Course Description
This course is designed to increase the student’s ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short argumentative and expository essays; readings consider issues of contemporary social and cultural concern. A passing grade is C. By the end of this course, students will be able to:

- engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading
- 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 their 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 their writing process and evaluate their own work

This section will increase your ability to construct written prose for academic rhetorical situations. Part of the FLC “Understanding Social Change,” it focuses on social change in Atlanta. As such, we’ll focus on how language effects personal, social, cultural, and political change. We will assume that all writing is motivated (or rhetorical)—it grows out of the writer’s desire to change a particular social situation. Kenneth Burke, a twentieth-century rhetorician, defines rhetoric as “the use of language as a symbolic means of inducing cooperation in beings that by nature respond to symbols” (Rhetoric 43). This class applies Burke’s idea by studying how language “induces” us to various attitudes and actions. Thus, you will become sensitive to how language affects us in all arenas—academic, economic, cultural, social, and interpersonal. Subsequently, you will learn to produce writing that engages themes of social change and contributes to current discussions of social issues.

Required Texts and Materials
A ring-binder notebook; photocopying costs for printing multiple copies of drafts of papers

Recommended Texts
a college dictionary and thesaurus
Course Work

1. Reading Responses, Quizzes, and Short Writing Assignments 20%
   These include in-class and out-of-class writing assignments that practice skills we discuss in class, respond to assigned readings, and serve as invention strategies for papers. Two of these will include a reflection essay about our visit to the Martin Luther King Center and a report on your poverty lunch project from GSU 1010.

2. Classwork, Peer Review, Drafts 10%
   These include exercises, oral presentations, group collaboration, drafts of papers, and your written and oral feedback of others’ papers.

3. Papers 60%
   These include out-of-class essays that follow MLA format. Topics and specific assignments will be provided in class.
   Paper 1 (3-5 pages long) Due Sept. 18 10%
   An essay that reflects on our readings and an experience you’ve had with language and social change.
   Paper 2 (3-5 pages long) Due Oct. 16 15%
   An essay that reports information about the civil rights movement in Atlanta.
   Paper 3 (3-5 pages long) Due Dec. 4 15%
   An essay that interprets information related to civil rights.
   Paper 4 (3-5 pages long) Due Dec. 9 20%
   An essay that evaluates Nickel and Dimed (from your sociology class).

4. A final in-class essay that summarizes what you learned this semester. 10%

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

Course Policies

1. Late work: Late work is bad for both of us; it reinforces poor time management strategies and makes it impossible for me to give sustained, careful feedback of your work. Furthermore, if you turn in work late, I may not be able to return it in time for my feedback to help you on the next assignment. In addition, much of the class activities we do simply cannot be “made up” since they focus on your active engagement with others’ ideas. However, you may turn in work one class period late for a letter-grade deduction if you have an emergency. Otherwise, see a classmate and come to the next class prepared to submit the work that is due that day.

2. Submitting papers: This course emphasizes the development of your ideas in various stages of the writing process. We will have peer review for each of the major writing assignments; paperclip a copy of these rough drafts to your final papers when you submit them for a grade. Final papers, drafts for peer review, and all out-of-class writing should be typed on a word processor, double-spaced with standard margins and font, and follow MLA guidelines. Computers are available in the Writing Center (976 GCB), the Learning Lab in 120 Kell Hall, and the Computer Lab in 106 Library South. Papers are due at the beginning of class on the date due; I do not accept emailed or faxed papers for final submission. Always keep a copy of any paper you submit so you can re-submit if a paper is lost (hasn’t happened in my fifteen years teaching, but it’s a good habit to develop for future classes). All essays must be completed to pass the course.

3. Academic Misconduct: The Department of English expects its students to adhere to the university’s code of student conduct, especially as it pertains to academic conduct. (For the university’s policies on academic misconduct, see in the student catalog, “Academic Honesty,” pp. 54-55 or http://www.gsu.edu/~wwwreg/LK_4.html#Academic Honesty).

4. Grading: Grades reflect my best and fairest judgment of the overall quality of your paper, taking into
account how well it fulfills the assignment and its purpose; how focused and organized it is; how effectively it uses
evidence; how effectively it communicates with its audience; to what extent it engages its reader’s imagination and
understanding; how easily it can be read and comprehended (reading ease is affected by factors such as unity and
coherence, grammatical correctness, and the physical appearance of the manuscript).

• Letter grades: To earn a grade of “average” (a “C”), your essay must fulfill all the requirements of the
assignment, present an organized, fairly well-supported argument that reflects awareness of the terms of our
discussion. If I have difficulty discerning the presence of an argument, or if careless style or lack of organization
significantly impede my ability to discern your argument (even if the argument itself is good), your grade will be
lower than a “C.” A well-presented, well-reasoned, and insightful argument, with few grammatical or stylistic errors,
will earn a “B” while an argument of exceptional excellence in its reasoning, handling of evidence, and presentation
will earn an “A.” An “A” paper examines the issue in all its complexity and presents an effective argument
through careful organization as well as stylistic appeal.

