

ENGLISH 1101-033 COMPOSITION I: SUCCESS ACADEMY

Instructor: Ms. Stephanie Graves

Office Location: 25 Park Place, 22nd Floor
Cubicle #104

Office Hours: Tu 830A-1030A & by appt.

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Term: Summer 2018

Class Location: Sparks Hall 424

Class Meeting Times: Tu/Th 1055A-125P

CRN: 52564

Course Website: <http://icollege.gsu.edu/>

Course Catalogue Description

This course is designed to increase the student's ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository essays. Readings consider issues of contemporary social and cultural concern. *A passing grade is a C.*

Course Learning Outcomes

By the end of this course, students will be able to:

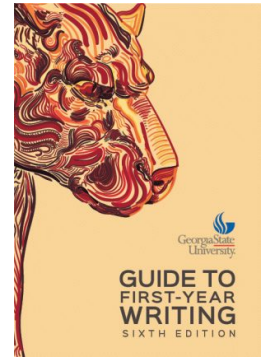
- Engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading.
- Engage in the collaborative, social aspects of written composition, and use these as tools for learning.
- Use language to explore and analyze contemporary multicultural, global, and international questions.
- Demonstrate how to use composition aids, such as handbooks, dictionaries, online aids, and tutors.
- Gather, summarize, synthesize and explain information from various sources.
- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences, but in particular the formal academic audience that makes up the discourse community with which you will also become more familiar in this course.
- Critique your and others' work in written, visual and oral formats.
- Produce coherent, organized, readable compositions for a variety of rhetorical situations.
- Reflect on what contributed to your composition process and evaluate your own work.

We are going to do a lot of writing—there's no way around that. Every reading, activity, and assignment you are asked to do is specifically chosen to help you become a better writer. The good news is that the writing and reading skills you acquire will be applicable to all of your future endeavors, both professional and personal (yes, even if you are a budding biochemist or concert cellist). Ultimately, our course goal is to learn to communicate effectively through writing—an invaluable skill. I will ask you to consider your own experiences and interests throughout the course as well as introduce you to other ideas and approaches to those ideas.

REQUIRED TEXT

Lopez, Elizabeth Sanders, Angela M. Christie, and Kristen Ruccio. *Guide to First-Year Writing*. 6th Edition. Fountainhead Press, 2017.

NOTE: This text is required for both your English 1101 and 1102 course. You must have access to this textbook to be successful in these courses. I will assign additional readings during the term that may be available from the library, on the web, or on our class iCollege site.

**COURSE POLICIES AND PROCEDURES****Community**

We are part of a learning community and must treat one another with **respect** at all times. Eating, sleeping, text messaging, web browsing, holding personal conversations, doing work for other classes, or any other disruptive behavior cannot be tolerated. If you are disturbing the class, I may ask you to leave, forfeiting any in-class assignments we may complete after your departure. Our community does not end at the classroom door, but extends to our iCollege space and all other out-of-class environments used for our course interactions as well.

Please see <http://deanofstudents.gsu.edu/faculty-staff-resources/disruptive-student-conduct/> and https://codeofconduct.gsu.edu/files/2018/03/2018_March_Student_Code_of_Conduct.pdf for information regarding the Disruptive Student Behavior Policy.

Expectations of a University-Level Student

English 1101 is the first university-level classroom experience for most students. The expectations in this space and community may be very different from those of your previous classrooms and teachers. In this course, students should understand the following expectations that are customary in classes at the college level:

- Read and know the policies stated on the course syllabus
- Adhere to all submission guidelines and procedures set out by your instructor
- Attend class
- Attend class prepared to participate and to complete any work assigned in class
- Follow the posted schedule for the course for attendance and work
- Keep track of any deadlines whether given on a printed calendar, in an electronic form (e.g., email or iCollege), on the board, or verbally in class
- Correspond with your instructor in a respectful and polite way
- Talk to your instructor and ask questions when they arise (this may be in class, via email, or during office hours)

Attendance/ Punctuality/ Participation

Attendance is expected and integral to success in the course. You should come to class each day, on time and prepared to work, and be sure to stay for the duration of the class. A 10% portion of your final course grade is connected to daily writing and activities structured to help you be successful in

the course. **This 10% can raise or lower your final grade by a full letter.** If you ever have questions about your course grade or attendance record, please feel free to ask me. We will go over your current standing and how, if needed, you may improve your participation and in-class writing grade.

