

ENGL 1102H Syllabus ~ Spring 2014

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Office Hours and Location: 1:00-2:00 and 3:15-4:15 M-F, and otherwise by appointment, Academic Building 103H

Textbooks (and Daily Calendar Key):

- *Prentice Hall Reference Guide to Grammar and Usage*. 8th ed. New York: Pearson, 2008. [ISBN: 978-0-205-78231-4] (PHRG)
- 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. [ISBN: 978-0-393-93361-1] (TS/IS)

Course Description: A composition course emphasizing interpretation and evaluation that incorporates a variety of advanced research methods. The course provides opportunities for collaboration, leadership, and effective communication across media through writing projects that relate to one or more elements of the Honors Program outside the classroom.

Placement Policy: ENGL 1101 with a grade of C or better or permission of the Honors Program Coordinator.

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 1101H 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.

Honors Class Objectives:

- Demonstration of leadership in the classroom setting.
- Demonstration of initiative in research projects across media and in relation to the public service objectives of the honors program.

Academic Dishonesty: Gordon State 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. For the purposes of this class particularly, an act of "Academic Dishonesty" involves passing off someone else's work or ideas as your own. This rule applies to anything turned in for a grade, regardless of how minor or major that assignment is and regardless of the reason for the infraction. Ignorance of the rules for attributing ideas to others correctly is not a valid excuse; students are held accountable for documenting others' ideas correctly, so they should make certain to be present on the days the class discusses documentation or to get the notes from a classmate who was there on that date.

Collusion is one form of academic dishonesty that is worth mentioning specifically and is defined as receiving excessive help from another to the point that a work can no longer be the product of a single author. In this class, if a submitted assignment is suspected to be the result of collusion, the teacher reserves the right to refuse credit for that work if the claimed author is unable to demonstrate sole authorship.

We will discuss documentation on Wednesday, February 19 and Friday, February 21. The particulars and principles of Gordon State College's Academic Dishonesty policy are available in the Catalog on pp. 317-18 and online at <http://www2.gordonstate.edu/catalog/current/view/C191/#academic-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 p. 75 and online at <http://www2.gordonstate.edu/catalog/current/view/C84/#academic-dishonesty-policy>.

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 student may receive a 0 for the assignment grade or expulsion from the class.

In circumstances where there is a question of academic dishonesty, the teacher will email the student and ask him or her to meet with him about the issue. The severity of the infraction will be discussed at that

meeting, as will the penalty, if any. The student is responsible for replying and setting up an appointment in a timely fashion, and the meeting will not be held any later than one week after the email is sent. In cases where academic dishonesty is a question and the student fails to schedule an appointment and appear for it in a week's time will be given a 0 for the assignment grade, regardless of the severity of the infraction, and notification via email.

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 Monday, February 3, and the assignment itself is due on Wednesday, March 5. This assignment accounts for ten percent of the semester's final grade.

Argumentative Essay: This essay will be written in class on Friday, January 31 and will account for ten percent of the semester's grade. The requirements for this assignment will be explained in a handout given on Friday, January 10. The details of this assignment cannot be given here, but it will be on the subjects of Academic Ethics and Academic Responsibility.

Class Participation Portfolio: 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 does not fully follow the instructions for a Class Participation Portfolio assignment, then half credit for that assignment will be given. The Class Participation Portfolio 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 Wednesday, March 5, and the assignment itself is due on Monday, March 31.

Final Exam: On Tuesday, May 6, 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 Spring 2014 academic calendar online at <http://www.gordonstate.edu/pdf/schedule/201402/finalexams.pdf>. The final exam accounts for five 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 given on Friday, April 25.

Group Conferences: There will be Group Conferences during class for the Research and Revision Essays leading up to those essays' due dates. During these times, 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 five percent of the semester's final grade.

MLA Quiz: On Friday, February 21 you will take a quiz on MLA documentation. You may use your notes from class on MLA documentation to answer the questions accurately. This quiz will account for five percent of your final grade.

Oral Presentation: As a part of the Research Project, you will be required to make an oral presentation on your work. This will account for five percent of the semester's grade. The requirements for the Oral Presentation will be explained in a handout given on Monday, February 3. The presentations themselves will be conducted in class on Friday, April 11 and Monday, April 14.

