**English 1101: English Composition I, Fall 2010**

**Section 012 (CRN 81374): MWF 9:00-10:00AM, Arts & Sciences 150**

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| Office Hours: TH, F 11am-noon (Blackbird Café) & by appointment |  |

**Course Description**

The [undergraduate course catalog](http://catalog.gcsu.edu/ugrad/4267.htm#o4726) describes English 1101 as "a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on the personal essay and also including introductory use of a variety of research skills." This particular section of 1101 will use informal writing and peer responses to draft and revise four formal papers, including a personal analysis, a summary evaluation, an argumentative analysis, and a research essay. The dialectical trajectory of the course will be to reflect upon the *self*, engage a dialogue with a *text*, and then comment upon, if not engage the *world*: self + text + world.

*Remix* will not only introduce you to seminal and diverse ideas regarding government and justice and ethics, individuality and psyche, wealth and poverty, and gender and culture that you will study in greater depth at this public liberal arts institution but also stimulate topics for discussion and model modes of analysis in your last three essays. *Writing and Revising* will demonstrate the writing process, and the *EasyWriter* will serve as a grammar and usage handbook. This course's [Academic Assessment](http://rome.gcsu.edu:8090/4DCGI/SACS/CourseDetail/ENGL1101) page describes our topics:

* Strategies for college-level writing, including vocabulary, grammar, style, purpose and audience;
* Revision;
* Basic research methods for college-level work, including an introduction to library resources;
* Analysis of texts orally (class discussion) and in writing.

as well as course outcomes:

* To acquire an ability to write organized, clear, correct, and purposeful prose;
* To understand the principles and strategies of argumentation and analysis;
* To acquire sensitivity to written and oral language as a means of understanding how we relate as individuals to the larger community;
* To grasp the essential nature of research and how to synthesize research in writing so that the insights and documentation are logical and clear;
* To understand through the use of textual models how writing and reading are means for connecting the writer to contemporary culture and its diverse problems and conditions.

***Students must earn a grade of C or better in English 1101 in order to take English 1102.***

**Course Materials**

*required* ([GCSU Bookstore](http://www.gcsu.bkstr.com) or [Amazon.com](http://www.amazon.com/gp/registry/wishlist/19UL7E4XAON2A?reveal=all&filter=all&sort=date-added&layout=standard&x=13&y=11))

Jacobus, *Remix: Reading & Composing Culture*

Kennedy, Kennedy, and Muth, *Writing and Revising*

Lunsford, *Easy Writer*, 4th ed.

Possible supplemental materials will be distributed, or online.

**Assignments and Grade Distribution**

*Informal Writing*, 10%

Throughout the semester, you will write brief [informal responses](http://www.faculty.de.gcsu.edu/~ablazer/1101/09-FA-H-Assignments.htm) to either essays in our textbook or on topics that I will outline during class that encourage you to practice aspects of the formal writing process. For this purpose, you will keep a spiral-bound notebook with **college-rule paper** to be handed in to me at five random intervals (decided by me) during the semester.

*Personal Narrative*, 20%

In this five-to-seven page essay, you will expound upon the “Unique Experience” journal entry, in which you flesh out the story on which you briefly wrote in class. This essay will be peer-reviewed, drafted, and revised.

*Summary and Evaluation*, 20%

In this five to seven page dialogue between Self and Text, you will [summarize](http://www.faculty.de.gcsu.edu/~ablazer/1101/09-FA-H-Assignments.htm#2) the key argument of one of the texts from *Remix* and then [evaluate](http://www.faculty.de.gcsu.edu/~ablazer/1101/09-FA-H-Assignments.htm#2) it. This essay will be peer-reviewed, drafted, and revised.

*Analysis & Argument*, 20%

In this five to seven page dialogue between Text and World, you will summarize how one issue is ideally theorized in one government or justice article from Remix and [analyze and argue](http://hercules.gcsu.edu/~ablazer/1101/09-FA-H-Assignments.htm#3) how you see that topic really functioning in American today with the help of two contemporary scholarly publications. This essay will be drafted and revised.

*Research Project*, 30%

In this [research project](http://www.faculty.de.gcsu.edu/~ablazer/1101/09-FA-H-Assignments.htm#4) demonstrating the full dialectic of Self, Text, and World, you will select any topic broached by the course texts, research that issue more deeply and more contemporaneously with the support of scholarly sources found outside the course reading list, compose a seven to nine page research paper defining your individual analysis of the situation and arguing your position for the world. Prior to turning in the completed paper, you will also turn in an annotated bibliography, which will be discussed in detail at a later date.

A note on class participation: I do not give participation grades. Some people are shyer than others, and I understand that. If, however, you are being disruptive or disrespectful to me or to any of your fellow classmates, you will not only be asked to leave, but **will also be marked absent**, which could potentially have a negative impact on your grade.

**Peer Review**

For your first two papers, you will spend a day in class reviewing a classmate’s essay, and vice versa. There will be a short form for you to complete, which will aid you in outlining your feedback to your classmate. Failure to complete this activity will result in a 10-point deduction from your final grade on that paper.

