

# ENGL 1102 Syllabus ~ Summer 2011

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**Office Hours and Location:** 10:05-11:05 MW, and otherwise by appointment, Academic Building 103I

## **Textbooks (and Daily Calendar Key):**

- *Gordon College Reference Guide to Grammar and Usage*. 3rd cust. ed. New York: Pearson, 2008. [GCRG]
- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say/I Say: The Moves that Matter in Academic Writing, with Readings*. 2nd ed. New York: Norton, 2009. [TSIS]

**Course Description:** A composition course emphasizing interpretation and evaluation, and that incorporates a variety of advanced research methods.

**Placement Policy:** Grade of C or better in ENGL 1101.

**Course Objectives:** In order to successfully complete ENGL 1102, the student should fulfill the following 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.

**Academic Dishonesty:** Gordon College's current Academic Catalog includes detailed descriptions of what actions are academically dishonest and a statement on the purpose of having an academic dishonesty policy in the first place. The entirety of Gordon College's Academic Dishonesty policy is available in the Catalog on pp. 260-61 and online at <http://www.gdn.edu/admissions/catalog/conductcode.asp#dishonesty>.

The Academic Catalog also outlines, among other things, the possible penalties for academic dishonesty and the process by which these penalties can be repealed. This information can also be found in the Catalog on pp. 59-60 and online at <http://www.gdn.edu/admissions/catalog/academic.asp#dishonesty>. In most cases of Academic Dishonesty for this course, a student can expect to receive no better than an F on the assignment in question. In more severe cases the students may receive a 0 for the assignment grade or expulsion from the class.

**Course Assignments:** The following is a list of the specific assignments for this course section. Each assignment name is accompanied by a short description of its requirements. Where noted, see the corresponding supplementary materials for more detailed information.

**Annotated Bibliography:** This assignment complements the Research Essay by detailing the direction of students' research before the Research Essay is submitted for a grade. The requirements for this assignment will be explained in handouts given on Thursday, June 30, and the assignment itself is due on Thursday, July 7. This assignment accounts for ten percent of the semester's final grade.

**Argumentative Essay:** Will be written in class on Friday, July 1 and will account for ten percent of the semester's grade. The requirements for this assignment will be explained in a handout given on Wednesday, June 29.

**Class Participation:** Each class meeting will include some writing activity that factors into the semester's final grade. Some writing activities may require students to make special preparations outside of class, so students should come prepared and be mindful of homework assignments on the Daily Calendar (below). If a student comes to class unprepared for a Class Participation assignment, but works to make up for this deficit, then half credit for that day's assignment will be given. If a student does not fully follow the instructions for a Class Participation assignment, then half credit for that assignment will be given also. Class Participation accounts for fifteen percent of the semester's final grade.

**Critical Analysis Essay:** This is a major writing assignment that accounts for ten percent of the semester's final grade. Its requirements will be explained in a handout given on Tuesday, July 5, and the assignment itself is due on Tuesday, July 12.

**Final Exam:** On Monday, July 25, from 8:00 a.m. to 10:00 a.m., there will be a final exam that will require students to write an essay in class. Find this semester's complete final examination schedule at the end of the Summer 2011 academic calendar online at <http://www.gdn.edu/pdf/calendars/calendarSum2011.pdf>. The final exam accounts for fifteen

percent of the semester's final grade. Note: The exam will involve reflection over the semester's work, so it may benefit students to save their graded work to bring for the examination. Further details about this exam will be explained in a handout give on Friday, July 22.

**Group Conferences:** There will be Group Conferences during class for the Revision Essay during the last week of the semester. During this week, students will be split into small groups and discuss their essay drafts in detail. Further details and requirements for these assignments will be explained closer to the dates on which they are conducted. Taken together, these conferences account for ten percent of the semester's final grade.

**Research Essay:** This essay must be at least 1,500 words long and include at least five secondary sources. The requirements for this assignment will be explained in a handout given on Thursday, June 30, and the assignment itself is due on Friday, July 15. This assignment accounts for fifteen percent of the semester's final grade.

**Revision/Revision Notes:** The final major writing assignment will involve major revision of the Argumentative Essay, the Critical Analysis Essay, or the Research Essay, and it will account for fifteen percent of the semester's final grade. The requirements for this revision will be explained in a handout given on Friday, July 15, and revision drafts and notes will be submitted for grading on Friday, July 22.

