

Southern Polytechnic State University  
English, Technical Communications, and Media Arts  
English 1102 Fall 2009 T-Th 8:00 a.m.

**Instructor:** Dr. Cassie Race  
**Office Hours:** By appointment  
**Contact:** [crace@spsu.edu](mailto:crace@spsu.edu)  
**Phone:** 770-861-5423

**Prerequisite:** A grade of C or better in English 1101

**Texts:**

McQuade, Donald & Christine McQuade. *Seeing and Writing 3*. New York: Bedford/St. Martins, 2006

Raines, Ann. *The Open Handbook*. Houghton Mifflin, 2007.

Your own dictionary and/or thesaurus (a good one!)

Portable electronic storage device i.e. usb flash drive.

A camera...preferably digital so that images can be stored and transmitted electronically as you need them.

**Course Description:**

English 1102 is a continuation of English 1101 that emphasizes writing about and responding to a variety of texts, including literary works, art, photography, and other media. The course incorporates more advanced research skills than those introduced in English 1101 and requires one or more researched projects.

The course is further designed to develop students' skills in critical reading and a range of writing tasks, with the subject matter serving as the tool for development of readers and writers. In this course, you will go beyond comprehension and summary to evaluate and extend the reading or textual materials – not just chapters of the textbook, but imaginative literature, newspaper articles, and a range of cultural texts.

The primary text for the course, *Seeing and Writing 3*, emphasizes several principles that will guide this course.

- Writing will improve when perception improves, when you notice details and formulate questions and answers about what you see.
- Writing will improve when you become more reflective, when you consider who constructed a text, think about audience and purpose, and reflect on how your own background and identity affect what and how you see.

- Writing will improve as you explore the different ways in which serious thinkers see the world and express their distinct perspectives on it, whether visual or verbal.

Therefore, we will devote significant attention to both visual and verbal literacy, to the ways that our culture uses texts and images, and to the range of responses that any text evokes.

### **Course Outcomes:**

Upon completion of English 1102, you will:

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

In addition, you will:

- Recognize the relationships between writing, technology and a variety of communication media, including art, that enhance your literacy.
- Envision yourself as an important member of a writing community.
- Create an expanded definition of the term “writing” and its potential in your personal and academic life.

### **Course Activities:**

Classroom activities are essential to our development as writers. These activities include discussion, written and oral responses, free writing, peer review and writing workshop. The overall course is divided into 4 units, each worth about 20% of the total grade (your research project will make up the remaining percentage). Each of these units may include:

- Class participation, discussion of readings and other texts, and peer review of others’ writing.
- Informal writings and quizzes.
- Reading responses, including WebCT responses and postings.
- Mini-presentations/lessons on grammar, usage, mechanics, or research.
- Ongoing research project culminating in a presentation or exhibition.
- Major essays, presentations, and collaborative research activities.
- Personal journal for developing writing ideas.
- Self-assessment and reflection.

At the beginning of each unit, you will receive a detailed explanation and updated calendar of assignments and activities. The calendar will provide a unit grade

sheet for your reference. Many times, your interests and areas of expertise as a class will determine the final direction of class activities.

### Units:

- *Observing the Ordinary*: Acknowledge the acts of visual perception you perform every day and become a more active observer of your surroundings.
- *Coming to Terms With Place*: Think about space, community, and our perceptions of both real and virtual surroundings.
- *Identity in Postmodern Society*: Does society create identity by influencing perceptions of body image, ethnicity, and gender?.
- *Culture and Media, Icons and Images*: What is the “American experience?” How is it defined or reflected by cultural icons?