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 Friday, March 7, and the assignment itself is due on Wednesday, April 9. This assignment accounts for fifteen percent of the semester's final grade and is the major part of the Research Project.

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 Wednesday, April 9, and revision drafts and notes will be submitted for grading on Friday, April 25.

Teacher-Student Conferences: As five percent of the final grade, each student is expected to meet with the teacher at least once over the course of the semester to discuss a writing project he or she is working on at the time. 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, however, and students are encouraged to schedule as many conferences with the teacher as schedules will permit. 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. The conference will last about fifteen minutes, unless further time is wanted and available, and to get full credit for it, the student should appear with specific questions for the teacher to answer. The last week of class meetings have been set aside for the purpose of scheduling writing conferences, but you are encourage to schedule one before then.

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

Class Participation Portfolio	15%
Research Essay	15%
Revision/Revision Notes	15%
Annotated Bibliography	10%
Argumentative Essay (In-Class)	10%
Critical Analysis Essay	10%
Final Exam	5%
MLA Quiz	5%
Oral Presentation	5%

Teacher-Student Conference	5%
Group Conferences	5%

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. Since the MLA Quiz will be taken in class, that one cannot be made up either.

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 should be submitted 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, most class meetings involve an activity that factors into the Class Participation Portfolio 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 p. 67 and online at <http://www.gordonstate.edu/departments/registrar/attendance.asp>.

Access Policy: Students at Gordon State College with mental or physical impairments that may negatively affect their academic performance are encouraged to contact Laura Bowen, Director of the Counseling Center, by telephone at 678-359-5585, or via email at laurab@gordonstate.edu. For further information about the scope and requirements of this service, look in the Academic Catalog on pp. 87-88, or go to the center's web page at <http://www.gordonstate.edu/studentlife/ADA.asp>.

Dates to Remember:

Late Registration Ends	Friday, January 10
Drop/Add Ends	Friday, January 10 (4:00 p.m.)
Payment Deadline	Friday, January 10 (4:00 p.m.)

Bookstore Charges End	Wednesday, January 22
Midterm	Monday, March 3
Early Registration Period	Monday, March 31 – Friday, April 18
Study Day	Thursday, May 1
Final Exams	Friday, May 2 – Wednesday, May 7

Daily Calendar

Week 1 (January 8 – January 10): Introductions and Argument			
Weds.	Introductions ~ Review Syllabus	Class Participation Portfolio assignment	Homework: For January 10, read “Entering the Conversation” (pp. 1-15) from TS/IS.
Fri.	Discuss Academic Conversation, Thinking about Writing, and Argumentative Essay	Class Participation Portfolio assignment	Homework: For January 13, read “They Say” (pp. 19-28) from TS/IS.
Notes: Drop/Add and Late Registration end Friday, January 10. The Argumentative Essay will be written in class on Friday, January 31.			

Week 2 (January 13 – January 17): Argument (continued) and Syllabus Quiz			
Mon.	Discuss “They Say” Receive Syllabus Quiz	Class Participation Portfolio assignment	Homework: For January 15, read “Yes/No/Okay, But” (pp. 55-67) from TS/IS.
Weds.	Discuss “Yes/No/Okay, But”	Class Participation Portfolio assignment	Homework: For January 17, read “And Yet” (pp. 68-75) from TS/IS.
Fri.	Discuss “And Yet”	Class Participation Portfolio assignment	Homework: For January 22, read “Skeptics May Object” (pp. 78-90) from TS/IS.
Notes: Bookstore Charges end Wednesday, January 22.			

