English 1101 Sample Syllabus 2

English 1101
(semester and year)
Time and day
location

Instructor
Office:
Phone: 404-651-2900 (Dept. of English)
Office Hours: and by appointment
E-mail:

Course Description and Goals

This course is designed to increase your abilities in writing for various rhetorical situations. We will learn to write in a variety of modes, emphasizing traditional academic standards and organization. This entails writing grammatically correct prose and an awareness of issues such as audience and purpose. Writing is a means by which we share knowledge and ideas; therefore, we will learn to write with audience needs in mind as well as to provide constructive feedback on other’s writing, and thus, learn from one another. Readings consider issues of contemporary social and cultural concern. A passing grade is “C.” This course carries 3 credit hours and is a prerequisite for English 1102.

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

· engage in writing as a process, develop brainstorming skills, revise, edit, and proofread, gather evidence, consider audience, engage in the collaborative, social aspects of writing, and use writing as a tool for learning
· use language to explore and analyze contemporary multicultural, global, and international questions
· demonstrate how to use writing 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
· critique your own and others’ work in written and oral formats
· produce coherent, organized, readable prose for a variety of rhetorical situations
· reflect on what contributed to your writing process and evaluate your own work

Required Texts and materials

· Manila folder, notebook

Recommended Texts:

College dictionary and thesaurus
Course Policies

Attendance: Since writing is a skill that requires practice, it is pertinent that you do not miss class. This is not a traditional lecture class, and class participation, group collaboration and in-class writing assignments cannot be made up. You are responsible for everything that goes on in class; however, keep in mind that in-class writing cannot be made up, and this will in turn reflect upon you final grade. An unreasonable amount of absences (three and above) will result in a lower grade. Tardiness will not be tolerated; if you are late to class on a repeated basis, your lateness will count towards unexcused absences.

Late Work: In general late work will not be accepted. I will, however, accept late work only if you make prior arrangements with me and if your request is reasonable. I am willing to discuss your reasons for handing in late work. However, do not abuse this right. Late work that has not been approved by me will be penalized by a letter grade.

Academic Misconduct: For the university’s policies on academic misconduct, see in the student catalog, “Academic Honesty,” p. 54-55 or visit http://www.gsu.edu/~wwwreg/LK_4.html#Academic_Honesty. We will discuss how to incorporate other’s ideas honestly and effectively and not fall into the viscous trap of plagiarism. Penalties for failure to properly incorporate borrowed material range from a lowered grade to course failure.

Classroom Conduct: Adults you are. Act accordingly. Treat your classmates with respect. I will not tolerate disrespectful outbursts or nonsense. Remember to turn off your cell phones and/or any other noisy gadgets you might have, and do not eat during class. Drinks are permissible.

Paper Submission: I will not accept rough or final drafts via email – papers must be hard copies with one inch margins, double spaced, readable font, size 12.

Accommodations for Students with Special Needs
Students who need accommodations are asked to arrange a meeting during office hours or at another time during the first week of classes, or as soon as possible if accommodations are needed immediately. Bring a copy of your Student Accommodation Form to the meeting. If you do not have an Accommodation Form but need accommodation, make an appointment with the Office of Disability Services (Suite 230, New Student Center, ext. 3-9044) to arrange accommodations.

HELP!
Written comments on papers are useful but personal attention and one-to-one conferencing is important. You may find me in my office during the designated office hours. You may schedule an appointment whenever you feel the need and I will gladly help you. Email me with questions you might have. You may also call me. I would also like to encourage you to visit the Writing Studio, located in the English Department on the ninth floor of the General Classroom Building, room #976. There you will find friendly and capable tutors that will help you with your writing.

Course Work

Daily work: this includes responses to what we read, in-class and out-of-class writing assignments, group collaboration, quizzes, portfolios.

Formal out-of-class writing and Portfolio: this includes four essays, each 3-5 pages long. Topics and specific assignments will be given in class. For each of the four essays, you will be responsible for a portfolio. We will discuss the contents of the portfolio in class.

Grading*
Class participation (includes “daily work”). 10%
Personal Narrative Essay: 15%
Expository Essay: 15%
Analysis Essay: 25%
Argumentative Essay: 35%  __________ 100%

* I use the following grading scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F

GRADED RUBRIC

The following are general criteria that indicate specific writing elements used to evaluate your writing, in particular your essays that will be graded. I may include more specific elements or expectations for in each specific project, which I will distribute as needed. Although these criteria reflect an emphasis on higher-order writing concerns, (organization, clarity, etc.), you must also use standard grammar, spelling, and punctuation.

To receive a/an:

A Exemplary writing that provides the right kind and amount of information. Document uses the appropriate tone and arguments for its audience and purpose. Document is clear, focused, and uses arguments that are well developed and supported. This document contains only minor flaws.

B Provides the right information and approach for the purpose. This document may contain a few flaws.

C This document is marginally rated. The writing doesn’t fulfill one or two of the following elements: audience, purpose, relevant information, organization, clarity, support, explanation, and development. This document contains numerous lower-level errors.

D This document would require major revisions to meet minimum academic standards. It lacks adequate considerations of audience and purpose. It may be unfocused, uneven or inadequate development, and lack adequate support and organization. Contains many major and minor flaws.

F This paper lacks adequate knowledge of audience purpose, development, etc. A paper of this quality will require remediation.