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**Southern Polytechnic State University**  
**Department of Humanities and Technical Communication**  
**ENGLISH 1102, Section 6    Fall 2009**  
**SYLLABUS**

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**Office Hours: T-TH 12:30-1:30 PM;**  
**by appointment**

**I.        TEXTS**

- Raimes, Ann. *The Open Handbook Handbook*. Boston: Houghton Mifflin, 2007.
- McQuade, Donald and Christine McQuade. *Seeing and Writing 3*. Boston: Bedford/St. Martens, 2006.

**II.       COURSE DESCRIPTION**

Though it is a continuation of English 1101, ENGL 1102 emphasizes writing about and responding to a variety of readings. English 1102 is a reading-based composition course that develops writing skills beyond the level of proficiency required by ENGL 1101. The course also incorporates more advanced research skills than those used in ENGL 1101 and requires one or more research projects.

The overall theme of the class, which you will write about, is your place in the community and making changes in it to better it.

**III.      SPECIFIC LEARNING OUTCOMES**

1. Demonstrate rhetorical strategies by composing for different audiences, purposes, and contexts.
2. Read and respond to various texts from multiple genres for purposes such as interpretation, analysis, synthesis, evaluation, and judgment.
3. Use research strategies that include the location, incorporation of sources outside the classroom such as the library, Internet, interviews, and so on.
4. Participate in extemporaneous in-class writings that ask students to respond to various prompts.

**IV.      OBJECTIVES**

In 1102, students begin with the ability to demonstrate the skills developed in 1101. The general objective of the English Composition Courses is to help students develop thoughtful, fluent, and logically sound writing for a variety of audiences and purposes. Students will also engage in the processes of research through understanding the strategies of interpretation, analysis, synthesis, evaluation, and judgment.

After completing English 1102, students should be able to demonstrate the following:

1. Provide a rhetorical context for their writing by establishing the writer's role, the audience, and the purpose of the essay.
2. Write thoughtful, clear, well-organized essays (including a research essay) making use of information and ideas introduced through assigned readings and class discussion.
3. Read and critically respond to peer texts and their own texts.

4. Understand and follow grammatical conventions, as well as punctuation and other mechanical elements of composition.
5. Draft, revise and edit their own work.

## V. REQUIREMENTS

To meet course requirements and objectives, students must:

1. Complete several essays and portfolios that demonstrate the use of the critical reading strategies that include interpretation, analysis, synthesis, evaluation, and judgment. The length of these essays will be approximately 750 or more words
2. Understand and demonstrate the processes of writing, including invention, drafting, revision, and editing throughout the semester.
3. Complete a documented research-based paper that includes the strategies of interpretation, analysis, synthesis, and evaluation. This process should involve students in all the processes of research including invention, source location, and documentation as well as the higher order critical thinking skills. In addition to the course essays, students must produce research-based paper(s) that total a minimum of 2,000 words.
4. Maintain portfolios of all original work plus revisions.
5. Have conferences with the instructor as scheduled.
6. Engage in regular exploratory or journal writing.

Students may also have to meet additional requirements established by the instructor, including attendance and tardy policies, participation, homework, and work in the Tutoring Center.

## VI: REGENTS' REQUIREMENTS:

Effective fall semester, 2008, **ALL** students who have not satisfied Regents' Writing and Reading Skills Requirements **MUST** take the Regents' Test **EVERY** semester they enroll in classes until they satisfy the Regents' requirements. This includes all freshmen, all transfer students, and anyone else who has not previously satisfied Regents' requirements. No longer do the number of semester course hours determine when to take that Regents' test or when a student has to enroll in remediation classes. Mandatory enrollment in remediation classes and/or workshops will be determined by the number of times a student fails the tests.

Students can register now for the Regents' tests in BANNER just like they would register for a course. Students who have not met the Regents' requirements and fail to register for the required test(s) will be assigned a testing date (which they will have the opportunity to change if necessary). **Not taking the test on the assigned day/time will count as a test failure.** Non-native speakers of English must apply in the ATTIC and be approved for testing in order to sign up for the ESL version of the test.

These new policies are being instituted across the University System of Georgia. Information about the Regents' test, including exemption criteria, may be found at

- The Regents web page: (<http://www.gsu.edu/rtp>),
- The SPSU Registrar's web page: (<http://www.spsu.edu/registrar/registration.html>), and
- The ATTIC web page: <http://www.spsu.edu/ATTIC>

- ## VII. THE ATTIC (Advising, Tutoring, Testing, International Student Center, Multi-cultural Affairs)
- The ATTIC provides opportunities for individualized tutorial assistance to all Southern Polytechnic students. Academic assistants help students through the processes of invention, organization, writing, revising, and editing of essays and research papers. The ATTIC also offers Regents' Test preparation instruction. The

ATTIC maintains student academic enrichment as its primary mission and students should expect to work to improve their grammar and mechanics. Students should not expect an editorial or proofreading service.

