ENGL 1102 # (computer #)

Instructor Office:
Day and Time Phone:
Locations Office Hours:
and by appointment

Course Objectives and philosophy:
The purpose of this course is to provide students with intensive practice in writing and revision. Our focus will be on essays in the text that deal with topics drawn from popular culture and contemporary life. These topics will be the center of our discussions, analysis, library research, and ultimately, the subjects of the essays that students will be required to write. My philosophy is that the writing classroom should be a combination of a laboratory and a workshop. We will therefore approach our work both in small groups and as individual writers. We will develop our essays through a combination of techniques including brainstorming, collaboration, drafting, and work-shopping. We will concentrate first on the quality of our individual writing, and also on correct methods of documentation and efficient approaches to revision.

A grade of C is required to pass this course. Upon successful completion 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
· Reflect on what contributed to their writing process and evaluate their own work

Required Texts:
· Marshall, Dan, ed. *Composition II, English 1101Readings Coursepack.* Available at The Printshop, 6 Decatur St., Atlanta, GA 30303.

Attendance Policy:
Class participation forms a significant part of your final grade (see below), and our discussions are planned to enrich your writing and analytical skills. I will take roll at the beginning of every class. More than four absences will cost you a letter grade; more than eight absences will result in a failing grade for the course. No excuses. Any in-class work that you miss—such as reading quizzes or in-class writing—which we will do weekly—cannot be made up.
Tardiness:
Please make every effort to be on time. If you come in late, please do so as quietly as possible. Frequently we will have reading quizzes or in-class writing at the beginning of class, so if you are late, you lose. I do not allow make-up for missed in-class work. If you come in after I have called the roll, it is your responsibility to make sure that I have not counted you absent. See me after class, if necessary.

Assignment Requirements:
Except for in-class writings, all assignments should be typed and should comply with the following format:
· Double-spaced
· 12-point font, Times New Roman
· one inch margins
· MLA style documentation, when need.
In addition, each essay must include a heading, which we will discuss in class, pagination, a title, but no title page.

All assignments are due at the beginning of class on the day due according to the syllabus. You must present your assignment in person, unless you have made arrangements in advance with me. I DO NOT accept assignments via email or fax. If an assignment is late, you will be penalized a letter grade for one class day late, and a second letter grade for two class days late. I will not accept an assignment after that. It is an automatic F.

Miscellaneous Policies:
Please turn off all cell phones and pagers before class begins.

I reserve the right to reproduce all or part of your work, both to present in this class and in subsequent classes; any use of your work will be anonymous.

Part of your class participation will include reading your work aloud; be prepared at any time to read either from your in-class writing or from any of the assignments you prepare outside of class. You are, of course, free to write anything you want during in-class writing and in your assigned essays. Remember that you must be willing to read aloud to the class anything you write for this course.

We will write in class each week. Come prepared with paper and pen.

Plagiarism:
I hope that it goes without saying that plagiarism is a serious offence. Plagiarism is the intentional or unintentional use of someone else’s ideas or words without giving that person credit. It is theft, basically. We will discuss how accusations of plagiarism might arise; for now, you should know that plagiarized papers will receive a grade of zero (not F); students committing plagiarism may also receive a grade of F in the course, as well as a letter to the dean’s office detailing the offense.

The Writing Studio:
If you are having trouble with your writing, I strongly recommend that you make an appointment with a tutor in the Writing Studio, room 976, General Classroom Building. I have worked in this writing center myself, and I can attest to the high level of assistance you can
receive there. If I notice during the early weeks of the semester that you have a persistent pattern or errors or problems in your work, I may refer you to a tutor.

**General Grading Scale**

**A** The A paper exhibits originality of thought in stating and developing a central idea. The ideas expressed are clear, logical, and thought-provoking. The paper contains the positive qualities of good writing as follows: the paper concentrates on a central idea and reveals a clear and sound over-all organization plan; major points in the paper are developed logically and are supported with concrete, specific evidence or details that will arouse the reader’s interest; and the paper reveals the writer’s ability to select effective, appropriate words and phrases to make careful use of transitional devices; to maintain a confident, appropriate tone; and to be free from mechanical errors.

**B** The B paper has a clearly stated central idea, logically and adequately developed. The ideas are clear because the paper contains some of the positive qualities of good writing. The paper is comparatively free of errors in the use of English. Although indicating marked competence, the B paper lacks the originality and depth of thought and the mastery of style which characterizes the A paper.

**C** The grade of C demonstrates college-level proficiency in writing. The paper has a central idea expressed clearly enough to convey the paper’s thesis to the reader. The paper avoids serious errors in the use of English, but lacks the vigor of expression and thoroughness of development found in B or A papers. Organization, coherence, and unity of thought must be sustained in the paper as a whole.

**D** The grade of D indicates achievement which falls below that of college-level proficiency. Most D papers fail to develop and sustain a central idea, or they may review serious and numerous errors in rhetoric and mechanics.

