

Dr. Terry Carter
Southern Polytechnic State University
Department of Humanities and Technical Communication
ENGLISH 1101 SYLLABUS
Fall 2009

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Office Hours: Tues & Thurs: 11:00-1:30
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Wednesday & Other Times by Appointment

I. TEXTS

Ramage, John D., John C. Bean and June Johnson. *The Allyn & Bacon Guide to Writing*. The Brief Edition. Fourth Edition. New York: Longman, 2006. (ISBN 0321291514)

Raimes, Ann. *The Open Handbook*. New York: Houghton Mifflin. ISBN: 0618607153

Dictionary: *American Heritage Dictionary, Collegiate Edition*

Outside readings (TBA)

Additional Course Materials:

- **Letter Size Manila Folders**
- **Photocopies of Selected Writings**
- **Access to computer with Internet Connection**
- **SPSU Email Account**
- **2 computer disks (IBM Formatted)**

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. However, the approach and the amount of time spent on each essay/approach will vary according to the needs of the students and the instructor's judgment regarding how best to teach effective writing.

Note: This section of English requires a **WebCT student account** that may be used for online discussion, posting of various writing assignments, online asynchronous interaction, online self-evaluation assignments, and online reading quizzes.

III. COURSE OUTCOMES

Upon 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

IV. REQUIREMENTS

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

1. Write a diagnostic essay, plus write at least six graded essays or complete a portfolio. One of these writing assignments must be an impromptu essay (Regents'-type topic) to be completed in one hour. All graded essays should be at least 500 words in length.
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. 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 (678-915-7244). 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.

VI. PLAGIARISM

Plagiarism is the intentional or unintentional representation of another person's ideas or writing as one's own, including materials taken off the Internet. Students should consult the *Catalog* under Academic Regulations for a fuller explanation of this violation of Academic Honesty. The penalty for plagiarism may be failure of the course or dismissal from the university.

VII. FINAL EXAMINATION

The final examination may consist of an essay or several essay questions that allow you to make sense of your experience in this course.

VIII. SPECIFICS FOR ENGLISH 1101 (PROFESSOR CARTER'S SECTIONS)

Your course grade will be determined by your final grade on four extended essays (65%) that will be developed within a two to three week period, reading quizzes (15%), and participation (20%) that includes meaningful attendance, effective listening, in-class writings, online writings/postings, and small-group work. Please note that *drafts of essays, in-class and outside class writing assignments*, and other types of written document or forms that I deem necessary to help improve your writing and succeed in this course will be required.

Narrative Essay	10%
Informative Essay	15%
Exploratory Essay or Synthesis Essay	20%
Argumentative Essay	20%
Quizzes and Miscellaneous Assignments	15%
Participation	20%

All essays will receive a letter grade and number grade. Grade Scale: 100-90 points =A; 89-80= B; 79-70= C; 69-60 =D; 59-0 = F.

Additional Information about Participation

Participation will be partly based on a check mark system. For example, if you come to class on-time, prepared, and participate, then you will receive a "Check." If you are late for class or fail to participate, then you will receive a "Check Minus." If you are absent, you automatically receive a "Zero."

Web Postings/In-Class/Outside Class Writings may receive one of the following evaluations marks: Check Plus (Excellent Work and Engaging) Check (Satisfactory Work and Engaging), Check Minus (Needs Improvement and/or Lacks Engagement), and Zero (Unacceptable Work).

Web Postings/In-Class/Outside Class Writings are for sharing ideas your instructor and peers. I will often ask you to read these writings aloud. The purpose of these writings will also be to provide you with ideas for essay assignments. Most entries should be between 1 to 2 full pages (double-spaced and in MLA format) unless instructed otherwise. Although I will not be putting a letter grade on these entries on a daily basis, I want you to use this as an opportunity to continue developing your writing skills. In other words, take some time to proofread and edit your written work.

Peer Review Participation: This writing course requires peer interaction as a part of the writing process; student interaction and engagement is one of the most important ways to learn to write for a real audience. Failure to participate in mandatory peer review sessions or inadequate participation in peer review sessions may reduce your overall *participation grade by 10 percentage points for each incident.*

Class Participation: Most of each class period will be devoted to writing that will assist you in completing your assigned essays and in becoming a better writer. During class you can expect to be reading and evaluating invention assignments as well as drafts of essays. When you are not writing, we will be discussing the assigned readings that hopefully will serve as a catalyst for writing ideas.

Attendance and Participation: Since a great deal of writing, evaluation, and instruction will occur in class and *online*, face-to-face attendance and **online attendance/participation** is extremely important. **(Everyone is expected to be present, on-time, attentive, prepared, and involved.)** Excessive tardiness may result in a class absence and may affect your final course grade. If you miss a class, it is your responsibility to find out what you missed and make up the assignment(s). **Note that failure to post work or participate online via WebCT by announced due dates may result in a class absence.** Remember all work is due at the beginning of class or as specified; otherwise, it is late and may not be accepted or may adversely affect your grade for a particular assignment and your overall participation grade. **More than 5 absences** is grounds for failure.

Final Exam and Participation Grade: A final exam may be given during the final week of class or during the examination period to provide you with the opportunity to demonstrate the knowledge that you gained during the session. **Poor performance or failure to take the final exam will reduce your overall participation grade by as much as 15 percent.** A good performance and show of effort on the final exam will ensure that you get the maximum percentage points for participation.

Final Participation Grade: Based on the quality of your participation, you will earn a number grade between 0-100 at the end of the course. Note that I reserve the right to notify you in writing of other behaviors or actions that could affect your overall participation grade.

Additional Information about Quizzes

Quizzes will receive number grades from 0-100; the purpose of quizzes will be to allow you to demonstrate that you have completed outside readings and that you are engaged during the class.

Conferences

I will have a brief conference with each of you at some point during the session, and you are free to schedule a conference with me at any point during the session. I may also require you to schedule a conference with our learning support service to work on specific writing skills. In addition, I may require that you work with your peers in small-group conferences. **Note that failure to attend a scheduled conference with me or your peers will result in a class absence.**

Computer Issues: Disk, Conversion and Printing (For Classes that Meet in Computer Rooms)

Disk: You will need to bring a computer storage disk to class with you for each class meeting. There is no hard-drive space on these computers so you can only save your work on a disk. Make sure that your disks are labeled with your name and course section.

Conversion: You will need to experiment in order to find the best conversion program in relation to the equipment you use out of class. To be safe, save all documents as a “Rich Text File” (RTF). You might lose formatting but at least you will have your text to bring back and forth. You might want to save your documents in several formats to find the best conversion.

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

Paper Form: Make sure your papers are typed using 12-point font, preferably Times New Roman. You should have **one-inch margins** and **a proper heading** on the first page (see MLA sample paper on page 466 in *The Open Handbook*). Your papers should have **an appropriate title and conform to MLA guidelines unless instructed otherwise. Please staple your papers together—upper left corner of the first page.**

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.

*****Please note that you are responsible for preserving the original copies (with written responses from teacher or classmates) of all your work. Also, note that I reserve the right to make changes to the above policies and content of this syllabus as I deem necessary.**