I may refer you to the ATTIC for assistance; a referral is considered equivalent to an essay and must be accomplished as any other assignment.

#### **VIII. PLAGIARISM**

Plagiarism is the intentional or unintentional representation of another person's ideas or writing as one's own, including materials taken off the Internet. Students should consult the *Catalog* under Academic Regulations for a fuller explanation of this violation of Academic Honesty (53, 66). The penalty for plagiarism may be failure of the course or dismissal from the university. We will be using turnitin.com, an online anti-plagiarism detection program.

#### **IX. FINAL EXAMINATION**

The final examination will be given during exam week (see Registration Bulletin for scheduled times and dates).

#### **DISABILITY STATEMENT**

*Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the counselor working with disabilities at 770-528-7244 as soon as possible to better insure that such accommodations are implemented in a timely fashion.*

### **COURSE POLICIES**

#### **A. ASSIGNMENT DESCRIPTIONS**

This course is a special topics course dealing with social conscience. What we are seeking to explore is your place within the community and the issues you see as needing attention, correction, fixing, or changing for the good of the community. Awakening ourselves and others to the significant ideas, traditions, cultural behaviors, governmental policies (formal or informal), ways of behavior, etc. as being in need of change to improve society is the focus of the topics we write about within the course.

You will be writing individual essays, engaging in small group and class activities/projects, and doing research (including original research). In this course, you will strive to establish and control authority over your work to make it truly your own voice. As you create your portfolio, you will use your handbook to research and techniques for evaluating and revising and using proper grammatical concepts so that your writing is mature and effective. In your group work, listening to your peers and considering their thoughts about your writing, and in your own responses to others', you will practice reading writing with a critical eye. Engaging in the writing process, aimed at creating clarity, conciseness, coherence, and correctness, will improve your writing.

We will, also, be incorporating visual elements into our work, including photos (original and borrowed), graphs, charts, etc. that are appropriate to the subject we are discussing/writing about.

A major work of the semester will involve designing and carrying out your own research project. The research paper will be an extensive exploration an aspect of culture. There will be whole-class and small-group activities to lead you through this process. You will give a short oral presentation on your project to the class at the end of the semester.

#### **B. CLASSROOM ACTIVITIES**

Lecture, discussion, individual and group activities, and projects, both in and out of class. I will be looking for your good, enthusiastic participation (includes attendance) in all classes!

### C. GRADING APPROACH AND POLICIES

All essays will be graded for content (quality of ideas, originality, research, thoughtfulness, completeness, organization, originality, effort). Essays will need to be in excellent grammatical form. You will receive grades for each of the essays and an overall grade for the portfolio and its contents. Minimally, all assignments must be completed to earn a passing grade; quality of effort and result will determine the final grade. Participation (assignments done on time and completely) and attendance will count toward your final grade.

**Specifics:** Formal essays will receive two grades: one for unity, coherency, and flow, and one for grammar and punctuation. Points will be deducted from your writing assignments for grammar problems, especially the following:

|                                       |    |
|---------------------------------------|----|
| 1. comma splice/fused sentence        | 10 |
| 2. dangling/misplaced modifiers       | 10 |
| 3. pronoun/antecedent disagreement    | 10 |
| 4. verb/subject disagreement          | 10 |
| 5. shifts in verb tense/point of view | 5  |
| 5. parallel structure                 | 5  |
| 6. dangling/misplaced modifiers       | 5  |
| 7. garbled sentences                  | 10 |
| 8. spelling                           | 2  |
| 9. other punctuation faults           | 2  |
| 10. other grammar faults              | 2  |

(NOTE: If you do not know what these are, begin studying them in your Handbook and consult with the ATTIC tutors or me.)

**Other Assignment Grading:** Other assignments will be awarded points for completion and quality of effort. Quizzes, if given, will cover the reading material.

**Assignment Submission:** All assignments are to be produced in MS Word in MLA style. Bring a computer storage device of some kind (floppy, CD, flash drive) for in-class writing. Papers turned in after deadlines will have their grades reduced. If for some reason you cannot attend class when work is due, have a friend bring it to my office (J253). All reading assignments are important; don't skip them.

### E. ATTENDANCE / TARDY POLICY

You need to be in class. If you miss class, you are missing work and discussion you need to become good writers. I allow four unexcused absences; after the fourth absence, I will lower your final grade. Coming more than a few minutes late to class constitutes an absence.

### F. COMPUTER WRITING CLASSROOM INSTRUCTIONS

We will be working in the computer classroom frequently. Bring a media storage device that you can take with you when you leave the classroom.

