Course Description

This course builds on writing proficiencies, reading skills, and critical thinking skills developed in ENGL 1101. It incorporates several research methods in addition to persuasive and argumentative techniques. A passing grade is C. Prerequisite: C or above in ENGL 1101.

GENERAL LEARNING OUTCOMES

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

● Analyze, evaluate, document, and draw inferences from various sources.
● Identify, select, and analyze appropriate research methods, research questions, and evidence for a specific rhetorical situation.
● Use argumentative strategies and genres in order to engage various audiences.
● Integrate others’ ideas with their own.
● Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences.
● Critique their own and others’ work in written and oral formats.
● Produce well-reasoned, argumentative essays demonstrating rhetorical engagement.
● Reflect on what contributed to their writing process and evaluate their own work.

CLASS MATERIALS AND REQUIRED RESOURCES

Required Texts

All provided course materials (typically pdf files uploaded to the course blog or iCollege - print and bring to class)

Course Materials (Required/Recommended)
● Access to the internet is assumed. All course information, assigned readings and assignments to be turned in will be posted to the course blog:
  http://sites.gsu.edu/hcarroll1
Additionally, electronic drop boxes for assignments to be turned in will be made available in iCollege (http://icollege.gsu.edu/). You are **required** to submit essays and assignments electronically to these drop boxes. **Do not email me assignments.**

- Some means of keeping backup copies of all of your work (flash/USB drive, etc).
- Some kind of folder/binder for course materials and handouts.

**COURSE REQUIREMENTS AND POLICIES**

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.


**EXPECTATIONS OF A UNIVERSITY-LEVEL STUDENT**

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)

**ACADEMIC HONESTY/PLAGIARISM**

All students are expected (and required) to adhere to the university’s Code of Student Conduct, especially as it pertains to plagiarism, cheating, multiple submissions, and academic honesty. This policy applies to every piece of writing and/or assignment for this course. If you are ever uncertain about what may or may not be plagiarism, please do not hesitate to ask. In the event of plagiarism, the assignment in question will receive a grade of zero (0), and both Lower Division Studies and Academic Affairs will be notified (and may pursue additional penalties).

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.”
ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. 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 accommodations are sought.

According to the ADA (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:s3406enr.txt.pdf):

``SEC. 3. DEFINITION OF DISABILITY. "As used in this Act: "(1) DISABILITY.—The term ‘disability’ means, with respect to an individual— "(A) a physical or mental impairment that substantially limits one or more major life activities of such individual...major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. "(B) MAJOR BODILY FUNCTIONS.—For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
``

ATTENDANCE AND PUNCTUALITY

Attendance is mandatory and integral to success in the course, so come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. Participation and attendance will account for 10% of your final grade. Students can view a summary of their absences and tardy record during instructor office hours. Please also reference in-class assignments and the no late assignments policy.

ELECTRONIC COMMUNICATION

If you need to contact me outside of the classroom, you must do so using your GSU email account, sent to my GSU instructor account, hcarroll1@gsu.edu – not my student account. I will not respond to emails that do not follow these instructions. Please give me 24 “business-day” hours to respond to any email you send. Emails sent late at night, or on weekends, may not be read until the next business day, and responded to 24 hours after that. Students are strongly encouraged to “cc” themselves on all email correspondence to ensure delivery.

Additionally, it is expected that any email you send me will follow professional standards. I do not expect “perfect” grammar, but I do expect complete sentences, proper capitalization, and professional courtesy. Do not send me emails with text message abbreviations, even if you send it from your phone.

You are also welcome to come by my office (without needing an appointment) during my office hours or to request an appointment at a mutually convenient time.

ESSAY SUBMISSION
All electronic submissions must be in **Word (.docx) or PDF format**. Students are expected to turn assignments in on time, in the correct format, to the correct drop box, and as per assignment instructions. Students are equally expected to check turned in essays with TurnItIn, at the very least, to verify that the uploaded file is functional. **Files with errors of any kind (empty, corrupted, or otherwise unreadable) will be treated as an assignment not being turned in.**

Please **staple** all printed assignments (no binders or paperclips) before coming to class.

All assignments should adhere to the standard requirements of MLA format: typed/printed on plain white paper (front side only), double-spaced with standard 1” margins and Times New Roman, 12 point font. **Emailed assignments will not be accepted without explicit prior approval.**

**FOR ENGLISH MAJORS**

**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 our website at http://english.gsu.edu/undergraduate/undergraduate_resources/senior-portfolios/. In preparation for this assessment, each student must apply for graduation with the Graduation office and also sign up in the English Department portfolio assessment system at http://www.wac.gsu.edu/EngDept/signup.php.

