ENG 1101 Composition & Rhetoric
Ms. Susan Thompson
Syllabus ~ Spring 2015
CRN 20444 Liberty Center 103
Office Hours: By appointment at the Liberty Center or in Gamble Hall 227

Texts
Word By Word, ed. Nancy Remler
Little Penguin Handbook, Lester Faigley
Collegiate dictionary and thesaurus

Bring both your texts to class each class meeting. Should the need arise to amend our reading or assignment schedule, I will communicate all changes to you in a timely manner. Please check your student & D2L email on a regular basis.

Course Objective
Whatever your chosen course of study, college composition courses are the foundation upon which you build professional communications and writing skills necessary for success in your academic and professional careers. To accomplish these goals, we will investigate strategies for writing success, employing reflexive writing practices in the production of rhetoricly effective and mechanically sound essays.

Good writers read. Reading expands our experience and offers ideas and models that serve to influence our critical thinking and writing skills. This course is as reading intensive as it is writing intensive. Keep up with the reading in order to participate and respond appropriately. This is especially important in a short term like ours. Expect to produce a variety of written assignment including essays, responses to assigned reading, free writing, and presentations. By the end of this course, you will have produced and edited four major essays, one of which will include a presentation, and furthered the development of critical thinking skills necessary for your academic success.

Other Objectives
• Identify and practice reflexive composition practices to produce writing with a clearly communicated purpose that includes researched and documented primary and secondary sources that support your thesis
• Produce writing specific to identified audiences and rhetorical situations
• Incorporate research into your writing
• Productively participate in peer review sessions; participate in collaborative learning processes
• Effectively utilize technology in your composition process and as a research, writing, and communications tool
• Become familiar with the library’s resources and various research techniques
• Correctly employ Modern Language Association (MLA) style citations in your writing

Communication
I am at the Liberty Center campus on our class days and Thursday evening for another class; therefore, email is our primary means of communication. Provide me with your preferred email
address during our first class meeting. We also have access to Desire to Learn (D2L). Please make it a habit to check your student and D2L email as well as postings in D2L frequently for assignment updates, class news, and important announcements. Exchange contact information with a classmate for sharing notes and information you may have missed in class.

If you have an unusual situation or emergency, please email me as soon as possible. We will communicate via email, telephone, or in person. I will be glad to meet with you to work through your individual circumstances. I will acknowledge your emails as quickly as possible. Should you not receive a response to an email within 48 hours, please send me another email. If I don’t acknowledge your email, I did not receive your assignment.

When emailing assignments, please *do not* name the file you attach something generic like “essay 1” or “my assignment.” Include your name, the assignment, and the date submitted in the file name.

Use this format to name your documents:
Last Name_Assignment Name_Date example: Thompson_Memoir Final Draft_032515

Technology issues are not valid excuses for late or missing assignments. Save your work in more than one manner (flash, Google docs, CD). Plan ahead. Draft early. Revise in a timely manner. Expect the unexpected where technology is concerned.

**Deadlines**

Please turn in your work on time. This is a short term and there is no time for tardiness. *With the exception of certain emergencies, I do not accept late assignments.* If you suffer an emergency, you must contact me as soon as possible. Assignments are gathered on the date due at the beginning of class. Writers who arrive late on these days may expect points deducted from the assignment’s grade.

**Attendance**

Your success in this class depends on your attendance and participation. If you miss class, you do not have to provide a reason for the absence; however, any work that is due on a day you are absent is still due that day. Quizzes or in-class work missed when absent may not be made up. If you are absent more than two times, we will conference to determine if you should remain in the course or not.

**Conduct & Technology**

Our class discussions will provide a venue for self-expression and honesty, both of which should be communicated respectfully. Appropriate conduct and respect for one another is expected of everyone in this class.

I require that all mobile communications are turned *off* and put away when you enter the classroom. Texting, email, photography, or filming of any kind is absolutely forbidden in this classroom unless
it is a pre-approved component of a class project. Laptops may only be used when necessary for a class presentation.

**Academic Integrity**

Plagiarism is a serious academic offense. Familiarize yourself with AASU’s Student Code of Conduct and understand that intentionally pirating someone else’s intellectual property is not tolerated. Your AASU handbook states, “All students at AASU must agree to abide by the Honor Code and Code of Conduct.” Remember, it is far easier to cite a source correctly or spend a little time composing your own work than fail your 1101 English class. If you are not sure how or whether to cite something, please ask.

