

Southern Polytechnic State University
English, Technical Communications, and Media Arts
English 1101 Fall 2009
T-TH 9:30 a.m.

Instructor: Dr. Cassie Race

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Phone: 770-861-5423

Office Hours: By appointment

Texts: Kirszner, Laurie and Stephen Mandell. *Patterns for College Writing*, 10th ed. New York: St. Martins Press, 2007.

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

Your own dictionary and/or thesaurus

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.

English 1101 is a writing course. We will write every day in class. You'll learn how to write for college, how to express yourself effectively on paper, and how to use writing to help you explore issues both personal and social. In English 1101, you will write essays that take into account the rhetorical situation of the writer's role, the intended audience, and the purpose of the essay.

Learning Outcomes: Upon successful completion of ENGL 1101, students will

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

In addition, you will:

- ❑ Follow grammatical conventions as well as punctuation and mechanical elements of composition in your writing activities.
- ❑ Understand the principles of research and the MLA format for documentation.

- ❑ Demonstrate the ability to generate clear, coherent timed writings as a preparation for the Regents' Writing Exam.
- ❑ 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.

Class Activities: In this class, we will:

- ❑ Write daily and on a variety of topics.
- ❑ Enjoy both small and large group discussion of reading selections, visual artifacts, and our own writing experiences.
- ❑ Respond to readings and illustrations from our text as well as from members of the class.
- ❑ Complete a number of writing assignments, to include narration, description, exposition and argumentation.
- ❑ Work collaboratively on unit projects or research assignments and present our work in imaginative ways.

Attendance is required. You must be here to benefit. After 3 absences, your grade is in jeopardy. For each absence after the third, I will deduct 5 points from the portfolio grade. If there is a quiz or impromptu in-class writing, it will usually be during the beginning of class, so your punctuality is important as well. I perceive repeated tardies as a sign of disrespect...for yourself as well as the class. I will treat tardies after the 3rd one as absences in terms of points. Should you have insurmountable problems regarding attendance or punctuality, please contact me immediately. I also ask that you notify me when you must miss a class.

The last day for withdrawal without a grade penalty is **Tuesday, October 7, 2008**. Be sure to mark this day in your calendar.

Conferences are required...at least one during the term to discuss your writing and your progress in the class. Bring your up to date portfolio to the meeting, and let me know how I can use the time to best assist you. I am also available at other times if you need help or just want to talk about an assignment. I will begin scheduling the conferences during the 4th week of the semester.

Assignments are due on time at the beginning of class whether or not you were in class the day before. If you are absent the day an assignment is due, you can receive credit for it by emailing the completed assignment to me, then bringing hard copy upon your return. You must make arrangements to print your paper before coming to class, as our classroom printing may be limited to in-class writings.

Storage devices are your personal responsibility and a necessity for transporting your work from personal computer to class and back again. Find a way to attach yours securely to something that you will never lose! I recommend that you back up your work in multiple venues...In addition to my computer and my flash drive, I send my documents to g-mail as well!

Other electronic devices...silence your cell phone and leave your portable music source in your bag or pocket and **don't even think about** wearing headphones or answering your phone during class

Late assignments will lose a letter grade. Ask way before a due date if you need an extension. Re: lost paper? See above section on storage.

Grades are determined by the combined percentages of the portfolio grades.

Unit 1 Portfolio: Writing the Self

Unit 2 Portfolio: Exploration and Exposition

Unit 3 Portfolio: Persuasion and Argumentation

Unit 4 Portfolio: Collaborative Language Project

Final Exam: Photo Essay

Most essays will be graded by rubrics, which you will receive with the assignment. Responses and on-line participation are graded holistically, looking at your level of thoughtfulness, effort, and involvement in the activity. I will explain all as you receive the assignments...I don't like surprises, either!

Feedback on your work comes through my review of your responses and in writing with each of your essays. I am also willing to work with you during the development of the assignments. If you do not feel that you are receiving adequate feedback about your work or your progress, speak up. That is how we will grow as writers.

Peer review is probably your best line of defense in a writing class. Get over the bashfulness or the "independent individualist" attitude and open yourself to sharing. It will only become meaningful as you get better at it. It is also a component of your portfolio participation grade. Please take it seriously.

The ATTIC (Advising, Tutoring, Testing, International Student Center) in J-210 is a great place to get help while working on your papers. If you receive a grade of D or lower on any essay, you must go there for some postmortem work. Note: They will help you, not provide an editing or proofreading service. Drop in, or call 678-915-7361 for more information.