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.

**INCOMPLETES**

In order to receive a grade of "incomplete," a student must inform the instructor, either in person or in writing, of his/her inability (non-academic reasons) to complete the requirements of the course. Incompletes will be assigned at the instructor's discretion and the terms for removal of the "I" are dictated by the instructor. 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.

**LATE WORK**

Assignments are due by the start of class on the day for which they are posted and cannot be turned in late.

If you are absent on the day an assignment is due, it is your responsibility to make arrangements to have the assignment turned in before class time. In-class assignments cannot be made up 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.
In case of a major extenuating emergency, notify your instructor immediately. In case of a valid, documented emergency, absences can be excused and deadlines for major assignments (exams, essays, annotated bibliography) can be extended. If you have any questions or doubts as to the nature of your absence and its ability to be excused, ask your instructor as soon as possible. Your instructor is much better equipped to help you accommodate an absence with advance notice. Ultimately, your instructor reserves the right, at his or her sole discretion, to excuse (or not excuse) absences for circumstances that are not already outlined on GSU’s Lower Division Studies Attendance Policy on at www.english.gsu.edu/~lds.

PEER REVIEW

We may, for assigned essays, make use of a peer review process. If we do so, please bring a printed copy of your essay to class on the day indicated for peer review. The Peer Review itself will be a graded assignment, in addition to any other graded assignment that is part of the peer review process.

POLICY ON SOCIAL MEDIA

Lower Division Studies and the Department of English supports the use of social media such as Twitter, Facebook, and Tumblr as subjects for discussion and writing prompts in both ENGL 1101 and ENGL 1102 courses. Student and instructor privacy, however, is of utmost importance; therefore, students will not be required to use social media.

WRITING STUDIO

The purpose of the Writing Studio is to enhance the 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. They focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer’s composing process. Although they are not a line-editing or proofreading service, the Writing Studio is happy to discuss grammar concerns with students from a holistic perspective. Tutors will be alert listeners and will ask questions, and will not judge or evaluate the work in progress. The Writing Studio offers 30 minute sessions (for undergraduate students) and 60 minute sessions (for graduate students) for face-to-face tutoring. Through Write/Chat, our online tutoring service, they offer online sessions. In addition, the GSU Writing Studio will sponsor workshops, led by faculty and staff, on various topics dealing with academic writing. Please visit the Writing Studio in room 2420 (24th floor) of 25 Park Place or at www.writingsstudio.gsu.edu for more information.

ONLINE EVALUATION OF INSTRUCTOR

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.

GRADING AND EVALUATION

<table>
<thead>
<tr>
<th>Grading</th>
<th>Superior</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-98* = A+</td>
<td>89 to 88 = B+</td>
<td>79 to 78 = C+</td>
<td>69 to 60 = D</td>
<td></td>
</tr>
<tr>
<td>97 to 93 = A</td>
<td>87 to 83 = B</td>
<td>77 to 70 = C</td>
<td>Below 60 = F</td>
<td></td>
</tr>
<tr>
<td>92 to 90 = A-</td>
<td>82 to 80 = B-</td>
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ASSESSMENT CRITERIA FOR A+

Starting Fall 2017, students will be able to earn an A+ in English 1101 and 1102. An A+ paper must meet and exceed the assessment criteria for the A. There are two circumstances under which a student can earn an A+ on a formal paper or project assignment in these courses. 1. A+ work is writing at a higher academic level (i.e., a paper for a first-year class meeting expectations for a junior or senior level course) and 2. A+ work addresses audience expectations or writing needs beyond the course; for example, the paper has been accepted or is being reviewed for publication, serves a public or community service, or influences social or policy change in the student’s community.

COURSE EVALUATION

Evaluation for English 1102 will be determined by the following percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 3</td>
<td>20%</td>
</tr>
<tr>
<td>Reader Responses (collectively)</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance/Participation/In-Class Assignments</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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FOOD/DRINKS

Please do not bring cooked, or otherwise distracting, food into the classroom.

INSTRUCTOR DISCRETION AND CHANGES

I reserve the right, as the instructor, at my discretion, to modify course policies and/or to make other changes necessary to promote and/or preserve the course objections and a fair assessment of student performance.