**Grading**

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>20%</td>
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<tr>
<td>Essay 2</td>
<td>20%</td>
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<tr>
<td>Essay 3</td>
<td>20%</td>
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<tr>
<td>Essay 4</td>
<td>20%</td>
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<tr>
<td>In Class Work, Participation, Quizzes</td>
<td>20%</td>
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Final Grades are based on this scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F ≤59

*You must earn a grade of C or better in ENGL 1101 to qualify for admission into ENGL 1102.*

**General**

- I am available to meet with you by appointment. Please see me if you wish to conference.
- All in-class assignments must be neatly hand-written in ink, double-spaced, and submitted on loose-leaf paper.
- Drafts are a necessary part of writing and factor into the essay’s final grade; I do not accept final drafts of an essay if you did not participate in the drafting process.
- All essays and assignments must be word-processed and formatted per MLA guidelines.
  - Double space everything
  - Name, Assignment, Date left justified (double-spaced)
  - Title centered and Bold
  - Page numbers in header, right justified
  - 1” margins
  - 12 pt font, preferable Times New Roman, Garamond, Cambria, or Georgia
  - The last page is titled **Works Cited** and does not count toward the length requirement of an essay.
- Do NOT use citation generators for parenthetical citations or Works Cited entries.
  - It is good practice to utilize a handbook or one of the resources below and format your own parenthetical citations and Works Cited entries
    - My handout [http://www.llp.armstrong.edu/thompson/resources.htm](http://www.llp.armstrong.edu/thompson/resources.htm)
    - ASU Writing Center [http://www.armstrong.edu/Departments/writing_center/writing_center_welcome](http://www.armstrong.edu/Departments/writing_center/writing_center_welcome)
    - Purdue’s Online Writing Lab [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
Hacker & Fister Research and Documentation Online
http://bcs.bedfordstmartins.com/resdoc5e/

• The research librarians at our Lane Library are there to assist you with your research quests. You may contact them in person, via email, via telephone, or via the online chat feature on the library’s home page. http://library.armstrong.edu/

• I reserve the right to amend our syllabus, including the reading schedule, and will communicate any necessary changes to you in a timely manner.
  o You should complete the plagiarism tutorial on the Lane Library’s web page. This score is factored into your participation grade. Navigate to the Library’s home page at http://www.library.armstrong.edu/ and submit the completion verification/score to my email (Susan.Thompson@Armstrong.edu) by March 23 at the beginning of class.

• I encourage you all to make use of our writing tutor in the Student Success Center or The Writing Center located in Gamble Hall, Room 123. The trained assistants can help guide you through your writing process.
  o Our tutor at the LC is Marcellinia James; you can email her at mj2578@stu.armstrong.edu.
  o The University Writing Center’s website is http://www.armstrong.edu/Departments/writing_center/writing_center_welcome or you may give them a call at 912.344.3072 to set up an appointment with a tutor.

• Armstrong Atlantic State University provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in Student Affairs in MCC. Contact Ms. Kelly Woodruff at 912.344.2744. If any of the information I provide in my course is inaccessible to you because of a disability, please contact me as soon as possible.

• If you are military personnel and you find yourself unable to complete the course because of an active-duty issue, please take the time to consult with me. You may also contact Ms. Brenda Douglas at the Liberty Center and/or Ms. Laura Pallini-Bolton in our Military and Veterans Affairs office on the main campus at 912.344.2848.
## Schedule