### G. CONFERENCE POLICY

As needed, I will ask to talk with you about your writing or projects. You will need to come to the conferences that I ask you to. You may also request a conference at any time.

### H. PLAGIARISM STATEMENT / POLICY

Intentional plagiarism is a serious breach of personal and professional integrity; it is theft of other people's work, it is lying, and it is cheating. I expect you to do your own original work on all writing assignments. Since much of your work will deal with research and synthesizing others' ideas into your own, proper documentation of all sources is imperative. Always give credit where credit is due!

### I. WRITING FORMAT

Essays and research paper will be in the MLA format prescribed in the handbook.

## J. OTHER POLICIES

Turn off ALL cell phones before class. Do not do other work in class. All assignments are due on the day specified at the BEGINNING of the class period. If you have attendance problems, let me know in advance. If you have questions or comments, contact me!

### Proposed schedule of classes: (subject to change with notice)

Aug 25: Intro

**Portfolio I:** Critical Thinking and the Writing Process  
Writing Process (READ: pp. 3-23)  
Regents' Prep (visit Regents' website)  
Reading an Image (. P. 721)

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Aug 27: Discuss Writing Process/Reading an Image

Assignment 1: Find an image in the textbook; analyze it by using the criteria on p. 721-724.  
Write an essay that makes a point from your analysis. Make sure your essay follows the writing guidance from pp. 3-23. Due: Sept 1.

Sept 1: Critical thinking: (pp. 27-36); details

Asking questions to get to the heart of the matter  
READ: "Seeing" (p. 108); write a one-page reflection of the article  
Assignment 2: Read "Reflections on a Mote of Dust" (p. 124) and "A Matter of Scale" (p. 128).  
Write a comparison or contrast essay of the two articles such that YOU are the focus of the essay.  
Due: Sept 8

Sept 3: Discuss Reading an Essay (p. 724)

READ: pp. 139-148  
READ: "The Little Store" (p. 155); write a one page reflection/analysis of the story using the criteria on pp. 724.

Sept 8: Go to the Grove outside the student center. Analyze it using essay analysis material on p. 724.

Assignment 3: Write a descriptive essay of the Grove that tells your story. List a minimum of 10 points of visual analysis and 10 points of written analysis that you can link through your experience. Due Sept 22.

Sept 15: Discuss Reading a Photograph (p.727)

Find a photograph online; write an analysis it using the criteria from p. 727.  
READ: pp. 599-610; write a one-page reflection/analysis of these pages

Sept 22: Discuss Memorable Moments (pp. 239-250)

Assignment 4: Take a photo. Analyze it. Write an essay about your photo, describing it in terms of your experience and meaning you attribute to the photo. Include the photo with your essay.  
Due: Sept 29  
READ: Structure (p. 295); "Vivian, Fort Barnwell" (p. 323)  
Meaning, Tone, Details

Sept 29: Memorable Moments (narrating)

Read/Discuss pp. 239-250.  
READ: "Fish Cheeks" (p. 260)  
I/C: Write Essay #5 like Tan's about a specific event in your life of significance  
Regents' Test preparation

- Oct 1: Regents' Test preparation  
I/C essay
- Oct 6: Portfolio due  
Research Portfolio: opening discussion  
**Research Portfolio: Social Concern**
- Oct 8: Research Introduction: Arron Weimer  
READ: Open Handbook, pp. 362-423)  
Subject decision/Research question
- Oct 13: Working Thesis/Outline due  
Storyboarding/review research question  
Working thesis/working outline
- Oct 15: Research workshop (Arron Weimer)  
Use research to develop/revise working outline/working thesis
- Oct 20: MLA Documentation/practice  
READ: Open Handbook, pp. 425-498)
- Oct 22: MLA Documentation (Arron Weimer)  
Source Evaluation/Practice (Open Handbook, pp. 378-399)  
READ: Open Handbook (pp. 425-498)  
Sentence Outline/storyboard
- Oct 27: MLA worksheet practice
- Oct 29: Draft 1 for peer review of research paper: workshop I/C
- Nov 3: Draft 2 different peer review of research paper/  
Global/deep revision
- Nov 5: Final self review of research paper
- Nov 10: Research paper due  
READ: "Reading Icons" (pp. 500-507); Ethics (p. 666); Appendix B (pp. 720-730)
- Nov 12: **Group Project; Portfolio 3: Publishing Project**  
READ: Appendix A, pp. 681-693  
Peer Review groups/other technical assignments  
Choosing essay/story for publication
- Nov 17: Checking texts for factual accuracy
- Nov 19: Intense peer review for grammar/punctuation
- Nov 24: Reading essays/stories aloud: peer review
- Dec 1: Reading essays/stories aloud: peer review
- Dec 3: Final revision and upload
- Dec 8: Presentations
- Dec 10: Presentations
- Finals: Turn in/do Portfolio Reflections