

English Composition 1101/020
Tues.- Thurs., 1:30 - 2:45 a.m. (Tu J-214/Th J-110)
Fall 2009

Instructor: Ann Parker
Office: J- 343

Office Phone: 678-915-7208
Dept. Phone: 678-915-7202

Office Hours: M-W 11:15 – noon
Tu-Th 9:00 – 9:30 a.m. & 12:30 – 1:30 p.m.
Friday: by appointment

E-mail: aparker@spsu.edu

Texts: (required)

Barnhouse, Jobe, Taylor, and Phillips. *The Best of Radio-Free Bubba*. Spartanburg: Hub City Press, 1999.

Raimes, Ann. *The Open Handbook*. New York: Houghton, 2007.

A thorough, updated dictionary (not from the Everything's \$1.00" store)

English Composition departmental website: www.spsu.edu/htc/Composition/index.htm

This website provides you with student resources that will help you with your writing, help to prepare you for the Regents' exam, learn more about the composition courses, etc.

Course Materials: (required)

Letter size manila folders

Photocopies of selected essays (for group and whole class workshops)

Paper clips or stapler (**very important**)

Jump drive, etc. for transporting work from class to home (You may bring your laptop to class for our Thursday meetings in J-110, but you are only to use your laptops for work specifically for this class while we are together).

Course Objectives:

--To provide a better understanding for the writer of the writer's role, the audience, and the purpose of the writing.

--To use assigned class readings and discussions as a springboard for ideas that may or may not be turned into a formal essay.

--To experiment with different types of writing and to not feel boxed in by one specific mode of writing.

--To understand why we read what we do and why we write what we do by examining the processes of writing.

--To become more comfortable in small group and whole class discussions and critiquing.

--To become more proficient at reviewing and revising your own writing as well as others'.

--To become comfortable with primary research and to learn how to use and cite it properly.

--To have fun in an English class (Will this be a first for you?)

ENGL 1101—Course Learning Outcomes

Students will:

- Demonstrate rhetorical strategies by composing for different audiences, purposes, and contexts.
- Engage in the processes of writing through the drafting, revising and editing of their own work.
- Participate in writing as a social act through activities such as peer review, online discussions, small group and/or full class workshops.
- Participate in extemporaneous, in-class writings that ask students to respond to various prompts.

Course Requirements:

In this class, we will be using a portfolio method of writing that will include many different types of writing. You will be asked to first write in your textbook, making notes, questions, and comments as you cover the assigned readings. Your careful examination of our assigned readings is a must in order for the class to move forward. You will also be asked to write exploratory pieces, with or without prompts from me, extended essays, and a collaborative group paper. I will also provide handouts for you to read.

We will also spend a large amount of class time in small group workshops/discussions on the assigned readings, drafting, peer review, and critiques. You will have several opportunities to bounce paper ideas off of your classmates (your intended audience) and me and to receive feedback and suggestions on your writing before you hand in your completed portfolios.

Your wise use of time and your willingness to be prepared for each and every class are essential to your success in this class. If you come to class without having done your reading and writing for that day, you will not only find yourself quickly falling behind, but you will also be ineffective in any class or small group discussions that we have planned for that day. Although I may be the teacher, I do not plan on doing most of the talking. Your classmates and I want to hear your ideas and comments. Only then, by full participation of **everyone** in the class, will this class be the most effective in helping you and me accomplish our goals this semester.

Not only is your participation important in the day-to-day workings of the class, it is also important for the grade that you receive at the end of the semester. By becoming an active learner, you make the choices that will affect and direct what you learn. You will be asked in this class to stretch your imaginations and your abilities beyond what you may be used to in previous English classes, but if you make the choice to be prepared, to participate, and to become truly involved in your writing and in the class, then you will have made the choice to receive a grade comparable to your effort.

Readings and Annotation:

YOU SHOULD PLAN TO BRING YOUR RADIO-FREE BUBBA TEXT TO EVERY CLASS

MEETING! In this class, all the readings will be viewed as voices in our ongoing conversation about writing, reading, seeing, and thinking critically. You will be assigned a reading selection each class period. Every time you read for this class, read with a pen or pencil in hand. With each reading assignment, you will be expected to ANNOTATE the selections by actively engaging in a written conversation with the author by marking off sections of text and responding in the margins. It is from these responses that our writings and class discussions will grow. It is your responsibility to have your annotations and responses ready in time for the start of each class day. We may not like every reading selection, but it will still be our responsibility to find productive ways to discuss it. (Thanks to Kim Haimes-Korn)

Exploratory Writing: Along with the readings, you will be assigned exploratory writings as preparation for class discussions and your final papers in your portfolio. As a class, we will pay particular attention to your efforts to use writing as a way to better understand the subjects you study and pursue. I take these writings seriously, and you would do well to remember that I expect you to say something in your writings, to share your discoveries, and to teach us, as a group, more about the way you perceive and understand the subjects we discuss. You will be asked to interact with the texts we read and to open up a dialogue in writing with those texts. You will be expected to write out your thoughts more or less as they come to you, with only moderate revision (**proofreading EXPECTED**), on some issue or question you see in the works we read for class discussion. We will work with a range of prompts to help us direct our discussion as a class.

The purpose of these writings is not to reach closure or a consensus; instead we will look for ways to complicate and enrich our discussions. You are encouraged in these writings to test your ideas and think them through and create new ones. Instead of closing down your writings at the end, feel free to pose questions for the class that you would like to expand upon. You will be expected to say something that is worth saying, something that reflects your thinking and your views on the subject, something that you believe to have relevance and interest to us.

