**English 1101**

**English Composition I**

MWF 9-9:50, Arts & Sciences 243

Georgia College and State University

Instructor: Rori Leigh Hoatlin

Office: Arts & Sciences 153

Office Hours: Monday 12-2 or by appointment

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**Course Description:**

The Georgia College catalogue describes English 1101 as a "composition course focusing on skills required for effective writing in a variety of contexts." What does that mean? In this course, it means that we will explore what it takes to think purposefully – to compose your thoughts – and what it takes to write well – to compose those thoughts into words—how to communicate with those around you. We will look at how our language composes our identity and how we can effectively use that language to express both our personal experiences and our academic insights. By the end of the course, you will have experience with many common types of writing, including personal narratives, reviews, memos, peer-to-peer feedback and research papers. You will also gain the skills and confidence to produce thoughtful written work throughout your college career.

**Objectives:** This course's Academic Assessment page describes our topics:

* Strategies for college-level writing, including vocabulary, grammar, style, purpose and audience
* Revision
* Basic research methods for college-level work, including an introduction to library resources
* Analysis of texts orally (class discussion) and in writing

as well as course outcomes:

* To acquire an ability to write organized, clear, correct, and purposeful prose
* To understand the principles and strategies of argumentation and analysis
* To acquire sensitivity to written and oral language as a means of understanding how we relate as individuals to the larger community
* To grasp the essential nature of research and how to synthesize research in writing so that the insights and documentation are logical and clear
* To 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 and Materials:**

* **Escholz, Paul and Alfred Rosa, eds. *Models for Writers: Short Essays for Compositions.* 11th ed. Boston: Bedford/ST Martin’s, 2012. Print.**
* **Hacker, Diana and Nancy Sommers. *A Pocket Style Manual.* 6th ed. Boston: Bedford/st. Martin’s 2012. Print.**
* Handouts (provided by Instructor)

**Grades:**

Instructions (Length: various) 10%

Presentation of Instructions 10%

Movie, Music, Book Review (4-6 pgs) 15%

Research Paper (6-8 pgs) 25%

Personal Narrative (4-6 pgs): 20%

Journals/Memos/Drafts/In class writing 20%

An “A” is a overall grade of between 90 and 100, a “B” is between 80 and 89, a “C” is between 70 and 79, a “D” is between 60 and 69, and anything below a 60 is an F. All grades are **non-negotiable**. Failure to complete any of the above assignments will result in an automatic “F” for the course.

**Revision:** You will revise at least two of the four formal essays. One will be the Review and the other will be the Research Paper. Revisions are due one week after graded papers are returned and must reflect a serious effort and rethinking. The Writing Center is a powerful resource that you will utilize in at least two revision processes. You will be able to increase your grade by up to 10%. For example, if you receive an 80% (Low B Range) the highest grade that you will be able to get on your revision is a 90% (Low A Range). As a way to demonstrate the efforts and changes of your revision you will include a “revision memo” with your revision.

**Policies & Procedures:**

**Attendance:** You are allowed a total of **three** absences for any reason. After that, **each** absence will lower your attendance grade by a full letter. If you know you are going to miss class, you may (but are not required to) email me. You will **fail** the course entirely if you miss more than **six** classes.

**Tardiness:** Because we are only together for 50 minutes per class period tardiness is not accepted. If you are more than ten minutes late, you will be counted absent for the day. NOTE: If you are late by *under* 10 minutes more than **three** times you will also be counted for an absence.

**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.

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

**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.

**Electronics Etiquette:**

Please silence cell phones and keep your paws off them during class. If I catch you texting or otherwise mucking around on your phone, I will mark you as absent for the day. The same goes for using your laptop to check Facebook, Craigslist, etc.

**Plagiarism:**

If you cheat, you fail*.* 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. Plagiarism will result in automatic failure of the assignment and will be dealt with using the procedures outlined on pp. 64-67 in the Undergraduate Catalog. I also reserve the right to fail you from the course and report you to the Judicial Board if I catch you using work that is not your own. 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>. I reserve the right to check your work via Turn It In, a plagiarism detecting software program, at any point.

**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.

**In Case of Fire:**

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>.

**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 Thursday, 9 am – 4 pm and Friday 10am-12pm. For more information, call (478)-445-3370 or visit online at: <http://www.gcsu.edu/writingcenter/index.htm>

