

Ms. Melissa Aberle-Grasse
Southern Polytechnic State University
Department of Humanities and Technical Communication
ENGLISH 1101 Section 007 CRN 8599
T (in J 203) TH (in J-132) 8:00-9:15 AM

SYLLABUS

Revised 8.09

Office: [J346]

Office Hours: [9:30-11:00]

J333 (ETC office) for mailbox

Email: maberleg@spsu.edu

I. TEXTS AND REQUIRED MATERIALS

- Raines, Ann. *The Open Handbook*. Houghton Mifflin, 2007.
- Kennedy, X.J., Dorothy M. Kennedy and Jane E. Aaron. *The Brief Bedford Reader*. 8th ed. Boston: Bedford, 2003.
- SPSU email.
- Two paper notebooks with both pockets and rings. You will use these to submit portfolios and to store journal writings, which are informal but purposeful writing exercises.

II. COURSE DESCRIPTION

Students in all sections of English 1101 will write essays that take into account the rhetorical situation of writer's role, intended audience, and purpose of the essay. To develop ideas students will write expository, analytical, and argumentative essays. The approach and the amount of time spent on each essay will vary according to the needs of the students and the instructor's judgment.

III. COURSE OUTCOMES

Upon successful completion of ENGL 1101, students will be able to:

- Demonstrate rhetorical strategies by composing for different audiences, purposes, and contexts.
- Draft, revise, and edit essays 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.

IV. REQUIREMENTS

Students will complete the following:

1. Write a diagnostic essay (for credit but not graded; to assess strengths and weaknesses) plus at least six graded essays. The final exam will be an impromptu essay (Regents'-type topic) completed in class. All graded essays should be at least 500 words in length, approximately 3-4 pages typed double spaced.
2. Engage in the processes of writing including invention, drafting, revision and editing throughout the semester.
3. Maintain a complete folder of all original work plus revisions.
4. Have conferences with the instructor as scheduled.
5. Engage in regular exploratory or journal writing that need not be graded.
6. Complete assigned reading and engage in discussion in class.
7. Make a grade of C or better for the semester to exit the course.

Students may also have to meet additional requirements established by individual instructors, including attendance and tardy policies, participation, homework, and work in the ATTIC.

V. 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. Students should not expect an editorial or proofreading service.

The ATTIC encourages both student "drop-ins" and faculty referrals.
Room J-253 -- Phone: 678-915-7244

VI. PLAGIARISM

Plagiarism is the intentional or unintentional representation of another person's

ideas or writing as one's own, including any 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.

VII. FINAL EXAMINATION

The final examination will be an in-class, extemporaneous writing at the end of the term.

VIII. 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 insure that such accommodations are implemented in a timely fashion.

IX. COURSE POLICIES

COURSE CALENDAR, CLASSROOM ACTIVITIES

*****these will be addressed in a separate document to be handed out by the third class meeting.***

A. ASSIGNMENT DESCRIPTIONS

1. Essays: You will write at least six essays. See page 125 in *The Open Handbook* for format. You never need cover sheets. Staple or paper clip multiple pages.

Papers are due at the beginning of class. Do not depend upon the printers in our classroom for printing final copies. Late papers are penalized a letter grade for every class it is not received.

If you miss class, never slip the paper under my office door. By doing so, you cannot be certain I will receive it. Place it in my mailbox, which is located in J-333.

As stated previously, you will review your paper and those of other students in workshops. It is essential that you properly prepare for the workshops. Failure to properly prepare will decrease your final paper grade.

Each formal paper will be accompanied by a number of supporting documents including, but not limited to the following, a memo to me assessing your writing, describing and assessing you and your workshop partners' experiences, a description of your writing strategy, and any other concerns or information that will help me respond to and evaluate your writing. You may also have to provide relevant journal entries, and drafts of your essay.

Lastly, you will email me a draft of your paper as both an attachment and in the body of the email. I read the paper version and comment on grammar, punctuation, and mechanics.

I use the electronic version in order to respond to substantive issues such as organization and clarity. The advantages are for me, I can type much better than I can write; for you, much more legible and thorough comments.

2. Journal: The journal writings have many purposes. The first is to help you generate ideas for paper and discussion. You may use it to help you attack your individual problems with a particular assignment. But most important, these writings will help you become a spontaneous writer who uses writing as a tool not just to communicate, but to learn through the very act of writing.

On class days, I will often direct students to use some class time to write journal entries. On three other days, make it a habit to write in your journal during a time which you consider to be creative, productive time. Label your journal entries separately with the day's date.

Please plan to turn in the journal to me on the days listed in the calendar- total of five entries/week. I will comment and return it to you on the next class meeting.

Portfolio: A portion of your final grade will be an assessment of your *portfolio*, which is a compilation of your work in this course: in class and homework writing (nongraded), essay rough drafts and final drafts. Most writers find that reviewing past work throughout the semester helps them build on their strengths and correct repeated errors. **It's an essential element of this class to keep and review one's own work.

B. GRADING APPROACH AND POLICIES

Late Work: It is in your interest to do your work on time. All assignments will be marked down one letter grade for each class period late. I will not accept any work that is over two classes late.

My grading is holistic and rigorous. I emphasize both higher and lower-order concerns. Higher order concerns include organization, clarity, concision, and effective argumentation. Lower order concerns include spelling, grammar, mechanics, etc. Both are important!

If you have questions about your grade or comments, **use my office hours, not class time** for discussion.

I may require you to visit me during office hours or visit ATTIC. These are often required, not optional.

Your grade be assessed as follows:

nongraded, required assignments:	10%	
6 essays: #1-4	10% each	40%
#5 and 6	20% each	40%
Journal:	10%	10%

Grading Rubric

A – This paper is exemplary. It provides the appropriate type and amount of information for its purpose. It uses the appropriate tone, argument, and form of evidence that are appropriate for its audience and purpose. It is clear, concise, and adequately developed ideas and arguments. It contains only minor flaws.

B – This paper provides the right information and rhetorical approach. It has a clear purpose and organization.

C – This document doesn't fulfill on or two of the following elements adequately: awareness of audience, purpose, relevant evidence, adequate development of ideas or arguments, clarity, and concision. This document contains numerous lower-order errors.

D – This document requires major revisions to meet minimum academic standards. It lacks adequate considerations of audience and purpose. It may be unfocused, uneven or inadequately develop ideas, evidence, or argument. It contains many major and minor flaws that interfere with a readers understanding.

F – This paper lacks adequate knowledge of audience, purpose, development, etc. If you receive a failing grade, we need to meet to consider methods of remediation.

C. ATTENDANCE / TARDY POLICY

This is an active class, where writing, reading, review of writing and discussion happen in every meeting. Attendance is important. We know that “things happen” so you will be allowed **3 absences without penalty**. Should you miss more than that, it will affect your grade. More than 7 **absences is grounds for failure**.

If you miss class, you are responsible for keeping up with any assignments. You will receive a course calendar, and I also encourage you to exchange information with a classmate so that you can find out what you missed.

Please be on time to class as well. Ten minutes or more late is a ‘tardy’; three tardies will count as one absence.

**Also, please turn off cell phones before you enter class. Ringing phones will not be tolerated.*