

ENGL 1101: ENGLISH COMPOSITION I

Fall 2019

Georgia State University

Course Info.

CRN: 83122

Day and Time: Tu/Th 9:30-10:45am

Instructor: Dr. Sara Harwood

Location: Aderhold 325

Instructor Contact Info.

Office: Room 2437, 25 Park Place

Phone: 706-622-8356

Email: gharwood3@gsu.edu

Office hours: Thur 11:00am-1:00pm

LEARNING OUTCOMES

By the end of this course, students will be able to:

- Engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading.
- Engage in the collaborative, social aspects of written composition, and use these as tools for learning.
- Use language to explore and analyze contemporary multicultural, global, and international questions.
- Demonstrate how to use composition aids, such as handbooks, dictionaries, online aids, and tutors.
- Gather, summarize, synthesize and explain information from various sources.
- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences, particularly the formal academic community.
- Critique their and others' work in written, visual and oral formats.
- Produce coherent, organized, readable compositions for a variety of rhetorical situations.
- Reflect on what contributed to their composition process and evaluate their own work.

REQUIRED TEXTS

Godshalk, David Fort. *Veiled Visions: The 1906 Atlanta Race Riot and the Reshaping of American Race Relations*. U of North Carolina Press, 2005.

Lopez, Elizabeth Sanders, Andrea Jurjević, and Megan E. Malone. *Guide to First-Year Writing*. 7th Edition. Fountainhead Press, 2019.

COURSE MATERIALS

1. Assignment handouts and supplemental readings will be posted on iCollege. Bring a digital or hard copy to class in order to fully engage and discuss the text .
2. Students must have access to the Internet for supplemental readings, iCollege, and GSU email. Students may find a flash-drive, GSU estorage, or other electronic storage tool useful for managing drafts and assignments.

COURSE POLICIES & PROCEDURES

COMMUNITY

We are part of a learning community and must treat one another with **respect** at all times. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, eating, sleeping, text messaging, web browsing, holding personal conversations, disrespecting another member of our community, or doing work for other classes cannot be tolerated. I reserve the right to ask students to leave the classroom or to drop disruptive students from the course if disruptive behavior persists, in particular if a verbal warning is ineffective

at eliminating the behavior or if a single incident is particularly egregious. If asked to leave for violating the course or University policies, you will forfeit any in-class assignments we complete after your departure. Remember that our community does not end at the classroom door, but extends to our iCollege space and all other out-of-class environments used for our course interactions.

Please see <http://deanofstudents.gsu.edu/faculty-staff-resources/disruptive-student-conduct/> and http://codeofconduct.gsu.edu/files/2016/09/Disruptive_Student_September9_2016.pdf for information regarding the Disruptive Student Behavior Policy.

EXPECTATIONS OF A UNIVERSITY-LEVEL STUDENT

In this course, students should understand the following expectations that are customary in classes at the college level:

- Read and know the policies stated on the course syllabus
- Adhere to all submission guidelines and procedures set out by your instructor
- Attend class
- Attend class prepared to participate and to complete any work assigned in class
- Follow the posted schedule for the course for attendance and work
- Keep track of any deadlines whether given on a printed calendar, in an electronic form (e.g., email or iCollege), on the board, or verbally in class
- Correspond with your instructor in a respectful and polite way
- Talk to your instructor and ask questions when they arise (this may be in class, via email, or during office hours)

COMMUNITY OF CARE AND MENTAL HEALTH RESOURCES

Being a student can be stressful; you often have a lot to manage between classes, personal life, family, and work. In addition, writing and composing are vulnerable acts. As part of our effort to form a supportive community in this class, we should strive to look out for one another. A kind word, an enthusiastic comment about a peer's writing, or simply offering to listen can go a long way toward this goal. If stresses emerge regarding your course work, please speak with me. I will strive to support each of you in your academic life.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. Problems with relationships, family worries, loss, housing or food insecurity, or a personal struggle or crisis can also contribute to decreased academic performance. In these cases, please consider taking advantage of the resources the university provides through the Dean of Students' Office or the Counseling and Testing Center. You can reach Counseling at <https://counselingcenter.gsu.edu/> and 404-413-1640 and the Dean of Students Student Advocacy team at 404-413-1515.

BASIC NEEDS STATEMENT

Students who face challenges securing their food or housing and believe this may affect their performance in a course are urged to contact the Dean of Students for support. Notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The Embark Program at GSU at <https://deanofstudents.gsu.edu/student-assistance/embark/> provides resources for students facing homelessness.

ATTENDANCE/PUNCTUALITY/PARTICIPATION

Attendance is mandatory and integral to success in the course, so come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. Just as your attendance is critical to your success in this course, so is your active participation. This means regular, meaningful contributions to our class discussions, be they ideas, statements, questions, or written responses. Remember, a significant portion of your overall grade falls into this category and can raise or lower your overall grade by a full letter grade. If you ever have questions about your course grade or attendance

record, please feel free to ask me. We will go over your current standing and how, if needed, you may improve your participation and in-class writing grade.

