

First-Year Composition (FYC)

Summer Workshop

OER Curriculum Update

2019

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Location(s): Arnold Hall Room 113

Columbus State University
Department of English
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Workshop Schedule

9:00 Introduction to the workshop with Drs. Bordelon and Rome

9:10 Course arc introduction

9:30 ENGL 1101 summary and activities

11:00 English Department Meeting

12:00 [Lunch]

1:00 ENGL 1102 summary and activities

2:30 OER discussion; workshop Q and A

Gerdes-McClain ENGL 0999/1101

A. Course Narrative: Fitting in the Arc

When designing this class I thought hard about the concept of “writing as inquiry.” I see one of the goals of this course as disrupting how students think about writing and argument. Rather than seeing writing as the simple transcription of already existing ideas, I wanted to encourage them to see writing as an investigative process that we can use to understand ourselves and to answer questions about things we care about. To that end, my ultimate goal was to help students write a thoughtful, fair analysis of a viewpoint they deeply disagree with. By asking them to hold off on evaluation and argument, I try to reframe the writing project not as a way to “win” a debate but as a way to understand how intelligent people of goodwill can disagree on so many issues.

Unit 1:

Because my ultimate goal is to have students investigate an idea they disagree with curiosity and the desire to learn, I felt that it was important to begin the class by allowing them to first express the values and stances that matter to them. To this end, Project 1 asks them to choose a value that is important to them, define it (in a complex way), and explain what experiences in their lives have helped them develop this value. Students are encouraged to view their personal experiences as *evidence* which they must *analyze* to explain their ideas to readers. Additionally, we focus on choosing a thesis or line of inquiry and how different essay organizations can support, complicate, or detract from this central idea.

In this unit, in addition to the final 800 word draft, students write approximately 500 words for various homework (paragraphs, forum posts, peer reviews) assignments.

Approx words for this unit: 1300

Unit 2:

In this unit I both introduce students to the idea that our values shape our public actions and introduce several different types of research. Students are asked to choose a local group they are *not* a part of (I do this based on personal experience; students often struggle to do complex analysis of groups they are too close to, in my opinion) and to investigate both the values that group holds and how those values are (or are not) enacted publicly. To do this, students analyze several kinds of sources: texts produced by the groups (from flyers to social media pages to by-laws), interviews, observations, newspapers, yearbooks, historical information, national guidelines for local chapters of larger groups, etc. In this unit I introduce the rhetorical situation as a tool of analysis and help students use their research to help them make and support claims about what the organization values and how (or how not) those values shape their behavior.

In this unit, in addition to the final 1250 word draft, students write approximately 1000 for various homework (paragraphs, forum posts, peer reviews) assignments.

Approx words for this unit: 2250

Unit 3:

Now that students have thought about values on both a personal and public level as well as practiced finding a variety of sources and doing rhetorical analysis, I ask students to find a text espousing a political view they deeply disagree with. I caution students to look for texts that demonstrate goodwill (the writer is sincerely trying to explain ideas) and intelligence (examples are logical and evidence is reasonable). I do this because while students could, for example, analyze hateful rantings from a racist organization, this is not a writer who would be likely to be open to understanding the student's rebuttal. I also don't want to require anyone to read views that are deeply hurtful to them. For this assignment, students are not attempting to explain their own position or persuade the author. Instead, they are analyzing the writing to discover the core values that motivate the writer's viewpoint. I often pitch this assignment as a good faith attempt to understand how someone you love and respect and like (say *that* uncle at Thanksgiving) can sincerely believe something you think is so obviously wrong. I also frame this move, understanding the values and concerns motivating different opinions, as a crucial first step to argument, which they will focus on in Comp 2.

In this unit, in addition to the final 1250 word draft, students write approximately 1000 for various homework (paragraphs, forum posts, peer reviews) assignments.

Approx words for this unit: 2250

Unit 4:

This presentation is, in many ways, designed to be celebratory. My goal is to prompt reflection not only on the class topic (values and how they shape public actions) but also on the writing skills they have learned and practiced all semester. To that end, students are asked to share the *most meaningful* part of the class (to them personally) with the entire class in a brief presentation. I ask that student return to their essays, homework assignments, and class materials to find specific examples of ideas that really moved them or writing they are proud of or writing activities that were particularly effective for them. The presentation to their classmates is designed to help them begin thinking about audience in more concrete terms (how can they explain what they found meaningful to their peers) about audience and how that shapes communication. Again, I stress that this is something they will return into Comp 2.

In this unit students write approximately 500 words for various homework (paragraphs, forum posts, peer reviews) assignments.

