

English: 1101-B1, 1101-D (CRNs 666, 672)
Professor: Dr. Mark King
Time: MW 8-9:15; 11-12:15
Classroom Location: Fine Arts 204, 217
Office Location: Fine Arts 202
Office Phone: (678) 359-5088
Office Hours: M, W: 12:15-2:15; T, R 10:15-12:15
Homepage: <http://www.gordonstate.edu/Faculty/mking/>

Course Description

ENGL 1101 is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation and including the use of research skills.

Course Prerequisites

In order to be eligible to enroll in English 1101, students must have completed or must have been exempted from Learning Support courses in Reading and English.

Course Objectives

Students will demonstrate the ability to produce written communication that conforms to academic standard English and is organized into a series of coherent, unified paragraphs.

1. Students will demonstrate the ability to assimilate, analyze, and organize information by composing in various formal modes and writing with a clearly developed thesis and effective support.
2. Students will demonstrate the ability to adapt written communication stylistically to suit a variety of circumstances and audiences.

Course Materials

- Venus, Wesley and Mark King. *The Gordon State College Composition Handbook*. 2nd ed. Gordon State, 2017, <http://www.gordonstate.edu/successcenter/writing-handbook.html> (book available on line and free of charge)
- Internet access
- Computer access
- Notebook, pens, pencils
- Periodically, you will be asked to submit multiple copies of your essays for teacher and peer evaluation; budget \$10.00 for photocopies and other assorted expenses.
- An open mind. (Remember, you already know what YOU think; you came to college to hear what *other* people think.)

Course Requirements

Our work will consist of four units, each resulting in an essay. Each essay will be re-written multiple times (more on that later) will be assigned during the semester. Due dates are left to the discretion of the student (more on that later, too).

Assignment 1: MLA

Assignment 2: Comparison/Contrast

Assignment 3: Problem/Solution (cause and effect)

Assignment 4: Description

Quizzes

Final Examination (in class)

Specifications Grading

Some Thoughts About Specifications Grading

--Each essay assignment will come with a list of 6-15 goals or “specifications”.

--Essays that accomplish all goals receive a grade of “P” (for “publish”).

--Essays that accomplish fewer than all goals receive a grade of “R/R” (for “revise and resubmit”).

--Essays receiving a grade of “R/R” can be re-written numerous times, if necessary.

--Grades are not averaged; a “P” on re-written essay trumps all previous “R/R” on same assignment.

--Students who receive a grade of “P” on Essay 1 AND whose quiz average is 60 or better receive at least a grade of “D” for the course.

--Students who receive grades of “P” on Essays 1 and 2, and whose quiz average is 70 or better receive a grade of “C” for the course.

--Students who receive grades of “P” on Essays 1, 2, and 3 receive a grade of “B” for the course and whose quiz average is 75 or better receive a “B” for the course

Students who receive grades of “P” on Essays 1, 2, 3, 4 and whose quiz average is 80 or better receive a grade of “A” for the course --Students may attempt Essay 2 only after having received a “P” on Essay 1.

--Students may attempt Essay 3 only after having received “P’s” on Essays 1 and 2.

--Professor will attempt to return essays within one or two working days (24-48 hours) of their submission to turnitin.com

--Essays must be tackled consecutively. That is, students may not begin Essay 2 until a “P” is received on Essay 1.

--Students may not “bundle” or “dump” essays for submission. Only one essay will be accepted at a time for evaluation. Students submitting multiple essays for review at once or multiple versions of the same essay before a response is received will find their future submissions ignored.

--Students may submit essays or revisions through Monday, November 28, 2018 at 5:00 PM. --- No essays will be accepted after 5PM on 11/28 for any reason.

Some Benefits from Specifications Grading

--Higher pass rate to English 1102 than traditional grading.

--Students freed from “tyranny of the calendar.” Students set their own due dates.

--Student effort rewarded concretely.

--Fosters student “ownership” of student-generated texts.

--Students develop increased attention to detail and sharper proof-reading skills

--Students will probably write multiple drafts and internalize writing-as-process dictums.

Policy on Attendance:

Without regular attendance, i.e., 90%+ of class meetings, a poor grade is a virtual certainty. In

over two decades of teaching I have never had a student with perfect attendance fail a class, nor have ever had a student with more than a handful of absences receive an “A”. After the fact, I am much less interested in *why* you missed than *what steps you took to catch up*.

