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| **English 1101: English Composition I**  **Course Syllabus: Fall 2012** |

Meeting Time: TR 12:30 – 1:45 Classroom: A&S 1-50

Instructor: Benjamin Mitchell E-mail: benjamin.mitchell@gcsu.edu

Office Hours: W 2-4pm or by appointment Office: Blackbird Coffee

**Required Texts:**

- *Models for Writers* edited by Alfred Rosa & Paul Eschholz

- *A Pocket Style Manual* 6th Edition edited by Diane Hacker & Nancy Sommers

- Supplemental texts will be provided via handouts or GeorgiaView

**Course Description:** The undergraduate course catalog 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/narrative, a persuasive paper, a research paper, and a film/ book analysis.

**Objectives:** This course's Academic Assessment 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.

All students, regardless of their degree program, must earn a grade of C or better in English 1101, as it, along with English 1102, fulfills the Area A. Essential Skills requirement in the Core Curriculum.

**Course Assignments and Grade Distribution: Total 100%**

Participation and In-Class Writings: 10%

Assigned Critical Responses: 10%

Personal Narrative Paper (4-5 pages): 15%

Persuasive Paper (5-7 pages): 20%

Annotated Bibliography: 5%

Research Paper (6-8 pages): 20%

Film / Book Analysis Presentation: 5%

Film / Book Analysis Paper (4-6 pages): 15%

Detailed assignment sheets will be handed out for each paper/assignment later on in the semester. All papers must be double-spaced, use Times New Roman 12 point font and one inch margins (set the bottom margin at 0.8), and go all the way down the final page of the minimum page requirement.

**All grades are non-negotiable.**

**Participation and In-Class Writings:** As this is a writing class, some classes will begin with a short in-class writing assignment based on the previously assigned reading or another discussion topic of my choosing. We will then discuss your answers as a class for ten to fifteen minutes before turning your response in to me for grading. These in-class writings will require critical thought but need not be fully-formulated essays, but rather show me that you did the assigned reading (if relevant) and can discuss a topic critically. The in-class writings are graded all or nothing, 100% or 0%. If you arrive late and miss the writing, you will receive a zero for that day’s writing, so please be on time.

**Assigned Critical Responses:** I will often assign discussion questions to accompany the readings that will come from either the text or my own imaginings. I will require a typed, double-spaced one page response to these questions be turned in to me next class day. Use MLA style (see below). Here are some points of clarification:

1. Write your opinion, your analysis, your thoughts. You cannot be wrong, so please don’t feed me some Google result that someone else thought of.

2. Support your claims with quotations and/or very brief paraphrasing. You may use outside texts and even personal experience to help support your findings but be precise and concise, and outside experiences may not make up the entirety of your response.

3. Do not fear emotion or conviction. If I ask you how a particular essay or other work makes you feel, tell me and point to where and why in your response. Get off the fence and believe in what you say. After all, your opinions do not define you (fluid as they are). Have fun and show conviction.

These writings are important as they will fuel our class discussion, so plan your thoughts carefully. 90% of each critical response’s score will be based entirely on clarity and the originality of your thoughts. The remaining 10% will be divided between your correct usage of MLA style.

**MLA Style & Length Requirements:** Formal assignments should adhere to the Modern Language Association (MLA) style (Refer to *A Pocket Style Manual*, and Perdue’s Online Writing Lab). Formal papers and assigned critical responses require MLA style while pop quizzes, in-class writing, and peer review may be informally formatted. One-third of a letter grade will be deducted from a formal paper for problems in each of the following categories, for a possible one letter grade deduction total: 1) header, heading, and title, 2) margins, font, line spacing and length, and 3) quotation and citation format. If a formal paper does not meet the minimum length requirement (all the way down the final page of the minimum page length), an entire letter grade will be deducted from your grade on that paper.

**Attendance:** Daily attendance is mandatory. If you are absent, you will most likely miss out on in-class assignments and writings, and this will have an impact on your grade. However, each student is allowed a total of three (3) absences for any reason. There will be a one-letter final grade deduction for every absence beyond three days. 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. Use your absences wisely and be sure to email a classmate if you don't know exactly what you missed or should be working on. I do not differentiate between excused and unexcused absences, so please do not email me your reason for missing class. If you need to miss class for religious reasons, notify me beforehand via email or after class (see **Religious Observance Policy** below)

**Tardiness:** Tardiness is not accepted. If a student is more than ten minutes late, they will be counted absent for the day. Every three times a student is late (less than ten minutes) will count as one absence.

**Revision:** Each student can revisetwo essays of their choice, due on the specified date on the syllabus. Revisions must reflect serious effort—i.e. a major rethinking or reorganizing of the essay and not a series of quick fixes to simple errors. This revision must also include a one-page note discussing and defending the changes you have made. Once received, the revised will be graded and averaged with the previous draft’s grade (a revision will never receive a lower grade than the first draft). **Please note**: submitting a revision does not guarantee a grade improvement.