• Revision: Revision is an integral part of the writing process and an essential part of improving one’s writing. To
that end, multiple drafts of papers that show substantial revision are required. However, once a paper has been
graded, it may not be revised for an improved grade. Although class participation and collaboration improve your
writing and are habits I hope you will develop, they are not the intended products of the class. As such, your paper
grade reflects your final written product rather than your effort.

5. Office Hours/Contact Information: One of the most valuable ways to improve your writing is through
sustained, personal attention to your work. I offer this attention during office hours—8:30-9:20am—or by
appointment. In addition, you may email me to discuss specific questions you have about your writing.

Attendance and Participation
Writing is a skill that requires practice through revisions, tutoring, and collaboration. Talking about ideas with
others—including class discussions—improves your writing as it helps hone, clarify, and create knowledge. Since
we are working together to improve our own and others’ writing, you should expect to participate; this is not a lecture
class. For these reasons, your attendance in the course is crucial for your success. Students who miss more than four
classes will fail the course. If you miss five classes before the midpoint, I’ll withdraw you and assign a “W.” You
should be present for most of the class to receive credit for the class day. Present or not, students are responsible for
everything that goes on in class. Call a classmate to find out what you missed and come prepared; we’ll exchange
email addresses.

The Writing Studio (976 GCB; 404-651-2906)
I encourage students to seek additional personal instruction and tutoring at the Writing Studio, located on the
ninth floor of the General Classroom Building (976). The staff can assist you with all stages of the writing process,
from invention to arrangement to revising. They will not, however, edit your papers or correct all your grammatical
mistakes. If you seek help with a specific grammatical quandary or troublesome stylistic tendency, they can show
you strategies for overcoming these problems. The service is free; you may drop-in and wait for a tutor or sign up for
a regular appointment. N.B.: You, not your tutor, are ultimately responsible for the quality and content of the papers
you submit.

Accommodations for Students with Special Needs
Students who need accommodations are asked to arrange a meeting during office hours or at another mutually
convenient time during the first week of classes, or as soon as possible of 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, extension 3-9044) to arrange for accommodations.
Schedule of Readings and Assignments

Please Note: Reading and writing assignments are due at the beginning of class on the day for which they are listed. I’ll make changes to the syllabus to meet the class’s educational goals more effectively. Please keep abreast of these changes by recording all revisions below. If you miss class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.

Writing to Explore Experience: Language and Social Change

Week 1  Aug. 25-29
T: Class introduction and syllabus discussion
Th: Motives Ch. 1: Writing for Your Life, 1-49; In-Class Writing

Week 2  Sept. 1-5
T: Motives Ch. 2: Writing to Understand Experience, 51-57; Njeri, “Life with Father,” 68+
Th: Paper 1 Assignment; Assessment Journal
  Naylor, “Mommy, What Does ‘Nigger’ Mean?” 74+

Week 3  Sept. 8-12
Sept. 1: Labor Day Holiday
T: Drafting HH 2; Direct Discourse HH 34
Th: Paper 1 Draft Due: Peer Revision; HH 3

Week 4  Sept. 15-19
T: Paper 1 Draft Due: Peer Editing
Th: Paper 1 Due; Assessment Journal Writing

Writing to Report Information: Civil Rights in Atlanta

Week 5  Sept. 22-26
T: Motives Ch. 2, 97+; Solnit, “The New Gold Rush,” 115+ and Response Due
Th: HH TBA; Kolbert, “Unchartered Territory,” 140+; Paper 2 Assignment

Week 6  Sept. 29-Oct. 3
T: Martin Luther King Center Tour
Th: Respond to MLK Center; meet individually

Week 7  Oct. 6-10
T: Return Paper 1; Do Assessment Journal; MLK Response Due
Th: Paper 2 Draft Due: Peer Revision

Week 8  Oct. 13-17
T: Paper 2 Draft Due: Peer Editing
Th: Paper 2 Due; Assessment Journal Writing
Oct. 17: Midpoint (Last day to withdraw with a possible “W” except for hardship)

Writing to Interpret Information: Civil Rights and Social Change

Week 9  Oct. 20-24
T: Motives Ch. 3, 201-207; Kristof 207+ and Response Due; Paper 3 assignment
Th: Research social issue; meet individually

Week 10  Oct. 27-31
T: Paper 3 topic and plan due; Burma, “The Joys and Perils of Victimhood,” 246+
Th: Finding, Evaluating, Using Sources HH 8-10; Return Paper 2

Week 11 Nov. 3-7
T: Reading and HH TBA
Th: Paper 3 Draft Due: Peer Revision

Week 12 Nov. 10-14
T: Paper 3 Draft Due: Peer Editing
Th: Paper 3 Due; Assessment Journal Writing

Writing to Evaluate: Nickel and Dimed
Week 13 Nov. 17-21
T: Motives Ch. 4 275-283; Moskowitz 293+ and Response Due; Paper 4 assignment
Th: Twain 330+ and Response Due

Week 14 Nov. 24-28
Nov. 25-28: Thanksgiving Holiday

Week 15 Dec. 1-5
T: Paper 4 Draft Due: Peer Revision
Th: Paper 4 Draft Due: Peer Editing

Week 16 Dec. 8-12
T: Paper 4 Due; Last Assessment Journal Entry
Th: Last Day of Class; Bring SASE; In-Class Essay; Assessment Journal Due