**English 1101: English Composition I**

**Section 04 (CRN 81050)**

**Course Syllabus: Fall 2012**

**Instructor**: Daniel Plunkett

**Time & Place**: Tuesdays and Thursdays, 3:30 pm - 4:45 pm, Arts & Sciences 150

**Office hours**: Tuesdays and Thursdays, 2:15-3:15 (or by appointment).

**Office**: Arts & Sciences 153

**Email**: daniel.plunkett@gcsu.edu

**Required Materials:**

* Rosa, Alfred F., and Paul A. Eschholz. *Models for Writers*. 11th ed. New York, NY: Bedford/St. Martins, 2012. Print. (ISBN-13: 978-0312552015)
* Diana, Hacker. *A Pocket Style Manual*. 6th ed. New York: Bedford, 2012. Print. (ISBN 978-0-312-54254-2)
* Supplemental texts will be provided in the form of handouts
* A notebook/journal on college-ruled paper for reading responses
* Loose-leaf paper for turning in in-class writing

**Course Description:** The undergraduate course catalog describes English 1101 as "a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on the personal essay and also including introductory use of a variety of research skills."

**Course 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.

**Course Goals:**

* 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.

All students, regardless of their degree program, must earn a grade of C or better in English 1101, as it, along with English 1102, fulfills the Area A. Essential Skills requirement in the Core Curriculum.

**Grade Distribution:** Your final grade will be determined as follows:

Participation: 5%

Reading Responses: 5%

In-Class Writing Assignments: 5%

Personal Reflection (3-4 pages): 20%

Argumentative Essay (4-6 pages): 20%

Research Paper (6-7 pages): 20%

Film Analysis (4-6 pages) and In-Class Presentation: 20%

**Participation:** Participation grades are determined by preparedness and engagement in class discussions. If you complete the reading responses you should be able to participate in class discussions and answer questions if called upon.

**Notebooks:** Only pen is to be used in your notebook for reading responses, and your writing must be legible. If you choose to write in pencil, your assignment will smudge and I won’t be able to read it. If I can’t read it, you won’t receive credit for the assignment.

**Reading Responses:** For each assigned reading, students will identify two observations concerning the text in list form. **Reading responses are to be completed in your writing notebook. The author’s name, title of the text, and the date assigned must be written at the top of each response in order to receive credit. Reading responses will be used during class discussions.** If you have any questions or concerns while reading the text, write them at the bottom of the page and bring them to class for discussion.

* Responses are not required to be positive and there is no set answer when analyzing literature. Honest, individual opinions, whether positive or negative, should make up these responses. I will not grade these based upon your opinion.
* **Reading responses must be completed prior to the reading discussion. These are not to be written in class. If you try to complete the response in class, you will lose credit for the response and be counted absent for the day. Do not try to write these in one sitting. I will check your notebooks frequently in class.**
* Observations may include but are not limited to interesting moments, emotional reactions (what you liked, disliked, what was irritating, exciting, shocking etc.), and/or the author’s intentions (why he/she wrote this piece). You may use any combination of observations to complete the assignment (an interesting moment and an emotional reaction, the author’s intention and an interesting moment, etc.).
* **Students must provide examples to solidify their responses.** For example, if you choose to write about literary devices, an example of each device is required; if you choose to write your emotional response, you must explain your response and identify which areas of the text elicited that response.
* Some reading responses will contain more specific assignments such as identifying structural aspects of the text (thesis, organization etc.) and literary devices (imagery, tone, diction, syntax, etc.). I will notify you of any detailed reading responses ahead of time.
* **For classes that require multiple texts, one observation for each text is required.**
* **If you are absent when a reading response is due, you are still required to complete the response.**
* Notebooks will be turned in throughout the semester.

**In-Class Writing Assignments:** As this is a writing class, some classes will begin with a short in-class writing assignment based on the previously assigned reading or another discussion topic of my choosing. We will then discuss your answers as a class before turning in your response to me for grading. These in-class writings will require critical thought but need not be fully-formulated essays, but rather show me that you read the assigned reading and can discuss a topic critically. The in-class writings are graded all or nothing, 100% or 0%. If you arrive late and miss the writing, you will receive a zero for that day’s writing, so please be on time.