**Late Work:** Except in rare cases of emergency, all late essays will incur a grade deduction of **10% per** **class period**. At the start of class on the assigned due date, all essays are to be turned in typed, double-spaced, and stapled. Essays will not be accepted outside of class, via e-mail or otherwise. If you cannot attend class on the day, turn your work in the next time our class meets and accept the 10% grade deduction. Presentations must be done on the day you have signed up to do them. Late work is not eligible for revision.

**Academic Dishonesty:** The integrity of students and their written and oral work is a critical component of the academic process. All written work submitted in this course will be individual work unless otherwise instructed. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined on pp. 64-67 in the Undergraduate Catalog. Remember that allowing another student to copy one’s own work is considered cheating. Also see the student Honor Code at the website below: <http://www.gcsu.edu/studentlife/handbook/code.htm>. As plagiarism is not tolerated at GCSU, any student found guilty of willful plagiarism will automatically **fail the course**. I will submit all formal papers to [TurnItIn](http://www.turnitin.com).

**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.

**Religious Observance Policy:** Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy. The full policy and prescribed procedures are found at: <http://info.gcsu.edu/intranet/acad_affairs/ReligousObservancePolicy.doc>

**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 located in Lanier 209 and open Monday through Friday. While no extra credit will be offered, students are 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/>

**About Conduct in Class:** Cell phones and laptops are distracting to you, to me, and to the rest of the class. You do not need a laptop or a cell phone to participate in classroom activities, so please don’t have them out. If I notice that you are using electronics in class or being consistently rude or cruel in your discussions with other students, I will count you as absent. Please come to class prepared to discuss the readings. If I find that you are not prepared for class, it will affect your participation grade.

