ENGL 1102

Dr. David Janssen

11-1:40, MTWR

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**Course Objectives**

In order to successfully complete ENGL 1102, the student should fulfill these objectives:

**Literacy Objective**

Students must further advance their reading, comprehension, and response skills, both written and oral, in relation to nuanced and complex texts.

**Critical Thinking Objectives**

Students should develop or significantly improve their ability to

* Synthesize, for example in the use of multiple texts as support for an original idea.
* Reflect on argumentative and research writing processes and products.
* Develop and respond to individualized critical questions.

**Process Objectives**

Students should develop or improve their ability to recognize and apply complex writing processes, including but not limited to the following:

* Increased awareness of process fundamentals as stated in the process objectives section of the ENGL 1101 Course Objectives.
* Strategies and skills for academic research.
* Strategies and skills for framing and developing an argument.
* Strategies and skills for critical interpretation.

**Product Objectives**

Students should develop or improve their ability to produce an organized, coherent, and developed essay demonstrating a mastery of Standard Written English. Successful demonstration of these skills includes the following:

* Increased competency in rhetorical strategy as related to audience, tone, and purpose in a variety of contexts.
* Articulation and understanding of complex subtleties involving a thesis idea.
* Demonstration of the ability to correctly apply modal competency in research and argumentative situations.
* Demonstration of advanced documentation skills, including but not limited to the analysis, interpretation, and appropriate documentation of primary and secondary critical texts.
* Competency in grammatical and mechanical correctness.
* Competency in timed writing situations such as the Regents’ Exam.

**Course Requirements**

The purpose of this course is to enhance further the critical thinking, reading and writing skills acquired in English 1101 as well as to develop essential research abilities in a variety of rhetorical situations. You will write two essays in the first half of the semester. In addition, you will be required to give an oral presentation in the first half of the semester. The work in the first half of the semester is designed to prepare you for the major class project, a portfolio of essays written according to the methodology of *They Say/I Say*, to be composed after you have completed an annotated bibliography of your reading on the topic of the millennial generation. We will use assigned articles in GALILEO exclusively for research in this course.

**Required Texts**

*They Say / I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein

Selected Articles from GALILEO. Instructions for accessing GALILEO will be provided in class.

**Policies**

Absences: In order to succeed, you need to be here. Accordingly, if you miss more than two days, your final grade will be dropped by one letter. If you miss more than four, it drops two, and so on. If you do miss class, it is also your responsibility to contact me in order to help you catch up, not the other way around. If you miss a day of class, you must meet with me during office hours in order to catch up and to pick up any assignments you may have missed.

Late Work: Late work will not be accepted.

Plagiarism: If you are caught plagiarizing, you automatically fail the course.

Collusion: *Collusion* is defined as receiving excessive help to the point that a work can no longer be considered the product of a single author and therefore cannot be accurately assessed an individual grade. If I suspect a submitted work to be the result of collusion, I reserve the right to refuse credit for that work if the claimed author is unable to demonstrate sole authorship. It is of course important and necessary to get feedback on your work. That is why peer review is essential to the writing process, and I will always encourage you to work with the tutors at the Success Center for feedback and assistance in all stages of the writing process. However, if asked to do so, you should be able to demonstrate authorship of the words on your pages.

Cell Phones: Please turn off your cell phones before entering class. If you are on your phone, in whatever capacity, you are not in class. Therefore, if you are on your phone during class, I will count you absent for that day.

Classroom Deportment: As a professor, I have dedicated my life to the academic pursuit. The classroom is my workspace, and I regard that space with reverence and sanctity. As a student in my class, I expect you to help me maintain the dignity of the classroom by respecting its collegial environment. If environmental problems do occur, I will address them accordingly. If such problems do persist, offenders may be asked not to return to class. Also, please keep in mind that this is your classroom as well, your environment, your college experience. And, while I intend to instill in you that same sense of reverence I feel for the classroom, I also hope to demonstrate and help you to discover that working in a healthy academic environment is a blast!

Classroom Presence: It is important to emphasize that class participation is perhaps the key factor in determining success in the endeavor of literary study. Thus, your willing participation in class discussion is expected and required. This means that in order to be *present* in this class, you must keep up with the assignment schedule, which will be assigned as we go. So, you will need to come to class in order to know what your assignment responsibilities are. If you are not able to demonstrate *presence* in class when called upon to do so, you will be considered absent.

**Title IX**

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters. Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator. If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center. The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

**ADA and 504**

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

**Assignment Schedule**

Week of 6/27-6/28 Course Introduction

Grammar Review

Read Introduction, Chapter 2, and Chapter 3 in *They Say/I Say*

Read “Hidden Intellectualism” (248-255) in *They Say/I Say*

Begin Essay #1

7/2-7/5 Essay #1 Peer Review

Essay #1 Due

Read Chapters 4 and 6 in *They Say/I Say*

Read Chapters 7 and 8 in *They Say/I Say*

Read Chapter 10 in *They Say/I Say*

Begin Essay #2

7/9-7/12 Midterm Review

Midterm Exam

Essay #2 Peer Review

Portfolio Introduction

Read Chapter 11 *They Say/I Say*

7/16-7/19 Essay #2 Due

Research Methods

MLA Citation

Annotated Bibliography Peer Review

Position Paper #1 Peer Review

7/23-7/26 Position paper #2 Peer Review

Conferences

Student Presentations

Final Exam, 10:15-12:15 for TR Section

Portfolio Due

Grade Percentages:

Essay #1: 10%

Oral Presentation: 10%

Midterm Exam: 20%

Essay #2: 10%

Position Papers: 30%

Annotated Bibliography: 15%

Final Exam: 5%