ENGLISH 1101: COMPOSITION AND RHETORIC

Syllabus

Spring Semester 2015
Margaret Brockland-Nease
margaret.brockland-nease@armstrong.edu
Phone: (912) 308-8290
Office: Gamble Hall 227
Office Hours: MW 1:00-2:30 pm or by appointment

COURSE DESCRIPTION AND OBJECTIVES

Prerequisite: To enroll in ENGL 1101, you must have met or exceeded at least one of these test scores: SAT Verbal 380; TSWE 40; ACT Verbal 20; or CPE English and Reading pass.

Through discussion, research, reading and writing activities, English 1101 facilitates the maturing of your composition skills from high school to collegiate and professional standards. "Composition" is an act of critical thinking: in and beyond college, writing is not only a presentation of our ideas but also an exploration and assessment of the origins and applications of those ideas.

Our course is organized into four divisions, each of which develops around a major writing assignment (an essay). Page 4 of this syllabus has an overview of division emphases; daily assignment details will be posted on the course website. You are responsible for preparing for and participating in class and for completing all assignments. If you do so successfully, by the end of the semester you will have achieved the following objectives:

1) Read and write critically by identifying claims, audiences and contexts; questioning assumptions; investigating opposing perspectives; and considering reasonable objections;

2) Utilize an effective writing process to compose college-level personal and academic essays exhibiting unified and thoughtful theses, relevant and specific evidence, clear and logical organization, and effective style and proofreading decisions;

3) Conduct research of primary and secondary sources in the field, in the university library and via the internet; evaluate such sources for credibility and relevance; effectively incorporate data from research into writing; and document sources in MLA style;

4) Analyze writing and rhetorical strategies employed in professional and student writing; evaluate samples of student writing and recommend appropriate revision;

5) Use computer technology as a writing, research and communications tool; and

6) Speak, write, listen and respond appropriately with classmates and instructor in class discussions, group work, conferences and online as part of an active discourse community dedicated to the mastery of these course objectives.
TEXTS

Remler, *Word by Word*
Graff & Birkenstein, *They Say/I Say* (3rd ed)

WEBSITE: Our course has a D2L (Desire 2 Learn) website, accessed via the Port of Armstrong. The majority of our assignments will be posted, completed, and/or submitted via this website. Check the website before each class meeting. Resolve any access issues PROMPTLY.

Free computer labs are available throughout the ASU campus, but if you prefer to use your own computer, visit [http://www.armstrong.edu/Departments/cis_training/cis_training_technical_requirements_for_student_computers](http://www.armstrong.edu/Departments/cis_training/cis_training_technical_requirements_for_student_computers) to find out the technical specifications required for D2L access.

ATTENDANCE: Regular, substantial participation is necessary in order to meet the course objectives. Absence does not change deadlines, and most assignments cannot be made up or turned in late. Knowing all this, if you still feel that you absolutely cannot avoid missing a class, heed the following:

• Check with a classmate and check the D2L site **before class** to make sure you are ready for the day you return.
• Talk with me during my office hours to make sure you understand what we did while you were out. Do not e-mail me for such information.
• If you MUST miss more than one class in a row, e-mail me ASAP to tell me when you will return and how you plan to stay current in the course while you are out.

**Failure for Non-attendance:** If you miss all or part of 5 or more class meetings before Midterm Day OR 10 or more meetings all term, you will have earned an F for the course.

ASSIGNMENTS AND EVALUATION:

You must earn a course grade of **“C” or better in English 1101** to enter English 1102. Your **course grade** will be the average of your four division grades. Each division grade credits all **preparatory assignments** (50%) and the division's **final essay edition** (50%).