Our course is designed as a face to face course and, as such, your success will rely on your being in class to engage with course materials, other students, and me. Even though we may use iCollege and other online platforms for discussions and completing work, nothing can replace the in-person interaction during class. For this reason, no daily writing or in-class work can be made up if you are absent.

Just as your attendance is critical to your success in this course, so is your active participation. This means regular, meaningful contributions to our class discussions, be they ideas, statements, questions, or written responses.

Participation in a university-level classroom may seem intimidating at first. Some of you may be nervous speaking in front of others—you're not alone as most of us have been there. Public speaking is unavoidable, both for the duration of your academic career and beyond. Overcoming this unease is remarkable, and is something you should be very proud of. Additionally, because we are a learning community, your thoughts and questions are absolutely vital to the success of our class. We will all work to make our class a place where all feel comfortable sharing their work and ideas.

Assignment Submission

PEER REVIEW DRAFTS: (2) printed hard copies of your essay draft must be brought to class on Peer Review days. (Front/ back printing is fine, and it saves trees.) Please staple all drafts of your essays BEFORE coming to class. All papers must follow MLA 8th edition guidelines, which means papers need to be typed in a word processor in 12-point Times New Roman font, double spaced. Margins need to be set at 1" for top, bottom, left and right sides. There are several computers and printing services available on campus and possibly at your local library.

FINAL ESSAYS: Final Drafts of essays must be submitted through iCollege by the due date/ time to our class iCollege site in a .doc or .docx format. It is the responsibility of the student to have and maintain access to iCollege, to properly submit all work through this platform, and to contact the instructor immediately if they have issues with paper submission. *If a student is unable to upload a paper to the iCollege platform for some reason, he/she must notify the instructor via email and include the paper as an attachment to that email.*

Missed and Late Work

Generally, late major projects and papers are not accepted. Late work can be especially problematic in the accelerated timeframe of the summer semester. However, I understand that emergencies can arise. Late projects and papers will therefore be evaluated on a case-by-case basis in keeping with the university policy on excused absences. **All major assignments must be completed to pass the course.**

Extensions: Instructor approval for extensions is more likely to be granted (but not guaranteed) if requests A) come before the deadline, rather than after; B) are clear, specific (naming the assignment and the proposed submission date), and courteous; and C) are not part of a pattern of missed due

dates. In the case of extraordinary circumstances (such as illness) that will result in multiple missed deadlines, contact the instructor with a proposal (subject to approval) for alternate deadlines.

If you are absent on the day an assignment is due, it is your responsibility to make arrangements to have the assignment to your instructor by class time. In-class assignments (that 10% portion of your grade) cannot be made up for credit if you are absent. Please see your instructor if you are having any difficulty completing an assignment before it becomes late and affects your grade.

Communication

Assignment material, changes to our schedule, or other announcements will be made in class, sent via email to your student.gsu.edu email account, and/or posted on our class iCollege site. Remember, you are responsible for all information covered in class, including days you are absent. I suggest you share phone numbers or email addresses with at least one of your classmates in the event you must miss class one day. While we each have preferred email accounts, I will only send emails to your GSU student email account, per university policy. All correspondence, therefore, will come to yourcampusid@student.gsu.edu from my sgraves15@gsu.edu faculty email account. Please check this account regularly as any communication outside of class will be sent to this address.

If you would like to contact me outside of class, please do so via email or come by during my office hours (you may have questions or just want to chat – I encourage both!). **Do NOT use the iCollege messaging system—I do not regularly check it.**

NOTE: THE ONLY EMAIL ADDRESS YOU SHOULD USE TO CONTACT YOUR INSTRUCTOR IS
SGRAVES15@GSU.EDU

You may reasonably expect to receive a reply from your instructor **within 24 business hours**—successive emails every 15 minutes inquiring about a reply will not speed up that reply. **Plan to check your GSU student email and the class iCollege page daily for updates and announcements regarding this class.**

Plagiarism

We will discuss what plagiarism is in class and you should familiarize yourself with Georgia State's policy on Academic Honesty

(https://codeofconduct.gsu.edu/files/2017/12/2017_DEC_AcademicHonestyPolicy.pdf).