### Assignments and Grading:

- **Major essays**, worth 100 points, are to be approximately 4 pages in length, word processed, adhering to MLA format. Topics will be both assigned and self-choice. Part of planning and writing the essays will be done in class, and your writing group will be involved in peer review and editing. You will turn in all revisions and working drafts with your presentation copy (note: I did not say “final”). Several essay assignments will require a visual/photo component, and all will require the use and documentation of sources outside the writer. Essays are graded with a rubric specific to the assignment. Revisions for a better grade must be submitted within a week (5 school days) and include the original essay and grade sheet to be considered.
- **Research project** will be an ongoing component of this course, and will be formatted as a personal exploration as opposed to a traditional research paper. You will have the opportunity to become an expert on something you care about while experiencing the research process in a manner that is authentic and useful.
- **Responses to assigned texts** are worth 30 points each and should be 1 ½ to 2 word-processed pages in length. Responses are graded holistically, in terms of thoughtfulness and involvement. You will receive a copy of the checklist I use for grading.
- **WebCT postings** provide opportunities for reflection and response with the whole group involvement. Postings are usually short and informal, and influence your grade as a form of a participation grade. Most will earn from 5 to 10 points apiece, and you will know how many I expect during each unit.
- **Participation** is essential to this class, so it will be rewarded with points assigned at the end of each unit, based on the number of days in the unit.
- **Short essays** are 2 pages in length, word processed, and graded with a rubric. They are generally in the form of an answer to a prompt or question, and are worth 40 points apiece.

- **Mini-Presentations** are lessons on the research process, usage, or mechanics that students present to instruct the class. Each should be approximately 10 minutes long, incorporate visual and/or audio components, keep us awake, and have some sort of practice or activity so we will remember it. Most of these will be done with a partner, as collaboration yields more entertaining results. Presentations are worth 40 points, graded with a checklist, and exemplary ones may earn bonus points. Sign up for presentations will be during the 2<sup>nd</sup> week of class.
- **Group Presentations** provide students with an opportunity to explore and research a theme or topic in a collaborative setting, then present their findings and conclusions to the class in creative ways. Written, oral, and visual components are part of this assignment, which is graded with a rubric and worth 100 points.

### **Attendance:**

The most important thing you can do to be successful in this class is to be here! Attendance is mandatory and essential. Things happen, so I allow 3 absences without penalty. More than those can jeopardize your overall grade. 6 or more absences can result in class failure. Years in the classroom have made me fairly intolerant to most “excuses.”

Other students depend on your presence. Schedule wisely so that you do not miss on peer review or writing workshop day.

If you miss class, you are still responsible for handing in assignments on time. Email papers to me before the class period in which they are due; email group work to your team members prior to class, and check WebCT for calendar updates. If I have to be absent, I will email you prior to class as soon as I know. Please check before class, especially if you travel some distance.

Punctuality is considerate. Show up for class more than 15 minutes late more than twice and those tardies will begin to count as absences. In the case of an emergency, call and let me know, especially as your group members may be counting on you.

The last day for withdrawal without a grade penalty is **October 11, 2007**. Be sure to mark this day in your calendar.

**Conferences** are a requirement of this course. We will meet at least once during the course to discuss your writing and progress in the class. I am also available by appointment and before or after class if you need assistance. Be sure to bring your portfolio with you.

**Assignments** are due on time at the beginning of class whether or not you were present the day before. If you know you are going to be out, email the assignment to me before the beginning of class and bring hard copy next time.

**Electronic Storage Devices**, which contain your valuable work, should be firmly attached to something you know you will not misplace. If you tend to lose small items, I recommend you back up your work to additional places, such as attaching the document to an email you send to your g-mail account or burning a back up CD of your assignment.

**Printing** must be done before you come to class unless we are completing an in-class assignment. Check out labs on campus if your home printer is not reliable.

**Students with disabilities** who believe they need accommodations in this class should immediately contact the counselor working with disabilities at 678-915-7361.

**The Attic (Advising, Tutoring, Testing, International Student Center)** is located in J 210 and is a great place to get help with writing assignments. While they do not provide a proofreading or editing service, they can help you with actual writing. Drop in, or call 678-915-7361.

**The Regent's Reading and Writing Exams** have changed some of the guidelines for the testing program. Please read your official emails concerning the test dates carefully, as you will take these tests during this semester if you have not passed them already.

**MLA (Modern Language Association) Format:** See your handbook (pages 124-125, 467) for a sample paper that shows the correct way to head papers and number pages. All papers handed in should follow this format, word processed, Times New Roman or Arial, 12 point font. Staple pages together in the upper left hand corner...no binders or paper clips, please.

**Plagiarism** and other forms of academic dishonesty will result in failure of the course, We will discuss this matter extensively as we prepare researched assignments. If you are in doubt, see me immediately.