**F** The grade of F usually indicates a failure to state and to develop a central idea, to have an organization in the paper which is indicative of an overall plan, to deal with the assigned topic, or to avoid serious (and numerous, perhaps) errors of rhetoric and mechanics.

**Specific Grading by Assignment/Task:**

- Introductory Exercises (see Assignment Descriptions) 20%
- Midterm Examination (see below) 20%
- Class Participation 10%
- Annotated Bibliography 10%
- Argumentative/Analytical Essay 15%
- Final Research Essay 25%

**Midterm Examination:**
There will be a midterm examination in this class, administered during class time on October 6, 2003. A portion of the exam will deal with grammar or punctuation issues that I observe in your writing during the first half of the semester; there will be an objective portion in which you will be expected to provide definitions and illustrations of common rhetorical and logical terms; and there will be a short essay question.

**Accommodation Statement:**
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 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 accommodations, make an appointment with the Office of Disability Services (Suite 230, New Student Center, extension 3-9044) to arrange for accommodations.

**Class Schedule:**

(Reading assignments are designated AIC for *Arguing in Communities*. Essays from the AIC are designated by author’s name and starting page number. Our readings from AIC follow two paths through the book: we will read the chapters in order, and attend to the writing/critical issues that they discuss. At the same time, we will read the essays clustered according to themes—during the first three weeks our focus will be on Language, Media and Public Discourse; during the next three weeks we will read the essays that deal with the shootings at Columbine School. Then we will read from the Literature Packet which I will distribute after the midterm, followed by another group of essays from the text that deals with Cultural Differences. Our final discussion will be about visual rhetoric, and as a class we will assemble a Visual Portfolio during the final weeks of the semester. Be prepared to discuss the assigned passages on the dates listed. Due dates are shown for written assignments; see Assignment Description page for details. I will review my expectations and requirements for each assignment well in advance of its due date.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Introduction; survey cards; review syllabus and schedule; diagnostic essay</td>
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<tr>
<td>28</td>
<td>return and discuss diagnostic; AIC Chapter 1, 3-17; AIC essays; Simon, 627; Perry 780</td>
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<tr>
<td>Sept. 1</td>
<td>LABOR DAY—NO CLASS</td>
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<tr>
<td>3</td>
<td>AIC essays: Quindlen, 304; Will, 309; Postman/Powers, 465; Definition Essay due</td>
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<td>8</td>
<td>AIC Chapter 2, 67-72; return Definition Essays, discuss</td>
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<tr>
<td>10</td>
<td>AIC essays: Solomon, 581; Sowell, 591; Uchitelle, 606; Logos Essay due</td>
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<tr>
<td>15</td>
<td>AIC Chapter 3, 109-113; return Logos Essays, discuss</td>
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<tr>
<td>17</td>
<td>AIC essays: <em>Post</em>, 46; Green, 54; Adams, 87; Heston, 89; Ethos Essay due</td>
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<td>2</td>
<td>AIC Chapter 4, 139-163; return Ethos Essays, discuss</td>
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<tr>
<td>24</td>
<td>AIC essays: Woodward, 122; Ivins, 721; Rosenblatt, 128; Pathos Essay due</td>
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<tr>
<td>29</td>
<td>AIC Chapter 5, 221-237; return Pathos Essays, discuss</td>
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<tr>
<td>Oct. 1</td>
<td>AIC essays: Lerner, 183; Caldwell, 185; Reisman, 188; Fessenden, 512</td>
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<tr>
<td>6</td>
<td>Midterm Examination</td>
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<tr>
<td>8</td>
<td>Discuss possible topics for research project</td>
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<tr>
<td>13</td>
<td>Conferences; return midterm exams and give evaluation; individual discussion of research topics</td>
</tr>
<tr>
<td>15</td>
<td>Conferences; return midterm exams and give evaluation; individual discussion of research topics</td>
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DROP DATE 10/17/03

20 AIC Chapter 6, 327-399; discuss research projects for the remainder of the semester

22 Literature packet: Gluck, Joyce, Carter

27 AIC Chapter 7, 445-456

29 Literature packet: Angelou, Yeats, Wright

Nov. 3 AIC Chapter 8, 499-507

5 Literature packet: Komunyakaa, Welty, Bausch

10 AIC Chapter 9, 555-563

12 AIC essays: Caesar, 526; Rieke/Sillars, 631; Taylor, 737

17 AIC Chapter 10, 619-626

19 AIC essays: Cary, 101; Lacayo, 541; Argumentative/Analytical Essay due; discuss assembly of Visual portfolio over holiday

24 THANKSGIVING BREAK—NO CLASS

25 THANKSGIVING BREAK—NO CLASS

Dec.1 AIC Chapter 11, 711-720; return Argumentative/Analytical Essays, discuss

3 Visual portfolio: see AIC 785, 787, 788, 789, 790

8 AIC Chapter 12, 757-779

10 Visual portfolio; final paper due; annotated bibliography due

This schedule represents an estimate of the pace of our course, and is subject to change. Students are responsible for completing the assigned work by the due dates shown, and for staying up to date on any changes in the schedule or the requirements for the course.