**English 1101: English Composition I**

**Summer 2020**

**Georgia State University**

# Course Information and Description

Instructor: Dr. Sara Harwood

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## Course Description

This course is designed to increase the student’s ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository essays. Readings consider issues of contemporary social and cultural concern. *A passing grade is a C.*

## Course 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, but in particular the formal academic audience that makes up the discourse community with which you will also become more familiar in this course.
* Critique your 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 your composition process and evaluate your own work.

This course is designed to increase your ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository essays. Readings consider issues of contemporary social and cultural concern. This course will build your communication skills, making you an effective writer and speaker. A passing grade is a C.

## Required Texts

Lopez, Elizabeth Sanders, Andrea Jurjević, and Megan E. Malone. *Guide to First-Year Writing*. Top Hat Ed, Fountainhead, 2020. ISBN 987-1-64485-170-8

This text, available as an electronic text in the TopHat platform, is required and will help you be successful in this course. The text can be purchased from the GSU Bookstore or directly through Top Hat. Directions for access are provided on our course iCollege site. To ensure you get the correct edition, note the ISBN number above and follow the instructions provided for purchase.

I will assign additional readings during the term that will be available through our class iCollege site.

# Course Policies & Procedures

## Course Access

All course materials including the syllabus, schedule, assignment handout, and video/audio instruction will be posted on iCollege. Students should be in the habit of checking our course iCollege site and their GSU student email frequently every week during the term. More information about using iCollege can be found in the [Student Quickstart Guide](https://cetl.gsu.edu/resources/resources-for-learning-remotely/keep-learning-student-quickstart-guide/) offered by GSU’s Center for Teaching and Learning (CETL).

Students must have reliable access to the internet and a device with composing software (such as Microsoft Word or Google Docs) to complete this course successfully. For more information about technology requirements for online learning and campus resources, read [Connecting to Online Instruction](https://cetl.gsu.edu/resources/resources-for-learning-remotely/internet-options/). If you need technology equipment or internet access to complete this course, GSU may have resources to offer as noted in that document. You can fill out a form to check out technology (tablet, wifi hotspot, etc.) if you have that need.

It is important to save and archive all work for your courses. You should have a copy of all major project drafts and final versions saved outside of iCollege. You may find it helpful to use GSU estorage, Google drive, a flash drive, or other means to create a backup of your work.

## Community

We are part of a learning community dedicated to supporting a positive environment for all participants. We must treat one another with **respect** at all times. Professional courtesy and sensitivity are especially important relating to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. In our online community, special care must be taken to pay attention to communicate in a positive and supportive way. Disruptive behavior such as disrespecting a member of the class, posting derogatory comments, or consistently missing scheduled collaborative work time does not support community building. If a pattern of disruption occurs, additional steps may be taken, including permanent removal from the course. Keep in mind that our community extends beyond our iCollege space to course emails and all environments used for our course interactions.

Please see <http://codeofconduct.gsu.edu/files/2016/09/Disruptive_Student_September9_2016.pdf> for information regarding GSU’s 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
* Be an active class member, checking for new material regularly, handing in assignments on time, and participating in all collaborative work (group discussions, reading or writing activities, review of other’s writing, formal peer review)
* Follow the posted schedule for the course for attendance (interaction) and work
* Keep track of all deadlines and tasks and create a schedule for yourself to meet deadlines
* Correspond with your instructor in a respectful and polite way
* Ask questions anytime you need to. Your instructor is happy to connect via email, virtual office hours, or web meetings
* Schedule an individual appointment to discuss details of your coursework, grades, accommodations, or any other private matters

## 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/](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcounselingcenter.gsu.edu%2F&data=02%7C01%7Cmmalone6%40gsu.edu%7Cfbecef42735f43d84e5008d71c0e13b0%7C515ad73d8d5e4169895c9789dc742a70%7C0%7C0%7C637008719090050406&sdata=S8zXokS09pS5tIX6oY0Kq%2FgGjqWaNEZBRnYazLABCf0%3D&reserved=0) and 404-413-1640 and the Dean of Students Student Advocacy team at <https://deanofstudents.gsu.edu/> and 404-413-1515. Emergency assistance may also be available; you can access information at <https://deanofstudents.gsu.edu/student-assistance/>

## Missed and Late Work

Generally, late papers and projects are not accepted.

Late projects and papers will be evaluated on a case-by-case basis in keeping with the university policy on excused absences; documentation of your need to change a deadline or missing a deadline may be required. Please email me to discuss allowances that I can make in the case of a necessary absence (such as a documented illness or family emergency).

Missed homework cannot be accepted past the original deadline for credit.

## Communication Policies

Changes to our schedule, updates, and other announcements will be made on the iCollege Announcements page.

The preferred mode of communication with me is via email to gharwood3@gsu.edu. If you would like to contact me, please do so via email or attend my virtual office hours, Tuesdays from 12:00-2:00pm. I typically check my email on weekdays during office hours. This means I may not receive an email 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. You may also email me through the iCollege email system. Please check your student email account regularly as any communication outside of iCollege will be sent to this address.

