own drafts with feedback. Weekly quizzes are intended to assess your engagement with the course readings, and it is your responsibility to set aside time every week to complete the readings and all other assignments. Consistent failure to read the course material or participate in other aspects of the class will negatively impact your grade.

Late Writing Assignments & Make-up Policy: The submission of all homework on time is part of fulfilling the assignment. Therefore, late work cannot receive a perfect score. If you know you will be traveling, submit the assigned work *before* it is due, not after. You will receive a deduction of 5 points for every day it is turned in late up to one week (7 days). After that, you will receive a failing grade (0) for the assignment.

Rewrites: Because you will receive instructor and peer feedback on major assignments, rewrites are not permitted. All grades are final.

Essay Format: Assignments and essays must be **original, fresh work, composed solely for this course.** All essays must be typed, double-spaced, in 12-point Times or Times New Roman font, follow standard MLA format, proofread, and are due at the assigned due date and times posted. Reduced points will result from any submitted draft that does not follow these guidelines.

Academic Integrity: Acting with integrity is fundamental to this class, our university, and in general. But academic integrity is a complex issue. When you have questions about how to work with others, including your classmates and our class texts, please ask.

Intentional academic dishonesty, such as cheating and plagiarism have serious consequences. If you reach the point with an assignment that either the above sound like a good option, come talk to me. This course is meant to help you learn how to read and write complex arguments, and my

responsibility is to help guide you through the challenging process. I likely can help you with a writing problem or class issue, as long as you make me aware of it.

Academic integrity also governs how we work with others on assignments. I will explain the parameters for each assignment—when you can work with others and what must be done individually. If you are ever unsure, ask me to clarify.

For the specific university policy on Academic Integrity, see <http://www.umassd.edu/studentaffairs/studenthandbook/academicregulationsandprocedures/>

SafeAssign: As a condition of continued enrollment in this course, you agree to submit all assignments to the SafeAssign services for textual comparison or originality review for the detection of possible plagiarism. All submitted assignments will be included in the UMass Dartmouth dedicated databases of SafeAssign assignments. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process and during this term and in the future. Students who do not submit their papers electronically to the selected service will be required to submit copies of the cover page and first cited page of each source listed in the bibliography with the final paper in order to receive a grade on the assignment.

Academic Support: Our classroom is one place to learn, but you have access to many other spaces. I encourage you to check them all out; the more varied your academic interactions, the more you can sharpen your skills and broaden your ideas. A partial list of official support services:

- Academic Advising Services: <http://www.umassd.edu/acadvising/>
- Academic Resource Center (ARC): <http://www.umassd.edu/arc/>
- Center for Access and Success: (<http://www.umassd.edu/dss/>).
- Writing and Reading Center (WRC): <http://www.umassd.edu/wrc/>

Accommodations for Learning Differences and Disabilities: If you have a documented disability and require accommodations to obtain equal access in this course, please meet with me at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success (CAS). To contact CAS or learn more about the university's procedures for accommodating students with disabilities at their website: <http://www.umassd.edu/dss/>

Additional Support and Title IX Information: The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics. If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available at:

the Counseling Center
<http://www.umassd.edu/counseling/>
508-999-8648 or - 8650,

the Victim Advocate in the Center for Women, Gender and Sexuality,
<http://www.umassd.edu/sexualviolence/>
508-910-4584.

In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared. For confidential counseling support and assistance see
<http://www.umassd.edu/sexualviolence>

Campus Emergencies: The university has several ways of community campus emergencies, such as weather-related closings. The UMassD homepage will also keep you informed. You can sign up for notice here:

<https://my.umassd.edu/group/myumassd/myalert>

It is also recommended that you program Campus Police into your phone in the event of emergency: (508) 999-9191

Communications: Electronic and Otherwise

myCourses (myC)

Expect to find most assignments and all required, non-textbook readings posted to myCourses. If you have trouble navigating the site, ask a classmate then contact me.