**The Four Major Papers:** Detailed assignment sheets will be handed out for each paper/assignment later on in the semester. All papers are to be in MLA format with 12 point font, have one inch margins, and go at least 3/4 down the first page of the minimum page requirement. **All grades are non-negotiable.**

**Presentation:** You will be required to give a presentation on the subject of your film analysis paper. Detailed information will be provided at a later date.

**Attendance:** Daily attendance is mandatory. If you are absent, you are most likely going to miss out on in-class assignments, and this will have an impact on your grade. However, each student is allowed a total of three (3) absences for any reason. **I do not differentiate between excused and unexcused absences.** There will be a one-letter final grade deduction for every absence beyond three days. Therefore, missing four class periods will result in a one-letter final grade deduction and missing seven classes will result in automatic failure of the course. I reserve the right to count you absent for disruptive behavior—e.g., texting, using electronics for non-class related purposes, talking out of turn, sleeping. Use your absences wisely and please email me if you don't know exactly what you missed or should be working on.

**Tardiness:** If a student is more than ten minutes late, they will be counted absent for the day. Every three times a student is late (less than ten minutes) will count as one absence.

**MLA Style & Length Requirements:** Formal assignments should adhere to the Modern Language Association (MLA) style. Formal papers require MLA style while reading responses, informal writing, and peer review may be informally formatted. One-third of a letter grade will be deducted from a formal paper for problems in each of the following categories, for a possible one letter grade deduction total: 1) header, heading, and title, 2) margins, font, line spacing and length, and 3) quotation and citation format. If a formal paper does not meet the minimum length requirement (at least 3/4 down the final page of the minimum page length), an entire letter grade will be deducted from your grade on that paper. Consult your *Pocket Style Manual* or http://owl .english.purdue.edu for information on formatting and citations. **Microsoft Word’s default space between paragraphs is not in MLA format**, but this can be remedied by changing your paragraph settings (Set both “Before” and “After” in the “Spacing” section to 0pt.). If you are unfamiliar with Microsoft Word’s paragraph settings or have trouble with this feature, please see me.

**Revision: You must revise** at least **two** of the three first essays. **Resubmit your graded essay along with your revised essay within seven calendar days after it is returned to you. You must include a typed, one-page note discussing and defending the changes you have made.** Your revision must reflect significant effort and change. The grade you receive on your revision will never be lower than the original, although it may not be higher. **The final grade for the essays will be an average of the original grade and the revision grade, so please take the assignments seriously when you first turn them in.**

**Late Work:** Except in rare cases of emergency, all late essays will incur a grade deduction of 10% per **class period**. All essays are to be turned in at the start of class on the assigned due date. Essays will not be accepted outside of class, via e-mail or otherwise. If you cannot attend class on the essay’s due date, turn your work in the next time our class meets and accept the 10% grade deduction.

**Etiquette:** Please silence cell phones or other electronic devices before class begins. At any point, if I catch a student texting, surfing the Internet, chatting, playing games, etc. during class time, the student will receive 0% participation grade for the day **and** be counted as absent. Not only are unnecessary distractions rude, they also interfere with your classmate’s right to learn. Realize you may also be asked to leave class if this becomes a problem.

**Academic Honesty:** The Academic Handbook says that plagiarism is “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.” This course is about creating and articulating from a unique perspective—your own; willful plagiarism is a contradiction to our purpose. Students found guilty will receive an “F” for the assignment and possibly the class. Remember, all formal papers will be submitted to [**TurnItIn**](http://www.turnitin.com/)**.**

**TurnItIn** is technology used to prevent **plagiarism**. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

The class ID and password for turnitin.com will be provided at a later date.

**GeorgiaView:** Assignment sheets, grading rubrics, the syllabus, and some of the handouts from class can be found online at vista.gcsu.edu. Simply login as you would for PAWS to view the documents.

