**English 1101**

**Fall 2010**

**Course Information:** ENGL 1101-11 CRN: 81369 (M/W, 5:30-6:45, A&S 150)

**Instructor:** Roger Sollenberger

**Office Hours:** T TH, 12:30-1:30, and by appointment. I will be in the lounge by the coffee stand on the first floor of the library.

**Contact Information:** Phone: (571) 334-9819; email: [roger.sollenberger@gcsu.edu](mailto:roger.sollenberger@gcsu.edu)

**Required Texts:** *Acting Out Culture*, Miller, Bedford/St. Martin’s, ISBN, 978-0312454166

*Easy Writer*, Lunsford, Bedford/St. Martin’s, ISBN, 978-0312594596

*Writing and Revising,* Kennedy

**Course Description & Goals:** ENGL 1101 is designed to guide and encourage students’ writing efforts. To that end, this course focuses on the writing process, which includes, among other things, reading. Over the semester, students will become familiar with a variety of essay styles and writing techniques, which they will use as models for generating their own work. Successful mastery will be reflected by a developed knowledge of writing fundamentals, and an enhanced ability in producing clear and original written communication.

**Grades:** Your final grade will be determined as follows:

Participation: 20% Personal Narrative (3-4 pages): 20%

Persuasive Essay (4-5 pages): 20%

Research Paper (6-7 pages): 20%

Cultural Analysis (4-5 pages): 20%

Note: **All grades are non-negotiable.**

**Attendance/Participation:** Each student is allowed a total of **three** absences. Beginning with the third absence, the student’s participation grade will drop significantly. Why? When you’re absent, you’re not participating. Along those lines, **disruptive behavior in class will earn you an absence for that day**. “Disruptive behavior” means basically any of an incalculable number of ways, be they vocal or physical or TXTual, that you might devise to make classroom time more difficult for your classmates and for me. **Six absences** will result in failure of the course.

You’ll also find that absences affect your grade indirectly. These classes are not distinct, independent units—they’re part of a longer, continually evolving process devoted to guiding you through these four essays. The process won’t stop for you. So, if you must miss a class, as we all sometimes must, it’s important to let me know in advance or as quickly as you can, so I can tell you how to catch up.

Half your participation grade will be predicated on smaller assignments given throughout the semester. These may include reading responses, in-class writing, and quizzes. These will be graded on a *check+*, *check*, *check–* scale, which have the approximate corresponding letter grade values of A, B, and C.

**Revision:** Though not required, each student may revise **two** essays. Revisions must be submitted within 7 calendar days of receiving the original graded essay, and must reflect serious effort—i.e. a major rethinking or reorganization of the essay, and not a series of quick fixes in response to simple errors, or to my specific comments. Once received, the grade of the revised essay will be averaged with that of the original; however, merely submitting a revision does not guarantee a grade improvement. This policy is restricted to essays #1, #2 and #3.

Note: Because we’ll have peer review workshops before each essay is due, it’s a more efficient use of your time and effort to bring a high quality draft to these workshops, which you can then revise and submit on the due date. (A better strategy than submitting an unrevised final draft for a grade and hoping to bump it up with revision.)

**Late Work:** Except in rare cases of emergency, all late essays will incur a grade deduction of **10% (one full letter grade) per school day**. At the start of class on the assigned due date, all essays are to be turned in typed, double-spaced, and stapled. Essays submitted via e-mail **will not** be accepted. Late work is not eligible for revision.

Also: Essays falling short of an assignment’s specified page range will suffer a substantial penalty.

**Academic Dishonesty:** From the student handbook:

*"Plagiarism" is defined as presenting as one's own work the words or ideas of an author or fellow student. Students should document quotes through quotation marks and footnotes or other accepted citation methods. Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment.*

If you plagiarize in an essay, you will fail that essay. At my discretion, you may also fail the course. The university has a procedure for handling cases of plagiarism. You can read all about it in the GCSU *Undergraduate Catalog*.

**Etiquette:** I will silence my phone for class, and out of consideration for each other, I expect you all to do the same. Text messaging and use of the Internet during class is infuriating and will not be tolerated. **Except for in-class writing, all laptops are to remain closed.**

**Statement of Equal Opportunity:** In accord with the Americans with Disabilities Act, if you have a disability that affects your progress as a student in this class, please meet with me so we may discuss how to create an environment in which you can best learn.  Your notification will be kept confidential.

**Fire Drill:** In the event of a fire alarm, 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 the elevators. Crawl on the floor if you encounter heavy smoke. Assemble near the fountain for a head count.

