



English Composition Syllabus (ENGL 1102)

Fall 2014

Instructor: M. Livingston
Office: Langdale Hall 965
Office Hours: Mon/Wed: 1:30-2pm, or by Appt.
Email: MLivingstonMartin1@gsu.edu

Class Schedule:

CRN: 10365, #315
M/W: 12-1:15
Classroom South 206

Prerequisite: grade of C or higher in English 1101.

Course Description: This course is designed to develop writing skills beyond the levels of proficiency required by English 1101. It stresses critical reading and writing and incorporates several research methods; readings will be drawn from a wide variety of texts. A passing grade is C. If you make a C-, you will be required to repeat the course.

Learning Outcomes

In addition to the skills acquired in English 1101, by the end of the 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 to rhetorical situations and audience constraints,
- produce well reasoned, argumentative essays demonstrating rhetorical engagement, and
- reflect on what contributed to their writing process and evaluate their own work.

Required Texts:

- Gaillet, Lynée, Angela Hall-Godsey and Jennifer L. Vala. *Guide to First-Year Writing*. 3rd Edition. Southlake, Texas: Fountainhead P, 2014. Print.
- Other Texts (located on Desire2Learn (D2L) or Online: You are expected to print out all of these and bring them to class on the day we discuss each work.

Assignments:

Participation	Percentage
Daily Work, Homework, Class Discussion, Conferencing, Quizzes, and Reader Response Blogs	15%
Major Essays & Project:	
#1 Argument Essay – Analyzing Commencement Speeches	20%
#2 Annotated Bibliography – The Essentials of Your Career	20%
#3 Conducting Primary Research – Survey and Interview Group Project	15%
#4 Researched, Argument Essay – Controversy in your Career	20%
#5 Multimodal Project – Educating Others Group Project	10%

Grading:

A+	A	A –	B+	B	B-	C+	C	D	F
97-100	94 - 96	90 - 93	87 - 89	84 – 86	80 - 83	77 - 79	74 - 76	70 - 73	0 - 69

You must made a 'C' or higher (74 – 100) to pass this class. In this class, a 73 is a failing grade and will require you to take the class again!

NB: Do not expect to earn an A or a B simply for showing up to class and turning in all of your assignments. Attending class and turning in complete assignments is the *minimum* expectation for any class. An 'A' is for *exceptional work*. These grades are *earned* by those who go above and beyond, and who provide exemplary work every day.

Class Work & Discussion:

You are expected to attend each class prepared to discuss and engage with the materials presented. Please be aware, if you have *not* done your assigned reading and/or writing, you are *not* adequately prepared for class. If I discover you have not done your reading on any day, or appear unengaged and are not participating, I will count you absent for the day even if you are physically present.

Major Essays:

The major assignments you will complete during the course of this class will give you the opportunity to practice and refine your skills in the art of argument. The essays will be between two and five pages in length and topics will vary for each essay. In the first essay, we will be particularly concerned with *logical thinking and making an argument*. For this reason I will choose your subject of argument, and you will be analyzing a speech. The paper will require you to make an argument, carefully delineate your reasons for your point of view, provide evidence to support that point of view, and explain your evidence. This is the very substance of argument.

The Annotated Bibliography, Primary Research Project, Final Argument Essay, and Multimodal Project will be focused on a career of your choice. (Note: Any Annotated Bibliographies, Argument Essays, or Multimodal Projects submitted without research and citations [both in-text and Works Cited] will fail.) In these assignments, you will research your subject and then formulate your own claim.

All papers must be formatted strictly according to MLA guidelines, submitted to the appropriate folder on D2L, *and* also submitted in hard copy at the beginning of class, unless otherwise noted.

Late Work:

- **Minor and Daily Work:** I do not accept any late or made-up minor/home/daily work.
- **Major Papers and Projects:** If you anticipate a problem with a particular deadline, please *confer with me at least one day before* the assignment due date to discuss the issue. Conferring with me beforehand *may* spare your paper a grade deduction.

Otherwise, I will accept a major assignment after class through midnight of the same day a paper is due for a five point deduction. Anytime through midnight of the next day is an additional five points, and so forth.