**Statement of Equal Opportunity:** 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.

**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/ReligousObservancePolicy.doc>

**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>.

**Writing Center:** The GCSU Writing Center is a great resource. The staff is friendly and extremely helpful; in 15 or 20 minutes they can transform your essay. The Writing Center is located in Lanier 209 and open Monday through Thursday, 9 – 4, and Friday, 10 – 12. For more information, call (478)-445-3370 or e-mail [writingcr@gcsu.edu](mailto:writingcr@gcsu.edu).

|  |
| --- |
| **Class Schedule (Tentative & Subject to Change)** |
| **Week 1**   |  |  | | --- | --- | | **Tuesday, 8/14**  Introductions. Go Over Syllabus  **For Homework:** Read “This is Water” (Handout); Acquire Course Materials | **Thursday, 8/16**  Discuss Reading; Six Fundamentals; Introduction to Personal Reflection  **For Homework:** Read Chapter 1 (7-18), Chapter 3 (81-83), “Anxiety: Challenge by Another Name” (94-97), “Childhood” (222-225), | |
| **Week 2**   |  |  | | --- | --- | | **Tuesday, 8/21**  Discuss Readings; Watch Jill Bolte Taylor’s TED Talk; Six Fundamentals  **For Homework:** Read Chapter 5 (119-123); “A View from the Bridge” (124-127); “Shame” (288-292); “The Story of an Hour” (395-398); Beginnings and Endings (19-20); Diction and Tone (28-29) | **Thursday, 8/23**  Discuss Readings; Brainstorm and Organize Ideas for Personal Reflection Essay  **For Homework:** Read Chapter 13 (339-342), “A Crime of Compassion” (343-346), “Let’s Think Outside the Box of Bad Clichés” (349-351), Chapter 14 (372-375), “White Lies” (382-383) | |
| **Week 3**   |  |  | | --- | --- | | **Tuesday, 8/28**  Discuss Readings; Practice Critiquing Student Writing  **For Homework:** Read “Thinking with a Damaged Brain” (handout); | **Thursday, 8/30**  Personal Reflection First Draft Due Today; Discuss Reading; Peer Review  **For Homework:** Read pages 20-32 on Revising and Editing | |
| **Week 4**   |  |  | | --- | --- | | **Tuesday, 9/4**  In-Class Revising (Bring Laptops/Notepads); Reading Response Notebooks Due  **For Homework:** Finish Personal Reflection | **Thursday, 9/6**  Final Draft of Personal Reflection Due; Introduction to Argumentative Essay; Watch Ken Robinson’s TED Talk; Brainstorm Ideas for Essay  **For Homework:** Read Chapter 21 (539-546); “What Pro Sports Owners Owe Us” (561-562); “In Praise of the F Word” (564-566) | |
| **Week 5**   |  |  | | --- | --- | | **Tuesday, 9/11**  Discuss Readings; Elements of Argumentative Essay; Watch Elizabeth Gilbert’s TED Talk  **For Homework:** Read “Consider the Lobster” (Handout); “Why I Hunt” (Handout) | **Thursday, 9/13**  Discuss Readings; Group Exercise  **For Homework:** Read “Environmentalism as Religion” (Handout); “Fahrenheit 59” (131-134); “Praise the Humble Dung Beetle” (256-258); Bring Sources Into Class | |
| **Week 6**   |  |  | | --- | --- | | **Tuesday, 9/18**  Discuss Readings; Group Work on Citations; Group Exercise  **For Homework:** Read “The Truth about Torture” (617-626); “The Abolition of Torture” (630-640) | **Thursday, 9/20**  Watch “Forks Over Knives”  **For Homework:** Read “What You Eat Is Your Business” (Handout); “Junking Junk Food” (Handout); | |
| **Week 7**   |  |  | | --- | --- | | **Tuesday, 9/25**  Watch “Forks Over Knives”; Discuss Readings  **For Homework:** Read “We, the Public, Place the Best Athletes on Pedestals” (Handout); “Cheating and CHEATING” (Handout) | **Thursday, 9/27**  Argumentative Essay First Draft Due Today; Peer Review  **For Homework:** Read “The Company Man” (451-453) | |