**Essay Grade Breakdown**

**A/B** A paper or exam that earns an "A" or a "B" does not just satisfy the requirements of the prompt; it composes an original response that demonstrates careful thought about the issues of the course in a voice that clearly exhibits the writer's point of view and purpose in an fine-tuned and appropriate style.  The paper not only provides both a clear controlling purpose and coherent argument that balances general support with specific evidence (be it primary text and/or secondary text as necessary), but also critically comments on the subject matter in intriguing and thought-provoking ways.  Internal paragraph coherence and overall paper organization are appropriate and effective. Grammar and style are not only sound—even virtually flawless—but are also aware of the English language's nuances. The paper's voice is authoritative and the diction appropriate to the topic. Although the difference between an "A" paper and a "B" paper is ultimately subjective, for me, an "A" paper surpasses my expectations of analysis and argument by responding to the assignment in truly original and/or exceedingly insightful ways. While a "B" paper correctly represents content and appropriately analyzes the issue, an "A" paper exhibits a writer's penetrating perception and sagacious sensitivity to the material.

**C** A paper or exam that earns a "C" responds to the prompt in a general way, constructs a controlling idea or thesis, and employs suitable organization for its rhetorical purposes.  Argument may suffer from a lack of development or evidence.  It contains minor and recurrent errors in style, grammar, and mechanics.

**D** A paper that earns a "D" shows evidence of attempting to respond to the assignment but does so in ways that are convoluted and unclear.  It often lacks a controlling thesis and is usually difficult to follow.

**F** A paper that earns an "F" shows little or no understanding of the assignment or the conventions of standard written English.

**Revision Policy**

On the day that a final draft is due, you will turn in 1) the graded copy of your first draft, and 2) the final draft. Your grade will not be lowered under any circumstances, but it is possible for it to remain the same. In other words, you have to work for a better grade. I want to see evidence that you actually read my comments, thought critically about them, and directly applied them. Take note: since I grade on a points system, an improved draft does not guarantee you a jump in letter grade—for instance, it is certainly possible to go from a 78 (a C) to an 82 (a B), but not nearly as likely to go from a 70 to an 80. If any of my written comments are unclear, or if you have any other questions regarding revision of the assignment, come see me during office hours. Keep in mind also that the Writing Center is a valuable resource.

**Course Policies**

***Class Preparation and Participation***

I expect you to come to class having read, annotated, and reviewed the assigned reading. Moreover, you should prepare at least two comments and two questions for each reading. We're going to be working with challenging texts; therefore, we'll all benefit from sharing our ideas and questions. If I feel that you're not participating because you're not keeping up with the reading, I will give a pop quiz.

***Office Hours and Email***

I encourage you to stop by my office hours to discuss any aspect of the course, or literature. I'm happy to answer minor questions such as due dates over email, but I prefer face-to-face conversations for more substantive topics like papers and exams. Please use [email etiquette](http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html).

***Technology***

We will be using [TurnItIn](http://www.turnitin.com) for assignment upload. It is your responsibility to learn TurnItIn. Check your university email for course-related messages. Make sure to always save your work-in-progress on at least two formats (i.e., your computer AND a jump drive); I will NOT accept “my computer crashed,” or similar excuses. **Put your cell phones away during class. This is your only warning. If I see you using it, you will be marked absent for the day, and asked to leave.**

***Attendance***

There will be a one letter final grade deduction for every absence beyond three days. Again, you are allowed three absences; therefore, missing four class periods will result in a one letter final grade deduction and missing seven classes will result in automatic failure of the course. I suggest you use your three days both cautiously and wisely. Habitual tardies, consistently leaving class early, texting, and surfing the internet will be treated as absences. Excuses like work, family, and scheduled doctor's appointments will be declined. The only acceptable excuses are death in one's immediate family and one's own medical emergency, for which I will expect written documentation. If you participate in an extracurricular activity that you anticipate will cause you to miss class, I suggest you switch sections now.

***MLA Style***

Formal assignments should adhere to the Modern Language Association (MLA) style. Use **Times New Roman 12-point font** for all type-written assignments. 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.

***Late Assignments (READ CAREFULLY)***

There will be a one letter assignment grade deduction per day (*not* class period) for any assignment that is turned in late. I DO NOT give extensions, for any reason, and DO NOT accept emailed assignments, unless I specifically request them. 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 (.doc or .docx files are suitable). Failing to submit an assignment that is worth 20% 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 a final exam or final paper within two days of its due date will result in automatic failure of the course.

***Length Requirements***

A formal paper will be penalized 10 points 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 further 10-point grade penalties.

***Plagiarism***

Do not do it. The [Honor Code](http://www.gcsu.edu/studentlife/handbook/code.htm) defines plagiarism 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." [Section 3.01](http://info.gcsu.edu/intranet/handbooks/academic_affairs/aahandbook/301.html) of the Academic Affairs Handbook elaborates other examples of academic dishonesty and outlines disciplinary procedures and appeals for academic misconduct. Submitting the same paper in two different courses constitutes academic dishonesty. As plagiarism is not tolerated at GCSU, any student found guilty of willful plagiarism or dishonesty will fail the assignment and the course. Students must submit all formal papers to [TurnItIn.com](http://www.turnitin.com).