Email

UMD email is my primary means of communicating with students outside of class. It is also students’ best way of reaching me. It is University policy that students are responsible for all official correspondence sent to their standard UMD e-mail address (@umassd.edu). Privacy considerations, such as federal law, may apply when using an address other than the University e-mail address. Please check your UMD email regularly.

ENL-260 Fall 2017 Class Schedule
Course Schedule September 6 to December 8

Everything's an Argument (EaA)
Pursuing Happiness (PH)

Week 1		Readings and Assignments	UNIT 1
9/4	Monday	Buy course texts; Read the Welcome Letter	
9/5	Tuesday		
9/6	Wednesday	<ul style="list-style-type: none"> - Read "Week 1 Assignments" found under "Weekly Contents" - Read EaA: Chapter 1: Everything Is an Argument (p. 3-27) - Read PH: Introduction for Students (p. 1-5) -Take the "Oxford Happiness Questionnaire" (PH, p. 221) -Evaluate yourself on the "Global Well-Being Ladder" (PH, p. 158) <p>Introduce yourself on the "Discussion Board" by Friday</p>	
9/7	Thursday	Read peers' introductions	
9/8	Friday	Read peers' introductions	
9/9	Saturday		
9/10	Sunday		

Week 2		Readings and Assignments	UNIT 1
9/11	Monday	<ul style="list-style-type: none"> - Read MA 1 Assignment Sheet found under "Week 2" - Read "Week 2 Assignments" found under "Weekly Contents" - Read EaA: Chapter 9: Arguments of Definition (p. 185-198) - Read PH: Aristotle (p. 82); Gilbert (p. 96); Laozi (p. 10) <p>Reading quiz available Discussion boards opened</p>	
9/12	Tuesday	Complete readings	
9/13	Wednesday	Complete readings Post response to prompt under "Discuss" by 5:00 p.m.	
9/14	Thursday	Read peer posts	
9/15	Friday	Read peer posts	
9/16	Saturday		
9/17	Sunday	Comment on peer posts under "Discuss" by 11:59 p.m. Complete Reading Quiz 1 by 11:59 p.m.	

Week 3		Readings and Assignments	UNIT 1
9/18	Monday	<ul style="list-style-type: none"> - Read "Week 3 Assignments" found under "Weekly Contents" - Read EaA: Chapter 7: Structuring Arguments (p. 121-144) - Read PH: Nussbaum (p. 106); Stuart Mill (p. 123) 	

		Reading quiz available Discussion boards opened
9/19	Tuesday	Complete readings
9/20	Wednesday	Complete readings Post response to prompt under “Discuss” by 5:00 p.m.
9/21	Thursday	Read peer posts
9/22	Friday	Submit Exercise 1 for MA1 Read peer posts Week 4 contents available
9/23	Saturday	
9/24	Sunday	Comment on peer posts under “Discuss” by 11:59 p.m. Complete Reading Quiz 2 by 11:59 p.m.

Week 4	Readings and Assignments		UNIT 1
9/25	Monday	Submit draft of MA 1 by 5:00 p.m. to Discussion Board for peer workshop - Read “Week 4 Assignments” found under “Weekly Contents” - Read EaA: Models (p. 206-209; 145-149) - Read PH: Haybron (p. 131); Bible (p. 59) Reading quiz available Discussion boards opened	
9/26	Tuesday	Complete readings	
9/27	Wednesday	Return workshopped MA 1 to peer by 5:00 p.m. Complete readings Post response to prompt under “Discuss” by 5:00 p.m.	
9/28	Thursday	Read peer posts	
9/29	Friday	Submit MA 1 (Final Draft) to “Submit Here” folder Read peer posts Week 5 contents available	
9/30	Saturday		
10/1	Sunday	Comment on peer posts under “Discuss” by 11:59 p.m. Complete Reading Quiz 3 by 11:59 p.m.	