**Student Opinion Surveys:** Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

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| **Class Schedule (Tentative & Subject to Change)** |
| **Week 1 – Introductions**   |  |  | | --- | --- | | **Tuesday, 8/14**  Introductions. Go over syllabus.  **For Homework:** Read David Foster Wallace’s “This is Water” (Handout). Acquire textbooks and course materials. Send me an introductory email. | **Thursday, 8/16**  Discuss Wallace and reading critically (Active Reading Strategies p 24 handout).  **For Homework:** Read “Gray Area: Thinking with a Damaged Brain” (handout) and “The Story of an Hour” (Models 395 – 398). | |
| **Week 2 – Personal Narratives**   |  |  | | --- | --- | | **Tuesday, 8/21**  Watch Jill Bolte Taylor TED Talk  Discuss readings and how to write a personal narrative.  **For Homework:** Read “The Most Important Day” (Models 84 – 87), “Me Talk Pretty One Day” (Models 294 – 299), and “Gestures in Waiting” (handout). Brainstorm personal narrative ideas. | **Thursday, 8/23**  Discuss readings. Group work on personal narratives.  **For Homework:** Read “White Lies” (Models 382 – 383), “Momma, the Dentist, and Me” (Models 386 – 393), and “Let’s Think Outside the Box of Bad Clichés” (349-351). Finish personal narrative rough draft. | |
| **Week 3 – Personal Narrative and Peer Review**   |  |  | | --- | --- | | **Tuesday, 8/28**  **Due: Personal Narrative Rough Drafts**  Discuss Readings. Discuss peer review expectations.  **For Homework:** Read “Childhood” (Models 222 – 225) and “Shame” (Models 288 – 292). Read pages 20-32 in Models on revising, editing, grammar, and proofreading. Complete peer review homework. | **Thursday, 8/30**  Discuss readings. In-class peer review.  **For Homework:** Prepare for conferences | |
| **Week 4 – Personal Narratives and Conferences**   |  |  | | --- | --- | | **Tuesday, 9/4**  Conferences on Personal Narrative papers (Today and Wednesday)  **For Homework:** Read “The Principles of Poor Writing” (Models 427 – 432) and “In Defense of Dangerous Ideas” (Models 362 – 371). Finish Personal Narratives. | **Thursday, 9/6**  **Due: Personal Narrative Final Draft** Discuss readings and how to write persuasive arguments.  **For Homework:** Read “Escape from the Western Diet” and “Food as Thought: Resisting the Moralization of Eating” (handouts). | |
| **Week 5 –Persuasive Papers**   |  |  | | --- | --- | | **Tuesday, 9/11**  Discuss readings. Group brainstorming on persuasive essays.  **For Homework:** Read “Environmentalism as Religion” (Handout) | **Thursday, 9/13**  Discuss readings. In-class writing assignment.  **For Homework:** Read “Consider the Lobster” (handout). | |
| **Week 6 – Persuasive Papers**   |  |  | | --- | --- | | **Tuesday, 9/18**  Discuss readings. In-class writing assignment.  **For Homework:** Read “We, the Public, Place the Best Athletes on Pedestals” and “Cheating and CHEATING” (handouts). | **Thursday, 9/20**  Discuss readings. In-class writing assignment.  **For Homework:** Read “Why We Crave Horror Movies” (Models 525 – 527) and “What Pro Sports Owners Owe Us” (Models 560 – 562). Complete rough draft of Persuasive Paper. | |
| **Week 7 – Persuasive Papers**   |  |  | | --- | --- | | **Tuesday, 9/25**  **Due: Persuasive paper rough draft**  Discuss readings.  **For Homework:** Read “Condemn the Crime, Not the Person” (Models 569 – 572) and “Shame Is Worth A Try” (Models 574 – 576). Complete peer review homework. | **Thursday, 9/27**  Discuss readings. In-class peer review.  **For Homework:** Read Read “Up Against Wal-Mart” and “Progressive Wal-Mart. Really” (handouts). | |
| **Week 8 – Persuasive Papers and Research Papers**   |  |  | | --- | --- | | **Tuesday, 10/2**  Discuss readings and research paper and annotated bibliography assignments.  **For Homework:** Read “Watching TV Makes You Smarter” and “Thinking Outside the Idiot Box” (handouts). | **Thursday, 10/4**  **Due: Persuasive Paper**  Discuss readings and research paper topics.  **For Homework:** Read “Becoming Members of Society: Learning the Social Meanings of Gender” and “A Boy’s Life” (handouts). | |
| **Week 9 – Research Papers**   |  |  | | --- | --- | | **Tuesday, 10/9**  No class. Fall break. | **Thursday, 10/11**  Discuss readings. Group work on research paper topics.    **For Homework:** Read Chapter 22 in *Models for Writers*. Decide on your research paper topic and e-mail me your decision before our library day. | |
| **Week 10 – Library and Annotated Bibliographies**   |  |  | | --- | --- | | **Tuesday, 10/16**  Library Day  **For Homework:** Read “Praise the Humble Dung Beetle” (Models 255 – 258) and “The English-Only Movement: Can America Proscribe Language with a Clear Conscience?” (Models 261 – 265). | **Thursday, 10/18**  Discuss readings. In-class work on annotated bibliographies.  **For Homework:** Finish annotated bibliography. | |
| **Week 11 – Annotated Bibliographies**   |  |  | | --- | --- | | **Tuesday, 10/23**  **Due: Annotated Bibliography**  Discuss readings. Group work on research papers.    **For Homework:** Complete Research Paper Rough Draft. Read “The Truth About Torture” (Models 617 – 626) and “The Abolition of Torture” (Models 629 – 640). | **Thursday, 10/25**  **Due: Research Paper Rough Draft**  Discuss readings.  **For Homework:** Complete Peer Review Homework. Complete First Paper Revisions. | |
| **Week 12 – Peer Review and Conferences**   |  |  | | --- | --- | | **Tuesday, 10/30**  **Due: First Paper Revision**  In-class peer review.    **For Homework:** Prepare for conferences. | **Thursday, 11/1**  Conferences.  **For Homework:** Finish Research Paper. | |
| **Week 13 – Analyzing Film**   |  |  | | --- | --- | | **Tuesday, 11/6**  **Due: Research Paper**  Discuss film analysis assignment. Watch *Star Wars.*  **For Homework:** Read “The Magic of the Anti-Myth” and “Creating the Myth” (handouts). | **Thursday, 11/8**  Finish *Star Wars* and discuss readings.  **For Homework:** Read “Mad Men and the Paradox of the Past” and “All Camped Out: How ‘Glee’ Became A Preachy After-School Special” (handouts) | |
| **Week 14 –Film Analysis Group Work**   |  |  | | --- | --- | | **Tuesday, 11/13**  Discuss readings and film analysis assignment. Break into film analysis groups.  **For Homework:** Read “High-School Confidential: Notes on Teen Movies” and “The Gospel According to Spiderman” (handouts). | **Thursday, 11/15**  Discuss readings. Film analysis group work.  **For Homework:** and “From Fly Girls to Bitches and Hos” (handouts). | |
| **Week 15 – Film Analysis Group Work**   |  |  | | --- | --- | | **Tuesday, 11/20**  Discuss readings. Film analysis group work.  **For Homework:** Prepare for Film Analysis Presentations. | **Thursday, 11/22**  No class. Thanksgiving break. | |
| **Week 16 – Film Analysis Papers and Presentations**   |  |  | | --- | --- | | **Tuesday, 11/27**  **Due: Film Analysis Presentation Outlines**  Film Analysis Presentations.  **For Homework:** Finish Film Analysis Paper | **Thursday, 11/29**  **Due: Film Analysis Paper**  Film Analysis Presentations. | |
| **Week 17 – Finals Week**  *No class! If you’d like to pick up your graded papers, you can stop by during my office hours on Wednesday, December 7.* ***Drop off your second paper revision in my mailbox (in A&S 3-29) no later than Thursday, December 6 at noon!***  *Good luck on the rest of your finals!* |

**Important Due Dates:**

Tuesday, August 28 – Personal Narrative Rough Draft Due

Thursday, September 6 – Personal Narrative Paper Due

Tuesday, September 25 – Persuasive Paper Rough Draft Due

Thursday, October 4 – Persuasive Paper Due

Tuesday, October 23 – Annotated Bibliography Due

Thursday, October 25 – Research Paper Rough Draft Due

Tuesday, October 30 – Revision #1 Due

Tuesday, November 6 – Research Paper Due

Tuesday, November 27 – Film Analysis Presentation Outline Due

Thursday, November 29 – Film Analysis Paper Due

Thursday, December 6 – Revision #2 due by noon in my mailbox