

ENGL 1101: COMPOSITION I

Fall 2017

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Office Hours: MWF 11:15am-12:15pm (Newton 2218A)

TU 11:00am-1:00pm, 2:00pm-3:00pm (online via Skype)

and by appointment

Georgia Southern University - Department of Writing and Linguistics

Class Schedule

CRN	Section	Days	Room	Lab Day	Room	Time
81012	GG	MW	N1107	F	N2210	9:05 am - 9:55 am
81119 @	C	MW	N1103	F@	N/A	10:10 am - 11:00 am
81053	IZ	MW	N2216	F	N2211	12:20 pm - 1:10 pm
81034	HX	MW	N2209	F	N2213	1:25 pm - 2:15 pm
87360	II	M	N1104	W	N2214	4:00 pm - 5:15 pm

@ symbol denotes a hybrid course (instruction is divided between face-to-face interaction and online learning activities). If you are enrolled in a hybrid course, see your course schedule on Folio for specifics.

Course Description

ENGL 1101 is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

In this section of ENGL 1101, we will learn how to “play detective.” In the same way a good detective “reads” a crime step by step, we will use detective and crime narratives to “uncover” the nature of rhetoric (The “what,” the “why,” and the “how”). However, a good reader should also be a good writer, in the same way a detective must be able to effectively and clearly present her or his findings to others. To this end, we will spend a large amount of time exploring writing as a process (a way of using language and building rhetorical strategies) and developing our information literacy (identification, evaluation, and application of information across contexts). Ultimately, this course is designed to give you experience in three core areas: “What” (identifying rhetoric/critical reading); “Why” (the function and aim of rhetoric/critical reading and thinking); and “How” (producing rhetoric/critical argumentation).

Course Learning Outcomes

At the completion of ENGL 1101, students will be able to:

- Develop flexible strategies to achieve a defined purpose for writing;
- Compose texts to examine their ideas in relation to those from a range of sources;
- Respond to various rhetorical situations and genre conventions.

In addition, you will:

- Practice writing as a process by recursively implementing strategies of research, drafting, revision, editing, and reflection;
- Summarize, analyze, synthesize, and evaluate the ideas of others as you produce your own arguments;
- Practice documentation in at least two citation formats.

Fundamental ideas for these outcomes were influenced by the Council of Writing Program Administrators student learning outcomes for first-year writing. You can read those learning outcomes here:

<http://wpacouncil.org/node/4846>.

Required Course Materials

- Writing utensils (pen or pencils);
- A comfortably portable loose leaf notebook (and paper) for completing and saving handwritten work;
- A portable, digital storage device (such as a flashdrive) for completing and saving lab work;
- *Understanding Rhetoric: A Graphic Guide* by Elizabeth Losh, et al. Either the First Edition (ISBN: 978-0312640965) or the Second Edition (ISBN: 978-1319042134) are acceptable.
- *They Say/I Say: The Moves That Matter in Academic Writing* by Cathy Birkenstein and Gerald Graff, First Edition (ISBN: 978-0393924091).
- Daily access to Folio for additional course readings.

Communication

Email is the best way to contact me with your questions or concerns. I check my email regularly until 10:00pm, Monday through Friday; any messages sent after 10:00pm will be answered the next day. If you have an emergency situation, please indicate that your e-mail requires my immediate attention by clicking on the red exclamation point.

My office hours and location are written on the first page of this syllabus. On Mondays and Wednesdays I am available in my office for face-to-face meetings. On Tuesdays I am available for online meetings via Skype. I am available by appointment for online meetings unless you feel that the nature of your questions or concerns require a face-to-face meeting. You are welcome to talk to me immediately before and after class. I am always willing to work with student needs.

I do not discuss grades, plagiarism cases, whether or not an absence will count as an exception to the attendance policy, or complex questions about your writing over e-mail. Please discuss such matters in person by stopping by office hours or making an appointment. Please keep all e-mail and other

communications professional, courteous, and appropriate. Include your full name and class section in all e-mails.