Policy on Lateness:

If you are running late and can enter the classroom silently, feel free to join us. Please note: I reserve the right to revoke this privilege if I feel it’s being overused or misused.

Policy on Leaving Early:

If you need to leave class early, please do so in a quiet manner as to not to disturb your colleagues. I reserve the right to revoke this privilege if I feel it’s being over- or misused.

Policy on Leaving and Returning:

Not permitted during evaluation sessions for obvious reasons, discouraged during normal class time. Again, if it’s absolutely necessary, try to do so in a quiet manner.

Policy on Late Work:

Our practice of “specifications grading” (more on that later) makes the idea of “late work” rather antiquated. When you have completed an essay or a revision, submit it. To keep up with the class, a student who wants to be able to compete for an “A” or a “B” should aim to submit a new essay or revision of an old essay ever two or three days –or two-four submissions per week. Do remember, I will stop accepting essays for review at 5PM on the day of the last class. Revisions and new essays will not be accepted during or after final exam week.

Quizzes:

Most Wednesday class meetings will feature a short quiz on our work. The quizzes will often be based on what we’re working on presently, but any information covered in class or through the homework assignments at any time in the semester is considered fair game. We’ll go over the quiz in class. *Although quizzes cannot be taken late for any reason,* your quiz grade will be based on only your top ten quizzes over the semester. Lower grades will be dropped.

Policy on Cell Phones and Other Electronic Devices:

For me the classroom space is a sacred space and it needs to be treated with appropriate respect. Therefore, all electronic devices (including cell phones, laptops, and iPods) should be turned OFF (not down) and stowed out of sight before class begins. Please note: students who are habitually unwilling or unable to comply with this policy will be removed from class for the entirety of the day’s meeting without chance to make up the work missed.

Email and Social Media:

Email is an excellent way of communicating outside the classroom. I am always anxious to entertain your thoughts, questions, and comments at mking@gordonstate.edu. I usually check my email once every twenty-four hours or so. Therefore, email questions should be answered within forty-eight hours. See below for some hints on the proper format for an email message.

Although I don't use facebook for official class communication, I am on fb and will "friend" you if you request it. However, before sending me a friend request, consider the following: 1) I am candid and honest on fb; I figure there are enough places where I have to tiptoe around issues. On fb, I say what I feel; people who don't like it are cordially invited to block my feed or unfriend me. Like many others, I use fb to vent about work. My job--the design and manufacture smart people—involves you. Therefore, you might find your classmates or even yourself referred to indirectly (I'd never criticize a student directly by name). If you can handle that, fine; if not, please don't friend me. 2) People who are particularly rude or stupid get their feeds blocked. I usually give all my fb friends an allowance of three stupid things; when they say the fourth stupid thing, I kick 'em to the curb—doesn't mean I don't like you, I just don't have the time.

How to Compose an Email to a Professor:

Write in formal academic English. Use capital letters and punctuation when appropriate. Write in complete sentences. Insulting, threatening, or belittling the reader is rarely appropriate. Here follows an example of what not to do.

hey king, i think you iz a very heart less person like i know you iz tryin to teach us but what i wunder what is iz tryin to sya is wghat is my grade? lik i know i is failin but wit what?
love,
[Student's Name Removed]

Here's an example of how a student-professor email SHOULD appear:

Dear Dr. King,

I was wondering if you could possibly forward me that email link to Project Muse that you mentioned in class. I meant to write it down, but we got caught up in other things.

Thanks,

[Name Removed]

PS

Falcons are going to DESTROY your Bears on Sunday! J

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.

House Bill 280

For information regarding House Bill 280, see the University System of Georgia at the following link: <http://www.usg.edu/hb280>

Religious Holidays

Gordon State College acknowledges that the academic calendar can sometimes conflict with major holidays from among our diverse religious traditions. If a student must miss class due to the observance of a religious holiday, that absence may be excused. To be excused, the student must inform his/her instructors before the absence and make alternate arrangements for any work due at the time of the absence. An excused absence for the observance of a religious holiday does not excuse student from responsibility for required course work.

Record Keeping:

It is your responsibility to hold onto all graded material after it is returned to you.

