

**Syllabus for English 1102 Sections 5 and 9**  
**Southern Polytechnic State University**  
**Department of Humanities and Technical Communication**

Instructor: Rex Batson  
Office: J 346  
Class Location:  
Section 5 J134 (Monday)  
                  J214 (Wednesday)  
Section 9 J203

Email: rbatson@spsu.edu  
Office Hours: M, W; 12-12:30, 3:30-4  
Class Meeting Time  
12:30-1:45  
  
6-7:15

**Texts**

Hemingway, Ernest, *In Our Time*.  
Raimes, Ann. *The Open Handbook*  
SPSU email account  
Two paper notebooks with pockets and rings.

**Course Description**

This course is an extension of English 1101 and emphasizes writing about and responding to a variety of readings. English 1102 is a reading-based composition course that develops writing skills beyond the level of proficiency required by ENGL 1101. The course also incorporates more advanced research skills than those used in ENGL 1101 and requires one or more research projects. You must have earned a "C" or better to take this class.

**Objectives**

In 1102, students begin with the ability to demonstrate the skills developed in 1101. The general objective of the English Composition Courses is to help students develop thoughtful, fluent, and logically sound writing for a variety of audiences and purposes. Students will also engage in the processes of research through understanding the strategies of interpretation, analysis, synthesis, evaluation, and judgment.

Learning Outcomes for 1102:

- Demonstrate rhetorical strategies by composing for different audiences, purposes, and contexts.
- Read and respond to various texts from multiple genres for purposes such as interpretation, analysis, synthesis, evaluation, and judgment.
- Use research strategies that include the location, incorporation, and documentation of sources outside the classroom such as library, Internet, interviews, and so on.
- Participate in extemporaneous, in-class writings that ask students to respond to various prompts.

**Requirements**

To meet course requirements and objectives, students must fulfill the following requirements.

1. Complete at least four essays or a portfolio that demonstrates the use of the critical reading and writing strategies
2. Engage in the processes of writing including invention, drafting, revision and editing throughout the semester.
3. Complete a documented research-based paper that includes the strategies of interpretation, analysis, synthesis, evaluation and documentation.
4. Maintain a complete folder of all original work plus revisions.
5. Have conferences with the instructor as scheduled.
6. Regularly write exploratory or journal writing that need not be graded

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

### **Office Hours**

Students should take advantage of my office hours. I can help you in any aspect of your writing. Do not wait until the day before a paper is due. Anticipate problems. Think about how I can help you before your arrival. I do not proofread papers. I will, however, point out problems, I will provide support, I will give assignments to assist you, but no proofreading. If my office hours are inconvenient, talk to me after class.

### **Contacting Me**

This semester, I will be on campus only on Mondays and Wednesdays only. If those hours are inconvenient, you can make an appointment. You may also email, leave messages in my box, or drop by.

In regards to email, during the week, I do my best to return queries within twenty-four hours. On weekends, I generally do not answer email until the following Monday.

Do not email your paper to me and expect me to make comments. Again, this is what office hours are for.

### **Writing Support**

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 (770-528-7244).

The ATTIC maintains student academic enrichment as its primary mission and students should expect to work to improve their grammar and mechanics. The ATTIC encourages both student "drop-ins" and faculty referrals. Room J-253 -- Phone: 770-528-7361

## **Class Participation**

Students should not expect an editorial or proofreading service from me or ATTIC. We will point out your problems, we will provide methods for identifying and correcting your problems, and we will provide additional exercises. But we do not “correct” papers.

Although I will present information directly in a lecture format, this is not a lecture course. It is a class where you must “do,” you must “write,” you must converse, and you must share your ideas, experience, and opinions.

Furthermore, you are required to participate in group workshop activities. If you fail to adequately participate, your paper grade will be reduced by 25%.

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## **Writing Assignments**

**Praising Vice or Condemning Virtue: In Introduction to Argumentation** This project comprises two papers. You will choose a commonly held “good” such as a moral virtue, a state of being, or, perhaps, a physical object. In your praise, you will incorporate two sources as well as your personal experience or another person’s experience in order to convince your reader why your topic is good or preferable.