Week 5	Readings and Assignments		UNIT 2
10/2	Monday	- Read MA 2 Assignment Sheet found under “Week 7” - Read “Week 5 Assignments” found under “Weekly Contents” - Read EaA: Rhetorical Analysis (p. 87-105) - Read PH: Lewis (p. 227); Hecht (p. 233) Reading quiz available Discussion boards opened	
10/3	Tuesday	Complete readings	

		Continue independent research and writing for Paper 1
10/4	Wednesday	Complete readings Post response to prompt under “Discuss” by 5:00 p.m.
10/5	Thursday	Conduct peer workshop for MA 1 Read peer posts
10/6	Friday	Conduct peer workshop for MA 1 Read peer posts Week 6 contents available
10/7	Saturday	
10/8	Sunday	Comment on peer posts under “Discuss” by 11:59 p.m. Complete Reading Quiz 4 by 11:59 p.m.

Week 6		Readings and Assignments	UNIT 2
10/9	Monday	Columbus Day – NO CLASS - Read “Week 6 Assignments” found under “Weekly Contents” - Read EaA: Chapter 2: Arguments Based on Emotion (p. 28-39); Chapter 3: Arguments Based on Character (p. 40-50); Chapter 4: Arguments Based on Facts and Reason (p. 51-70) - Read PH: Joshanloo & Weijers (p. 267); Brooks (284) Reading quiz available Discussion boards opened	
10/10	Tuesday	Complete readings Revise MA 1 based on peer review	
10/11	Wednesday	Complete readings Revise MA 1 based on peer review Post response to prompt under “Discuss” by 5:00 p.m.	
10/12	Thursday	Read peer posts	
10/13	Friday	Submit Exercise 2 for MA2 Read peer posts Week 7 contents available	
10/14	Saturday		
10/15	Sunday	Comment on peer posts under “Discuss” by 11:59 p.m. Complete Reading Quiz 5 by 11:59 p.m.	

Week 7		Readings and Assignments	UNIT 2
10/16	Monday	Submit draft of MA 2 by 5:00 p.m. to Discussion Board for peer workshop - Read “Week 7 Assignments” found under “Weekly Contents” - Read Models (p. 106-111) - Read PH: Keats (264); Ricard (p. 34) No discussion boards opened	

		No reading quiz this week
10/17	Tuesday	Work on synthesis exercise
10/18	Wednesday	Return workshopped MA 2 to peer by 5:00 p.m. Work on synthesis exercise
10/19	Thursday	Read peer posts
10/20	Friday	Submit MA 2 (Final Draft) to "Submit Here" folder Read peer posts Submit synthesis exercise Week 8 contents available
10/21	Saturday	
10/22	Sunday	Comment on peer posts under "Discuss" by 11:59 p.m.

Week 8		Readings and Assignments	UNIT 3
10/23	Monday	- Read MA 3 Assignment Sheet found under "Weekly Content" - Read "Week 8 Assignments" found under "Weekly Content" - Read EaA: Chapter 10: Evaluations (p. 211-224) - Read PH: Rubin (291); Hill (p. 308) Reading quiz available Discussion boards opened	
10/24	Tuesday	Complete readings	
10/25	Wednesday	Complete readings Post response to prompt under "Discuss" by 5:00 p.m.	
10/26	Thursday	Read peer posts	
10/27	Friday	Conduct peer workshop for MA 1 Read peer posts Week 9 contents available	
10/28	Saturday		
10/29	Sunday	Comment on peer posts under "Discuss" by 11:59 p.m. Complete Reading Quiz 6 by 11:59 p.m.	

Week 9		Readings and Assignments	UNIT 3
10/30	Monday	- Read "Week 9 Assignments" found under "Weekly Content" - Read EaA: Chapter 14: Visual Rhetoric - Read PH: Mochon et al. (p. 324); Van Gogh (p. 322) Reading quiz available Discussion boards opened	
10/31	Tuesday	Complete readings Continue independent research and writing for Essay 2	
11/1	Wednesday	Complete readings Continue independent research and writing for Essay 2 Post response to prompt under "Discuss" by 5:00 p.m.	
11/2	Thursday	Read peer posts	
11/3	Friday	Submit Exercise 3 for MA3	

		Read peer posts Week 10 contents available
11/4	Saturday	
11/5	Sunday	Comment on peer posts under “Discuss” by 11:59 p.m. Complete Reading Quiz 7 by 11:59 p.m.