**Preparatory assignments** are homework, classwork, online, and group activities such as oral and written reading responses; préces; discussion board posts; oral and written peer review activities; research exercises; quizzes; and drafts, required preliminary revisions, and post-submission metadiscourse writing. Everything assigned in this course counts. **Depending on the nature of the assignment, preparatory assignments may not be eligible for make-ups.** Assignments directed to be brought to class are intended to be used in class; such assignments can receive no higher than C credit if submitted electronically in lieu of attendance. Properly submitted preparatory assignments are graded on the following scale (except quizzes, where the score is the percentage of correct responses):
• **A**: Well-prepared, thorough, and enthusiastic completion of all aspects of assignment.

• **B**: Well-prepared, thorough, and conscientious completion of most of the assignment.

• **C**: Completion of all essential goals of the assignment despite some problems with preparedness or thoroughness.

• **D**: Measurable accomplishment toward completion of the essential goals of the assignment though 0-50% of the assignment's goals are not met.

• **F**: Failure to participate acceptably in the assignment

**Final essay editions** are the final submissions of each division essay. Due dates are on the Overview of Assignments below. No late or make-up editions will be accepted; if a final edition is not submitted as required, I will treat the last preliminary edition you turned in on time as your final essay edition and grade it accordingly. Essays will be evaluated according to the rubric provided on the course D2L site (see Content—General Course Information—Essay Evaluation Rubric). Read the entire rubric carefully as you begin serious work on your essays. Ask questions about any criteria you do not understand. When I grade your essays, I will highlight the rubric to reflect what your essay demonstrates about your level of mastery of each rubric criterion. After examining the highlighted rubric and your essay, you are welcome to discuss your grade or my comments with me. You may contact me by phone or email to make an appointment, but we should discuss your grades face to face.

**Do not plagiarize**: Proper and complete MLA-style documentation of sources can protect a good paper from charges of plagiarism. Intentional plagiarism is a violation of the ASU Honor Code and will result in a 0 on the assignment and an informal hearing per the procedures outlined in [http://www.armstrong.edu/Departments/office_student_affairs/student_affairs_honor_code](http://www.armstrong.edu/Departments/office_student_affairs/student_affairs_honor_code). All students at ASU must agree to abide by the Honor Code and Code of Conduct. Unintentional plagiarism will result in a 0 on the assignment the first time it happens; subsequent acts of plagiarism will be treated as intentional. A plagiarism tutorial is available through the Subject Guides at [library.armstrong.edu](http://library.armstrong.edu). If you are ever in doubt about whether you're about to commit plagiarism, **ASK ME**. D2L utilizes Turn It In plagiarism detection technology.

**Submit your essays on time through D2L**: If you would like me to grade your essay, you must post it to our D2L course website no later than the deadline published in the assignment. Late papers are not accepted. Essays must be prepared on a computer using Microsoft Word software (your file should have a .doc or .docx suffix). Computer labs are available throughout the ASU campus. Computer problems do not affect essay deadlines. To avoid disaster, save your work, e-mail it to yourself, and keep a back-up copy on a flash drive.

**Consider post-evaluation revision**: At your discretion, no more than 2 of your first three final edition essays may be revised after my evaluation and resubmitted for a new grade. Post-evaluation revisions first require a planning conference with me and then must be accompanied by a detailed written description of what has been changed since the evaluation and why. The grade on the post-evaluation revision will replace the essay grade for the paper in question, whether the revision grade is higher or lower than the earlier grade.
PLAN TO SUCCEED:

Conscientious preparation and regular attendance have a measurable impact on your grade. These two habits also enhance your ability to write successful papers in our course. Follow the suggestions below to keep preparation, attendance and other factors working for you rather than against you this semester:

• Plan to set aside six hours every week (in addition to class time) to prepare for this course. Use the six hours to read and reread each assigned text, to complete assigned homework, to conduct research, to draft and revise essays, to meet with classmates to discuss texts and paper drafts, and to seek help in the Writing Center if you need it.

