English 1101 (CRN #)  
Fall 2003  
Georgia State University  
Instructor  
Day Time Place  

Contact Information  
Office: Location  
Phone: ##; (Dept. of English: 404-651-2900)  
Office Hours: Day, Time; or by appointment  
Email: Address  

Course Description  
This course is designed to increase your ability to construct written prose for academic rhetorical situations. We will assume that all writing is motivated (or rhetorical)—it grows out of the writer’s desire to change a particular social situation. You will become sensitive to writing for various purposes in all arenas—academic, economic, cultural, social, and interpersonal. Subsequently, you will learn to produce writing that addresses particular aims. A passing grade is “C.” This course earns 3 credit hours and is a prerequisite for English 1102.

Learning Outcomes (Objectives)  
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
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.

2. Classwork, Peer Review, Required Revisions 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, but all essays will assume a rhetorical situation; drafts are due a couple of days before the final paper is due; specific dates will be announced.

   Paper 1 (3-5 pages long) Due Sept. 18 15%
   An essay that reflects on our readings and an experience you’ve had with education.

   Paper 2 (3-5 pages long) Due Oct. 16 15%
   An essay that reports information.

   Paper 3 (3-5 pages long) Due Nov. 6 15%
   An essay that interprets information that you gathered for paper 2.

   Paper 4 (3-5 pages long) Due Dec. 11 15%
   An essay that evaluates information.

4. A final reflection essay that summarizes what you learned this semester. 10%

I use the university’s 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. Bearing this in mind, you may turn in work one class period late for a two-letter-grade deduction if you have an emergency.
Otherwise, email a classmate for assignments you missed when you were out and come to 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 work on your drafts in class before papers are due; 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 without prior discussion. Always keep a copy of any paper you submit so you can re-submit if a paper is lost (hasn’t happened in my fourteen 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 at hand 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 grade reflects your final written product rather than your effort. You will, however, receive class work grades on how effectively you engage in peer review.

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—
TBA—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 (see “Class Attendance” in the catalog). Students who miss more than 15% of class, or more than ## classes, will fail the course. In addition, missing frequently will lower your grade since you cannot participate in class activities and earn credit for classwork. 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. Students participating in university activities may arrange for make-up work prior to being away from class by submitting a memo from the appropriate university official stating the upcoming absence and arranging to submit assignments ahead of time.

**Center for Writing and Research (976 GCB; 404-651-2906; www.gsu.edu/~wwwcwr)**

I encourage students to seek additional personal instruction and tutoring at the Center for Writing, 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 for you. 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 will provide detailed daily assignments and may 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 Understand Experience**

**Week 1** Aug. 25-29
Class introduction and syllabus discussion
Motives Introd.: Writing for Your Life; HH Planning and Drafting

Week 2
Sept. 1-5
Motives Ch. 1: Writing to Understand Experience
Schiel; Njeri; Naylor
Paper 1 Assignment and Brainstorming

Week 3
Sept. 8-12
Sept. 1: Labor Day Holiday
Dillard, “Living Like Weasals;” HH: Paragraphs: Details and Development
In class drafting Paper 1

Week 4
Sept. 15-19
Draft Paper 1 Due; HH: Revising and Editing Essays; Quotation Marks and Direct Discourse
Paper 1 Due; In-Class Essay 1 and Peer Review

Writing to Report Information
Week 5
Sept. 22-26
Motives Ch. 2: Writing to Report Information
Stark; Rogers; HH: Paragraphs: Unity and Coherence
HH: Finding Information; Library Stuff
Paper 2 Assignment and Topic Focus

Week 6
Sept. 29-Oct. 3
Return Paper 1; discuss/record writing issues
Schlosser; Egan
HH: Integrating Sources

Week 7
Oct. 6-10
HH: MLA-Style Documentation
Paper 2 Draft Due: Peer Review

Week 8
Oct. 13-17
Paper 2 Draft Due: Peer Review; HH: The Comma
Paper 2 Due; In Class Essay 2

Oct. 17: Midpoint (Last day to withdraw with a possible “W” except for hardship)

Writing to Interpret Information
Week 9
Oct. 20-24
Motives Ch. 3: Writing to Interpret Information
Kristof; Return In Class Essay 2
Paper 3 Assignment and Topic Focus
Week 10  Oct. 27-31
Return Paper 2; discuss/record writing issues
HH: Writing Under Pressure; Regents’ Info. and Tips

ADD Date: Regents’ Test

Week 11  Nov. 3-7
Dershowitz; HH Exactness and Conciseness

Week 12  Nov. 10-14
T: Paper 3 Draft Due: Peer Review
Th: Paper 3 Due

Writing to Evaluate
Week 13  Nov. 17-21
Motives Ch. 4: Writing to Evaluate Something
Consumer Reports; Moskowitz
Paper 4 Assignment and Development

Week 14  Nov. 24-28
Return Paper 3; discuss/record writing issues
Nov. 25-29: Thanksgiving Holiday

Week 15  Dec. 1-5
Rowe; Paper 4 focus and development; gather info.
PAPER 4 Draft Due: Peer Review

Week 16  Dec. 8-12
Paper 4 Draft Due: Peer Review
Last Day of Class; Bring SASE; Paper 4 Due; In-Class Essay

Exams: Dec. 13-19
Monday, Dec. 29: Grades Due to Registrar by Noon