ENGL 1101: English Composition I — Course Syllabus: Fall 2012

Meeting Time: MWF 9:00–9:50am Classroom: A&S 340B

Instructor: Sara Stephens Email: sara.stephens1@gcsu.edu

Office Hours: MW 10:00–10:50am or by appointment Office: A&S 153

**REQUIRED TEXTS**

*Models for Writers: Short Essays for Composition* by Rosa and Eschholz

*A Pocket Style Manual* by Diana Hacker and Nancy Sommers

A wealth of supplemental material, both online and via handouts, which I will provide

**COURSE DESCRIPTION**

English 1101 is “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” (Undergraduate Course Catalog). In this section, we will use in-class writing, short writing prompts, class discussion, and peer responses to draft, revise, and polish four formal papers: a personal narrative, an argument essay, an unconventional essay, and a research paper.

**OBJECTIVES**

The successful 1101 student will leave the class having mastered these topics from the course’s Academic Assessment page:

- strategies for college writing, including vocabulary, grammar, style, purpose, and audience;

- effective revision;

- basic research methods for college-level work, including an introduction to library resources;

- and analysis of texts orally (class discussion) and in writing.

The student will also be able to

- write clear, correct, purposeful prose;

- apply the principles and strategies of argumentation and analysis;

- use written and oral language to understand how individuals relate to the larger community;

- conduct and synthesize research in writing to display clear, logical insights and documentation;

- and use writing and reading to connect to contemporary culture and its diverse conditions.

All students must earn a grade of C or better in English 1101 to fulfill the Area A. Essential Skills requirement in the Core Curriculum.

**GRADE DISTRIBUTION**

*Attendance and Participation* 10%

*Journals and Short Assignments* 10%

*Argument Essay* (4–6 pages) 15%

*Unconventional Essay* (4–6 pages) 15%

*Research Paper* (6-8 pages) 30%

*Personal Narrative* (5–6 pages) 20%

More details about these assignments are forthcoming.

**ATTENDANCE AND PARTICIPATION**

Read the material. Think about it. Come to class. We will have regular in-class writing assignments that you will compose in a journal that I will take up periodically and without notice. You may miss three classes for any reason. You will lose one third of your attendance and participation grade for each additional absence. If you miss seven classes, you will almost certainly fail the course. If you are not in class by the time attendance is taken, you risk being marked absent; be on time. I generally do not distinguish between excused and unexcused absences. *Students with perfect attendance at the end of the semester will receive an additional three percentage points on their final grades*.

High participation grades also require your active attention and your voice in class, including performance in leading a portion of a class period, which will be discussed in more detail later. No visible laptops, tablets, or iAnythings are permitted. *If you are on your phone or otherwise mentally absent during class, I will mark you absent.*

**ASSIGNMENTS**

Submit your work on time. All essays will be stapled, typed, double spaced, in 12-point Times New Roman with one-inch margins and no funny business. You must meet the page requirements; a 4-6 page essay will be at least 4 *full* pages or lose up to 10 points per missing page. Late work will incur a 10% deduction *per day*. If you are absent, the assignment is still due; I suggest you find a way to get it to me. In-class assignments, oral presentations, and class discussions may not be made up for any reason.

**REVISION AND GRADING**

You will revise at least two of the four formal essays. One will be the research paper and the other will be either the argument or the personal narrative. Revisions are due one week after graded papers are returned and must reflect a serious effort and rethinking. The Writing Center is a powerful resource that you should utilize in your revision processes. If you choose to revise more than once, each revision is due one week after you receive the previous draft graded. You may revise an essay as many times as you want within the allotted time period. Your first draft will be worth one third of the total grade, and your most recent draft will be worth two thirds. Questions? Ask me.

**ACADEMIC HONESTY AND PLAGIARISM**

If you cheat, you fail. Intentional plagiarism will result in automatic failure of the assignment and, at my discretion, may result in failure of the course and/or referral to Judicial Board.