Example: Your paper was due on Monday but you turned it in on Wednesday. Minus 15 points.

Need an Extension? When I grant you an extension, you will have extra time to complete your assignment and I will not deduct points for the extra time. Obviously, then, it is in your best interest to ask me for an extension when you realize you will not be able to complete an assignment on time instead of submitting it late for a grade deduction. I will grant an extension only: 1.) For a major paper or assignment; 2.) When you ask me for one BEFORE the assignment is due (at least the day before it is due); 3.) When you have a reasonable justification for needing extra time; 4.) When you have *not* already been granted an extension on a previous paper; and 5.) When I deem your request reasonable.

Extra Credit: Be aware that I generally do not offer extra credit.

Grading: Your major assignments will be graded with the use of a rubric that is available to your on D2L. Minor assignments may be graded with a rubric or holistically.

Rewrites:

Papers will earn the grade A, B, C, F, or R. ‘R’ papers must be revised and resubmitted within two weeks. You may earn up to 100 points on the rewrite, but I will subtract ten points from your rewrite grade because you have had more time, and assistance from me, in the rewriting.

If you earn an ‘R’ on a paper, it is *your* responsibility to see me briefly following class or in office hours in order to discuss the alterations and revisions necessary for your paper. I will not grade a rewrite unless you and I have conferenced about your paper first.

Unless otherwise noted, ‘R’ papers not re-submitted will be recorded in the grade book as a 65.

Incompletes:

Receiving an Incomplete: The notation of ‘I’ may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order to qualify for an ‘I’, a student must:

- Have completed most of the major assignments of the course (generally all but one); and
- Be earning a passing grade in the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course, including examinations, and wishes to receive an incomplete for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. A grade of incomplete is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing a grade of incomplete are established by the instructor.

Conference:

Every student will participate in a one-on-one conference with me at some point in the semester. A class during the semester has been eliminated in order to provide time for attendance. You will sign up for a conference date. Attendance is mandatory.

The Writing Studio: www/gsu.edu/~wwwcwr

The purpose of the Writing Studio is to enhance the writing instruction that happens in academic classrooms, 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, especially invention and revising. We do not provide editing or proofreading services. We aim to create better writers, not “perfect papers,” so we address “works-in-progress” in tutorials, and not finished texts.

Grammar & Mechanical Concerns:

It is *your* responsibility to write, proofread, and submit a paper that is free from major errors. Frequent small errors in your paper impact your authority as a writer and will negatively impact your grade. Papers which include larger errors that impede clear and ready comprehension will fail or be returned to you as ‘R’ papers.

The Department of Applied Linguistics provides specialized tutoring (located on the 2nd floor of the library) for students struggling with grammar and language structures. This service is free for all students.

Also consider making an appointment with The Writing Studio or with me for help with specific grammatical issues.

Attendance:

- **First four absences:** No penalty, but you cannot make up any daily grades missed while you were absent.
- **Each additional absence:** I will subtract three (3) points from your **Final Grade**.
- **Tardiness:** Being tardy to class is rude to your classmates (as your entrance interrupts a class they have already begun) and to me. Three tardies will count as ONE of your four permitted absences.
 - If you are late to class, it is your responsibility to see me directly after that class so I can mark your presence in the roll book; *otherwise, you will be considered absent for that day*. You are tardy if you arrive in class after I have taken roll.

You are responsible for everything that goes on in class whether you are present or not. If I change a due date or announce an assignment when you are absent, “I missed class that day” will NOT serve you as an excuse. You should introduce yourself to a couple of other students in the class and obtain their contact information so that in the event you must miss class, you can find out what you missed.

Full Name	Phone Number	E-mail Address

Class Behavior:

You are expected to be always engaged in the class lecture or discussion. Since it is difficult to be engaged when you are texting or holding a conversation with someone else – don’t. You will be tolerant, open-minded, and respectful of the ideas and feelings of others in the class at all times. Be aware that there are students in this class representing multiple cultural and social values that might be very different from yours. If there is a problem with your behavior, I will discuss it with you. If the problem persists, your participation may be affected, you may be asked to leave the class, or you may be removed from the class permanently. If I must ask you to leave class because of disruptive behavior, you will be counted absent for the entire day.