Week 10		Readings and Assignments	UNIT 3
11/6	Monday	Submit draft of MA 3 by 5:00 p.m. to Discussion Board for peer workshop - Read “Week 10 Assignments” found under “Weekly Content” - Read EaA: Chapter 13: Style in Arguments - Read PH: Oxenhandler (p. 314); Buddha (p. 16); Psalms (p. 43) Reading quiz available Discussion boards opened	
11/7	Tuesday	Complete readings	
11/8	Wednesday	Return workshopped MA 3 to peer by 5:00 p.m. Complete readings Post response to prompt under “Discuss” by 5:00 p.m.	
11/9	Thursday	Read peer posts	
11/10	Friday	Read peer posts Submit MA 3 (Final Draft) to “Submit Here” folder Week 11 contents available	
11/11	Saturday		
11/12	Sunday	Comment on peer posts under “Discuss” by 11:59 p.m. Complete Reading Quiz 8 by 11:59 p.m.	

Week 11		Readings and Assignments	UNIT 4
11/13	Monday	- Read MA 4 Assignment Sheet found under “Week 11” - Read “Week 11 Assignments” found under “Weekly Content” - Read EaA: Chapter 11: Causal Arguments (p. 241-253) - Read PH: Csikszentmihalyi (p. 140); Diener (p. 160); Dalai Lama (p. 21); The Bhagavad Gita (p. 67) Reading quiz available Discussion boards opened	
11/14	Tuesday	Complete readings	
11/15	Wednesday	Complete readings Post response to prompt under “Discuss” by 5:00 p.m.	
11/16	Thursday	Read peer posts	
11/17	Friday	Read peer posts Week 12 contents available	
11/18	Saturday		
11/19	Sunday	Comment on peer posts under “Discuss” by 11:59 p.m. Complete Reading Quiz 9 by 11:59 p.m.	

Week 12		Readings and Assignments	UNIT 4
11/20	Monday	- Read "Week 12 Assignments" found under "Weekly Content"	
11/21	Tuesday	Work on MA 4	
11/22	Wednesday	Work on MA 4	
11/23	Thursday	THANKSGIVING DAY	
11/24	Friday		
11/25	Saturday		
11/26	Sunday		

Week 13		Readings and Assignments	UNIT 4
11/27	Monday	- Read "Week 13 Assignments" found under "Weekly Content" - Read EaA: Models (p. 264-271) - PH: Horsfield (p. 175); Lyubomirsky (p. 179) Reading quiz available Discussion boards opened	
11/28	Tuesday	Complete readings	
11/29	Wednesday	Complete readings Post response to prompt under "Discuss" by 5:00 p.m.	
11/30	Thursday	Read peer posts	
12/1	Friday	Submit Exercise 4 for MA4 Read peer posts Week 12 contents available	
12/2	Saturday		
12/3	Sunday	Comment on peer posts under "Discuss" by 11:59 p.m. Complete Reading Quiz 10 by 11:59 p.m.	

Week 14		Readings and Assignments	UNIT 4
12/4	Monday	Submit draft of MA 4 by 5:00 p.m. to Discussion Board for peer workshop - Read "Week 14 Assignments" found under "Weekly Content" - Read PH: Diener & Seligman (p. 210); Klein (p. 198) Reading quiz available Discussion boards opened	
12/5	Tuesday	Complete readings	
12/6	Wednesday	Return workshopped MA 4 to peer by 5:00 p.m. Complete readings Post response to prompt under "Discuss" by 5:00 p.m.	
12/7	Thursday	Read peer posts	
12/8	Friday	Submit MA 4 (Final Draft) to "Submit Here" folder Read peer posts Week 12 contents available	
12/9	Saturday		

12/10 **Sunday**