Assessment

Paper 1: Identifying Rhetoric	15%
Paper 2: Written and Visual Argumentation	20%
Paper 3: Research, Analysis, and Appeal	30%
In-class writing/Working notebook	15%
Attendance (including conference)	10%
Exam/Oral Presentation	10%

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

Work that receives an “A” must be significantly above average. Assignment sheets will be provided; they will contain detailed, assignment-specific requirements and explanations regarding what constitutes an “A” (well above average), a “B” (above average), a “C” (average), a “D” (below average), and an “F” (unacceptable). I will also provide grade rubrics well in advance of any due date.

University System of Georgia (USG) Board of Regents policy is that students must pass the ENGL sequence with at least a ‘C’ by the time they accrue 30 hours. Students who fail to earn at least a ‘C’ in either ENGL 1101 or 1102 will be required to repeat the course in the next term in which the student is enrolled. Faculty will develop with the student an action plan to facilitate the student’s success in the course.

If you wish to challenge a grade assigned to your work, you must wait **no more than one week** after receiving the grade, and arrange a time to speak in person with me. You must also bring to this meeting a copy of the rubric, the graded assignment, and a one paragraph, typed justification for your challenge.

According to the Family Education Rights and Privacy Act (FERPA), your grades are private and **will not be discussed with anyone other than you**. This includes coaches, parents, and guardians, unless they have been added to your FERPA list and verify the necessary information to communicate with me regarding you and your grades. Even in case of FERPA disclosure, I will only provide numeric grades to coaches and or parent/guardians. More detailed discussion of grades and performance will only be conducted with you, the student. Preferably, we should have all grade-based discussions in person.

Assignments

Throughout your academic career and beyond, the ability to successfully follow context-specific requirements, to think and speak about your performance, and to be self-motivated are crucial for any

endeavor you might undertake. Therefore, the requirements below are in place not to cause you undue stress, but instead are in place to help you.

- All major assignments must be completed and turned in as Microsoft Word documents via Folio Dropbox unless otherwise specified by the instructor. Assignments submitted in formats other than Word will receive a failing grade and be returned to the student.
- All final drafts should be formatted according to criteria outlined on the assignment sheet. Submitted papers not adhering to formatting criteria are considered not fully complete by the deadline and will receive a failing grade.
- You are responsible for keeping up with your own class grade as we progress throughout the semester. A simple grade calculation tool can be found [here](#).
- The instructor will provide detailed rubrics for each assignment in advance. However, simply adhering to the rubric does not guarantee an “A.” I am more than happy to discuss your work with you and to help you improve, but I do not hold extensive meetings simply for grade disputes. See the “Grades” section for more information.
- If you have questions about an assignment, refer to the assignment sheet or ask a fellow student first before you contact me. See the “Communication” section above.
- All assignments turned in to the instructor must include a 500-word reflection letter (see below).
- I do not accept final assignments that are not accompanied by all notes (typed from handwritten work if necessary), previous drafts, peer review worksheets, and self-reflection letters.
- GSU instructors may utilize a plagiarism prevention technology in some of their course sections. Students may have the option of submitting papers online through a plagiarism prevention service or of allowing the instructor to submit hard copies of their papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions. This verbiage was provided by the GSU Office of Legal Affairs.

In-class writing and Working Notebook (15%)

Working either individually, with a partner, or as a group, you will complete some form of structured writing nearly every day. In-class writing is guided by topic prompts and guidelines regarding style, length, and other foci, and will give you hands-on experience with the concepts you will read about and discuss over the course of the semester. In-class writing (including labs) is assessed on an S/U (Satisfactory/Unsatisfactory) scale after each class meeting scale and so cannot be made up.