**Writing Center:** The GCSU Writing Center is a great resource. The staff is friendly and extremely helpful, and 15 or 20 minutes with any one of them can transform your essay. The Writing Center is located in Lanier 209 and open Monday through Friday, 9 am – 4 pm. While no extra credit will be offered, I encourage you to visit regularly. For more information, call (478)-445-3370 or visit online at: <http://www.gcsu.edu/acad_affairs/coll_artsci/eng/writing/>

**Tentative Class Schedule**

**(M)8/16:** Intro to the course **–** review syllabus

HW: Collect course materials

**(W)8/18:** Discuss *Reasons to Believe;* fundamentals of effective writing

HW: Burroughs: “Pest Control”; Mitcham: “The Signature of God”

**(M)8/23:**  Intro to Personal Narrative: *Purpose* and *Emotional Involvement*; writing exercise

HW: Sedaris: “a plague of tics”; Orwell: “Shooting an Elephant”

**(W)8/25:** Personal Narrative:Discussion, *Details* and *Specifics*

HW: Sanders: “Under the Influence”

**(M)8/30:** Personal Narrative:Discussion, *Focus* and *Structure*

HW: Complete first block of your essay, bring printed copies for next time

**(W)9/1:** Group critiques, in-class writing and revising

HW: Complete 1st draft of Personal Narrative, bring printed copies for next time

**(M)9/6: \*\*\*1st draft due\*\*\*,** in-class group critiques

**(W)9/8:** Finish critiques,in-class revisions

HW: Complete Personal Narrative

**(M)9/13: \*\*\*Final Draft of Personal Narrative due\*\*\***, intro to Persuasive Essay

HW: AOC: Hedges p. 368

**(W)9/15:** Personal Persuasive Essay: Making a Claim

HW: AOC: Newman p. 60; Brooks p. 67

**(M)9/20:** Discussion, in-class brainstorming; “Food, Inc.”

HW: Atwood: “Pornography”; David Foster Wallace: from “Consider the Lobster”

**(W)9/22:** Groups; thesis, evidence & crafting an effective argument; “Food, Inc.” cont.

HW: AOC: Jones p. 400; Knapp p. 217, complete one block of Persuasive Essay

**(M)9/27:** In-class critiques, writing

HW: Complete 1st draft, bring printed copies

**(W)9/29: \*\*\*1st draft of Persuasive Essay due\*\*\*,** in-class group critiques

**(M)10/4:** Complete critiques, in-class revisions

HW: Complete Persuasive Essay

**(W)10/6:\*\*\*Persuasive Essay due\*\*\*** Intro to research paper, selecting a topic, strategies

HW: Gladwell: from “*The Tipping Point*”; select two possible topics for research paper **AND**: Take library’s online 1101 tutorial by visiting www.library.gcsu.edu, clicking on “Student Services” then “Access Tutorials.” Take the quiz, print out your results and bring them to class.

**(M)10/11: Fall Break, no class**

**(W)10/13:** In-class brainstorming, research; conferences begin

HW: Research; conferences continue; AOC: Sharlet, p. 628

**(M)10/18:** Visit with a research librarian

HW: Research

**(W)10/20:** Research day

HW: Block out research paper; bring in at least 10 pieces of evidence, sources cited

**(M)10/25:** In-class writing/research

HW: Complete 1st draft, bring printed copies

**(W)10/27: \*\*\*1st draft of research paper due\*\*\***, group critiques

**(M)11/1:** In-class revisions

**(W)11/3: \*\*\*Research paper due\*\*\***, intro to Cultural Commentary Essay

HW: AOC: Twitchell, p. 28

**(M)11/8:** Discussion, in-class brainstorming

HW: Klosterman: “What Happens When People Stop Being Polite”

**(W)11/10:** Discussion, group work: theses, evidence & crafting an effective essay

HW: Diaz, “How to Date a Browngirl, Blackgirl, Whitegirl or Halfie”

**(M)11/15:** In-class writing; “American Movie”

HW: Complete 1st draft, bring printed copies

**(W)11/17: \*\*\*1st draft of Cultural Commentary essay due\*\*\*,** group critiques; conferences begin

HW: Conferences continue

**(M)11/22:** In-class revisions

**(W)11/24: Thanksgiving, no class**

**(M)11/29:** In-class revisions; “R.I.P.”

**(W)12/1: \*\*\*Final draft of Cultural Commentary essay due\*\*\***, final class meeting

**(W)12/9 [5:30-6:45]: Final Exam**