

ENGL 1101 – COMPOSITION I
FALL 2009
M/W
Instructor – Cheryl Shinall

Contact information:

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678-915-7236

Visit the Composition Website for additional information - spsu.edu/htc/composition

Office Hours:

M & W – 1:45pm – 3:30pm

By appointment

Room J - 344

REQUIRED TEXTS

Raimes, Ann. *The Open Handbook*.

Kirszner, Laurie. *Patterns for College Writing*. Tenth Edition.

To succeed in this course, it is very important that you complete all assigned reading.

REQUIRED MATERIALS

Spiral notebook/folder to take/keep notes for portfolio

Information storage device: Bring an information storage device to every class because there is no hard-drive storage space on the lab computers. You will compose some exercises in class and must save all work.

Printing: It is your responsibility to print your homework out of class. We will use the printer occasionally for in-class assignments, but all homework is due in hard copy form before the start of each class period.

COURSE LEARNING OUTCOMES

The general objective of the English Composition Course is to help students develop thoughtful, fluent, and logically sound writing for a variety of audiences and purposes.

Upon successful completion of ENGL 1101, students will:

1. Demonstrate effective use of a range of rhetorical strategies in composing for different audiences, purposes, and contexts
2. Draft, revise, and edit at a level of proficiency appropriate for first year college writers
3. Work effectively with source material in support of the main point of an essay
4. Produce extemporaneous in-class writing at a level of proficiency appropriate for first year college writers

COURSE REQUIREMENTS

To meet course requirements and objectives, students must complete the following:

1. Write four graded essays and complete a portfolio. Students will also write an impromptu essay (Regents'-type topic) to be completed in one hour.
2. Understand and demonstrate the process of writing, including inventing, drafting, revising, and editing throughout the semester.
3. Maintain a complete folder of all original work plus revisions in preparation for completion of the portfolio.
4. Have conferences with the instructor as scheduled.
5. Engage in regular exploratory or journal writing.
6. Make a grade of C or better for the semester to exit the course.

THE ATTIC (Advising, Tutoring, Testing, International Student Center)

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.

PLAGIARISM

Plagiarism is the intentional or unintentional representation of another person's ideas or writing as one's own, including any materials taken from 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.

FINAL EXAMINATION

The final examination will be an impromptu essay to be written in two hours and 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 678-915-7244 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

CLASS ATTENDANCE AND PARTICIPATION

Attendance is mandatory. Every absence after five absences may result in a full letter grade deduction from your final grade. To facilitate the start of class on time, class attendance will be taken via roll call at the beginning of each class. If you come into class after roll call, you will be counted absent for that day unless you see me at the end of that class meeting. Class participation is encouraged and will help facilitate learning.

Attendance and participation will impact your course grade.

ASSIGNMENTS

All writing assignments must be submitted word processed, with standard type size and margins. **All drafts of essays must be attached to the final revised essays that are submitted for grades.** For each day (including weekend days) an assignment is late, it will be graded down one grade step (for example, a “B” paper that is two days late becomes a “C+”).

CELL PHONES AND PAGERS

Use of these devices in the classroom is prohibited.

Regents’ Writing and Reading Skills 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/home/services/attic.html>).

GRADING

Project assignments will receive letter grades with the following equivalents. Final grades will appear as letter grades (A, B, C, D, or F).

GRADING

(Letter and number equivalent)

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

CLASS ASSIGNMENTS AND GRADE PERCENTAGE

Each student must submit graded assignments (including all drafts of materials) and class participation and attendance will influence final grade.

Writing Project #1: Narration	15%
Writing Project #2: Description	15%
Writing Project #3: Argumentation	15%
Writing Project #4: Comparison and Contrast	15%
Writing Portfolio	20%
Final Exam	10%
Class Participation, Journal & Attendance	10%
TOTAL	100%

TENTATIVE COURSE SCHEDULE & DAILY ASSIGNMENTS

WEEK # 1

August 24

Course Introduction

Review Syllabus

Assignments:

Read: Patterns C 2 Invention, C 3 Arrangements

Bring an info storage device to next class

August 26

Diagnostic Essay

Discussion – Regents Essay Writing/Website

Assignments:

Read: Patterns C 4 Drafting and Revising, C 6 Narration

WEEK # 2

August 31

Discussion – Invention & Arrangement; Writing Narration;

Topic Development – Using the Sketching Technique

Assignments:

Writing Assignment #1: Narration Essay

September 2

Discussion – Drafting and Revising

Peer Response Process – How it works and what’s in it for you

Assignments:

Bring three copies of your Narration Essay draft to the next class

WEEK # 3

September 7

HOLIDAY

September 9

Peer Response Workshop (Narration Essay)

Assignments:

Read: Patterns C 7 Description

WEEK # 4

September 14

Discussion – Writing Description; Creating a Dominant Impression – Purpose Statement; Topic Development – Choosing an Interesting Subject

Assignments:

DUE: Writing Assignment #1: Narration Essay

Writing Assignment #2: Description Essay

September 16

Description Essay - Name/Time of Interview Due; Paragraph Description of Top Candidate; Compose Interview Questions

WEEK # 5

September 21

Student Conferences

Assignments:

Bring three copies of your Description Essay draft to next class

September 23

Peer Response Workshop (Description Essay)

Assignments:

Read: Patterns C 14 Argumentation; Appendix – Using Research in Your Writing p. 753

WEEK # 6

September 28

Discussion – Writing Argumentation; Planning an Effective Argument; Recognizing Fallacies

Writing Assignment #3: Argumentation Essay

DUE: Writing Assignment #2: Description Essay

September 30

Argumentation Topic Due; Thesis – Antithesis; Maintaining a Reasonable Tone; 9 Step Process to research for your essay

WEEK # 7

October 5

Argumentation Case Study – Reading Images; Debating the Issues – Class Debate

Assignments:

Bring four copies of your Argumentation Essay to the next class

October 7

Peer Response Workshop (Argumentation Essay)

WEEK # 8

October 12

Student Conferences

October 14

Student Conferences

Assignments:

Read: Patterns C 11 Comparison and Contrast

WEEK # 9

October 19

Discussion – Writing Comparison and Contrast;

Establishing the Basis for Comparison

Assignments:

DUE: Writing Assignment #3: Argumentation Essay

Writing Assignment #4: Comparison and Contrast Essay

October 21

Comparison/Contrast Topic Due; Presenting Information subject-by-Subject or point-by-point; Online Research and Development of Topic

WEEK # 10

October 26

Comparison and Contrast continued; Online Research;

Finalize draft for Peer Workshop

Assignments:

Bring four copies of your Comparison and Contrast Essay draft to the next class

October 28

Peer Response Workshop (Comparison and Contrast Essay)

WEEK # 11

November 2

Student Conferences

November 4

Student Conferences

WEEK # 12

November 9

Discussion – Writing Portfolio – Reflective Letter, Case Study, Commentary on Peer Workshop process, and Revision process for Essays

Assignments:

DUE: Writing Assignment #4: Comparison and Contrast Essay

Writing Assignment #5: Writing Portfolio

November 11

Discussion – Portfolios continued

WEEK # 13

November 16

Independent Work on Writing Portfolio

November 18

Peer Response Workshop (Writing Portfolio)

WEEK # 14

November 23

Independent Work on Writing Portfolio

November 25

Holiday

WEEK # 15

November 30

Student Conferences

December 2

Student Conferences

WEEK # 16

December 7

Discussion of /Preparation for Final Exam

DUE: Writing Assignment #5: Writing Portfolio

December 9

Semester Wrap-Up

FINAL EXAM

TBD Per University Schedule