Academic Integrity:

Students are expected to know and follow the Student Code of Conduct (Academic Catalog 220-232). Intentional plagiarism is to commit literary theft. It is a serious academic offense and is taken particularly seriously by your instructor. Students will submit all out of class papers to the online plagiarism detection service, turnitin.com. Students who choose to submit plagiarized work can expect to receive a 0 on the assignment (in all likelihood guaranteeing a failing grade in the class) and have their case referred to the office of Student Affairs for disciplinary action.

Patchwork or “Mosaic” Plagiarism

occurs when a student fails to make sufficient changes in either the structure or the words when paraphrasing. Although arguably not as heinous an academic crime as intentional plagiarism, patchwork plagiarism can still be grounds for failure and expulsion. My policy is simple: I subtract ten points from an essay’s grade for each instance of patchwork or mosaic plagiarism.

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. 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. Note: the onus is on the student in cases of collusion, not the professor.

Turnitin.com

By taking this course, you agree that all required papers may be subject to submission of textual similarity review to Turnitin.com. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in other papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site <http://www.turnitin.com/static/usage.html>.

According to the Family Compliance Office of the U.S. Department of Education, your papers are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Education records may not be disclosed to third parties in a form that identifies you without your consent. Since Turnitin.com is a third party, you must choose one of the two ways below (not both) to submit papers to Turnitin.com in order to comply with FERPA.

1. **YOU CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TURNITIN.COM** You may consent to release your personal identification to Turnitin.com by establishing an account and uploading your paper. If you do not already have a Turnitin.com account, go to <http://www.turnitin.com>, click the “New Users” link in the upper right, and follow the instructions to create your student account. When you have an ID, add this class. The class ID is **18547290** and the password is **letsgocubs** OR.....

2. **YOU DO NOT CONSENT TO DISCLOSE PERSONAL IDENTIFICATION TO TURNITIN.COM** If you choose not to consent to release your personal identification to Turnitin.com, you must send your paper to your instructor by email as an electronic attachment that can be opened by Microsoft Word, by the deadline given on the syllabus. Your identifying information will be removed and the paper uploaded to Turnitin.com for you. Because your paper will not be in a Turnitin.com account that is accessible to you, you will not be able to view your report on-line. Instead, after the deadline has passed and all papers have been processed by Turnitin.com, your instructor will email an electronic copy of your paper’s report to you. Your paper will be processed by Turnitin.com whichever option you choose. The different options simply determine how the paper is submitted to Turnitin.com whether the paper has your name on it, and how you receive the Turnitin.com report. Please note that in Turnitin.com there is a “test upload” assignment area for your paper. Because test uploads are not required or graded, and need not be a sample of your own work, they are not “education records.”

IMPORTANT NOTE: If you upload an early draft of your paper to the test upload assignment, and then upload the final assignment, the final originality report will show that a substantial part of your paper is identical to your draft. That is expected. You can read more about Turnitin.com here: <http://www.turnitin.com>

Some Hints about Dealing with Turnitin.com

1. Open an account today –students who chose to wait until the last minute to learn about Turnitin.com usually regret that decision.
2. Post a “dummy” assignment to Turnitin.com so you can become accustomed to using the technology before you need to post a graded assignment.
3. Do not wait until the last minute to post your assignment to turnitin.com. Waiting until the last

minute virtually guarantees something will go wrong.

4. Record the receipt number you get after successfully posting an essay –that number is the ONLY way your paper can be traced if something goes wrong.

5. Remember, if all else fails, I can take the paper via email up until the deadline.

6. Turnitin.com saves ONLY the last thing you posted on the site; you can't go back in and "add something."

“What’s My Grade?”

Please resist the temptation of asking me that question. I do not keep rolling averages. I do not use an electronic grade tracker. I do not keep complete statistics for 125 students in my head. To determine your final grade, you need only very basic math skills and the percentages listed on this syllabus.

Papers’ Form and Appearance

All out of class papers should be typed or computer printed. Staple all multiple sheet submissions. Unless otherwise noted, the format for this class is MLA. We'll talk more about MLA style, but for now, consult any one of the numerous resources on the Web e.g.: *The Gordon College Composition Handbook*, The YouTube video at <https://www.youtube.com/watch?v=0D0krdOIRzI> can also be used for this purpose.

