**English 1101**

**Fall 2010**

**Course Information:** ENGL 1101-10 (M W 3:30-4:45, Chappell 105) CRN 81368

**Instructor:** Stephan McCormick

**Office Hours:** M W, 2:00 – 3:00, and by appointment

**Contact Information:** Stephan.McCormick@gcsu.edu | 478-445-2013

**Required Texts:** *Acting Out Culture*, Miller, Bedford/St. Martin’s, ISBN 978-0312454166; *Easy Writer*, Lunsford, Bedford/St. Martin’s, ISBN 978-0312594596; *Writing and Revising*, Bedford/St. Martin’s, ISBN 978-0312623395

**Course Description & Goals:** ENGL 1101 is designed to guide and encourage students’ writing efforts. To that end, this course focuses on the writing process, which includes, among other things, reading. Over the semester, students will become familiar with a variety of essay styles and writing techniques, which they will use as models for generating their own work. Successful mastery will be reflected by a developed knowledge of writing fundamentals, and an enhanced ability in producing clear and original written communication.

For the haters: even accomplished writers often hate writing. The task is anything but easy. However you will find that the more work you put into the process *before* you sit down to type that first word, the easier, more enjoyable, and *better* the writing itself will be. And, yes, the better your grades will be, and the happier, I hope, we all will be. So don’t hate. Think. If you can think, you can write, and write well.

**Grades:** Final grades will be determined as follows:

Online/In-Class Assignments, gcsu.view.usg.edu 15%
Essay #1 (Personal Narrative, 4+ pp.): 10%

Essay #2 (Persuasive, 4-6 pp.): 20%

Essay #3 (The Research Paper, 6-8 pp.): 25%

Essay #4 (Cultural Commentary, 4+ pp.): 30%

You will be generally assessed according your ability to create basic college-level essays:

 That use correct, idiomatic, grammatical standard English;
 That present logical, focused discussions of the issues at hand;
 That employ evidence appropriately and effectively;
 That observe the proper conventions of format, presentation, and documentation.

**MLA Style:**Formal assignments should adhere to the Modern Language Association (MLA) style. Formal papers and take-home exams require MLA style while in-class exams; discussion board responses, informal writing, and peer review may be informally formatted. One-third of a letter grade will be deducted from a formal paper or take-home exam for problems in each of the following three categories, for a possible one letter grade deduction total: 1) header, heading, and title, 2) margins, font, and line-spacing, and 3) quotation and citation format. Before you turn in a formal paper, make sure your work follows MLA style by using the checklist on the [MLA style](http://hercules.gcsu.edu/~ablazer/Common/MLAStyle.pdf) handout. I encourage students to use my MS Word [template](http://hercules.gcsu.edu/~ablazer/Common/Template-MLAStyledPaper.doc).
**Length Requirements:** A formal paper or take-home exam will be penalized one-third of a letter grade if it does not end at least halfway down on the minimum page length while implementing 12 pt Times New Roman font, double-spacing, and 1" margins. Each additional page short of the minimum requirement will result in an a one-third letter grade penalty.

**Attendance/Participation:** Each student is allowed a total of **two** absences. Beginning with the third absence, the student’s participation grade will drop significantly. Why? When students are absent, they’re not participating. **Six** absences (or more!) will result in failure of the course.

These classes are not distinct, independent units—they’re integral steps, part of a longer, constantly moving process devoted to guiding you through these four essays. This process won’t stop for you. So, if you must miss a class, it’s important to let me know in advance or as quickly as you can, so I can tell you how to catch up.

**Revision:** Students may revise any essay, however **two revisions are mandatory**. Revisions must be submitted within 7 calendar days of receiving the original graded essay, and must reflect serious effort—i.e. a major rethinking or reorganization of the essay, and not a series of quick fixes to simple errors. Once received, the grade of the revised essay will be averaged with that of the original; however, merely submitting a revision does not guarantee a grade improvement.

Because we’ll have peer review workshops before each essay is due, it’s a more efficient use of your time to bring a complete, quality draft to these workshops, which you can then revise and submit on the due date. (A better strategy than submitting an unrevised final draft for a grade and hoping to balance it out with a revision.)

**Late Work:** There will be a one letter assignment grade deduction per day (*not* class period) for any assignment that is turned in late. I sparingly give short extensions if you request one for a valid need; however you must make the request at least one day before the assignment is due. I will inform you via email if I cannot open an electronically submitted assignment; however, your assignment will be considered late until you submit it in a file I can open. I neither read nor grade assignments that are turned in more than five days late for whatever reason, be it extension or computer error. Failing to submit (or resubmit) an assignment that is worth 15% or more of the course grade within five days (*not* class periods) of its due date will result in automatic failure of the course. Failing to submit (or resubmit) a final exam or final paper within two days of its due date will result in automatic failure of the course.

**Length Requirements:**Any draft, formal paper, or take-home exam will be penalized one-third of a letter grade if it does not end at least halfway down on the minimum page length while implementing 12 point Times New Roman font, double-spacing, and 1" margins. Each additional page short of the minimum requirement will result in an a one-third letter grade penalty.

**Academic Dishonesty:** From the student handbook:

"Plagiarism" is defined as presenting as one's own work the words or ideas of an author or fellow student. Students should document quotes through quotation marks and footnotes or other accepted citation methods. Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment.

Willful plagiarism will not be tolerated in this course; if you plagiarize any part of a paper, you will fail that paper. At my discretion you may also fail the course. Disciplinary procedures and appeals in cases of alleged plagiarism will follow the university’s process, and you can read all about it in the GC&SU *Undergraduate Catalog*.  Students must submit all formal papers to [TurnItIn.com](http://www.turnitin.com) before the class session in which the paper is due, along with a hardcopy to me at the beginning of the class session in which it’s due.