Your in-class work is important to your development as a writer and critical thinker. Therefore, you will need to keep a notebook containing all your work. You can use a binder, a folder, or a wire-bound notebook, as long as you keep your work neatly organized, labeled with your name, a title, and a date (for example, “Peer review 1 for paper 1, mm/dd/yyyy”) and in chronological order. Bring your notebook with you to your **required** one-on-one conference with me (see below). **In-class writing turned in without at least a name and a date and/or in illegible handwriting will receive a “U” and**

be returned to the student. Prior to our conference, you will reflect on your work, your goals, and at least two strengths and two weaknesses and write a 500-word self-assessment. To receive full credit, all in-class work and your self-assessment must be included in your notebook.

I will distribute a conference sign up sheet in advance. Available meeting times are first come first serve.

Papers

In this course you will complete three major writing assignments. They will go from shorter to longer lengths, and the critical requirements will advance in tandem with our critical advancement through the course. Each of these represents the culmination of an ongoing process including in-class writing assignments, rough drafts, revision, and the incorporation of peer and instructor feedback. As such, credit is allotted based not only on the quality of the final product but also the quality of the process.

To receive credit you must demonstrate your participation in this process by turning in all applicable work (rough drafts, peer reviews, notes, reflection letter) with your final draft.

Paper 1: Identifying Rhetoric [1,000 words] (15%)

Select an account of a true crime from an anthology, a newspaper, a magazine, or a website. Using what we have learned about rhetorical style (Aristotle and Cicero) and critical reading (Frederick Douglass), you will write a paper identifying the types of rhetoric used in the true crime account. To receive full credit, you must not only identify the types of rhetorical moves present; you must also identify specific examples (passages, dialogue, etc) for each rhetorical strategy. This assignment is designed to give you practice in understanding rhetoric, critical reading, organization of ideas, and American Psychological Association (APA) basic format.

Paper 2: Written and Visual Argumentation [1,500 words] (20%)

Combining what you have learned from our previous work on identifying rhetorical moves with our in-class work on visual rhetoric and with our readings and discussions about argumentation (especially claims and evidence), you will create your own short video “crime scene” (between 3 to 10 minutes), where you will do a “walk-through,” narrating your observations and interpretations (claims and evidence) “at the scene” to “solve” the crime (your argument).

These videos will be posted on YouTube (if you don’t have a Gmail account, you will need to create one for this assignment). I will assign small groups in class. A GoogleDoc will be made available for you to fill in your name, video title, and your URL. Each person in the group is responsible for commenting (150 to 250 words max) on the videos of their group members (introducing alternative interpretations, agreement, or refutations). The final product will be a paper in which you incorporate the new interpretations provided by your group members into an argumentative essay.

This assignment is designed to give you practice in understanding how rhetorical strategies function, as well as in critical reading, critical thinking, organization of ideas, analysis, synthesis, evaluation of the ideas of others, and American Psychological Association (APA) citation style.

Paper 3: Research, Analysis, and Appeal [2,000 words] (30%)

Combining what we have learned from our previous work on identifying rhetorical moves, visual rhetoric, argumentation, and our in-class work on information literacy practices, you will research and analyze a contemporary crime-related topic of your choice. Your work should focus on one primary source that defines and discusses the issue. You should then use secondary sources to come up with a “response” to your primary source. Your response should take the form of a discussion of a possible solution (how any solution would realistically be implemented and what the result would be). You will also be required to provide counterarguments from other perspectives. We will work on this assignment in increments, paying close attention to each step in the writing, research, and analytical process. You will write a brief proposal, compose multiple drafts of introductions, conclusions, paragraphs, and an annotated bibliography.

This assignment is designed to give you practice in constructing arguments, identifying rhetoric, understanding how rhetorical strategies function, critical reading, critical thinking, organization of ideas, analysis, synthesis, evaluation of the ideas of others, academic research, identification of sources and assessment of source reliability, and in using Modern Language Association (MLA) format and citation style.