| **Week 8**   |  |  | | --- | --- | | **Tuesday, 10/2**  In-Class Revising (bring laptops/notepads); Reading Response Notebooks Due  **For Homework:** Finish Argumentative Essay | **Thursday, 10/4**  Final Draft of Argumentative Essay Due; Introduction to Research Paper; Brainstorm Ideas for Research Paper  **For Homework:** Read Chapter 22 (642-677); Formalize a Workable Thesis | |
| **Week 9**   |  |  | | --- | --- | | **Tuesday, 10/9**  Fall Break! No Class!  **For Homework:** | **Thursday, 10/11**  Turn in Thesis Statement; Sign Up For Conferences; Library Day  **For Homework:** Work on Research Paper | |
| **Week 10**   |  |  | | --- | --- | | **Tuesday, 10/16**  Organizing and Mapping a Research Paper; Library Day  **For Homework:** Work on Research Paper | **Thursday, 10/18**  No Class (Conferences—thesis, outline, and list of sources due)  **For Homework:** Work on Research Paper | |
| **Week 11**   |  |  | | --- | --- | | **Tuesday, 10/23**  No Class (Conferences—thesis, outline, and list of sources due)  **For Homework:** Finish Rough Draft of Research Paper | **Thursday, 10/25**  Research Paper First Draft Due Today; Peer Review  **For Homework:** TBD | |
| **Week 12**   |  |  | | --- | --- | | **Tuesday, 10/30**  In-Class Revising (bring laptops/notepads); Reading Response Notebooks Due  **For Homework:** Finish Research Paper | **Thursday, 11/1**  Final Draft of Research Paper Due; Introduction to Film Analysis; Select Groups, Group Work, and Select Movie  **For Homework:** Read “The Thematic Paradigm” (Handout); “High School Confidential: Notes on Teen Movies” (Handout) | |
| **Week 13**   |  |  | | --- | --- | | **Tuesday, 11/6**  Discuss Readings; Group Work  **For Homework:** Read “Creating the Myth” (Handout); “The Gospel According to Spiderman” (Handout) | **Thursday, 11/8**  Discuss Readings; Create and Deconstruct Myths  **For Homework:** Read “Why We Crave Horror Movies” (525-527); “Why We Love TV’s Anti-heroes” (Handout); “Guiding Lights: How Soap Operas Can Save the World” (349-354) | |
| **Week 14**   |  |  | | --- | --- | | **Tuesday, 11/13**  Discuss Readings; In-Class Writing  **For Homework:** Read “Family Guy and Freud” (Handout); “The Simpsons, Hyper-Irony, and the Meaning of Life” (Handout) | **Thursday, 11/15**  Film Analysis Rough Draft Due Today; Peer Review  **For Homework:** TBD | |
| **Week 15**   |  |  | | --- | --- | | **Tuesday, 11/20**  In-Class Revising (bring laptops/notepads); Reading Response Notebooks Due  **For Homework:** Work on Film Analysis Essay | **Thursday, 11/22**  Thanksgiving! No Class! | |
| **Week 16**   |  |  | | --- | --- | | **Tuesday, 11/27**  Film Analysis Presentations; Presentation Outline Due  **For Homework:** Finish Film Analysis Essay | **Thursday, 11/29**  Final Draft of Film Analysis Essay Due; Film Analysis Presentations | |
| **Week 17 – Finals Week**  *No class! If you’d like to pick up your graded papers, you can stop by during my office hours on Tuesday, December 4.*  *Good luck on the rest of your finals!* |

**\*\*\*Important Dates\*\*\***

08/30 First Draft of Personal Reflection Due

09/04 Reading Response Notebooks Due

09/06 Final Draft of Personal Reflection Due

09/18 Bring Sources for Argumentative Essay to Class

9/27 First Draft of Argumentative Essay Due

10/02 Reading Response Notebooks Due

10/04 Final Draft of Argumentative Essay Due

10/25 First Draft of Research Paper Due

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Your Conference

10/30 Reading Response Notebooks Due

11/01 Final Draft of Research Paper Due

11/15 First Draft of Film Analysis Due

11/20 Reading Response Notebooks Due

11/27 Presentation Outline Due; Presentation

11/29 Final Draft of Film Analysis Due; Presentation