Upon completion, you will write a second essay in which you take an opposing view. For instance, if you write an essay that praises the value of work, you will write a second paper in which you will describe the importance of sloth. If you write in favor of the pursuit of wealth, you will also write on the necessity of avoiding consumption.

The purposes of these assignments are to help you become adept at constructing and analyzing arguments, using sources (including personal experience), and working together in small groups. 1000 words each. Each paper is 15% of your final grade.

**Argumentative Writing Unit: Tending the Lawn, Yakking on the Cell Phone, and Eating All Your Vegetables.** We will read several articles on these three topics, which, I hope, will be far more controversial than what you might think. I will provide you with at least three articles, which you must summarize. You must include at least two of these as sources and two other sources which I will approve during class and individual

conferences. 1250 Words. 20% of final grade.

**The Things in Our Lives.** Our lives are filled with objects whose use and production is filled with meaning. Sometimes these things are consumed quickly or have a one-time use (a pear, duct tape). Other things last substantially longer (adjustable wrench, bungy cord). Regardless of the thing you choose, you will describe this thing's function. How is it made? What need or desire does it fulfill? What does this thing say about our culture? About you, yourself?

Here, too, you may rely upon your experiences or others' experiences as a source, but you must use at least two printed or electronic sources. 1250 words. 20% of final grade.

**Literary Analysis.** You will be reading, responding to, and analyzing a book of short stories by Ernest Hemingway, *In Our Time*. This loosely autobiographical collection of stories and vignettes chronicles the life of Nick Adams from boyhood until his early thirties. There are a few other stories about people not unlike Nick, who, like other members of the "Lost Generation," lived through World War I, the excesses of the 1920s, and living in Europe with relative ease. .

You will summarize and respond to these stories and vignettes, which are between the stories. In addition, you will write a paper in which you analyze a theme in one or more of these stories using one source. 1000 words. 10% of final grade

**Cape Fear.** In 1963 and 1991, two films titled *Cape Fear* were released that were based upon the novel *The Executions* by James McDonald. Although similar in many ways, these different novels reflect differences that reflect not only their director's world view, but also reflect a surprisingly different world.

You will analyze one or both of these movies using a specific theme. This paper will be 1000 words. 15% of final grade.

### **Journal Writing**

You will write informally both in and outside of class. The purpose of such writing is to help you work on finding and developing ideas and to improve your ability to write spontaneously, a skill that requires practice. You will keep these in a paper notebook that has both folders and wire brads. They should be dated and in the order that you wrote them. I will frequently collect them. They will be graded credit or no credit. Credit means that in my estimation, you gave the writing task its due attention. You must date these entries and place them in the order that they were assigned. I will frequently collect individual entries. Consequently, you should bring them to every class. 5%

**Grading Rubric**

Since all writing, except the journals, may be read by other members of the class, choose topics accordingly.

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 reader's 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.

Note: Lower order concerns are grammar, punctuation, spelling, mechanics, and word usage. They are not the subject of this class. If, however, I deem it necessary, I will include it as a class lecture and activity. Lower order does not mean that it is unimportant. They are fundamental to writing.

If you have problems with these, they can affect your grade. You should meet me after class, and/or attend ATTIC tutoring. As I write this, their web page states they are available in the evening from 5-8 on Mondays and Wednesdays.

Higher order concerns are style, tone, concision, document organization, emphasis, and use of evidence, among others. These are the subject of the class, but here, too, you can meet me after class to discuss this and other issues.

**Other Paper Policies**

If you wish to discuss paper grades, do not do so in class. In order to have a meaningful discussion, email me with your primary concerns. Next, visit me during office hours.

Upon occasion, I allow students to resubmit papers when the paper grades are below a C. These occasions are at my discretion and largely dependent upon a student's demonstration that he/she is regularly attending class and is dutifully participating in activities and writing assignments.

The computer room has a printer. It doesn't always work. It doesn't always have paper. Do not rely upon it to print your final copy for submission.

Your paper version of your paper will contain comments regarding grammar and punctuation. Using the electronic, emailed version, I will provide more substantive remarks on organization, style, evidence, concision, emphasis, and other higher-order concerns.

I attempt to return papers within two weeks. As I complete grading, I will return them.