Traditional Grading

A (90-100)

Grades from 90-100 indicate work that is not only free from major error, but is also exceptional in all respects. These papers go beyond the expectations of the assignment and are superior in both form and content. They do not contain mechanical errors; they present an original idea and possess a logical structure. They demonstrate sophisticated, college-level thinking. They take original and provocative ideas and expand them in an intelligent fashion; more than anything else, A papers are memorable.

B (80-89)

Grades from 80-89 (B) represent work of high quality; they are much better than average. Often, these papers are as strong as “A” papers, though perhaps not quite as memorable or original. These papers meet all assignment objectives and exceed many of them. Papers in this range have few, if any, mechanical errors present.

C (70-79)

These papers don't have any glaring aspect in need of attention, but they don't have any particular aspect that is praiseworthy either. This work represents satisfactory work and indicates a basic understanding of the course material. This work meets all the expectations and goals, but does so in a decidedly unspectacular manner. Main idea might be commonplace, trite, or underdeveloped. A few mechanical errors are present, but the text still appears to be written on a college level. Often, C papers are simply under-revised versions of B or A papers.

D (60-69)

Less than satisfactory work that meets some of the assignment's goals while missing others, D-level work often contains multiple mechanical errors. Main idea is present, but it is often sketchy, under-developed, and/or unoriginal. Structure is often unrecognizable or baffling. Often, a D indicates a text that was hastily put together.

F (below 60)

Work that fails to meet any of the assignment's goals--often a bad or trite idea hastily and sloppily executed.

Specifications Grading

Specifications grading is a new system of grading papers that will allow you to realize a deeper learning while simultaneously increasing your chances of passing the class. Each essay (or "hurdle") will come with 5-10 "specifications" i.e., requirements for passing. After you submit an essay, I'll evaluate it; if it has reached all the specifications, you will receive a grade of "P" (for "publishable" or perhaps, "perfect"—it was what my favorite middle school English teacher used). If one or more specifications are lacking, you'll receive a grade of "R/R" (for "revise and re-submit—also courtesy of Mr. Devita from Towsontown Jr. High, circa 1975). You are free to revise and resubmit as many times as you wish over the semester.

The Fine Print or, How to Behave in a College Classroom

- Dress in a manner appropriate to our context of professionalism.
- Turn cell phones, pagers, and all other electronic devices off (not down) during class.
- Do not eat in class.
- Do not sleep in class. Remain upright at all times. If you appear to be sleeping, you will be removed from the class.
- Treat others, their viewpoints, and their work with dignity and respect at all times.
- Open your mind; open your ears; when appropriate open your mouth, too—college is not a spectator sport.
- If you must come into the classroom after the class has begun, do so quietly.

How to Get a Good Grade in this Class

1. Sit front and center.
2. Do not miss class.
3. Take at least one page of good notes for every class meeting.
4. Spend five minutes reviewing class notes daily.
5. Ask at least one intelligent question per class meeting.
6. Attend office hours at least once every two weeks.
7. Make multiple visits (5+) to Student Success Center.
8. Post new essays or submissions at least once a week.
9. The blue chair is your friend.
10. 2:1

The Schedule and Assignments

Essay 1 Hurdle 1:

Using the video by Charlie Coile (<https://www.youtube.com/watch?v=0D0krdOIRzI>) and the passage in the Gordon College Composition Handbook, construct a two-page paper on your summer (+ 1 page of Works Cited) paper in MLA form.

Format the header of the paper in MLA form; format the title according to MLA form. Refer parenthetically to the sources at least twice for each source. Use at least four sources: one book, one journal article from a paper-based journal that is then put online and accessed through a service like Academic Search Complete, one newspaper article, and one magazine article (print based) **IMPORTANT: For this assignment, I'm less interested in content than format.**

That is, a good essay will simply be in correct MLA form; you don't need to have had an interesting or good summer to write successfully; you just have to put it in MLA form.

Specifications for Hurdle 1:

1. Adherence to MLA form including headers, titles, fonts, use of italics, proper citation of secondary sources.
2. A paper of two complete pages (not including Works Cited) describing the students' summer backed up by four outside academic sources from Hightower Library collection.
3. Following directions (above)
4. Paragraphing
5. Appropriate length (see below)

NOTE: Completion of this hurdle along with quiz average of 60 or more earns student no less than a "D" for the class.