Exam (10%)

Your final exam will consist of an oral presentation on your research and analysis paper. You will be assessed on how well you convey understanding of your research using voice and body language as rhetorical strategies. This assignment is designed to facilitate understanding of writing as a social activity through practicing interpersonal skills.

Self-Reflections (500 words each)

With each assignment, you will also turn in a 500-word addendum in which you critically reflect on the choices you made regarding rhetorical style (e.g., word choice, sentence structure, organization, etc) and ideas for self-improvement. In your self-reflection you should mention and demonstrate mastery of concepts and key terms from readings and class discussions. I will provide samples of self-reflection essays and we will closely read them together to give you an idea of what I am looking for. This assignment is designed to assess your continuing progress in achieving the course learning outcomes.

Late Work

All assignments must be turned in by the date and time indicated on assignment sheets and on the course schedule. It is your responsibility to check regularly for any updates.

Only students with signed documentation from an acceptable source (the Dean of Students, for example) may request assignment deadline extensions. Students without documentation must submit written requests either in person or via email and provide documentation to the instructor in paper copy. If an extension is granted, it will be for one week from the original assignment due date. Exceptional circumstances (protracted illness or family emergencies) are judged on a case-by-case basis. If a student does not meet our prearranged deadline, she or he is still required to turn in the assignment, but for each class day the work is late, his or her highest possible grade will be lowered by a letter grade. If you have a situation you feel warrants an exception to this policy (e.g., you are a primary caregiver, a full-time employee, etc) please meet with me privately. You may be asked to provide verification.

Revision Policy

Assignments that allow for revision will have revision policies clearly stated on the assignment sheet. Revisions are not allowed for a higher grade. Rather, depending on the effort and improvement shown by a student, any additional grade points (a maximum of 5 per semester) are added to a student's participation grade.

Attendance

This course is designed to facilitate your understanding of writing as a process involving planning, revision, self-motivation, imagination, and patience; therefore, attendance is essential. Since we do much of our work together, absences might cause you to miss out on important activities and discussions that are essential to your success as a student in this course. The following requirements are designed to help you succeed in your goals.

Aside from documented absences for school-related activities, you may miss **2** classes without incident. For every unexcused absence after the second, you will lose 2 points from your final attendance grade. I take attendance every day. Meet with me if you feel your situation warrants an exception to this rule. Bring appropriate documentation to our meeting.

Class begins at the top of the hour. You are expected to come to class on time. Every 2 late arrivals to class equal 1 absence and will count towards your total number of missed classes. When you have accrued 2 absences, I will send you an email informing you that you are in danger of a grade reduction as stated in the course syllabus. Once you have received a notification from me, you will be responsible for keeping up with your absences over the course of the semester.

If a personal or family emergency takes you away from GSU altogether for a day or more, the attendance policy still holds, but let Secretary to the Dean of Students [Ms. Kimberly Brown](#) know. Among other things she can send official notification to all of your instructors, which will help you to demonstrate to everyone that you are doing everything that you can to stay on top of your commitments.

If you are disruptive (which includes, but is not limited to, sleeping, texting, talking out of turn, shouting, acting rude or demeaning, being inattentive or disrespectful, doing work for other classes, conducting personal conversations during class discussions, and/or gathering up materials and preparing to leave before I dismiss you), you will be asked to leave and counted as absent for the day.

We will use paper and pencils/pens in class except on computer lab days (unless otherwise designated by the instructor) and we will meet in rooms equipped for this purpose. If you use computers for anything other than course work you will be asked to leave for the day and will accrue an absence.

Mandatory Conference

Aside from office hours and individually requested meetings, **each student is required to meet one-on-one with the instructor**. Because these meetings are designed to give students a space to discuss goals for the course, strategies for success, previous performance, and the like, they count towards your course attendance grade. Students should bring their working notebook and lab work to the conference since these will serve as reference points for our conversation.