***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 20% 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.

***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](http://www.gcsu.edu/equity/disabilityservices.htm) located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

***The Writing Center***

[The Writing Center](http://www.gcsu.edu/writingcenter/) is a free service available to all members of the university community. USE IT. Consultants, staffed by first-year MFA students, assist writers in the writing process, from conception and organization of compositions to revision to documentation of research. Located in Lanier Hall 209, the Center is open Monday through Friday. Call 445-3370 or email [writingcr@gcsu.edu](mailto:writingcr@gcsu.edu) for more information.

***Fire Drills***

Fire drills will be conducted during the semester.  In the event of a fire alarm signal, students will exit the building in a quick and orderly manner through the nearest hallway exit.  Learn the floor plan and exits of the A & S Building.  Do not use elevators.  Crawl on the floor if you encounter heavy smoke.  Assist disabled persons and others if possible without endangering your own life.  Assemble for a head count on front lawn main campus.

**Grade Scale**

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); 0-59 (F)

Note: I do not round up, so don’t ask me. If your grade is a 79.4, it’s a C.

**Course Schedule**

M, 8-16: Course/syllabus outline; introductions.

W, 8-18: W & R, 1-10; personal narrative run-through, basics

Journal Entry: “Unique experience”

F, 8-20: Stewart, “Commencement Speech” (125)

Journal Entry: “Why am I in college?”

M, 8-23: Sullivan, “The ‘He’ Hormone” (38)

Journal Entry: “What makes me a man/woman?”

W, 8-25: Grealy, “Masks” (66)

Journal Entry: “To be \_\_\_\_\_ is to know…”

F, 8-27: Keillor, “A Wobegon Holiday Dinner” (112)

Journal Entry: A \_\_\_\_\_ Holiday Dinner”

M, 8-30: Davis, “Team USA” (261)

Journal Entry: “For the hell of it.”

W, 9-1: Flynn, “Another Bullshit Night in Suck City” (distributed)

F, 9-3: **Paper 1 Due (Personal Narrative)**

Journal Entry: “These Two Songs”

M, 9-6 (Labor Day, no class)

W, 9-8: Personal Narrative in-class peer review

F, 9-10: *Once* (film)

M, 9-13: **Paper 1 Final Draft Due**

*Once* cont’d

W, 9-15: Sedaris, “The End of the Affair” (335)

Journal Entry: “Love: pick your cliché.”

F, 9-17: Sanders, “Looking at Women” (384)

M, 9-20: Udovitch, “Secret Society of the Starving” (149)

W, 9-22: Weingarten, “Pearls Before Breakfast: Joshua Bell on the Subway” (476)

F, 9-24: Rojas, “Bootleg Culture” (469)

Journal Entry: “Your Free Music”

M, 9-27: **No class**

W, 9-29: **Paper 2 Due (Summary & Evaluation)**

Journal Entry: “These Two Songs, part II”

F, 10-1: Summary & Evaluation in-class peer response

M, 10-4: Library Instruction Day (meet in library)

W, 10-6: Paper 2 in-class revision

F, 10-8: **Paper 2 Final Draft Due**

M, 10-11: Traister, “Hit Her, Baby, One More Time” (431)

Journal Entry: “Under Pressure”

W, 10-13: Degeneres, “This is How We Live” (638)

Journal Entry: “Technology in your life”

F, 10-15: Six-Word Memoirs (657)

Journal Entry: “Write your own”

M, 10-18: Weisman, “Polymers Are Forever” (560)

Journal Entry: TBA

W, 10-20: Gore, “An Inconvenient Truth” (551)

Journal Entry: TBA

F, 10-22: **Paper 3 Due** (Analysis & Argument)

M, 10-25: *Daybreakers* (film)

W, 10-27: *Daybreakers* cont’d

F, 10-29: **Paper 3 Final Draft Due**

M, 11-1: Research paper handout, explanation of annotated bibliography

Journal entry: “What Do I Care About?”

W, 11-3: In-class sample annotations

F, 11-5: No class (personal conferences)

M, 11-8: Research day (meet in library)

W, 11-10: Research day (meet in library)

F, 11-12: Research day (meet in library)

M, 11-15: Annotated Bibliography due

W, 11-17: In-class writing (your introduction paragraph)

F, 11-19: **No class**

M, 11-22: Jenkins, “What is Convergence Culture?”

Journal Entry: TBA

W, 11-24 (Thanksgiving Break, no class)

F, 11-26 (Thanksgiving Break, no class)

M, 11-29: *The Onion*, “New Technological Breakthrough…” (711)

Journal Entry: “Technology in your life, part II”

W, 12-1: In-class writing

F, 12-3: *A Charlie Brown Christmas* (film)

M, 12-6 (Last day of class; research papers due by 5:00 pm)