The Regent's Reading and Writing Exams are now part of your life...until you pass them or are proven exempt. (See Banner Web for your status) In this course, we will do several practice activities to help you prepare for the exams,

and you will receive information as the new testing program emerges. For more information, see the Regent's website at www.gsu.edu/~wwwrtp/
Plagiarism and other forms of academic dishonesty will result in failure of the course. See your catalog if you are unsure of what constitutes plagiarism. As we discuss documentation in this class, we will develop the topic thoroughly as well.

Students with disabilities who believe they may need accommodations in a class should immediately contact the counselor working with disabilities at 678-915-7361 to ensure they get the help they need.

MLA Paper format demonstrates a consistent pattern for heading all work that is handed in. Please consult your handbook for the guidelines (see pages 124-125 and page 467 for examples).

Important Sites:

SPSU Composition is a great source for useful information.

<http://www.spsu.edu/htc/Composition>

Overview of Assignments

Man invented writing as a way to make sense of his ideas and experiences...a means of bringing order to his world. In your portfolio assignments, you will write many pieces in varying formats.

□ **Personal Reflection/Recording Journal**

Your "journal" may be handwritten or word-processed, formatted or not. This is your venue for exploring issues, experiences, attitudes, beliefs and ideas, and will provide a source of ideas you generate for your writing activities. Sharing will be voluntary, as in, I will "volunteer" you to share something from your journal. You will determine how this journal can best help you as a writer. While a nicely bound journal and an expensive fountain pen might make this more enjoyable, an inexpensive steno pad or notebook will suffice. Just make sure the pages are attached. Within each portfolio, the journal will be worth 50 points and contain at least 10 full pages. I will offer suggested topics for your journal, and you may choose your own topics for writing. While nothing is taboo, keep in mind that I will read your journal and occasionally respond...It is graded holistically i.e. I can tell if you wrote it all on your way to class. The purpose of the journal is to allow you to explore ideas in writing without fear of "grading" for mechanics or format.

□ **Reading Response Papers**

For selected class readings, you will compose a 1 ½ to 2 page word-processed response. The first two will be due following class discussion of the piece so that you may have the shared insights of your classmates. The remaining papers will be due at the beginning of the class period in

which we discuss the reading. Your response is not a summary. Rather, it is a writing in which you are interacting with the author as though in conversation. You may question, challenge, or connect what you read to current events, your own observations and experiences, or your own beliefs about the subject. You may choose to focus on the author's point of view, voice, or style of writing. The questions in the text may be a guide for you initially, but soon you will have no problem responding to text on your own. Page 16 in your handbook has some guidelines, and in Patterns, you will find examples of annotating on page 3.

Reading response papers are graded holistically, considering thoughtfulness, reflection, the manner in which you explore and develop ideas, and how you connect the piece to your own frame of reference.

□ **Essays**

Each portfolio will contain 2 to 3 full-length essays, for a total of at least 8 essays during the semester. The essays are to be word-processed, follow MLA format, and be at least 3 pages in length. The first 3 are personal essays; the remainder will be expository and persuasive. We will discuss the development of each type of essay in class, and work collaboratively to create ideas for topics as well as edit and revise. For each essay, you will enjoy both peer and teacher review before you present the draft for the portfolio.

Essays are graded by rubric, and worth 100 points apiece. You will receive a copy of the rubric with the assignment and instruction on the mode of writing. Some of your essays will incorporate instances of documenting sources.

□ **Vista/Web-CT Postings**

Throughout the course of the semester, you will respond to assigned readings on the bulletin board, then respond to the posting of another student or the instructor as a sort of preliminary dialogue/conversation for class discussion. Your posts are graded as participation, and your input is valued.

□ **Visuals/Artifacts**

At least one assignment in each portfolio will require images, illustrations, or photographs for support and/or discussion. Your second personal essay will require a photo component. If you do not have a digital camera, an inexpensive disposable digital camera will do the job.

□ **Presentations and Collaborative Assignments**

With a partner, you will teach the class a lesson from the handbook. Topics include usage and mechanics, the research process, and MLA documentation. The primary requirements of your lesson are that it be less boring than what the instructor presents and actually enables the other students to utilize the concept you presented.

In a small group, you will participate in the development of a collaborative language project this semester, which will incorporate other media than just writing. Topics and focus will be determined in response to class interests, and will revolve around the theme of language and the many different “Englishes” we speak,. Class discussion will be part of your presentation.