• Plan to talk with me outside of class at least once before midterm, and more often as you need to. I am happy to discuss questions you may have, to read and comment on drafts, and to share additional study strategies that may help with particular problems or concerns. It is especially important to talk with me if you miss a class, earn a grade you didn't expect on an assignment, or feel confused or overwhelmed by course material or assignments.

• Plan to attend every class meeting and complete every assignment. Most missed assignments cannot be made up and will count as zeroes. Additionally, our papers require that you participate in writing process activities in as well as out of class; they cannot be completed successfully if you miss more than one class per paper.

• Plan to open your mind to what happens in this course. Your course grade reflects more than the quality of writing in your essays, and you're not being evaluated on what you knew or did not know when you started the course. Having a strong background is always good, but don't plan to exit this course without moving forward from wherever you start.

• Plan to use the ASU campus resources. Computer labs are here FOR YOUR USE. The Writing Center, located in Gamble 123, is available to provide a variety of free and helpful resources to any student who desires assistance in the improvement of his/her writing skills. Reference librarians (1st floor of the Lane Library and online at library.armstrong.edu) offer guidance that cannot be over-valued: don't wait for our library orientation session to meet these helpful people. IT Services (Suite 16 of the Armstrong Center) can remedy access issues you may have with university technology. If you suspect that you may have a learning disability or similar special challenge, know that under the Americans with Disabilities Act, ASU provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in Student Affairs in the MCC.

OVERVIEW OF DIVISIONS

Due dates posted here are binding unless revised and posted on the course website.
Division One: Focus, Development and Presentation at the Collegiate Level

In the first weeks of the course we'll get familiar with collegiate standards for essay development, thesis expectations, and grammatical competency, and we'll explore the relationship between purpose, audience and rhetorical strategy. Essay One utilizes description and narration to share an experience in which you were affected by a problem that has been in the news. The Final Essay Edition due date for Part One is February 4.

M 1/12 HW (Before the start of the next class, do all of the following):
• Read our syllabus and the Essay Evaluation Rubric (which is on the D2L website), and read pages xv-xix of Word by Word;
• Post one question about the course or syllabus or rubric to the D2L Discussion Board;
• Read the three narrative essays I've posted to the D2L site; assign grades to them per syllabus guidelines and bring your evaluations to class Wednesday; and
• Read They Say/I Say pages 163-171 on class and electronic discussions.

W 1/14 HW:
• Read "Introduction: Entering the Conversation" and pages 30-41("The Art of Summarizing") in They Say/I Say;
• Read pages 337-340 of Word by Word ("Black Men and Public Space," an essay somewhat like E1). Bring both books to class with you on Friday;
• Revisit the Discussion Board topic and post your response to a question your classmate has asked and you can answer accurately. (Note: I will reply to any incorrect responses; responses not corrected by me by Wednesday, Jan 21 can be assumed to be accurate.)

Daily assignments for 1/16 through 5/1 will be posted on the course D2L site in a timely manner.

Division Two: Reading and Writing with Purpose

In this portion of our course you'll research a problem, develop a solution, and use persuasive and argumentative skills to sell that solution to the people who can make it happen. The challenge of persuading a particular audience to take a specific action demands critical thinking about your sources and your audience. The Final Essay Edition due date for Division Two is March 11.

Division Three: Your Future Discourse Community

You're preparing to enter a profession, a community of people dedicated to the same field of study and work, sharing not only interests and skills but a language, research and communication system unique to their arena of expertise. In Essay Three, analysis and comparison will reveal how and why people write the way they do in your future field. The Final Essay Edition due date for Division Three is April 17 (tentative—any change will be announced in class and on D2L).
Division Four: Owning Your Writing and Its Process

The path to collegiate writing and beyond demands that you take charge of your own writing process and products, recognizing how they currently do and do not serve the purposes you need them to. With Essay Four you’ll employ process analysis, causal analysis, and contrast to raise your consciousness level about what’s happening as you write. The Final Essay Edition due date for Division Four is May 6 (during Final Exams Week).