Week 3 (January 20 – January 24): Significance and The Writing Process			
Mon.	MLK Holiday ~ Class Does Not Meet		
Weds.	Discuss “Skeptics May Object”	Class Participation Portfolio assignment	Homework: For January 24, read “So What? Who Cares?” (pp. 92-100) from TS/IS.
Fri.	Discuss “So What? Who Cares?”	Class Participation Portfolio assignment	Homework: For January 27, read Ch. 1, pp. 5-11, and 14-15 from PHRG.
Notes:			

Week 4 (January 27 – January 31): The Thesis and the First Essay			
Mon.	Discuss Writing Processes and Strategies	Class Participation Portfolio assignment	Homework: For January 29, read Ch. 1 pp. 11-14 and “Writing Essay Exams” (pp. 53-55) from PHRG.
Weds.	Discuss The Argument and The Thesis Statement	Class Participation Portfolio assignment	Homework: For January 31, bring necessary materials to compose the Argumentative Essay (see assignment requirements from August 16.
Fri.	Compose Argumentative Essay (In Class)		Homework: For February 3, read “Finding a Topic” (pp. 335-43) and “Writing an Annotated Bibliography” (pp. 377-88) from PHRG.
Notes:			

Week 5 (February 3 – February 7): Beginning the Research Project			
Mon.	Discuss Annotated Bibliography, Research Project	Class Participation Portfolio assignment Out of Class: Begin work on Research Project	Homework: For February 5, read “Choosing Primary and Secondary Sources” (pp. 344-46) from PHRG.
Weds.	Discuss Research Source Materials	Class Participation Portfolio assignment	Homework: For February 7, read “Her Point Is” (pp. 30-40) from TS/IS.
Fri.	Discuss “Her Point Is”	Class Participation Portfolio assignment	Homework: For February 10, read “Evaluating Sources” (pp. 365-74) from PHRG.
Notes: The Annotated Bibliography will be due Wednesday, March 5.			

Week 6 (February 10 – February 14): Finding Source Materials			
Mon.	Discuss Evaluating Source Materials	Class Participation Portfolio assignment	Homework: For February 12, read “I Take Your Point” (pp. 141-44) from TS/IS.
Weds.	Discuss “I Take Your Point”	Class Participation Portfolio assignment	Homework: For February 14, read “Using Sources and Avoiding Plagiarism” (pp. 378-401) from PHRG.
Fri.	Discuss Academic Honesty	Class Participation Portfolio assignment	Homework: For February 17, read “What’s Motivating This Writer?” (pp. 145-55) from TS/IS.
Notes:			

Week 7 (February 17 – February 21): Using Source Materials			
Mon.	Discuss “What’s Motivating This Writer?”	Class Participation Portfolio assignment	Homework: For February 19, read “Documenting in MLA Style” (pp. 408-409), review Sections 70a-70d from PHRG, and bring PHRG to class.
Weds.	Discuss Documenting in MLA Style	Class Participation Portfolio assignment	Homework: For February 21, bring PHRG to class and prepare notes to take MLA Quiz.
Fri.	Documenting in MLA Style (concl.) ~ MLA Quiz	Class Participation Portfolio assignment	Homework: For February 24, read “The Data Suggest” (pp. 156-74) from TS/IS.
Notes:			

Week 8 (February 24 – February 28): Bibliography and Analysis			
Mon.	Discuss “The Data Suggest”	Class Participation Portfolio assignment	Homework: For March 3, read “Analyze This” (pp. 175-92) from TS/IS, “Critical Thinking, Reading, and Arguing” and “Reading Arguments Critically” (pp. 65-67) from PHRG.
Weds.	Class Does Not Meet		
Fri.			
Notes: The last day to drop a course without an automatic WF is Monday, March 3 (Midterm). The Critical Analysis Essay will be due Monday, March 31.			

Week 9 (March 3 – March 7): Researched Arguments			
Mon.	Discuss “Analyze This”	Class Participation Portfolio assignment	Homework: For March 5, finish work on the Annotated Bibliography.
Weds.	Annotated Bibliography Due ~ Discuss Critical Analysis Essay	Class Participation Portfolio assignment Out of Class: Begin work on Critical Analysis Essay	Homework: For March 7, read “Writing the Research Paper” (pp. 401-406) from PHRG.
Fri.	Discuss Writing a Research Essay	Class Participation Portfolio assignment	Homework: For March 17, read “Hidden Intellectualism” (pp. 198-205) and “Agonism in the Academy” (pp. 214-20) from TS/IS.
Notes: The Research Essay will be due Wednesday, April 9.			