**Grade Distribution:** Each assignment will factor into the course grade by the following percentages:

Class Participation	15%
Final Exam	15%
Research Essay	15%
Revision/Revision Notes	15%
Annotated Bibliography	10%
Argumentative Essay (In-Class)	10%
Critical Analysis Essay	10%
Group Conferences	10%

**Make-up Policy:** The Annotated Bibliography, Revisions, Revision notes, and the Critical Analysis and Research essays will be accepted late, but with a five-point penalty for each day they are past due. (This includes holidays and weekends.) To be considered on time, these documents need to be printed out and submitted any time before the conclusion of the class meeting during which they are due. Submission after the conclusion of that class meeting makes that assignment one day late, two days late twenty-four hours later, and so on.

For differing reasons, there are certain elements of the course grade that cannot be made up. Class Participation activities are always group-based, so there is no way for these activities to be made up. Group Conferences cannot be made up for the same reason, in addition to the fact that they need to be conducted on certain dates in order for them to be useful.

Argumentative Essays and Final Exams can be made up, but only after students establish valid excuses for having missed the assignments and then make arrangements for making them up. Note: If a student has

three or more finals scheduled on the same day, he or she can go to the office of Academic Affairs and fill out a petition to take one or more exams on alternative days.

No assignment will be accepted via email or by any other method of electronic submission. If a student must miss class on the day an assignment is due, and if email is the only means by which the assignment can be submitted on time, then an exception can be made if the student requests and receives permission to do so beforehand. If the student emails the assignment on time, but without receiving permission beforehand, the assignment will be accepted, but with a five-point deduction from the assignment grade.

**Attendance Policy:** There is no maximum number of absences allowed. However, each class meeting involves an activity that factors into the Class Participation grade, and these activities cannot be made up. Students who discover that tardiness will be a reoccurring problem are encouraged to sit near the door. Further information on Gordon's class attendance policies can be found in the Catalog on pp. 51-52 and online at <http://www.gdn.edu/admissions/catalog/academic.asp#attendance>.

**Access Policy:** Gordon College provides aid for students with physical, psychological, or cognitive impairments that may negatively affect their academic performance. This assistance is available to all students who are up-to-date with their student fees, and unless a student seeking this aid wishes teachers, peers, or family members to know about it, it is private. For further information about the scope and requirements of this service, look in the Academic Catalog on pp. 74-75 or go to this center's web page at <http://www.gdn.edu/studentlife/ADA.asp>.

**Teacher/Student Conferences:** Though they are not required as a part of the semester grade, students are encouraged and welcomed to schedule conferences with the teacher regarding their work on particular writing projects or their progress in the course in general. In cases where a student receives a D or an F on his or her essay, a teacher/student conference is strongly recommended. There is no maximum number of conferences allowable. To schedule a conference, a student should first consult his or her schedule and the teacher's hours of availability and then email him with a request for a specific conference time.

# Daily Calendar

<b>Week 1 (June 28 – July 1): Introductions, Argument, Research Project</b>			
<b>Tues.</b>	Introductions ~ Review Syllabus	Class Participation writing assignment	<b>Homework:</b> for June 29, read “Introduction: Entering the Conversation” (pp. 1-14) and “Entering Class Discussions” (pp. 135-37) from TS/IS and “Thinking about Writing” (pp. 1-6) and “Argument” (pp. 30-43) from GCRG
<b>Weds.</b>	Discuss Argumentative Essay and Academic Conversation and Thinking about Writing	Class Participation writing assignment	<b>Homework:</b> for June 30, read “They Say” (pp. 15-47) from TS/IS, and bring GCRG to class
<b>Thurs.</b>	Discuss Research Essay and Annotated Bibliography	Class Participation writing assignment <b>Out of Class:</b> Begin work on Annotated Bibliography and Research Essay	<b>Homework:</b> for July 1, read “I Say” (pp. 49-96) from TS/IS and bring necessary materials to compose the Argumentative Essay (see assignment requirements from June 29)
<b>Fri.</b>	Discuss Academic Argument and Argumentative Essay ~ <b>Argumentative Essay (In-Class)</b>	Class Participation writing assignment ~ Compose Argumentative Essay in Class	<b>Homework:</b> for July 5, “Reading for the Conversation” (pp. 138-48) from TS/IS, “Writing Processes and Strategies” (pp. 6-20) of GCRG, and bring GCRG to class
<b>Notes:</b> Argumentative Essay will be written in class on Friday, July 1; Annotated Bibliography is due by the end of class on Thursday, July 7			

