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.” A prerequisite for this course is passing 1101. This course earns 3 credit hours.

This section of this course will increase your ability to construct written prose for academic rhetorical situations by introducing theories of argumentation and rhetorical concepts relevant to academic writing. 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 course applies Burke’s idea by studying how language “induces” us to various attitudes and actions. Thus, you will learn to read culture rhetorically—to be sensitive to how language affects us in all arenas—academic, economic, cultural, social, and interpersonal. Subsequently, you will learn to produce academic arguments that deploy these rhetorical concepts. Thematically, the course is divided into two parts. In “Languages and Identities,” you study the complex ways language shapes us and is shaped by us. The second half of the semester reads essays about “Images and the Media;” you will both analyze mediated arguments and form an argument of your own about the rhetorical effects of a media phenomenon. This last essay is a proposal argument requiring sources as evidence using MLA documentation.

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 Texts and Materials**


Photocopying costs for printing multiple copies of drafts of papers

**Recommended Texts**

a college dictionary and thesaurus

**Course Work**

1. **Reading Responses (RR), Quizzes, and Short Writing Assignments** 30%
   
   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; 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 Thursday, February 1 10%
     
     An essay that summarizes and analyzes an essay using both personal experience and the rhetorical concepts we’ve learned.

   - **Paper 2 (3-5 pages long)** Due Thursday, March 1 15%
     
     An essay that offers a rhetorical analysis of an essay we read about languages and identity that illustrates the rhetorical concepts we’ve learned.

   - **Paper 3 (3-5 pages long)** Due Thursday, March 29 15%
     
     An essay that evaluates a media phenomenon; it draws on rhetorical analysis of essays in our book that address key issues related to the phenomenon.

   - **Paper 4 (6-8 pages long)** Due Thursday, April 26 20%
     
     An essay that makes a causal argument about the rhetorical effects, causes, or consequences of the media phenomenon or issue you studied in Paper 3; for evidence it uses both essays from our reader and other sources that are appropriate to the subject.

My grading scale is: 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. For these reasons, I do not accept late work. If you must miss class, you
may talk with me ahead of time to arrange for make-up work; late work under these circumstances is
penalized two letter grades per day late. 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 a workshop 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 by 5:30 p.m. in my office on the date they are due; I do not accept emailed or fixed 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 thirteen years teaching, but it’s a good habit to develop for future classes). All essays
must be completed to pass the course. Because we frequently have opposing academic and personal
demands on our time, I will accept ONE of your first three papers late (up to three days late, excluding
weekends, counting the day due as one) without a grade deduction. Any future late papers that you have
pre-arranged with me will be penalized two letter grades for each day late for any reason. The final paper
must be submitted on time.

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). Plagiarism is a form of academic
dishonesty in which you present another’s ideas as your own. It includes, but is not limited to, purchasing
papers from individuals, organizations, businesses, or the Internet and submitting them as your own
(ghostwriting). Insufficient citation: Quotations or paraphrase from another’s work requires citation, and
direct quotations require quotation marks. Unacknowledged collaboration: Students are expected to cite
both written (print and electronic), oral, and visual sources consulted in writing papers. When students
collaborate with others (tutors, classmates, friends, etc.) on their papers, they should acknowledge those
collaborators’ contributions. Papers that are ghostwritten, do not cite correctly, or fail acknowledge
collaboration will receive a range of penalties, from required re-write to failure of the course and
disciplinary action.

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.

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—TTH 9:30-10:30—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 five 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. 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. 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.

**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 will provide detailed daily assignments four weeks at a time 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.

Understanding Arguments and Appeals: Languages and Identities
Week 1   Jan. 9-11
T:  Class introduction and syllabus discussion
Th:  Everything Ch. 1: Everything is an Argument; Ch. 2: Reading and Writing Arguments

Week 2    Jan. 16-18
T:  Everything Ch. 3: Readers and Contexts Count; Reading Responses
Th:  Everything Ch. 4: Arguments from the Heart; RR on Rushin; Paper 1 Assignment

Week 3   Jan. 23-25
T:  Everything Ch. 5: Arguments Based on Values; Rall
Th:  Everything Ch. 6: Arguments Based on Character; RR on Tan

Week 4  30-Feb. 1
T:  Draft Paper 1; HH 32
Th:  Paper 1 Due

Analyzing Arguments
Week 5   Feb. 6-8
T:  Everything Ch. 7: Arguments Based on Facts and Reason; RR on Hill
Th:  Everything Ch. 8: Structuring Arguments

Week 6   Feb. 13-15
T:  Everything Ch. 9: Arguments of Definition; RR on Rickford
Th:  Paper 2 Assignment; HH 35: Reading Critically; Everything Ch. 22: Documenting Sources

Week 7   Feb. 20-22
T:  Everything Ch. 13: Humorous Arguments; RR on “Two Cartoons” and Trudeau
Th:  Draft of Paper 2 Due: Workshop; HH 38c and 38e: Incorporating Sources using MLA

Week 8   Feb. 27-March 1
T:  Paper 2 Workshop
Th:  Paper 2 Due

Fri. 3/2:  Midpoint (Last day to withdraw with a possible “W” except for hardship)
March 5-9: Spring Break

Writing Arguments: Images and the Media
Week 9   March 13-15
T:  Everything Ch. 15: Visual Arguments; RR on “Selling Men’s Underwear”
Th:  Everything Ch. 10: Evaluations; Reading TBA
Week 10  March 20-22
T:  Everything Ch. 18: What Counts as Evidence; RR TBA
Th:  Paper 3 Assignment; Reading TBA
March 19-21:  Regents’ Test

Week 11  March 27-29
T:  Everything Ch. 19: Fallacies of Argument; Reading TBA; HH 35h
Th:  Paper 3 Workshop

Week 12  March 27-29
T:  Paper 3 Workshop
Th:  Paper 3 Due; Paper 4 Assignment and bibliography discussion

Entering the Conversation: Writing An Argument from Sources
Week 13  April 3-5
T:  Everything Ch. 11: Causal Arguments and Ch. 20: Intellectual Property
Th:  Library; HH 37a,b,c,d

Week 14  April 10-12
T:  Everything Ch. 21: Assessing and Using Sources; HH 37f, 38b-c
Th:  Annotated Bibliography due of additional three sources; Reading TBA

Week 15  April 17-19
T:  Reading TBA
Th:  Paper 4 Draft Due: Workshop

Week 16  April 24-26
T:  Paper 4 Workshop
Th:  Last Day of Class; Paper 4 Due