

**English Composition 1101-01
Fall 2011 Syllabus**

Instructor: Abby Hogelin

Meeting Times: MWF 8:00-8:50, A & S 1-50

Office: Arts & Sciences 1-53

Office Hours: M 9-10, W 9-10, 11-12, and by appointment

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Course Description: The title of the textbook for this course claims that everything's an argument. Is this true? Everything may not necessarily be an argument in the sense that two people disagree about whose favorite sports team is better, but rather in the sense that everything can be approached and interpreted from different angles. This semester, we will be reading and writing arguments, focusing on structure, organization, claims, evidence, and rhetorical appeals. We aim to use critical thinking skills to explore current issues and clearly articulate our thoughts in writing.

Course Goals: As a result of taking ENGL 1101, students will be able to

- Acquire an ability to write organized, clear, correct, and purposeful prose;
- Understand the principles and strategies of argumentation and analysis;
- Acquire sensitivity to written and oral language as a means of understanding how we relate as individuals to the larger community;
- Grasp the essential nature of research and how to synthesize research in writing so that the insights and documentation are logical and clear;
- Understand through the use of textual models how writing and reading are means for connecting the writer to contemporary culture and its diverse problems and conditions.

Required Texts:

Lunsford, Andrea A., John J. Ruszkiewicz, Keith Walters, eds. *Everything's an Argument with Readings*. 5th ed. Boston: Bedford/St. Martin's, 2010.

ISBN-13:978-0-312-53861-3

Lunsford, Andrea A. *EasyWriter: A Pocket Reference*. 4th ed. Boston: Bedford-St. Martin's, 2009. ISBN-13:978-0-312-65031-5

Additional handouts provided by instructor

Bring your books to class every day. Failure to do so will hurt your participation grade.

Assignments:

The following four major essays will be due over the course of the semester:

- Personal Narrative (3-5 pages)
- Analysis (4-5 pages)
- Comparison/Contrast (5-6 pages)
- Research (6-8 pages)

Journal: You will be required to keep a journal for informal in-class and out-of-class writing assignments and reading responses. In preparation for class discussion each day, you will summarize the author's argument (if reading an essay) or the main points of the chapter. Write down any questions you have about the readings or issues that the author raised. Finally, you will analyze some aspect of the writing such as rhetorical appeals, evidence, claims, etc. I will take these up periodically and grade them using a ✓, ✓+, or ✓-.

Bring your journal to class every day.

Class Participation: Come to class prepared to discuss the assigned readings. Please respect the opinions of your classmates and do not talk over one another. Disruptive and disrespectful behavior will significantly hurt your daily participation grade. **Texting, sleeping, or a ringing cell phone will result in an absence and a zero in participation for the day.**

Grade Distribution and Scale:

Personal Narrative	15%	A 90-100
Analysis	15%	B 80-89
Comparison/Contrast	20%	C 70-79
Research	30%	D 60-69
Participation, Journal, Peer Review	15%	F 0-59
Group Presentation of Reading	5%	

Note: Grades are not negotiable.

Late Work: All assignments must be turned in at the beginning of class on the day they are due. Late papers will be penalized one letter grade for each day they are late. Papers turned in 15 minutes after class has begun will be considered late. I will not accept papers via e-mail. Papers that do not meet the minimum page requirement will be penalized by 1/3 of a letter grade.

Attendance Policy: No more than 4 absences are allowed for the semester. Any additional absence will most likely result in an F for the course. Excessive tardiness will not be allowed. Three tardies (more than 15 minutes late) equal one (1) absence. You are required to have two conferences with me during the semester. Failure to come at your scheduled time counts as an absence.

Writing Center: All students are encouraged to visit the Writing Center, located in Lanier 209, for help with their papers. Writing Center consultants are trained to help you in such areas as focus, purpose, organization, specifics, and details. They can also help you with MLA source documentation.

MLA Citation: All papers using outside sources must be documented in MLA style. If you have any questions about proper MLA source citation, consult your *EasyWriter* or go to the following website: www.dianahacker.com/resdoc

GCSU Honor Code: The integrity of students and their written and oral work is a critical component of the academic process. All written work submitted in this course will be individual work unless otherwise instructed. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined on pp. 64-67 in the Undergraduate Catalog. Remember that allowing another student to copy one's own work is considered cheating. Also see the student Honor Code at the website below:
<http://www.gcsu.edu/studentlife/handbook/code.htm>.