Appropriate Length for Essay 1 Hurdle 1

If first *complete* submission is made on or before 8/22 5PM: 500 words (not including works cited) 1 journal; 1 book, 1 newspaper articles.

If first complete submission is made AFTER 8/22 5 PM: 1000 words (not including works cited) 2 journals; 2 books, 2 newspaper articles

Wednesday August 8: Introductions and welcome. The truth, for once. Assessment. What's a paragraph? Keep a job that requires some writing for more than one day. Mushrooms and tigers. Homework: Read, King and Venus and King, "Why Write" 1.0—1.5; Read class syllabus at www.gordonstate.edu/faculty/mking

Print syllabus and bring syllabus to class with you on Monday August 13.

Monday August 13: The syllabus. Process based writing. HW: Add English 1101 to turnitin.com. Register for turnitin.com account if you don't already have one. Homework: Chapter 2 Area A (Essential Skills) 2.1-2.2.3 and Skills Developed 2.2.4—2.2.6 Watch and take notes: <https://www.youtube.com/watch?v=0D0krdOIRzI> Remember: this is MLA 7; your assignment is MLA 8; some minor items will have changed. For a better guide to MLA 8, see Venus and King.

Wednesday August 15: Quiz 1 Using the Hightower Library. More on MLA form.

HW: Begin Assignment 1 Read: Venus and King, MLA 8.3-8.3.17.7

Monday August 20: MLA form, continued. Exercises in class on MLA form. HW: Add library sources to Complete Assignment 1. Post assignment 1 to Turnitin.com

Wednesday August 22: Students with grades of R/R on Assignment 1 or students who have failed to post response, bring 2 paper copies of your draft with you to class today. HW: correct draft and repost to Turnitin.com

Essay 2 Hurdle 2 Summary/Compare and Contrast

The Articles:

Brooks, David. "A Generation Emerging from the Wreckage" *The New York Times* 26 Feb. 2018. https://www.nytimes.com/2018/02/26/opinion/millennials-college-hopeful.html?ref=collection%2Fcolumn%2F david-brooks&action=click&contentCollection=opinion®ion=stream&module=stream_unit&version=latest&contentPlacement=1&pgtype=collection

Coughlin, Joseph. "Millennials Aren't Having Kids: Here's Why That's a Problem for Baby Boomer Real Estate and Retirement," *Forbes*, 11 Jun. 2018, <https://www.forbes.com/sites/josephcoughlin/2018/06/11/millennials-arent-having-kids-heres-why-thats-a-problem-for-baby-boomer-real-estate-retirement/#6ff9acf12058>

Pew Research Center. "The Generation Gap in American Politics: Wide and Growing Divides in Views of Racial Discrimination. The Pew Research Center, 1 Mar 2018. <http://www.people-press.org/2018/03/01/the-generation-gap-in-american-politics/>

Raphelson, Samantha. "Amid the Stereotypes, Some Facts About the Millennials." *National Public Radio*. <https://www.npr.org/2014/11/18/354196302/amid-the-stereotypes-some-facts-about-millennials>

Singal, Jesse. "Snapchat? No Thanks, I'm an 'Old' Millennial" *CNN.com Health*, 1 May 2017. <https://www.cnn.com/2017/05/01/health/young-old-millennial-partner/index.html>

Tolentino, Jia. "Where Millennials Come From and Why Insist on Blaming Them for It" *The New Yorker*, Books, 4 Dec. 2017. <https://www.newyorker.com/magazine/2017/12/04/where-millennials-come-from>

The Assignment:

Read all the articles. I'll assign you two to summarize. Re-read (and re-re-read) the articles you're assigned to work with. Then, create a sentence summary, and a final edited summary of both articles (about 2/3 page-1 page for each article). Then create a two-four paragraph comparison and contrast section. You will need to decide on a pattern, set basis for comparisons, collect evidence, and render sound (unbiased) judgment. Use paraphrase, summary and quotation with appropriate documentation according to the standards of MLA form. Include an MLA style works cited list.

