English 1102 Sample Syllabus 1

English 1102
(semester and year)

Instructor:      Office Ph. #:
Class Hours:       Classroom #:
Office/Hrs:      Email:

PREREQUISITE:  Passing level (C or higher) in ENGL 1101

COURSE DESCRIPTION
This course is designed to develop writing skills beyond the levels of proficiency required by English 1101. It stresses critical reading and writing and incorporates several research methods; readings will be drawn from a wide variety of texts. A passing grade is “C.”

LEARNING OUTCOMES
In addition to the skills acquired in ENGL 1101, by the end 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 MATERIALS
College Dictionary and Thesaurus
Blue or black pen, laptop (optional) – no pencil
Composition Book – no 3-ring binders!

Course requirements
1. Reading Responses and Short Writing Assignments (Commonplace Book)  20%
   This includes in-class and out-of-class writing assignments that allow you to practice skills we discuss in class, respond to assigned readings, and brainstorm and pre-write for papers.

2. Class work, Peer Editing, General Participation, Quizzes    10%
   This includes class involvement and positive attitude, group and individual exercises, informal oral presentations, group collaboration, drafts of papers, and peer editing. This is a writing course, and often you will be required to read
your work out loud or present your work on the overhead projector. This is not optional. Much of the peer editing will be anonymous.

3. Papers 70%
These include out-of-class essays that follow MLA format. Topics and specific assignments will be provided in class; drafts are due a couple of days before the final paper is due; specific dates will be announced.

- Paper 1 (3-4 pages long) 5%
- Paper 2 (3-4 pages long) 15%
- Paper 3 (3-4 pages long) 15%
- Paper 4 (6-8 pages long) 25%
- Self-Evaluation 10%

COURSE POLICIES

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, any work turned in late MAY receive a penalty up to one letter grade per day.

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; you must bring five single-spaced front and back copies of your draft and one double spaced copy. These will be presented anonymously for peer review. You must paperclip a copy of your rough drafts to your final papers when you submit them for a grade. Keep in mind that normally, choosing a format is a rhetorical decision, but for this class your essays should be double-spaced, 12-pitch, Times New Roman font, with one-inch margins on all sides. No separate title page is necessary; instead, place your name, the name of the assignment, my name, and the date in the upper left-hand corner of the first page. Center your title above the body of your essay on the first page, and double space (just like the rest of the paper) between the title and the essay. The title has no quotation marks around it, nor is it bold-faced, underlined, or italicized. Page one need not be numbered, but all subsequent pages should be numbered in the upper right-hand corner (header), with your last name (Ex. Smith 2). Fasten the pages with one staple in the upper left-hand corner. No plastic binders, please. Computers are available on the 4th floor of GCB, in 120 Kell Hall, and the Computer Lab in 106 Library South. Papers are due at the beginning of class on the date due; please do not email the paper to me unless it’s an emergency and you will not be in class. Always keep a copy of any paper you submit so you can re-submit if a paper is misplaced. All essays must be completed to pass the course.

Academic Honesty: 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).

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, and 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.

**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 5 classes, will fail the course. In addition, missing frequently will lower your grade since you cannot participate in class activities and earn credit for class work. Being late or leaving early repeatedly will earn you absences. 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.

**Writing Studio (976 GCB; 404-651-2906; www.gsu.edu/~wwwcwr)**
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 revision. 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. Remember, you, not your tutor, is 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 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, extension 3-9044) to arrange for accommodations.