This policy refers to every piece of writing you do for class, drafts, reading responses, and finished essays alike. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized will receive an automatic 0 for the assignment grade. Furthermore, I may refer you to the Dean of Undergraduate Studies for further disciplinary action.

Georgia State University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by

someone else." At GSU, "the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility."

Incompletes

In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish. Assignment of incompletes and the terms for removal of the "I" will be set at the instructor's discretion.

Student Accommodations

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Also, please schedule an appointment with me so that we may discuss any accommodations you need in our class during office hours. To respect your privacy, we will not discuss these accommodations in class.

GSU's Writing Studio

The Georgia State University Writing Studio writes, "The purpose of the Writing Studio is to enhance writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. We focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer's composing process. **Although we are not a line-editing or proofreading service, we are happy to discuss grammar concerns with students from a holistic perspective and offer additional resources that can aid students in building confidence.** In tutor sessions, tutors will be alert listeners, will ask thoughtful questions, and will not judge or evaluate the work in progress. We offer confidential, 30-minute sessions (for undergraduate students) for face-to-face tutoring. Through Write/Chat, our online tutoring service, we also offer similarly-timed sessions for remote interactions. For instructors and faculty, the GSU Writing Studio often sponsors workshops and classroom visits, led by faculty and staff, on various topics dealing with academic writing. Finally, all are welcome to take advantage of our print resources and quick-help handouts that respond to the most popular requests and topics. **Please visit the Writing Studio in 25 Park Place (The Sun Trust Building), Room 2420 or at www.writingstudio.gsu.edu for more information.** We look forward to seeing you."

This service is free and a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note that you will need to make an appointment for tutoring at www.writingstudio.gsu.edu, although you are welcome to stop by the Studio to get information or to get assistance with making an appointment.

Online Evaluation of Instructors

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

English Majors and the Graduation Portfolio

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from the English department website.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to a faculty advisor or the instructor of your senior seminar. You may also contact Dr. Stephen Dobranski, Director of Undergraduate Studies, for more information.

GRADING SCHEMA**GRADING SCALE**

<i>Superior</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Failing</i>
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

This is the standard grading scale for all English 1101 and 1102 courses at GSU. Note that a grade of C or better is needed to pass this course.

GRADING AND ASSIGNMENT BREAKDOWN

Assignment	Percent
In-Class Activities, Daily Writing, and Participation	10%
Weekly Mini-Essays	5%
Literacy Narrative Essay	20%
Literacy Narrative Essay Process work (All brainstorming, drafts, revisions and peer edits for each essay)	5%
Media Analysis Essay	20%
Media Analysis Essay Process work (All brainstorming, drafts, revisions and peer edits for each essay)	5%

Research Proposal for Supported Argument	5%
Supported Argument	25%
Supported Argument Process work (All brainstorming, drafts, revisions and peer edits for each essay)	5%
Course Grade	100%

•In-Class Activities and Daily Writing

These grades are pass/fail and are comprised of in-class writing, group activities, and peer editing. These in-class assignments are not always announced ahead of time. You must come prepared to participate and hand in any written assignments to get credit for the day's work. **This means bringing paper, pens, and your texts, and having your reading or other homework done for the day at the beginning of class. In addition, you are expected to provide thoughtful, meaningful contributions to our class conversations and participate in any in-class work assigned by your instructor.**

•Bi-Weekly Mini-Essays

Every other week (alternating with those weeks when a major assignment is due), you will have a 400-500 word mini-essay due. These will respond to specific prompts that relate to the class discussion and reading. There will be submission folders in iCollege for each mini-essay, which is where you will upload your work. Although it may sound like a daunting amount of writing, writing improves through practice, and these mini-essays are a chance to try out different genres, modes, and tones.