Below is a sample rubric for you to use as an attendance grade guide throughout the semester.

<ul style="list-style-type: none"> • Brings appropriate writing materials, textbooks, assigned readings, homework, drafts, or other materials as appropriate to class. Stays attentive during discussions, oral presentations, and follows along with texts and/or readings. • Actively engages in and contributes to peer reviews and other group activities (drafting, in-class writing, etc.) depending on assignment requirements. • Arrives to class on time. 	<ul style="list-style-type: none"> • Is respectful to the instructor and students by not engaging in personal conversations, sleeping, unauthorized technology use, work for other courses, or other disruptive behavior as outlined in the syllabus. • Attends mandatory conference with instructor and brings completed working notebook to meeting.
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Student Success Resources

Academic Honesty

Students are expected to read and adhere to the [Georgia Southern University Honor Code](#) regarding cheating and plagiarism. Academic honesty is here defined as any work, whether for letter or numerical grade, or for general evaluation, that is the product of your individual efforts, including but not limited to, proper citation of outside sources. If you are ever uncertain about citations always err on the side of caution; it is better to cite too much rather than cite too little.

University Writing Center

Don't forget that the Undergraduate [Writing Center](#) (at Forest Drive Building 1119) is one of your most important resources as a student at Georgia Southern! The tutors in the center will give you one-on-one help with any paper you're working on for any course on campus, including this one. I strongly encourage you to take advantage of the feedback and advice they can give you! Make an appointment [ONLINE](#) or feel free to just drop in.

Academic Success Center

The [Academic Success Center](#) (Cone Hall, 2nd Floor) also provides tutoring services as well as a mentor program, resources for non-traditional students, and a range of other services.

Student Disability Resource Center

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. I encourage students to contact the Student Disability Resource Center (SDRC) to discuss their individualized needs for accommodation. In order for GSU to make any arrangements, students with disabilities needing academic accommodation must register with and provide documentation to the SDRC and provide a letter to the instructor from the SDRC indicating what the need may be for academic accommodation. Students should provide this letter during the first week of class. Any student who self-identifies as a person with a disability can learn more [here](#).

Schedule

Each Friday evening I post the schedule for the upcoming week (readings, homework, and the like) on Folio. I prefer this method because it gives me a chance to how we are progressing on a weekly basis. It also allows me the opportunity to make adjustments based on how to provide you with the best opportunities for succeeding in the course. Please be aware that circumstances may arise that make it necessary for me to make changes to our daily schedule or assignment due dates. It is your responsibility to check Folio often and to stay current on any updates.

Important Dates

<p>8/14: Class begins (Attendance verification will be taken)</p> <p>8/17: Last day for Drop/Add</p> <p>9/4: Labor Day (No class)</p> <p>9/8: Paper 1 due by 11:59pm via Folio</p> <p>9/11: Paper 2 Q and A and group assignments</p> <p>9/22: Video “crime scene” due by 11:59pm via YouTube</p> <p>9/25: Comments on videos due by 11:59pm via YouTube</p> <p>10/6: Paper 2 due by 11:59pm via Folio</p> <p>10/9: Last day to withdraw without academic penalty</p>	<p>10/10: Paper 3 Q and A</p> <p>10/30-11/3: Individual conferences (No class)</p> <p>11/20-24: Thanksgiving Holidays</p> <p>11/18: Paper 3 due via Folio by 11:59pm</p> <p>11/27: Student Ratings of Instruction Administered</p> <p>11/29: Student Perception Surveys Administered</p> <p>12/1: Last day of class</p> <p>12/4-12/7: Final Exams (Location TBA)</p> <p>81012/GG: 12/6 @ 7:30am</p> <p>81119/C: 12/4 @ 10am</p> <p>81053/IZ: 12/4 @ 12:30pm</p> <p>81034/HX: 12/6 @ 12:30pm</p> <p>87360/II: 12/6 @ 5:30pm</p>
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