**Failure of the Course**: There are three ways to fail the course: 1) failing to regularly attend class, 2) plagiarizing, 3) failing an assignment that is worth 15% or more of the course grade, be it from poor quality, lateness of submission, or a combination of poor quality and lateness. By contrast, students who regularly attend class, complete their work with academic integrity, and submit assignments on time will pass the course.

**Withdrawal***:* The last day to add a course is Wednesday, August 18. The last day to drop a course without fee penalty is Friday, August 20. The last day to withdraw from *all* courses without academic penalty (unless previously assigned an F by professor for absences) is Thursday, October 14.

**Etiquette:** I will silence my phone for class, and out of consideration for each other, I expect you all to do the same. Text messaging and use of the Internet during class is simply infuriating and will not be tolerated. Except for in-class writing, all laptops are to remain closed.

**ASSISTANCE FOR STUDENT NEEDS RELATED TO DISABILITY**: If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.  Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements.  For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233. (source Dean of CoAS, 12/2/2009)

**Fire Drill:** In the event of a fire alarm, exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use the elevators. Crawl on the floor if you encounter heavy smoke. Assemble near the fountain for a head count.

**Writing Center:** The GCSU Writing Center is a great resource. The staff is friendly and extremely helpful, and 15 or 20 minutes with any one of them can transform your essay. The Writing Center is located in Lanier 209 and open Monday through Friday, 9 am – 4 pm. While no extra credit will be offered, you’re encouraged to visit regularly. For more information, call (478)-445-3370 or visit online at: <http://www.gcsu.edu/acad_affairs/coll_artsci/eng/writing/>

**Tentative Class Schedule**

**(M) 8/16:** Intro to the course **–** review syllabus; discuss *Reasons to Believe*

HW: Collect course materials

**(W) 8/18:** Fundamentals of effective writing

HW: Burroughs: “Pest Control”; Mitcham: “The Signature of God”; First online assignment

**(M) 8/23:**  Intro to personal essay – *Purpose* and *Emotional Involvement*; writing exercise

HW: Sedaris: “A Plague of Tics”; Monson: “The Long Crush”; Second online assignment

**(W) 8/25:** Personal essay:Discussion, *Details* and *Specifics*

HW: Sanders: “Under the Influence”; Third online assignment

**(M) 8/30:** Personal essay:Discussion, *Focus* & *Structure*

HW: Updike: “On Not Being a Dove”; Fourth online assignment

**(W) 9/1:** Discussion, focus & structure

HW: Complete a block of your essay, bring printed copies for next time; Fifth online assignment

**(M) 9/6: Labor Day: No class**HW: Complete 1st draft of personal essay, bring printed copies for next time

 **(W)9/8: \*\*\*1st draft due of personal essay \*\*\*,** in-class group critiques

**(M)9/13:** Finish critiques,in-class revisions

HW: Complete Personal Essay

**(W)9/15: \*\*\*Final draft of Personal Essay due\*\*\***, intro to Persuasive Essay

HW: AOC: Newman (60); Brooks (67); Sixth online assignment

**(M)9/20:** Discussion, in-class brainstorming

HW: Atwood: “Pornography”; David Foster Wallace: from “Consider the Lobster”; Seventh online assignment

**(W)9/22:** Discussion, group work; thesis, evidence & crafting an effective argument

HW: King, “Letter From Birmingham Jail”; from AOC: Jones (400); Eighth online assignment

**(M)9/27:** In-class writing

HW: Complete 1st draft, bring printed copies

**(W)9/29: \*\*\*1st draft of Persuasive Essay due\*\*\*,** in-class group critiques

**(M)10/4:** Complete critiques, in-class revisions

HW: Complete Essay #2

**(W)10/6: \*\*\*Persuasive Essay due\*\*\*;** Intro to research paper, research strategies

HW: Gladwell: from “*The Tipping Point*”; Ninth online assignment

**(M)10/11: Fall Break, no class**

**(W)10/13:** In-class brainstorming, research

HW: Select two possible topics for research paper; Verini, “Lost Exile”; Tenth online assignment

**(M)10/18:** Visit with a research librarian, complete library assignment

HW: Begin research; Eleventh online assignment

**(W)10/20:** Research day

HW: Block out research paper; Twelfth online assignment

**(M)10/25:** In-class writing/research

HW: Complete 1st draft, bring printed copies

**(W)10/27: \*\*\*1st draft of research paper due\*\*\***, group critiques

**(M)11/1:** In-class revisions

**(W)11/3: \*\*\*Research paper due\*\*\***, intro to Cultural Commentary Essay

HW: Klosterman: “What Happens When People Stop Being Polite”

**(M)11/8:** Discussion, in-class brainstorming

HW: DFW: from “E Unibus Pluram: Television and American Fiction”; Thirteenth online assignment

**(W)11/10:** Discussion, group work: theses, evidence & crafting an effective essay

HW: Diaz, “How to Date a Browngirl, Blackgirl, Whitegirl or Halfie”; Fourteenth online assignment

**(M)11/15:** In-class writing

HW: Complete 1st draft, bring printed copies; Fifteenth online assignment

**(W)11/17: \*\*\*1st draft of Cultural Commentary essay due\*\*\*,** group critiques

**(M)11/22:** In-class revisions

**(W)11/24: Thanksgiving break, no class**

**(M)11/29:** In-class revisions

**(W)12/2: \*\*\*Final draft of Cultural Commentary essay due\*\*\***, final class meeting

**(M)12/10 [2:00-4:45]: Final Exam**