•Major Assignments

NOTE: All major assignments must be completed in order to receive a passing grade in this course.

- **Literacy Narrative Essay (20% of final grade)**
 - 750-1000 words, peer review required
 - DUE 17 JUNE BY 11:59PM EASTERN TIME
- **Media Analysis (20% of final grade)**
 - 800-1000 words, peer review required
 - DUE 8 JULY BY 11:59PM EASTERN TIME
- **Research Proposal (5% of final grade)**
 - Two pages minimum; format will be discussed in class
 - DUE 12 JULY BY 11:59PM EASTERN TIME
- **Supported Argument Essay (25% of final grade)**
 - 1000-1250 words, peer review required
 - DUE 26 JULY BY 11:59PM EASTERN TIME

THIS SYLLABUS REFLECTS A PLAN FOR THE COURSE. DEVIATIONS FROM THIS PLAN MAY BECOME NECESSARY AS THE SEMESTER PROGRESSES. AN UPDATED SCHEDULE WILL ALWAYS BE POSTED TO THE COURSE ICOLLEGE PAGE. STUDENTS ARE RESPONSIBLE FOR KEEPING UP WITH CHANGES TO THIS SCHEDULE, WHICH WILL BE ANNOUNCED IN CLASS OR POSTED TO ICOLLEGE.

COURSE SCHEDULE

5 JUNE WEEK 1**Welcome & Introduction; Note Taking & Academic Success**

Introduce ourselves; introduce course & review syllabus; Note taking & Study Skills

IN CLASS ACTIVITY: Syllabus quiz (in groups)

FOR NEXT CLASS: Read *GTFYW* Introduction & Ch. 1; watch "[Reading Assignments](#)"

7 JUNE**What is Rhetoric? / Literacies & Writing Process**

Historic perspectives; Argument; intro to Rhetorical Appeals; discussion of Literacies & the writing process; INTRODUCE LITERACY NARRATIVE

IN CLASS ACTIVITY: Rephrase Gettysburg Address & Discuss

FOR NEXT CLASS: Read *GTFYW* Ch. 2 & 3; read excerpt from Anthony Bourdain's *Kitchen Confidential* (on iCollege); read Sarah Vowell's "Take the Cannoli" (on iCollege); watch "[How to Read Your Textbooks More Efficiently](#)"

MINI-ESSAY #1 DUE 10 JUNE BY 11:59PM EST (upload to iCollege)**12 JUNE WEEK 2****Arguments, Close Reading, Rhetorical Persuasion**

Critical thinking & Metacognition; Persuasive Appeals; Logical Fallacies

IN CLASS ACTIVITY: Close reading of a text; Answer questions about Lit Narrative

FOR NEXT CLASS: Read *GTFYW* Ch. 4 & 6; **BRING (2) HARD COPIES OF YOUR ESSAY DRAFT TO THE NEXT CLASS**

14 JUNE**Canons of Rhetoric & Stasis Theory; Multiple Englishes*****PEER REVIEW DAY***

5 Canons & Writing Process; Using Stasis Theory; Invention

IN CLASS ACTIVITY: Brainstorming/ Clustering; PEER REVIEW FOR E1

FOR NEXT CLASS: Read *GTFYW* Ch. 5 & 7 & pp. 367-71 ("Multimodality" & "Digital Literacies"); read Bang, "Picture This" (on iCollege); watch "[Understanding MLA Style](#)"

E1: LITERACY NARRATIVE DUE 17 JUNE BY 11:59PM EST (upload to iCollege)

19 JUNE WEEK 3**Research & MLA Style; Visual Rhetoric & Multimodal Literacy**

Using the GSU Library; basics of MLA Style; Reading Visual Images; Understanding Modality;
INTRODUCE MEDIA ANALYSIS ESSAY

IN CLASS ACTIVITY: Visual Analysis exercise

FOR NEXT CLASS: Read Zemliansky, "Literacy is Not Just Words Anymore (on iCollege); listen to 99% Invisible's "[Unpleasant Design & Hostile Urban Architecture](#)"