## Assignment Submission

All major assignments must be submitted digitally through their respective Assignments dropboxes in iCollege, which will be described in the assignment sheets. 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 be submitted in Word format and formatted 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

You should familiarize yourself with Georgia State’s [Policy on Academic Honesty](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcodeofconduct.gsu.edu%2Ffiles%2F2019%2F07%2F2019_7_3_Academic_Honesty.pdf&data=02%7C01%7Cmmalone6%40gsu.edu%7C11fe8be40d684f5238d308d7202a70a1%7C515ad73d8d5e4169895c9789dc742a70%7C0%7C0%7C637013238955611190&sdata=4%2FY8SEwlp%2B%2FQnX1amI6wIBCEpECcPxe8I73T3e0A8Sc%3D&reserved=0) This policy refers to every piece of writing you do for class, including drafts, reading responses, discussion posts, and finished essays. 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 0 for the assignment grade and must be referred to the College of Arts and Sciences for further review and potential disciplinary action.

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.”

In addition, students are required to be honest in their academic work by writing their own papers. Handing in papers you receive from someone else or allowing someone else to heavily edit or write work for you constitutes an academic honesty violation. In addition, using work from previous courses or other current courses (from any course at any school whether high school or college) is also a violation of the academic honesty code.

## 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 contacting the [Access and Accommodations Center](https://access.gsu.edu/). Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance of a formal Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. The starting point for getting a plan in place is the [Eligibility Verification Form](https://access.gsu.edu/files/2020/05/Eligibility-Verification-Form-Updated-5-6-2020.pdf). Contact the Access and Accommodations staff for more information.

Please schedule an individual appointment with me so that we may discuss any accommodations you need in our class and together come up with a plan for your success. To respect your privacy, we will not discuss these accommodations in class discussions or in collaborative group settings.

## 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.

## 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. Our student evaluation form also offers the opportunity for you to reflect on your own course performance and educational goals.

# Where to Seek Help

## FAQ

Submit questions about modules to the Discussion Board titled “Questions,” which I will check every business day.

## Professor

The best method to contact me is via email to gharwood3@gsu.edu. I typically check my email on weekdays during office hours. I will also hold virtual office hours in WebEx every week on Tuesdays from 12:00-2:00pm. Click the “Office Hours” link in iCollege to enter my virtual office. If you send me an email and I don’t respond within 2 business days, please send me a text at 706-622-8356 to confirm that I received it.

## Writing Studio

The Writing Studio’s mission is to support you in your writing for our course and beyond, as noted below,

“…to enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work. We believe that talking about ideas and the art of writing with knowledgeable readers creates the ideal learning environment for practicing personal expression, persuasion, and critical thinking, all of which are vital to succeeding in the arts of academic and professional writing and communication. We support a community where writers, readers, and teachers all learn from each other, by responding to each others’ texts with engaged conversation.”

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](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.writingstudio.gsu.edu%2F&data=02%7C01%7C%7C45cc0eccb4c1443de30808d5b4f33289%7C515ad73d8d5e4169895c9789dc742a70%7C0%7C0%7C636613878978733165&sdata=V4LKcxzQ5o%2B8Vd6OoSK%2BlT4FUV2CotAIkdg4pBqB0Mg%3D&reserved=0). Appointments during the Summer 2020 term will be held online.

# Grading and Evaluation

**Assessment criteria for A+**

Starting Fall 2017, students will be able to earn an A+ in English 1101 and 1102. 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. 1. 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 2. 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 Scheme

|  |  |  |  |
| --- | --- | --- | --- |
| **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- |  |  |

## Assessments

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

|  |  |  |
| --- | --- | --- |
| **Due date** | **Assignment** | **Weight** |
| Various dates | Homework (Quizzes and Responses)  | 25% |
| Various dates | Analysis Post | 15% |
| June 26 | Blog | 15% |
| July 10 | Argument Paper | 20% |
| July 24 | Research Paper | 25% |

### Homework - Quizzes and Responses – 25%

Every week, you will be required to complete two homework assignments:

1. a discussion response to the assigned reading, which you’ll post in the relevant Discussion board
2. an editing assignment based on the learning module, which you’ll submit to the Assignments dropbox

These homework assignments will demonstrate your engagement with the course, completion of the readings, and awareness of academic writing conventions.

### Analysis Post – 15%

For this assignment, you’ll write a detailed analytical response to a news article of your choice, which you’ll post to the Analysis Post forum on the Discussions page. You’ll also respond to peers’ posts. This assignment will demonstrate the development of your critical thinking skills, your ability to communicate, and your ability to respond to peers constructively.

### Blog – 15%

For this assignment, you’ll build a blog and provide a link and short response in the Blog dropbox. This assignment will demonstrate your ability to communicate to specific target audiences and use digital media.

### Argument Paper – 20%

For this assignment, you’ll write an essay analyzing a media item of your choosing, which you’ll post to the Argument Paper dropbox. This assignment will demonstrate your ability to develop and support an argument, analyze and synthesize information, and communicate using appropriate academic writing conventions.

### Research Paper – 25%

For this assignment, you’ll write a 4-page essay investigating a topic of your choice. You’ll submit the paper to the Research Paper dropbox. This assignment will demonstrate your ability to analyze secondary sources, synthesize information, communicate using academic writing conventions, and use appropriate MLA citation methods.