As great as technology is, it is often obstructive to attentive engagement. Therefore, no laptops, ipads, phones, or any other technologies are permitted in class. *If you usually use your cell phone to check the time, get a watch.* If you have a question about a particular piece of technology you would like to use in class, please see me before class to discuss it.

I reserve the right to remove any student from class who is a regular disruption or impediment to the learning of other students, or who is rude and disrespectful to me or others. Your transcript will record the Withdrawal permanently, and you will not receive any tuition reimbursement.

Academic Dishonesty and Plagiarism:

Plagiarism, or taking credit for the *words* and/or *ideas* of others without properly crediting them, is dishonest, unethical, and in some cases illegal, and thus, absolutely, entirely, unequivocally, one hundred percent unacceptable. Do your own work and give credit where credit is due. If I find that *any portion of any work* you submit in this class has been plagiarized, you will receive a “0” for the assignment. (Note that this would make

it very difficult to pass the course.) Lesser penalties may be imposed at the instructor's discretion. I will also report you to the English Department and/or the College of Arts & Sciences for Academic Fraud.

Students should be familiar with the section on Academic Honesty in the student handbook and should feel free to consult me if they have any further questions.

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.”

(For the university's policies, see in the student catalog, “Academic Honesty,”

http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm)

Examples: You may be guilty of plagiarism or academic dishonesty if you:

- Use identical, or very similar language, to communicate another person's idea(s) without giving that individual proper academic credit.
- Use another person's idea(s) without giving that individual proper academic credit.
- Copy and paste (from anything) except in the use of quotations, and where those quotations are properly cited.
- Fail to cite properly.
- Make use of any unauthorized aid in the completion of graded work for this class.
- Collaborate with someone else on an assignment, unless authorized by me.
- Falsify or fabricate information (for example, in citing your sources).
- Submit a work to this class that you wrote for another class.

Disability Services:

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.

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.

For English Majors:

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 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 may have specific items to place in the portfolio, so be sure to check booklet located next to door of the front office of the English Department. Senior Portfolio due dates are published in the booklets or you may contact an advisor or Dr. Goodman, Director of Undergraduate Studies. See the English office for additional information.

Communicate with Me!

If you have any concerns, issues, or difficulties about anything regarding this class, come and speak with me after class or send me an email at any time. I check my email at least once every day so this is an excellent way to contact me. Many times larger problems can be avoided by talking to me early!!

Email: When contacting any of your professors via email, remember to use appropriate email etiquette:

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email.
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:
- Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS.
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business.
- Read through your email before sending it to make sure that your message is clear and that you haven't made any serious grammatical mistakes.

This syllabus reflects a general plan for the course. Deviations from this syllabus may become necessary as the semester progresses. Students are responsible for taking note of any changes that may occur. I reserve the right to alter the guidelines set forth in this Syllabus under any circumstances I deem appropriate.

I, _____, understand that this semester a student intern will attend this Composition 1102 class. The student intern, Kayla Stockton, will attend each class, give occasional presentations on subject material, and assist in class discussions and activities.

- I grant the student intern, Kayla Stockton, permission to see my grades and the work I produce for this class.
- I do *not* want the student intern, Kayla Stockton, to see my grades or any of the work I produce for this class.

(Print Name)

(Date)