Just as your attendance is critical to your success in this course, so is your active participation. This means regular, meaningful contributions to our class discussions, be they ideas, statements, questions, or written responses. Participation in a university-level classroom may seem intimidating at first. Some of you may be nervous speaking in front of others—you're not alone as most of us have been there. Public speaking is unavoidable, both for the duration of your academic career and beyond. Overcoming this unease is remarkable and something you should be very proud of. Additionally, because we are a learning community, your thoughts and questions are vital to the success of our class.

MISSED AND LATE WORK

Late papers and projects are not accepted. Exceptions due to emergencies will be evaluated on a case-by-case basis in keeping with the university policy on excused absences.

In-class work cannot be made up. If you are absent, you will miss any in-class assignments and will receive a zero for that day's work. These in-class assignments are not always announced ahead of time. You must come prepared to participate and hand in any written assignments to get credit for the day's work.

COMMUNICATION

Assignment material, changes to our schedule, or other announcements will be made in class, sent via email, and/or posted on our class iCollege site. Remember, you are responsible for all information covered in class, including days you are absent. I suggest you share phone numbers or email addresses with at least one of your classmates in the event you must miss class one day. The preferred mode of communication with the instructor is via email to gharwood3@gsu.edu.

If you would like to contact me outside of class, please do so via email or text (706-622-8356) or come by during my office hours. I typically check my email and text messages on weekdays during office hours. This means I may not receive an email or text you send on Friday night until Monday—plan accordingly. Additionally, I will only send email to your GSU student email account, per university policy. All correspondence, therefore, will come to yourcampusid@student.gsu.edu from my @gsu.edu faculty email account. Please check this account regularly as any communication outside of class will be sent to this address.

At the beginning of the semester, you will have the option of providing your phone number to me anonymously so that I can text you class announcements. If you choose this option, your phone number will not be shared.

ASSIGNMENT SUBMISSION

All major assignments must be submitted digitally through their respective dropboxes in iCollege. It is the responsibility of the student to have and maintain access to iCollege. Emailed papers and hard copies will not be accepted without prior approval. All papers must follow MLA 8 guidelines, which means they need to be typed in a word processor in 12 point, Times New Roman font, and double spaced. Margins need to be set at 1" for top, bottom, left and right sides.

PLAGIARISM

We will discuss what plagiarism is in class and you should familiarize yourself with Georgia State's policy on Academic Honesty <https://codeofconduct.gsu.edu/files/2019/07/2019_7_3_Academic_Honesty.pdf>. This policy refers to every piece of writing you do for class, including drafts, reading responses, and finished essays alike. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized or violates the university academic honesty policy will receive an automatic zero for the assignment grade. Furthermore, I may refer you to the College of Arts and Sciences for further disciplinary action or course penalties.

Georgia State University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

INCOMPLETES

In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish. Assignment of incompletes and the terms for removal of the “I” will be set at the instructor’s discretion.

STUDENT ACCOMMODATIONS

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Also, please schedule an appointment with me so that we may discuss any accommodations you need in our class during office hours. To respect your privacy, we will not discuss these accommodations in class.

WRITING STUDIO

The Georgia State University Writing Studio writes:

“The purpose of the Writing Studio is to enhance the writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas and familiarizes them with audience expectations and academic genre conventions. We focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer’s composing process. Although we are not a line-editing or proofreading service, we are happy to discuss grammar concerns with students from a holistic perspective. Tutors will be alert listeners and will ask questions and will not judge or evaluate the work in progress. We offer 30-minute sessions (for undergraduate students) and 60-minute sessions (for graduate students) for face-to-face tutoring. Through Write/Chat, our online tutoring service, we offer 15-minute sessions that address short, brief concerns. In addition, the GSU Writing Studio will sponsor workshops, led by faculty and staff, on various topics dealing with academic writing. Please visit the Writing Studio in 25 Park Place, Room 2420, or at www.writingstudio.gsu.edu for more information. We look forward to seeing you.”

This service is free and a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note that you will need to make an appointment for tutoring at www.writingstudio.gsu.edu, although you are welcome to stop by the Studio to get information or to get assistance with making an appointment.

ONLINE EVALUATION OF INSTRUCTORS

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

ENGLISH MAJORS AND THE GRADUATION PORTFOLIO

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you’ve learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from the English department website.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to the instructor of your senior seminar or to Dr. Mark Noble, Director of Undergraduate Studies.