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| **Course Schedule (tentative)** |
|  **Week 1 Introductions/Thesis** |
| **(M) 8/13:** Introduction to Course/Syllabus. | **HW: Buy Books and a Journal.** Read The Writing Process: 7-18, Keller: 84-87, Goldberg: 90-92. **Journal 1:** Expectations/Experience.  |
| **(W) 8/15:** The Writing Process: Thesis. Discus Keller and Goldberg. | **HW:** Read Collier: 94-97. Read Percy: 329. **Journal 2**: Answer questions 1-5 “Questions for Study and Discussion” in journal.  |
| **(F) 8/17:** Thesis continued. Discuss Collier. | **HW:** Birkerts “The Owl Has Flown” (handout). **Journal 3**: Respond to Birkerts article.  |
| **Week 2 Audience/Diction/Tone** |
| **(M) 8/20:** Thesis continued. Discuss Percy and Birkerts. Introduction to “Instructions” assignment.  | **HW:** Read Merrill: 427-9 Baker: 433-5, and Ackerman: 438. **Journal 4**: Answer “Questions for Study and Discussion” on page 431, #1-6 in journal.  |
| **(W) 8/22:** The Writing Process: Audience. Discuss Merrill, Baker, and Ackerman. | **HW:** Read Pinker 361-70 and Porter pg. 456-9. |
| **(F) 8/24:** Audience continued. The rhetorical triangle. Discus Pinker and Porter.  | **HW: Journal 5**:Answer questions on pg. 14, “Audience Questions”#1-7 in journal **AND** Brainstorm 3 ideas for first assignment, write those ideas in your journal. |
| **Week 3 “Instructions”/Idea Workshops**  |
| **(M) 8/27:** Idea workshop Group A. **Journals 1-5 DUE.** | **HW:** Group A: Pick one idea and journal about why you chose it (follow memo sheet online). Send memo to rori.hoatlin@gcsu.edu by 12:01 a.m. Aug 29th.  |
| **(W) 8/29:** Idea workshop Group B | **HW:** Group B: Pick one idea and journal about why you chose it (follow memo sheet online). Send memo to rori.hoatlin@gcsu.edu by 12:01 a.m. Aug 31st.  |
| **(F) 8/31:** In-class work time. **Bring Laptop** | **HW:** Send a “draft” of instructions to rori.hoatlin@gcsu.edu by 12:01 a.m. **Sept. 1** |
| **Week 4 “Instructions” DUE /Presentations** |
| **(M) 9/3: Labor Day-No Class.** |  |
| **(W) 9/5: Instructions DUE (hard copy),**  Group B present. | In-class peer grading |
| **(F) 9/7:** Group A present. | In-class peer grading |
| **Week 5 Drafting/Proofreading** |
| **(M) 9/10:** Finish up presentation, Introduce “Review” assignment. | **HW:** Read pg.18-20, Kaufman: 154-7, Lederer: 160-3.  |
| **(W) 9/12:** Beginnings and Endings. Discuss Kaufman, and Lederer.  | **HW:** Read handout Slate (TBD). |
| **(F) 9/14:** Audience/diction/tone refresher. Discuss Slate handout.  | **HW:** Read handout Paste/Vulture (TBD). |
| **Week 6 “Review”/ Idea Workshops**  |
| **(M) 9/17:** Discuss Vulture/Paste essay. | **HW: Journal 6:** Develop three ideas that you might want to write about for your “Review” assignment, journal them.  |
| **(W) 9/19:** Idea workshop Group A. | **HW:** Group A: Pick one idea and journal about why you chose it (follow memo sheet online). Send memo to rori.hoatlin@gcsu.edu by 12:01 a.m September 21st.  |
| **(F) 9/21:** Idea workshop Group B. | **HW**: Group B: Pick one idea and journal about why you chose it (follow memo sheet online). Send memo to rori.hoatlin@gcsu.edu by 12:01 a.m September 24th. |
| **Week 7 In-class work time “Review” due** |
| **(M) 9/24:** Group work—finish idea workshops. |  |
| **(W) 9/26:** In-class writing time. **Bring Laptop.** | **HW: WORK on REVIEW.** Draft of “Review” due by 12:01 a.m. September 24th. |
| **(F) 9/28:** In-class writing time. **Bring Laptop.** | **HW: WORK on REVIEW.** |
| **Week 8 Writing with Sources**  |
| **(M) 10/1: Review DUE (hard copy)**. Introduction to “Research Paper.”MLA formatting/sources. Discuss “A Brief Guide to Writing a Research Paper.” | **HW:** Read “A Brief Guide to Writing a Research Paper: 644-45. Look over 654-667.Read Jamieson 261-5, Tempest-Williams: 269-7 |
| **(W) 10/3:** How to find sources. Discuss Jamieson, Tempest-Williams**. Library Day.** | **HW:** Read Sommers “I Stand Here Writing” (handout). |
| **(F) 10/5:** Academic vs. colloquial language. Discuss Sommers. | **HW:** Read Johnson’s “The Myth of the Ant Queen” (handout). **Journal 7:** Come up with three ideas for your upcoming “Research Paper” write in journal. |
| **Week 9 Idea workshop** |
| **(M) 10/8: No Class- Fall Break** |  |
| **(W) 10/10:** Discuss Johnson. Idea Workshop (small groups). | **HW:** Read Sacks’ “The Mind’s Eye” (handout). |
| **(F) 10/12:** Discuss Sacks. Idea workshop (small groups).  | **HW:** Read Prentiss: 137-43, Zinsser: 176-9. **Journal 8.** |
| **Week 10 Organization/Paragraphs** |
| **(M) 10/15:** Beginnings and Endings in research. Discuss Prentiss, Zinsser. | **HW:** Read Stout “When I woke up Tuesday Morning, It was Friday” (handout) |
| **(W) 10/17:** Types of Argument. Discuss Stout. | **HW: Journal 9.**  |
| **(F) 10/19:** False Arguments. Small group work. **Revision of REVIEW Due.** | **HW:** Read Nussbaum “Women and Cultural Universals” |
| **Week 11 Cause and Effect** |
| **(M) 10/22:** Group work: Beginnings and endings. Discuss Nussbaum.  | **HW:** Read Florida “The Transformation of Everyday Life” (handout) |
| **(W) 10/24:** Discuss Florida. Cause and Effect Essays. In-class conferences. | **HW:** Read King: 524-7, Gupta 535-7. **Journal 10.** |
| **(F) 10/26:** Discuss King, Gupta. In-class conferences. | **HW:** Read Sontag “In Plato’s Cave” (handout).  |
| **Week 12 Comparison and Contrast/Argument** |
| **(M) 10/29:** Discuss Sontag. In-class writing time. In-class conferences. | **HW:** Send a draft to rori.hoatlin@gcsu.edu of your “Research Paper” by 12:01 a.m. on October 30th. Read Willis “Disney World: Public Use /Private State” |
| **(W) 10/31:** Compare/Contrast essays/Argument. Discuss Willis. | **HW:** Read Britt: 499-502, Raymond: 197-200. |
| **(F) 11/2:** MLA refresher, transitions. Discuss Britt, Raymond.  |  |
| **Week 13 Narration/Description** |
| **(M) 11/5: Research Paper DUE.** Introduction to “Personal Narrative” | **HW:** Read Creative Nonfiction handout (17-18,25).  |
| **(W) 11/7:** Discuss Creative Nonfiction handout.  | **HW:** Read Lopate, Didion, Fisher (handouts). |
| **(F) 11/9:** Discuss Lopate, Didion, Fisher.  | **HW:** Read Rybczynski “Designs for Escape” (handout). |
| **Week 14 Description/ Illustration** |
| **(M) 11/12:** Discuss Rybczynski.  | **HW:** Read Sedaris: 294-9, Walker: 222-5, Lamont: 323-6. |
| **(W) 11/14:** Discuss Sedaris, Walker, Lamont. | **HW:** Read Murphy: 381-3. |
| **(F) 11/16:** Discuss Murphy.  | **HW:** Read “How Personal is Too Personal?” and Bowden’s “Torch Song” (handouts). **Journal 11**. |
| **Week 15 “Personal Narrative” Idea Workshop** |
| **(M) 11/19: Revision for Research Paper DUE.** Discuss Bowden. “How Personal is Too Personal?” Idea workshop (volunteers). | Sign up for conference schedule. **HW**: Send draft of “Personal Narrative” to rori.hoatlin@gcsu.edu by 12:01 a.m. November 26th. |
| **(W) 11/21: NO CLASS Thanksgiving Break** |  |
| **(F) 11/23: NO CLASS Thanksgiving Break** |  |
| **Week 16 Conferences** |
| **(M) 11/26:** Personal Narrative Conferences. | **HW:** Work on “Personal Narrative”. |
| **(W) 11/28:** Personal Narrative Conferences. | **HW:** Work on “Personal Narrative”. |
| **(F) 11/30:** Personal Narrative Conferences. | **HW:** Work on “Personal Narrative”. |
| **Week 17 Finals** |
| **(W) 12/5: Personal Narrative DUE and Journal 6-11 DUE by 1p.m. in A&S 153** |