Specifications for Hurdle 2, Summary/Compare and Contrast

1. Succinct but detailed summaries of both works.
2. Use of paraphrase, summary, and quotation with appropriate documentation at least once each for both articles
3. Clear use of either alternating or divided pattern in structure.
4. Clear basis of comparison and appropriate factual evidence chosen.
5. Correctly written works cited sheet; mla style followed throughout.
6. Correctly follow directions.
7. Mechanical correctness (fewer than 6 mechanical errors present)

NOTE: Students who pass this hurdle AND hold the necessary quiz average lock up at least a “C” for the class.

Monday, August 27, 2018 Summary—Compare and contrast unit explained. What is a sentence summary?

Wednesday, August 29, 2018: Quiz 2.. Receive assignment on which articles to summarize from professor. (If students are prepared) discussion on Brooks, Coughlin and Pew Research Center. HW create a sentence summary of your two articles .

Monday September 3, 2018: Labor Day. No classes held

Wednesday, September 5, 2018: Quiz 3. Drafting—using the techniques we discussed in class (eliminating redundant information, stressing important information, adding author, title, publication data, thesis, and rhetorical context), turn your “sentence summary” into a full-fledged first draft. Homework: Complete first draft of your essay. Bring at least two paper copies of your draft with you to class on Monday

Monday September 10, 2018: Revision: Bring three copies of your first draft with you to class today. In class workshop on revision. Homework: Based on suggestions from your peers, revise your essay.

Wednesday, September 12, 2018: Quiz 4. Editing. In-class workshop on editing. Homework: Make necessary changes to your essay as needed Clearly mark the edited final draft with the following phrase: “Grade This One!” sentence summary as ONE document to Turnitin.com. as soon as you’ve completed it.

Here’s a Tentative Schedule of Classes:

Monday September 17, 2018: Time out. Let’s talk. Class will not meet in Fine Arts 204 today; instead, attend 5 minute one-on-one talk with professor in his office, Academic 202. See professor for appointment.

Wednesday, September 19, 2018 Compare and contrast essay. What do we do when we compare? Dangers inherent in the compare and contrast assignment. Homework: Pick two

essays from the summary assignment reading list to compare for assignment. Do not use the essay you wrote on for the summary assignment. quiz

Monday September 24, 2018: Thinking about audience. Homework: Pick audience for the compare and contrast assignment: students, parents, professors, administrators, lawmakers.

Wednesday September 26, 2018: Sample schematic for C&C essay discussed. Cherry picking. Homework: Draft your compare and contrast essay. Bring paper copy of Compare and Contrast draft with you to class on Oct 1.

Monday, October 1, 2018: Quiz 6 . Your admission ticket to today's class is a complete draft of C&C paper 500-750 words. Peer Review in class. Homework: re draft compare and contrast paper based on peer review. Bring new draft with you to class on Wednesday, October 3.

Wednesday, October 3, 2018: Bring second draft with you to class today. Quiz 7 classwork on editing. Difference between revision and editing.

Essay Three/Hurdle Three: The Problem/Solution Letter to the Editor (aka Cause and Effect)

The Assignment:

Your assignment is to choose a current problem or current event issue with a potential solution. Research the problem; learn what is being done to combat the problem. Then, propose a solution of your own that will eradicate the problem. Finally write a letter to the editor of a national, local, or campus-wide newspaper that SHOWS that a problem exists, discusses all the major alternatives to the problem, settles on the best solution and persuades the powers-that-be to implement your solution. We will put it to the test by mailing it to its appropriate newspaper. Since we'll be writing letters and not academic essays this time, the proper form for this unit will be a business letter. We will not be using MLA form for this unit. Submit one copy of your letter electronically to turnitin.com; and one copy to the newspaper of your choice with a cc or bcc to me at mking@gdn.edu

Specifications:

1. Business letter block formation
2. Show that a problem exists
3. Be directed at the appropriate audience (you don't write the President when you get a parking ticket.)
4. Avoid logical fallacies
5. Discuss all possible solutions
6. Settle on the best solution for everyone
7. Convince audience solution is best
8. Mechanical correctness—four or fewer mechanical errors.