These are the assignments you should be prepared to discuss each week. Additional reading, handouts, and lectures may be expected in class.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments</th>
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| 3.9 & 11    | Introductions, Expectations, Announcements  
Reference: *Little Penguin Handbook* Chapters 1 & 2  
*Attendance verification happens this week. You must be in class on the 11th to be considered attending this course.*  
Chapter 3 “Introductions and Conclusions,” “Straightening Our Hair” (hooks 79), “Once More to the Lake (White 260)  
1st essay assignment distributed: Memoir |
| 3.16 – 22   | Discussion of essay first drafts; Chapter 2 *Word by Word* (32-42)  
Reference: *Little Penguin Handbook* Chapter 14  
Complete & submit the Plagiarism Tutorial by 6:00 p.m. on the 23rd  
Library Orientation in class the 25th; please be in attendance |
| 3.23 & 25   | Chapter 4 “The Age of Egocasting” (Rosen 114)  
Chapter 5 “Investigating through Field Research” 166-179  
Chapter 8 Reporting (284), “On Dumpster Diving” (Eighner 290); “Denmark and the Jews” (Arendt 301); “The Burger that Shattered Her Life” (Moss 306)  
*Final Draft Memoir Essay due at beginning of class on 3.30*  
Chapter 9 Analysis (322), “Mother Tongue” (Tan 331); “Black Men and Public Space” (Staples 337); “A Time and a Place” (Bishop 347);  
*Commentary Essay & Presentation Assignment distributed* |
| 3.30 & 4.1  | Chapter 11 Persuasion (371); “Letter from a Birmingham Jail” (King 378); “A Modest Proposal” (Swift 395); “Advice to Youth” (Twain 461)  
Expect drafts due and peer review for current assignment this week.  
Chapter 10 Evaluation (351); “Review of *Jaws*” (Ebert 356), “The Burger That Shattered Her Life” (Moss 306); “McBastards: McDonald’s and globalization” (Feine 360)  
*Final essay assignment distributed* |
| 4.6 & 8     | Chapter 10 Evaluation (351); “Review of *Jaws*” (Ebert 356), “The Burger That Shattered Her Life” (Moss 306); “McBastards: McDonald’s and globalization” (Feine 360)  
*Final essay assignment distributed* |
| 4.13 & 15   | Lecture & discussion  
Expect drafts due and workshops for current assignment this week.  
4.29 Last Night of Class; Wrapping up; Workshop; A Must-Attend Class! |
| 5.6         | Final Exam Day / Final Essay Due |
**General Grading Criteria ~ Department of Language & Literature ~ AASU**

**The "A" Paper:** excellent, showing originality in thought and expression.
- The paper clearly responds to the assignment.
- The thesis is precise. A provocative introduction provides necessary background information.
- Organization is logical, clear, and structured to stress key points.
- Development is accurate, thorough, and convincing in its support of the thesis and topic statements. Paragraphs include a variety of supporting examples and vivid details.
- Style reflects a mature use of language and syntax. Word choice is interesting, precise, and appropriate to the audience and purpose. Sentence structure is varied and fluent.
- Mechanics are sound; the paper is free of all major errors and has few if any minor errors.
- The paper is formatted correctly. When documentation is warranted, the paper cites correctly in MLA style, both in parenthetical citations and on the works cited page.

**The "B" Paper:** good but shows limited creativity or originality.
- The paper clearly responds to the assignment.
- The thesis is precise but not necessarily original, with an effective introduction.
- Organization is clear, yet transitions lack distinction.
- Development is accurate, adequate, and convincing but may lack range, variation and vividness in supporting examples and details.
- Style is appropriate but may lack freshness and variation. Diction reveals accurate use of words. Sentence structure is competent.
- Mechanics are sound with few if any errors.
- Format and documentation, if applicable, are generally correct.

**The "C" Paper:** average, predictable, unexciting in ideas and expressions; reads like a next-to-final draft.
- The paper responds to the assignment.
- The thesis is clearly stated but unoriginal or shallow in thought, with a perfunctory introduction.
- Organization reveals logic; may also reveal some lack of unity, incoherence, or awkward transitions.
- Development includes accurate examples and/or details, but they may be few, unvaried, or poorly explained.
- Style is undistinguished. Word choice is clear but occasionally imprecise or inappropriate in tone. Sentences may lack variety.
- Mechanics are mostly correct but may include some errors.
- Format and documentation, if applicable, may include occasional errors.

**The "D" Paper:** poor with problems significantly obscuring its message.
- The paper may not respond to the assignment.
- The thesis may not be clearly stated, thoughtfully conceived, or effectively introduced.
- Ideas may lack a clear logical plan. Paragraphs may lack unity or coherence. Topic sentences and transitional elements may be absent or imprecise.
- Development may be characterized by inaccuracy, repetition, vagueness, or invalid support.
- Style is inappropriate or inconsistent. Word choice is incorrect or careless. Sentences are poorly constructed, sometimes tangled or choppy.
- Errors in grammar, punctuation, or usage occur with distracting frequency.
- Format and documentation, if applicable, may include serious or frequent errors.

**The "F" Paper:** fails to communicate a coherent message to the reader; resembles a 1st draft or free-write
- The paper does not satisfy the requirements of the assignment.
- The thesis is unclear or nonexistent.
- The paper lacks a clear organizational plan.
- Development may be insufficient with inaccurate, inappropriate, or inadequate support.
- The style does not demonstrate college-level competency.
- Errors in grammar, punctuation, or usage occur with unacceptable frequency.
- Format and documentation, if applicable, include egregious errors or blatant omissions.
Writing is a Recursive Process

I have the greatest idea for my essay!