**Important Due Dates:**

**September 5: “Instructions” Due. Group B Presentation due**

**September 7: Group A Presentation due**

**September 28: “Review” Due**

**October 29: “Research Paper” 1st draft due**

**November 5: “Research Paper” Final due**

**December 5: “Personal Narrative” due**

**\*Note: Journals/memos/drafts/peer grading/In-class writings will be due throughout the semester and are worth 20% of your grade. For each one missed there will be a 1% reduction from that portion of your grade.**

**Journals:** You must have a journal for this class. There will be both in-class and out of class assignments. I will post the out of class assignments on GeorgiaVIEW but there will be no make-ups for missing an in class writing assignment.

**Idea Workshops:** Idea workshops are an opportunity for you to present the ideas to your peers. Everyone in the class will participate in the first two of the semester. Each of you will sign up for either “Group A” or “Group B.” These two groups will rotate presentation/proposal order.

**Conferences:** You will have two conferences with me during the semester. One will be before the final draft of your research paper is due and it will take place in class. The other will be before your personal narrative and will take place at a time you sign up for before finals week.

**In class Writing Time**: I have set aside certain days where you will be allotted time in class to work on your essays. In these instances, **bring your laptop to class.** After an in-class writing time you will send me a draft (no matter how unpolished) by 12:01 a.m. the next day. For example, if we have in-class writing time on August 31, your “draft” is due by 12:01 a.m. on September 1**.**