**ASSIGNMENTS**

**General Schedule**
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. This syllabus is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>Introductions/Syllabus</td>
</tr>
<tr>
<td>8/28</td>
<td><em>HH</em> Ch. 1 (CPB)</td>
</tr>
<tr>
<td></td>
<td><strong>Diagnostic Essay</strong></td>
</tr>
<tr>
<td>9/2</td>
<td><em>HH</em> Ch. 2 (CPB)</td>
</tr>
<tr>
<td>9/4</td>
<td><em>HH</em> Ch. 3 (CPB)</td>
</tr>
<tr>
<td>9/9</td>
<td><strong>Essay #1 Due [revised diagnostic]</strong></td>
</tr>
<tr>
<td>9/16</td>
<td><em>RL&amp;WA</em> Ch. 1 (CPB)</td>
</tr>
<tr>
<td></td>
<td><em>RL&amp;WA</em> Appendix A (640-647)</td>
</tr>
<tr>
<td>9/18</td>
<td><em>HH</em> Ch. 7 (CPB)</td>
</tr>
<tr>
<td>9/23</td>
<td><em>RL&amp;WA</em> Ch. 2 (CPB)</td>
</tr>
<tr>
<td>9/25</td>
<td><em>RL&amp;WA</em> Appendix B (648-652)</td>
</tr>
<tr>
<td>9/30</td>
<td><em>RL&amp;WA</em> Ch. 3 (CPB)</td>
</tr>
<tr>
<td>10/2</td>
<td></td>
</tr>
<tr>
<td>10/7</td>
<td><em>RL&amp;WA</em> Ch. 4 (CPB)</td>
</tr>
<tr>
<td>10/9</td>
<td>Essay #2 Draft Due</td>
</tr>
<tr>
<td>10/14</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td><strong>Essay #2 Due [Rhetorical Analysis]</strong></td>
</tr>
<tr>
<td></td>
<td>Commonplace Book Due</td>
</tr>
<tr>
<td>10/21</td>
<td><em>RL&amp;WA</em> Ch. 5 (CPB)</td>
</tr>
<tr>
<td>10/23</td>
<td></td>
</tr>
<tr>
<td>10/28</td>
<td><em>RL&amp;WA</em> Ch. 6 (CPB)</td>
</tr>
<tr>
<td>10/30</td>
<td><em>HH</em> Ch. 13 (CPB)</td>
</tr>
<tr>
<td>11/4</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Essay #3 Draft Due</td>
</tr>
<tr>
<td>11/11</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td><strong>Essay #3 Due [Literary Analysis/Explication]</strong></td>
</tr>
<tr>
<td></td>
<td>Begin Research Process</td>
</tr>
<tr>
<td>11/18</td>
<td><em>HH</em> Ch. 8 (CPB)</td>
</tr>
<tr>
<td>11/20</td>
<td></td>
</tr>
</tbody>
</table>
T 11/25    THANKSGIVING HOLIDAY – NO CLASS
TH 11/27   THANKSGIVING HOLIDAY – NO CLASS

T 12/2
HH Ch. 9 (CPB)

TH 12/4

T 12/9
HH Ch. 10 (CPB)

TH 12/11


**Selected Readings** Unless otherwise indicated, read all of the introductory material in each chapter, including any literature, analysis, sample writing, etc. The following list of works should be read in addition to the introductory material.

**Chapter Three**

Fiction
Kate Chopin, “Desiree’s Baby” (63-67)
Tim O’Brien, “On the Rainy River” (91-102)
Kurt Vonnegut, Jr., “Harrison Bergeron” (109-114)

Poetry
Judy Grahn, “Ella, in a Square Apron, along Highway 80” (123)
Langston Hughes, “Passing” (124)
Etheridge Knight, “Hard Rock Returns to Prison from the Hospital for the Criminal Insane” (125-126)
Claude McKay, “Outcast” (127)
Dwight Okita, “In Response to Executive Order 9066” (128-129)
Alma Luz Villanueva, “Crazy Courage” (134-135)

Nonfiction
Martin Luther King, Jr., “Letter from Birmingham Jail” (170-182)
Henry David Thoreau, “Civil Disobedience” (200-215)

**Chapter Four**

Fiction
Pam Houston, “A Blizzard Under Blue Sky” (239-243)
Jack London, “To Build a Fire” (258-269)
Eudora Welty, “A Worn Path” (274-280)

Poetry
Lucille Clifton, “For de Lawd” (286-287)
Linda Hogan, “Heartland” (292)
Rainer Maria Rilke, “The Panther” (296)
Carl Sandburg, “Chicago” (302)

Non-fiction
Aldo Leopold, “Thinking Like a Mountain” (341-342)
Alice Walker, “The Place Where I Was Born” (360-362)

Chapter Five

Fiction
Kate Chopin, “The Storm” (369-372)
Alice Walker, “Everyday Use” (428-434)

Poetry
Nikki Giovanni, “Mothers” (437-438)
Seamus Heaney, “Digging” (441-442)
Peter Meinke, “Advice to My Son” (443-444)
Mary Oliver, “The Black Walnut Tree” (448-449)
Dudley Randall, “Ballad of Birmingham” (450-451)
Adrienne Rich, “Aunt Jennifer’s Tigers” (452)
Margaret Walker, “Lineage” (459)

Nonfiction
Pauli Murray, “The Inheritance of Values” (484-488)
Harper Stevens, “Frankenstein’s Daughter” (494-500)

Chapter Six

Fiction
Nadine Gordimer, “Terminal” (534-536)
Nathaniel Hawthorne, “The Maypole of Merry Mount” (537-544)
Tim O’Brien, “The Things They Carried” (571-583)

Poetry
Gwendolyn Brooks, “The Boy Died in My Alley” (593-594)
Martin Espada, “Bully” (595)
Carolyn Forche, “The Colonel” (597)
Robert Frost, “Mending Wall” (599-600)
A.E. Housman, “The Laws of God, the Laws of Man” (601)
Langston Hughes, “Theme for English B” (602-603)
James Merrill, “Casual Wear” (605)
Sharon Olds, “The Promise” (609-610)
Linda Pastan, “Ethics” (611)

Nonfiction
Katherine Anne Porter, “To Dr. William Ross” (619-621)
John F. Kennedy, “Inaugural Address” (612-614)
Richard Wright, from Black Boy (633-637)