**Regents;  
Writing  
Test**

In order to graduate from any Georgia college or university, you must successfully pass a series of writing and reading tests. You should log onto Banner to find out your scheduled test date. If this date is inconvenient, reschedule at ATTIC. For more information, go to the web site <http://www2.gsu.edu/~wwwrtp/>

**Workshop**

In groups of approximately four people, you will offer positive feedback on each other's writing. Briefly, members of your group will submit your respective papers to each other. You will provide rigorous written feedback to each member's paper. In class, you will discuss each other's paper.

As part of your portfolio, you will submit other person's comments and you will evaluate each other's participation. Give and you shall receive. Failure to fully participate in workshops will result in grade reduction.

**Late Work**

Your work is due at the **beginning** of class. Papers submitted after this time will be reduced by one letter grade for each day it is late.

**Conference**

Students will meet with me at least once during the semester in one-on-one conferences. Because of limited time, which is especially tight given that most of you have full-time jobs and are only on campus during the day, timing is critical. Conferences will be in my office. Arrive five minutes early. **I will not meet with late students.** The time I allot is necessary for a full discussion of your work.

**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 full explanation of this violation of Academic Honesty (53, 66). The penalty for plagiarism may be failure of the course or dismissal from the university.

**Computers  
in Class**

During class, computers are to be used for class purposes only. Do not use them to access personal email, to play games, or visit web sites that are not directly relevant to this class. Failure to adhere to this could result in a lower participation grade.

**Paper Format**

For the purpose of this class, we will use MLA style. See page 467 for a sample. Please staple multiple-page documents. I do not carry staplers or extra paper clips.

**Common  
Courtesies**

Turn off your cell phones. .

Find a balance between being a good listener and a thoughtful responder in class. Both are necessary for good dialogue.

**Disabilities**

Students with disabilities who need accommodations in this class are encouraged to contact the counselor working with disabilities at 770-528-7244 as soon as possible to better insure that such accommodations are implemented in a timely fashion.

**Final Notes  
from the  
Instructor**

I have been teaching composition, business writing, and literature for nearly twenty years. I enjoy it. I believe I'm good at it. Writing is not easy for many of us. But it is an essential skill. Here are some words of advice.

Writing is a valuable tool for more reasons than I can list here. But here is a sample.

1. It is a way of knowing, just as drawing, playing music, and conversations make the world knowable.
2. It is a tool for self-discovery.
3. It can help you communicate your ideas to others in ways that affect your yours and other peoples lives better.

The first step to becoming better, more confident, and less resentful of criticism, is letting go of your ego. In so doing, realize that writing is seldom, like people, perfect.

Writing is recursive. It is not a simple series of actions and requires massive revision. Revision is not about commas. It is about examining

ideas, their arrangement, and its effectiveness for a given audience and purpose. It means re-seeing and oftentimes rewriting an entire paper.

Here in the beginning, try to use your own voice, and get the ideas down before you start editing yourself. But unless you connect with your audience, you are talking to yourself.

Be forewarned. You will write three to seven times more than you actually will use as a final paper. This has been my experience. A lot of what we write, especially in the beginning, is trying to find our topic, our attitudes about the topic, what we need to know about the topic, and the way we went to organize our paper.

Show up for class on time. Be prepared. Be open.

High school writing instruction, and I say this as a graduate of the public school system as well as a former high school English teacher, is seldom inspiring, rigorous, and honest. Prepare yourselves to be challenged in a way that honors you as an adult, not a child.

Write every day. If you were going to run a marathon, you would get in shape. Don't expect any less in writing. And if you don't know what to write, write about why you can't write. Waiting the night before will be impossible for this class. Do not wait to the last minute. You never have as much time as you think you do.

For the purpose of this class, you should think of writing as two types. Not good and bad. Done and not done.

Do not underestimate the importance of a quiet place to study and write such as the library. While studying or writing, turn off sound and turn off the cell. The calls you receive, with few exceptions, are not nearly as important as you think.

Reduce your screen time. On this note, again from personal experience, I am dead serious. If you want to understand written communication, if you want to write well, don't clutter your mind with the nonsense and distraction of the day.

Take responsibility for your work, and enjoy your work, and do good works.

Use authoritative sources. Avoid Wikipedia. Do not use God as a source. This class is in the realm of the secular, not the sacred. Once you invoke God as a source, the argument, the debate is over.

Try to have fun in the life of the mind.