1-12	<p style="text-align: center;">Welcome</p> <ul style="list-style-type: none"> Syllabus Letter of Introduction Note 1: When the schedule says “Discuss” you must <i>be ready on that day to discuss the text indicated</i>. You are <i>not</i> ready if you haven’t done the reading. Thus, for Thursday of this week you must have read the texts listed BEFORE class and be ready to discuss them. Note 2: You should ALWAYS have a copy of the reading with you on the assigned discussion days. This means if you were supposed to read something out of your <i>Guide to First-Year Writing (GtFYW)</i>, then you should bring the book to class. If you were supposed to read something online or on D2L, you should print it and bring it with you! 	<p style="text-align: center;">The Rhetorical Situations & Aristotelian Appeals</p> <ul style="list-style-type: none"> Discuss: In your <i>GtFYW</i>: pg. 6-7, “Rhetoric and Argument”; p. 9, “Rhetoric & Power; pg. 12-13, “Rhetorical Argument”; pg. 21, “Why Study Rhetoric?”; pg. 40, “The Rhetorical Triangle”; pg. 83, “Arguments from Logos”; pg. 93, “Arguments from Pathos”; pg. 98, “Arguments from Ethos” Discuss: “Ethos, Pathos, Logos Explanation and Examples,” on D2L Assign: Clemency Email to Instructor (Due 1-19)
1-19	<ul style="list-style-type: none"> Due: Clemency Email to Instructor: Email to MLivingstonMartin1@gsu.edu <p style="text-align: center;">No Class – MLK – Happy Holiday!</p>	<p style="text-align: center;">Speech One</p> <ul style="list-style-type: none"> Brightman Sentence Quiz 1 Discuss: In your <i>GtFYW</i>: pg. 56-59, “Close Reading of a Text” Discuss: “2005 Stanford Commencement Speech,” on D2L, or at http://news.stanford.edu/news/2005/june15/jobs-061505.html, by Steve Jobs. <p style="text-align: center;">Speech Two</p> <ul style="list-style-type: none"> Review BSQ 2 Finish Discussing: David Foster Wallace Speech Assign: Essay 1 (Due 2-16)
1-26	<p style="text-align: center;">Speech One – Two</p> <ul style="list-style-type: none"> Review Brightman Sentence Quiz 1 BSQ 2 Discuss: “Transcription of the 2005 Kenyon Commencement Address,” on D2L, or at http://web.ics.purdue.edu/~drkelly/DFWKenyonAddress2005.pdf, by David Foster Wallace. 	<p style="text-align: center;">Speech Two</p> <ul style="list-style-type: none"> Review BSQ 2 Finish Discussing: David Foster Wallace Speech Assign: Essay 1 (Due 2-16)
2-2	<p style="text-align: center;">MLA Style Day 1</p> <ul style="list-style-type: none"> What MLA? Why MLA? Discuss: On D2L, “Formatting in MLA Style – OWL” Discuss: In your <i>GtFYW</i>: pg. 171-7, “Qualities of Effective Writing”; and pg. 49, “Checklist of Essential Elements in an Argument” How to Write an Argument Paper Assign: MLA Template (Due 2-9) 	<p style="text-align: center;">MLA Day 2 - Quoting & Paraphrasing</p> <ul style="list-style-type: none"> Discuss: In your <i>GtFYW</i>, pg. 155-6, “Combine your Ideas with Support from Source Materials”; p. 218-9, “Directly Quoting a Source”; p. 224-31, “Using MLA in-text Citations.” Discuss: “MLA In-Text Citations: The Basic,” on D2L.
2-9	<ul style="list-style-type: none"> MLA Template due in D2L. <p style="text-align: center;">MLA Day 3 – The Works Cited Page</p> <ul style="list-style-type: none"> Discuss: In your <i>GtFYW</i>, pg. 231-40, “MLA Works Cited” Practicing the Works Cited in-class activity Assign: Slowly and carefully take the “Career Personality and Aptitude Test” at http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3242. Print the results and bring to class Wednesday. Be advised that the quiz takes 30 minutes – one hour to complete. 	<ul style="list-style-type: none"> Results from Career & Personality Test due in class. <p style="text-align: center;">Introducing the Semester Project</p> <ul style="list-style-type: none"> Go over the entire Career Project assignments, including: <ol style="list-style-type: none"> Annotated Bibliography Primary Research Group Project Argument Essay Multimodal Project What are the most important factors to consider when choosing a career? Brainstorm Careers to Research We start researching careers one week from today, so you must have picked a career to research by 2-18.
2-16	<ul style="list-style-type: none"> # 1 Essay Due in D2L, AND Hard Copy due in class. <p style="text-align: center;">Academic Sources</p> <ul style="list-style-type: none"> Discuss: In you <i>GtFYW</i>, pg. 199-207, “Evaluating Sources” through “Using Internet Sources Wisely” Appropriate Sources: Academic vs. Popular Sources, Primary vs. Secondary Sources How to research in the GSU Library 	<p style="text-align: center;">Researching in the GSU Library</p> <ul style="list-style-type: none"> Library Hunt Activity BRING YOUR GSU ID <p>Meet in the Library. To be counted present for the day, you MUST see me so I can check you off. I will be seated on the second floor of Library North, near the window overlooking the courtyard.</p>