Here's a Tentative Schedule of Classes:

Wednesday, October 10, 2018: Time out. Let's talk. Class won't meet today, but we'll have a quick one one one in my office during class time. See professor for appointment

Monday, October 15, 2018: Quiz 8. Assignment sheets distributed. What’s wrong with this class/university/town/state/nation/world? What should we do about it? Logical fallacies –what are they. “If I were Queen of the world....” “If it were up to me, . . .” “People who _____ should be _____ed at 5 AM every morning in front of City Hall.” 1 paragraph, the last time I was really mad it was because..... L
Homework: select topic for L2E assignment.

Wednesday, October 17, 2018: Discussion of Letters to the Editor Assignment. Sample Problem/Solution letter –HOPE funding of college Learning Support classes. “No Title”
Homework: Draft description of problem for L2E assignment. Make sure that you *show* a problem exists rather than just state that a problem exists. quiz

Monday October 22, 2018. Logical fallacies. Homework: Spend some time flipping through magazines or watching television and locate one magazine print ad or one television commercial with an obvious logical fallacy contained in it. Then, in a brief two or three paragraph essay, describe the commercial or advertisement in detail, describe the fallacious portion of it, and explain how the advertisement could be altered to remove the fallacy. Bring your add and your explanation with you to class

Wednesday, October 24, 2016: Discussion of logical fallacies homework assignment. Topics due. Format for a business letter. Homework. Begin first draft of solution letter to the editor. Remember to briefly touch on all possible solutions to the problem and to convince your audience that your solution will work. quiz.

Monday, October 29, 2018: in class drafting day. Homework: continue drafting.

Wednesday, October 31, 2018: first drafts due in class. Bring two typed copies of your draft with you today. Homework: Re Based on the suggestions you receive in class today, re-draft your letter. Post to Turnitin.com when ready. quiz

Essay/Hurdle 4: Description

The Assignment: During your out-of-class time, spend an hour or two visiting a physical space with which you have a strong emotional attachment (e.g.: your grandmother’s kitchen, your high school football locker room, whatever). Choose a site that is accessible and one at which you can spend a few minutes unbothered. Take a notebook and a pen with you. Then, we’ll take time to write an essay that describes and vividly recreates your space in such a way that your reader will think her or she was actually in the space you describe. Then revise the essay at home and turn in a final version to turnitin.com before end of semester. Remember, your goal here is to describe the place, not the people in it, or the things that went on there, or how you’ve changed since you were there last. In short, this essay is about a place; it’s not about you.

Specifications

1. use of fresh and varied vocabulary (no worn out, tired, old words like “nice”!) minimum six vocabulary stretchin’ words.

2. use of all five senses in description
3. thesis statement, and structure
4. show not tell
5. presence of a strong theme or big so what
6. two errors or fewer

NOTE: students who can meet these specifications AND who carry the necessary quiz average lock up an “A” for the course.

Here’s a Tentative Schedule of Classes:

Monday November 5, 2018: Time out. Let’s talk. Class will meet on individualized one-on-one basis in professor’s office, FA 202.

Wednesday November 7, 2018: Assignment sheet discussed. PowerPoint demo on descriptive writing. Showing and telling. Showing and telling in class writing assignment. Prewriting: My Descriptive Word (columns 1 and 2 prewriting and synonym) **Homework:** take an apple. Remove any stickers or human-added markings. Observe it closely. Then in a well-written page describe your apple in such a way as to distinguish it from all other apples in the world. Do not eat your apple. Bring your apple and your one-page response with you to class on Tuesday. “My Descriptive Word” columns 3 and 4 (on-line thesaurus and book based thesaurus). Select topic for descriptive essay assignment. quiz

Monday, November 12, 2018: Apple exercise in class. “3624 North Clark Street, Chicago, Illinois” Prewriting: It’s a party school. Hotel rooms in Europe are small. She really likes cats. The classroom is plain. Review of homework “My Descriptive Word” Homework: Select topic for essay and begin first draft.

Wednesday November 14, 2018: Dr.-Mark’s-Grab-Bag-O’-Fun and Essay Descript-O-Rama (in class). Homework: Finish first draft of descriptive essay. quiz.

Monday, November 19, 2018: DKSHFPHALUWD. Bring all notes be prepared to write in class today. Homework: revise descriptive essay as needed.

Monday, November 26, 2018: TBA

Wednesday, November 28, 2018: Last day of classes: Mop up work, preparation for final exam, other odds and ends

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