**COURSE SCHEDULE—Subject to Change**

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| **Date** | **Assignment Due** |
| M: August 13 | Welcome! |
| W: August 15 | *MfW* 7-30: Prewriting, Drafting, Revising, Editing  Grammar Diagnostic Test Due |
| F: August 17 | *MfW* 43–51: From Reading to Writing  *MfW* Chapter 3: Thesis |
| **Week 2** |  |
| M: August 20 | *MfW* Chapter 21: Argument  Intro Mini-Essay Due |
| W: August 22 | Argument Essay Topic Workshop |
| F: August 24 | “Dehumanized” by Mark Slouka (SLD#1)  Argument Essay Topic Due |
| **Week 3** |  |
| M: August 27 | *MfW* Chapter 4: Unity, “Living like Weasels” by Annie Dillard |
| W: August 29 | “A Modest Proposal” by Jonathan Swift (SLD#2)  Seduction Poetry (SLD#3) |
| F: August 31 | **LIBRARY DAY: Meet in Library Instruction Room** |
| **Week 4** |  |
| M: September 3 | **NO CLASS: LABOR DAY** |
| W: September 5 | PSM 1-18: Clarity, Argument Essay Peer Review |
| F: September 7 | **Argument Essay Draft Due** |
| **Week 5** |  |
| M: September 10 | *MfW* Chapter 5: Organization |
| W: September 12 | In-Class Writing |
| F: September 14 | Photo Essay Series (SLD#4) |
| **Week 6** |  |
| M: September 17 | MLA Workshop Day: PSM 104–162 |
| W: September 19 | “Kissing” by Anthony Farrington (SLD#5) |
| F: September 21 | Argument Essay Revisions Due  Unconventional Essay Topic/Style/Format Workshop |
| **Week 7** |  |
| M: September 24 | Conferences (Class will not meet.) |
| W: September 26 | “Laws Concerning Food and Drink…” by Ian Frazier (SLD#6) |
| F: September 28 | 1998 AP Language Exam Question 3 |
| **Week 8** |  |
| M: October 1 | Unconventional Essay Peer Review |
| W: October 3 | *MfW* Chapter 20: Cause and Effect (517–20, 524–6,535–7)  “Why I Live at the P.O.” by Eudora Welty (SLD#7) |
| F: October 5 | **Unconventional Essay Draft Due**  (Last Day for Argument Essay Revisions) |
| **Week 9** |  |
| M: October 8 | **NO CLASS: FALL BREAK** |
| W: October 10 | Research Paper Groups Due |
| F: October 12 | “Consider the Lobster” by David Foster Wallace (SLD#8) |
| **Week 10** |  |
| M: October 15 | **Research Paper Topic Due** |
| W: October 17 | “The Hardy Boys and the Glum Ghostwriter” by Gene Weingarten (SLD#9) |
| F: October 19 | UE Revisions Due |
| **Week 11** |  |
| M: October 22 |  |
| W: October 24 |  |
| F: October 26 | **LIBRARY RESEARCH DAY**  **RP Sources Due by Midnight** |
| **Week 12** |  |
| M: October 29 |  |
| W: October 31 | SLD#10 |
| F: November 2 |  |
| **Week 13** |  |
| M: November 5 | **RP Draft Due** |
| W: November 7 | Last Day for UE Revisions |
| F: November 9 | [Something Unstressful?] |
| **Week 14** |  |
| M: November 12 |  |
| W: November 14 |  |
| F: November 16 | “Stone Soup” by Barbara Kingsolver (SLD#12) |
| **Week 15** |  |
| M: November 19 | RP Revisions Due  **PE Draft Due (A)** |
| W: November 21 | **NO CLASS: THANKSGIVING BREAK** |
| F: November 23 | **NO CLASS: THANKSGIVING BREAK** |
| **Week 16** |  |
| M: November 26 | **PE Draft Due (B)** |
| W: November 28 |  |
| F: November 30 |  |
| **Week 17** |  |
| M: December 3 | Last Day for RP Revisions |
| **T: December 4** | **Final PE Due 10:15am** |

9a class final due 1015a Dec 4, 11a class final due 1245p Dec 4

Required Statements That Must Be Attached to the Syllabus

**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

**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.

**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.

**Academic Honesty: 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.**

**Turnitin.com may be used at my discretion. *You cheat, you fail.***

**Fire Drills:** Fire drills will be conducted annually. In the event of a fire alarm, students will 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 elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area. For more information on other emergencies, please visit http://www.gcsu.edu/emergency/actionplanmain.htm.