2-23	<ul style="list-style-type: none"> HARD COPY of Library Hunt Assignment Due in Class <p>Formatting the Annotated Bibliography</p> <ul style="list-style-type: none"> Discuss: In you GtFYW, pg. 219-20, "The Rhetorical Precis"; and 222, "Taking Notes: The Annotated Bibliography" Discuss: "Annotated Bibliographies," on D2L. Formatting the Bib & Writing your Preces 	2-25	<ul style="list-style-type: none"> Class Cancelled for Conferences – attending your conference is mandatory!
3-2	<ul style="list-style-type: none"> # 2 Ann. Bib. due on D2L AND hard copy in class. LAST DAY TO WITHDRAW (3-3)! <p>Survey Writing</p> <ul style="list-style-type: none"> Form groups for Primary Research Project Review instructions for Primary Research Project Discuss: "Creating Good Interview & Survey Questions," on D2L What makes for good survey questions? In-class survey writing activity. 	3-4	<p>Interview Writing</p> <ul style="list-style-type: none"> Review Group Survey Questions What makes for good Interview questions? In-class Interview writing activity
3-9	<p>Thesis Statements</p> <ul style="list-style-type: none"> Review Argument Essay Assignment Discuss: "Developing Strong Thesis Statements," on D2L Survey on Class so Far 	3-11	<ul style="list-style-type: none"> # 3 Group Survey and Interview Questions due on D2L AND in class. <p>Outlining your Essay</p>
3-16	<ul style="list-style-type: none"> Spring Break – Be Safe and Have a Great Week! 	3-18	<ul style="list-style-type: none"> Spring Break – Be Safe and Have a Great Week!
3-23	<ul style="list-style-type: none"> TBA 	3-25	<ul style="list-style-type: none"> TBA
3-30	<ul style="list-style-type: none"> TBA 	4-1	<ul style="list-style-type: none"> HARD COPY OF Survey/Interview Results Due in Class <p>Analyzing Survey/interview Results</p> <ul style="list-style-type: none"> How to interpret your survey/interview results.
4-6	<p>Openings and Conclusions</p> <ul style="list-style-type: none"> Discuss from ULearn: "Introductions and Conclusions" Practice Openings and Conclusions 	4-8	<p>Peer Review</p> <ul style="list-style-type: none"> Due: Full Rough Draft of Final Paper, HARD COPY! Discuss: In your GtFYW: pg. 185-8, "Peer Editing" Peer Review Activity
4-13	<p>Multimodal Project</p> <ul style="list-style-type: none"> Bring a laptop to class if you have one. Review Multimodal Project Group Assignment Discuss: Multimodal Authoring and Fair Use (on D2L) Making use of the Aristotelian Appeals in your project. Making a mock-up of your presentation – Organizing information & choosing your assets 	4-15	<ul style="list-style-type: none"> # 4 Argument Essay due on D2L and hard copy in class. <p>Multimodal Project</p> <ul style="list-style-type: none"> Bring a laptop to class if you have one. Discuss: "Modes of Communication" (Reading on D2L) Discuss: "Successful Texts" (Reading on D2L) Choosing appropriate visuals Creating Captions
4-20	<p>Multimodal Project</p> <ul style="list-style-type: none"> Bring a laptop to class if you have one. Discuss: "Design Choices 1, 2, & 3" (Reading on D2L) Making appropriate use of color, white space, alignment, & headings 	4-22	<p>Multimodal Project</p> <ul style="list-style-type: none"> Bring a laptop to class if you have one.
4-27	<ul style="list-style-type: none"> # 5 Multimodal Group Project Due by class time. <p>Farewell</p> <ul style="list-style-type: none"> In-class writing assignment 		

*** The schedule above is only a draft and is subject to change! It is YOUR responsibility to review the schedule regularly. ***