TurnItIn.com: This course uses plagiarism prevention technology. Students will upload papers online through a plagiarism prevention service. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Religious Observance Policy: Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy. The full policy and prescribed procedures are found at:
http://info.gcsu.edu/intranet/acad_affairs/ReligiousObservancePolicy.doc

Assistance for Student Needs Related To Disability: If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Student Opinion Surveys: Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Fire Drills: Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan

and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area. For more information on other emergencies, please visit <http://www.gcsu.edu/emergency/actionplanmain.htm>.

Course Schedule- Subject to Change

Be prepared to discuss readings on the day they are assigned.

M 8/15: Course introduction, syllabus

W 8/17: Karnasiewicz, “The Campus Crusade for Guys” (909-15)

F 8/19: *EA* Ch. 1- Everything Is an Argument/ Tan, “Mother Tongue” (763-68)

M 8/22: Bittman, “Why Take Food Seriously? Because Your Life Depends on It” (779-82)

W 8/24: *EA* Ch. 2-Pathos/ Dumas, “The ‘F Word’” (751-54)

F 8/26: Peer Review-Personal Narrative

M 8/29: *EA* Ch. 3-Ethos/ Mock, “Separation of Church and State: A War on Christmas and Other Misguided Notions” (877-79)

W 8/31: *EA* Ch. 4-Logos

F 9/1: Personal Narrative Essay Due

M 9/5: No Class-Labor Day

W 9/7: *EA* Ch. 5-Rhetorical Analysis

F 9/9: Discussion Group 1- Wright and Middendorf, “Introduction: Fighting over Food—Change in the Agrifood System” (784-91)

M 9/12: Riley, “Disability in the Media: Prescriptions for Change” (641-50)

W 9/14: Cohen, “Professors’ Liberalism Contagious? Maybe Not” (936-38)

F 9/16: Discussion Group 2- Mariani and Hewitt, “Indoctrination U.?Faculty Ideology and Changes in Student Political Orientation” (941-46)

M 9/19: Coleman, “Review of *Bottlemania: How Water Went on Sale and Why We Bought It*” (831-33)

W 9/21: Discussion Group 3- Royte, Excerpt from *Bottlemania: How Water Went on Sale and Why We Bought It* (834-41)

F 9/23: Peer Review-Analysis

M 9/26: Conferences

W 9/28: Conferences

F 9/30: Conferences

M 10/3: Analysis Essay Due/ EA Ch. 6- Academic Arguments

W 10/5: Horowitz, “In Defense of Intellectual Diversity” (922-27)

F 10/7: Discussion Group 4- Fish, “‘Intellectual Diversity’:The Trojan Horse of a Dark Design” (929-34)

M 10/10: No Class-Fall Break

W 10/12: *EA* Ch. 7-Structuring Arguments

F 10/14: Discussion Group 5- Ito, et al., “Geeking Out” (686-97)

M 10/17: Bryant, “Selling Safe Sex in Public Schools” (872-75)/ Rahmani, “Wearing a Head Scarf Is My Choice as a Muslim: Please Respect It” (888-90)

W 10/19: Discussion Group 6- Montgomery, “Kitchen Conferences and Garage Cubicles: The Merger of Home and Work in the 24-7 Global Economy” (1008-1022)

F 10/21:Peer Review- Compare & Contrast

M 10/24: *EA* Ch. 13- Style in Arguments

W 10/26: TBA

F 10/28: Compare & Contrast Essay Due

M 10/31:Research Topic Due, *EA* Ch. 16- What Counts as Evidence

W 11/2: TBA

F 11/4: *EA* Ch. 17-Fallacies of Argument

M 11/7: Working Thesis Statement Due/ Hodgkinson, “With Friends Like These . . .” (326-34)

W 11/9: *EA* Ch. 19-Evaluating & Using Sources

F 11/11: Liu, “Music in U.S.-China Diplomacy” (150-63)

M 11/14: Annotated Bibliography Due/*EA* Ch. 18- Avoiding Plagiarism

W 11/16: Xue, “china: The Prizes and Pitfalls of Progress” (164-69)

F 11/18: Research Day (bring laptops and research materials to class)

M 11/21: Peer Review Research Paper

W 11/23: No Class- Thanksgiving Break

F 11/ 25: No Class-Thanksgiving Break

M 11/28: Conferences

W 11/30: Conferences

F 12/2: Conferences

M 12/5: In-Class Reflection assignment

Research Paper due during Final Exam (Time TBA)