SPRING BREAK ~ CLASS DOES NOT MEET (MARCH 10 – MARCH 14)

Week 10 (March 17 – March 21): More Researched Topic Examples			
Mon.	Discuss “Hidden Intellectualism” and “Agonism in the Academy”	Class Participation Portfolio assignment	Homework: For March 19, read “Don’t Blame the Eater” (pp. 195-97) and “Nuclear Waste” (pp. 206-13) from TS/IS.
Weds.	Discuss “Don’t Blame the Eater” and “Nuclear Waste”	Class Participation Portfolio assignment	Homework: For March 21, read “As a Result” (pp. 105-18) from TS/IS.
Fri.	Discuss “As a Result”	Class Participation Portfolio assignment	Homework: For March 24, read Sections 7c-7f (pp. 69-87) from PHRG.
Notes:			

Week 11 (March 24 – March 28): Developing an Argument			
Mon.	Discuss Developing and Organizing an Argument	Class Participation Portfolio assignment	Homework: For March 26, read “Ain’t So/Is Not” (pp. 121-28) from TS/IS.
Weds.	Discuss “Ain’t So/Is Not”	Class Participation Portfolio assignment	Homework: For March 28, read “But Don’t Get Me Wrong” (pp. 129-37) from TS/IS.
Fri.	Discuss “But Don’t Get Me Wrong”	Class Participation Portfolio assignment	Homework: For March 31, finish work on Critical Analysis Essay.
Notes: Early Registration begins Monday, March 31.			

Week 12 (March 31 – April 4): Crafting an Argument			
Mon.	Critical Analysis Essay Due ~ Discussion Topic (Topic TBD)	Class Participation Portfolio assignment	Homework: For April 2, read “Paragraphs” (pp. 25-35) from PHRG.
Weds.	Discuss Paragraphs	Class Participation Portfolio assignment	Homework: For April 4, read Sections 2e-2g (pp. 15-24) from PHRG.
Fri.	Discuss Group Conferences and Revision, Editing, and Proofreading	Class Participation Portfolio assignment	Homework: For April 7, bring your most recent draft of your Research Essay.
Notes: The First Group Conference will be held in class Monday, April 7.			

Week 13 (April 7 – April 11): Group Conferencing			
Mon.	First Group Conference		Homework: For April 9, finish work on Research Essay.
Weds.	Research Essay Due ~ Discuss Revision/Revision Notes	Class Participation Portfolio assignment Out of Class: Begin work on Revision/Revision Notes	Homework: For April 11, prepare for participation in Oral Presentations.
Fri.	Begin Oral Presentations		Homework: For April 14, prepare for participation in Oral Presentations.
Notes: Early Registration ends Friday, April 18.			

Week 14 (April 14 – April 18): Revision and Editing			
Mon.	Conclude Oral Presentations		Homework: For April 16, review “Parts of Sentences” (pp. 153-210) and “Style and Word Choice” (pp. 211-31) from PHRG.
Weds.	Discuss Parts of Sentences and Style and Word Choice	Class Participation Portfolio assignment	Homework: For April 18, review “Revising Sentences for Accuracy, Clarity, and Variety” (pp. 117-62) from PHRG.
Fri.	Discuss Revising Sentences for Accuracy, Clarity, and Variety	Class Participation Portfolio assignment	Homework: For April 21, review “Punctuation, Mechanics, and Spelling” (pp. 247-312) from PHRG.
Notes: The Second Group Conference will be held in class Wednesday, April 23.			

Week 15 (April 21 – April 25): Revision and Editing (concluded)			
Mon.	Discuss Punctuation, Mechanics, and Spelling	Class Participation Portfolio assignment	Homework: For April 23, bring most recent draft of essay you plan to revise.
Weds.	Second Group Conference		Homework: For April 25, finish work on Revision/Revision Notes.
Fri.	Revision/Revision Notes Due ~ Discuss and prepare for Final Exam	Class Participation Portfolio assignment	Homework: For May 6, prepare to take Final Exam.
Notes:			

Week 16 (April 28 – April 30): Teacher-Student Conferences	
Mon.	Teacher-Student Conferences ~ Class Does Not Meet
Weds.	
Notes: Study Day is Thursday, May 1. The Final Examination Period is from Friday, May 2 to Wednesday, May 7.	

Final Exam: Tuesday, May 6, from 8:00 a.m. to 10:00 a.m.