21 JUNE**NO FORMAL CLASS MEETING; Library Hunt Exercise**

Use class time to complete the library scavenger hunt worksheet (on iCollege) [this will count as your in-class grade for the day]

FOR NEXT CLASS: Watch "[Intro to Media Literacy](#)" & "[Writing a Good Thesis Statement](#)"

MINI ESSAY #2 DUE 24 JUNE BY 11:59PM EST (upload to iCollege)

26 JUNE WEEK 4**Media Literacy; Topics vs. Subjects; Introductions & Thesis Statements**

What does it mean to be media literate; thinking critically about popular culture; Thinking specifically instead of broadly; Composing strong intros & thesis statements

IN CLASS ACTIVITY: **MLA BIBLIOGRAPHIC FORMAT QUIZ**

FOR NEXT CLASS: Watch Childish Gambino's "[This is America](#)"

28 JUNE**Analyzing Multimodal Texts; Using Sources Responsibly**

Considering visual, textual, and aural rhetoric; Quotation, Paraphrase, and Summary

IN CLASS ACTIVITY: Discussion of "This is America"; Group Analysis of Music Video

FOR NEXT CLASS: Bring **HARD COPY** of E2 thesis statement to class for workshop; firm up ideas for final essay topics (come to class Tuesday with at least 2 topic ideas)

MINI-ESSAY #3 DUE 1 JULY BY 11:59PM EST (upload to iCollege)

3 JULY WEEK 5**Plagiarism; Discuss Final Essay Topics; WORKSHOP THESIS STATEMENTS**

The murky waters of plagiarism; Class discussion of final essay topic ideas; In-class workshopping of E2 thesis statements

IN CLASS ACTIVITY: Thesis workshop (Be sure to bring a hard copy of your thesis statement-in-progress)

FOR NEXT CLASS: Work on draft of E2 for Peer Review; **BRING (2) HARD COPIES OF YOUR ESSAY DRAFT TO THE NEXT CLASS**

5 JULY**Research Proposals; PEER REVIEW FOR E2*****PEER REVIEW DAY***

Introduce Final Essay (Supported Argument); discuss Research Proposals; PEER REVIEW E2

IN CLASS ACTIVITY: PEER REVIEW FOR E2

FOR NEXT CLASS: Read "Comparing & Synthesizing" (on iCollege)

E2: MEDIA ANALYSIS ESSAY DUE 8 JULY BY 11:59PM EST (upload to iCollege)

10 JULY WEEK 6**Integrating Sources; Check-ins for Final Projects**

Signal phrases & rhetorical signposting; Discussion/ questions about supported argument essays

IN CLASS ACTIVITY: Signal Phrase exercise

FOR NEXT CLASS: Read "Style & Presentation in Arguments" (on iCollege); work on Research proposals

12 JULY**Style; Common Grammar Pitfalls**

What is it & how do I get some?; How to correct common mistakes; Final essay check-ins; RESEARCH PROPOSAL DUE BY 11:59PM

IN CLASS ACTIVITY: Styling Sentences

FOR NEXT CLASS: Work on drafting E3; **BRING HARD COPY OF INTRODUCTION TO NEXT CLASS**

RESEARCH PROPOSAL DUE 12 JULY BY 11:59PM EST (upload to iCollege)

MINI-ESSAY #4 DUE 15 JULY BY 11:59PM EST (upload to iCollege)

17 JULY WEEK 7**Workshop E3 Intros; In-Class Conferences**

BRING HARD COPY OF YOUR E3 INTRO TO CLASS FOR WORKSHOPPING; In-class individual conferences

IN CLASS ACTIVITY: Workshop & Conferences

FOR NEXT CLASS: Draft ESSAY 3; **BRING (2) HARD COPIES OF ESSAY DRAFT TO CLASS FOR PEER REVIEW**

19 JULY**Catch-up Day; PEER REVIEW*****PEER REVIEW DAY***

Answer questions about E3; Check in on Works Cited page; PEER REVIEW

IN CLASS ACTIVITY: PEER REVIEW E3

E3: SUPPORTED ARGUMENT ESSAY DUE 26 JULY BY 11:59PM EST (upload to iCollege)