<b>Week 2 (July 4 – July 8): Research Writing, Readings</b>			
<b>Mon.</b>	<b>Independence Day ~ Class Does Not Meet</b>		
<b>Tues.</b>	Discuss Academic Reading, Writing Processes and Strategies, MLA Documentation, and Critical Analysis Essay	Class Participation writing assignment <b>Out of Class:</b> Begin work on Critical Analysis Essay	<b>Homework:</b> for July 6, read “Tying It All Together” (pp. 99-132) from TS/IS
<b>Weds.</b>	Discuss Tying It All Together	Class Participation writing assignment	<b>Homework:</b> for July 7, read “Paragraphs” (pp. 20-30) from GCRG
<b>Thurs.</b>	Discuss Paragraphs ~ <b>Annotated Bibliography Due</b>	Class Participation writing assignment	<b>Homework:</b> for July 8, read “Your Trusted Friends” (pp. 182-99) and “Being Fat is OK” (pp. 206-10) from TS/IS
<b>Fri.</b>	Discuss “Your Trusted Friends” and “Being Fat is OK”	Class Participation writing assignment	<b>Homework:</b> for July 11, read “Reality Television: Oxymoron” (pp. 293-96) and “The Last Superpower” (pp. 410-20) from TS/IS
<b>Notes:</b> Critical Analysis Essay is due by the end of class on Tuesday, July 12; Research Essay is due by the end of class on Friday, July 15			

<b>Week 3 (July 11 – July 15): Readings, Essays Due</b>			
<b>Mon.</b>	Discuss “Reality Television: Oxymoron” and “The Last Superpower”	Class Participation writing assignment	<b>Homework:</b> for July 12, read “The World is Flat” (pp.421-41) from TS/IS
<b>Tues.</b>	Discuss “The World is Flat” ~ <b>Critical Analysis Essay Due</b>	Class Participation writing assignment	<b>Homework:</b> for July 13, read “A More Perfect Union” (pp. 360-77) from TS/IS
<b>Weds.</b>	Discuss “A More Perfect Union”	Class Participation writing assignment	<b>Homework:</b> for July 14, read “The Growing College Gap” (pp. 378-91) and “The Truth About Wages” (pp. 312-15) from TS/IS
<b>Thurs.</b>	Discuss “The Growing College Gap” and “The Truth About Wages”	Class Participation writing assignment	<b>Homework:</b> for July 15, bring GCRG to class
<b>Fri.</b>	<b>Research Essay Due</b> ~ Discuss Revision/Revision Notes	Class Participation writing assignment <b>Out of Class:</b> Begin work on Revision/Revision Notes	<b>Homework:</b> for July 18, review “Parts of Sentences” (pp. 153-210) from GCRG, and print out and bring the most recent draft of the essay you plan to revise
<b>Notes:</b> Revision/Revision Notes are due by the end of class on Friday, July 22			

<b>Week 4 (July 18 – July 22): Group Conferences, Prepare for Final Exam</b>			
<b>Mon.</b>	Discuss Parts of Sentences ~ Begin Group Conferences	Answer worksheet questions to discuss with conference group members	<b>Homework:</b> for July 19, review “Revising Sentences for Accuracy, Clarity, and Variety” (pp. 107-152) from GCRG, and print out and bring the most recent draft of the essay you plan to revise
<b>Tues.</b>	Discuss Sentence Accuracy, Clarity, and Variety ~ Continue Group Conferences		<b>Homework:</b> for July 20, review “Punctuation” and “Mechanics and Spelling” (pp. 233-303) from GCRG, and print out and bring the most recent draft of the essay you plan to revise
<b>Weds.</b>	Discuss Punctuation, Mechanics, and Spelling ~ Continue Group Conferences		<b>Homework:</b> for July 21, review “Style and Word Choice” (pp. 211-31) from GCRG, bring a sharpened #2 pencil for Course Evaluations, and print out and bring the most recent draft of the essay you plan to revise
<b>Thurs.</b>	Discuss Style and Word Choice ~ Conclude Group Conferences ~ Perform Course Evaluations		
<b>Fri.</b>	<b>Revision/Revision Notes Due</b> ~ Discuss Final Exam		Class Participation writing assignment
<b>Notes:</b> Final Exams begin Monday, July 25			

**Final Exam:** Monday, July 25, 8:00 a.m. to 10:15 a.m.