These writings do not have a length requirement, but obviously they need to be thoughtfully constructed. I find that ½ of a double-spaced typed page says very little by the student about the subject. They should follow the paper format requirements that you received. (Thanks to Kim Haimes-Korn)

Grammar:

I expect all 1101 students to have a general proficiency in command and usage of the English language. I assume that all students will work to avoid grammatical mistakes in their writing. This does not mean that I'm looking for "perfect" pieces of writing or that you should stress over grammar vs. content and thoughtfulness in your writing. However, continual grammatical mistakes in a paper make it hard to read, comprehend, and respond to. Please be considerate of the fact that others are reading what you write and prefer not to fight their way through a grammatical nightmare. If you and/or I find that you are having continual trouble with the basics of English grammar, I will refer you to the Tutoring Center for extra help in this area.

Course Grades:

First Portfolio

25%

Second Portfolio	25%
Third Portfolio (Group Project)	25%
Peer Responding	10%
Participation*	10%
Final Exam	5%

Complete portfolios that include all required components and that show sincere thinking, thorough revisions, and honest reflection constitute the largest part of your grade. Your full participation in group and class discussions and activities and your ability to stay prepared will also play a large part in your final grade. Since our whole-class peer responding workshops will play an important role for the writers and the responders, your thoughtfulness in responding and your participation in the workshop will play an important role in your final class grade.

*Participation constitutes your attendance, timely submission of materials, your verbal contributions to class and small group discussions, and your work in peer reviewing. You will receive a separate handout that further explores my grading methodology.

Late Work:

As a rule, I do NOT accept late work (daily exploratory writings, drafts, or final portfolios) unless prior arrangement has been made with me. If your portfolio is late, the final grade will be dropped by one letter for each class period that it is late. I will not accept a late portfolio after two class periods.

Important Dates:

Thursday, Sept. 24 – 1st portfolio due (Literacy Autobiography)
 Tuesday, Oct. 13- LAST DAY TO WITHDRAW WITH A GRADE OF “W”
 Tuesday, Oct. 27– 2nd portfolio due (Authority)
 Thursday, Oct. 29 – No Class! I’m at an Honors conference!
 Thursday, Nov. 26 – No Class! Happy Thanksgiving!
 Tuesday, Dec. 1– No class meeting! I will be available in my office to help you with your final portfolios/projects/ and/or exam.
 Thurs & Tues., Dec. 3 & 8 – Group project presentations
 Thursday, Dec. 10 - Last class; Third portfolio due (Collaborative Group Project on Language Exploration); Final take-home exam due!

Fall 2009 Regents’ Testing Dates on Campus:

Wednesday, Oct. 21	9:00 – 12:00 1:00 – 4:00 6:00 – 9:00
Thursday, Oct. 22	9:00 – 12:00 (ESL Students ONLY!)
Friday, Oct. 23	9:00 – 12:00 1:00 – 4:00
Wednesday, Oct. 28	9:00- 12:00 1:00 – 4:00 6:00 – 9:00
Thursday, Oct. 29	9:00 – 12:00 6:00 – 9:00

Friday, Oct. 30

9:00 - 12:00

1:00 – 4:00

All testing sessions will be held in J-203. You MUST sign up for a testing session on Banner. If you sign up for a test but fail to show up and take the test, you will automatically FAIL the test. All freshmen are required to take and pass the Regents' exam as soon as possible in their college careers. Exemptions are possible and may be found on the Regents' website (www.gsu.edu/rtp) as well as on SPSU's Banner website. If you have questions about whether or not you may be exempt, please see me or Jon Lindsay in the ATTIC.

Attendance:

Since this class will so greatly depend upon your attendance and, therefore, your participation, it is in your best interest to be at every class. I do allow six (6) absences before your grade may be affected. If you do miss a class, you are the one responsible for getting the assignment for the next class. Therefore, I suggest that you get the names and phone numbers of at least two others in the class so that you won't be unsuccessfully trying to call me.

Even more than absences, I do not approve of late arrivals. This class is only 75 minutes long, and we will take advantage of every minute. Please do let me know ahead of time if you know that you will be tardy or absent for a class so that I will not automatically count you as such. Three (3) tardies are equal to one absence.

Email Correspondence

Email is a good way to communicate with the class, the professor, and your group members for certain projects. Each student is required to register his/her email address with the SPSU registrar. It is your responsibility to check your email regularly for this class. We will use it to communicate changes in the schedule and to post some assignments. I may also need to communicate with you personally. Please make sure your address is up-to-date with the registrar. However, do not use email as a substitute for timely preparedness in the event that your mail does not reach its intended recipient.

Plagiarism:

According to the general class syllabus, plagiarism is the intentional or unintentional representation of another person's ideas or writings as one's own. This includes sources taken off the Internet. Don't even think about trying it! Otherwise, you will be setting yourself up for potential failure of the paper or the course.

ATTIC and SPSU Tutoring Center:

You may be required to do some additional work in the SPSU Tutoring Center if you are having continual trouble in one or more areas of writing. If you already know that you may need help with grammar, you may want to initiate visits to the tutoring center on your own. You don't have to wait for my referral. The tutoring center is located in the basement of Howell Dorm, and offers free tutoring in basic English, math, and science courses. You may visit the Tutoring Center for the fall 2009 tutoring hours.

Disabilities Statement: Students with disabilities who believe they may need accommodations in this class are encouraged to discuss them with the teacher or contact the counselor working with disabilities at 678-915-7361. Please do this as soon as possible to better insure that such accommodations are implemented in a timely fashion.

CELL PHONES:

Please turn off all cell phones and pagers prior to entering the classroom. Under no circumstances should a ringing phone disrupt our class. If your phone rings during the semester, your final grade will automatically be dropped by one letter. Also, do not send or receive text messages during class. This is disruptive to your learning and shows extreme disrespect to your classmates and your teacher.