GRADING AND EVALUATION

CLASS PARTICIPATION

You must come prepared to participate. **This means bringing paper, pens, your texts, and having your reading done for the day as well as providing thoughtful, meaningful contributions to our class conversations.**

ASSESSMENT CRITERIA FOR A+

An A+ paper must meet and exceed the assessment criteria for the A. There are two circumstances under which a student can earn an A+ on a formal paper or project assignment in these courses: a) A+ work is writing at a higher academic level (i.e., a paper for a first-year class meeting expectations for a junior or senior level course) and b) A+ work addresses audience expectations or writing needs beyond the course; for example, the paper has been accepted or is being reviewed for publication, serves a public or community service, or influences social or policy change in the student's community.

GRADING

Superior	Satisfactory	Needs Improvement	Failing
100 to 98 = A+	89 to 88 = B+	79 to 76 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	75 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

This chart is the standard grading scale for all English 1101 and 1102 courses at GSU. Note that a grade of C is needed to pass this course.

COURSE EVALUATION

Evaluation for English 1101 will be determined by the following percentages:

Due date	Assignment	Weight
Ongoing	In-class work	20%
Sept. 17-19	Presentation	15%
Oct. 10	Midterm Exam	10%
Oct. 17	Argument Paper	15%
Dec. 5	Final Exam	10%
Dec. 10	Research Paper	30%

COURSE SCHEDULE

This schedule reflects a plan for the course, but deviations from this plan will become necessary as the semester progresses. Students are responsible for taking note of changes announced during class time when they occur. Readings not listed under “required texts” will be available in the library, posted on the course’s iCollege website, or provided in-class by the instructor.

Date	Class Activities	Homework Due
Tues – Aug 27	Intro to Class, iCollege, and Syllabus.	No homework.
Thur – Aug 29	Writing Diagnostic. Margaritaville. Rhetorical Situation.	“Margaritaville high-rise now planned for downtown Atlanta.” FYW p. 43 (optional).
Tues – Sept 3	Labor Day (No Class)	
Thur – Sept 5	Evaluating Sources. Intro to Presentation.	FYW 205-208. “The True Story of the Atlanta Child Murders.”
Tues - Sept 10	Academic Writing Conventions. Early Atlanta.	<i>Veiled Visions</i> , Chapter 1.
Thur - Sept 12	Word Economy. Early Atlanta.	FYW 192-195. “Atlanta Beautiful.”
Tues - Sept 17	Presentations.	
Thur - Sept 19	Presentations.	FYW 305-315 (optional).
Tues – Sept 24	Intro to Argument Paper. Note-taking. Civil Rights Activism.	<i>Visions</i> , Chapter 3. FYW 214-216.
Thur - Sept 26	Academic Writing Conventions.	Henry McNeal Turner GERC Speech FYW 176-183.
Tues – Oct 1	Representing the city: heritage sites. Washington vs. DuBois.	Washington, “Atlanta Compromise.” DuBois, “Of Our Spiritual Strivings.”
Thur – Oct 3	Representing the city: mapping. The Atlanta Race Riot.	<i>Visions</i> , Chapter 4.
Tues - Oct 8	Walking tour.	
Thur - Oct 10	Midterm.	
Tues - Oct 15	Aftermath of the Race Riot.	<i>Visions</i> , Chapter 6. Semester midpoint (last day to withdraw)
Thur - Oct 17	Intro to Research Paper.	Argument Paper due. “Why Mr. Barber Left Atlanta.”
Tues - Oct 22	Sources. Plagiarism.	<i>Schooling Jim Crow</i> , Chapter 3. FYW 219-222.
Thur - Oct 24	Sources. Bibliographies.	<i>Visions</i> , Chapter 11. FYW 222-226.
Tues - Oct 29	Urban Renewal.	“What Will Happen to Stone Mountain?”
Thur - Oct 31	Arguments through television. Urban renewal.	“This Weird Cable Program.”
Tues – Nov 5	Real estate and Discrimination. Structuring arguments.	<i>Rebuilding Urban Neighborhoods</i> , Chapter 3.
Thur – Nov 7	Structuring arguments. Real estate and Discrimination.	

Tues - Nov 12	Rhetorical situation and rhetorical appeals.	“This Can’t Happen by Accident.” FYW 44-48.
Thur - Nov 14	Kairos, Ethos, Logos, Pathos.	FYW 55-60. “Creating a City within a City.”
Tues - Nov 19	Incorporating Sources.	“Trap Music Keeps Atlanta on Hip-Hop’s Cutting Edge.”
Thur - Nov 21	Thesis Statements. Organization.	FYW 117-122.
Tues - Nov 26	Thanksgiving Break – No Class	
Thur - Nov 28	Thanksgiving Break – No Class	
Tues – Dec 3	Peer Review. Exam prep.	FYW 184-185.
Thur – Dec 5	Final exam.	Research Paper due Dec 10.