Approx words for this unit: 500

Approx Total Required Writing: 6,300 words

B. OERs

In class I used chapters from both volumes of *Writing Spaces*. I found these readings particularly helpful for helping students thinking about college writing, research, and peer review/revision in flexible ways that they can, hopefully, apply to their other classes. You can see my class schedule for the specific readings I assigned for each unit.

In addition to *Writing Spaces* I assigned one PDF, a chapter from Malcolm X's autobiography as an example of a personal narrative.

Finally, I use the OWL Purdue website as a handbook, teaching students how to look up different kinds of citation formats as well as helping them decode title pages, websites, and journals to locate the information being asked for.

C. Prompts

Project 1

Prompt: Construct an essay that informs your audience about a value that is important to you, establishes your personal definition of the value, and demonstrates an intricate understanding of how your personal history or experiences have contributed to its creation and evolution.

Project Description: Have you thought about *why* you believe what you believe? What values underlie those beliefs, and where do these values come from? How is this value enacted in your life? Throughout this semester, we will thoroughly investigate values and the role they play in both individual and social action. For this project, we are going to explore the relationships between our personal experiences and values.

To begin that investigation, you will choose a particular value that is important to you. The goal of this project is to think and write about your value in a critical way. To do this, you should consider how your personal beliefs and past experiences inform the value you have chosen. In other words, you will identify, analyze, and communicate how your personal experiences have shaped your values, making you the person you are today.

Learning and Writing Goals: You will engage in critical thinking and writing about how external experiences affect how you see the world. This assignment requires you to dig deep to gain a greater understanding of both the value itself and your relationship to it. As you engage in this critical analysis of your personal value, it is important that you avoid surface-level observations, but instead commit yourself to an in-depth process of reflection and investigation. To do this, you might explore the connection of your personal decisions, experiences, relationships, and activities. This assignment has no prescribed organization, so you should develop a structure specific to your unique understanding of your chosen value.

A successful essay will:

- organize the essay as a personal narrative anchored to the thesis or line of inquiry;
- critically reflect on a personal experience as evidence by developing and analyzing specific details and/or examples;
- cite any sources in either MLA or APA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be at least 800 words in length.

Project 2

Prompt: Thoroughly research a local organization and craft an essay that demonstrates how that group's engagement with a social/political issue enacts or implies a meaningful, shared value.

Project Description: In the last unit, you explored a personal value. The focus of this project is group values. For this writing assignment, you will identify a local group within the university or community that you have never been a member of but may be interested in joining. Once you have chosen a group, you will identify and analyze both a meaningful value that the group holds in common and the way the group demonstrates that shared value. Your essay will draw on extensive primary and secondary research to explain *how* the value informs the group's action and *why* the group values what they do.

Learning and Writing Goals: You are now turning your attention from personal values to shared values and demonstrating to readers the ways those values are enacted in the public sphere. To accomplish the goals of this assignment, you will learn to engage in extensive primary and secondary research. Your essay should be specific and go into detail about the group. Like the first essay, this assignment has no prescribed organization, so you should choose a specific structure tailored to your research findings.

A successful essay will:

- be organized around a thesis or line of inquiry;
- be informative, detailed and well-researched;
- include a strategic selection of primary and/or secondary research from credible sources;
- critically reflect on evidence (sources) by analyzing specific details;
- cite all sources in either MLA or APA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be at least 1250 words in length.

Project 3

Prompt: Explore a text that offers a point of view that differs from your own on a current social or political issue, analyze the values present, and demonstrate how those values shape the author's argument.

Project Description: As we have seen throughout this semester, we all have reasons for believing and thinking as we do. And yet, a persistent problem with public arguments is that we often make no attempt to understand any perspective other than our own and frequently believe that we have no connection to those whose arguments differ from ours. Such arguments are worse than unproductive—they undermine our civic systems and relationships with one another, leading to greater division in our public and private lives. Using values to understand what motivates the arguments of those we disagree with offers the possibility for understanding and connection.

You have now written about personal values and how groups enact shared values. For this assignment, you will explore a text that offers a point of view that differs from your own on a current social or political issue. You will then find and analyze the values present in your chosen text that shape the author's argument, which may or may not be explicitly stated. Rather than arguing for or against the author, explain to readers *why* the author of the text holds the position they do and what values connect to their position, using background information and textual evidence to support your claims.

Learning and Writing Goals: The goal of this assignment is to demonstrate a complex understanding of how values inform public arguments, even—or maybe especially—when we may not agree with those arguments. In this assignment, you might learn that you share similar values with the author but draw different conclusions about how to enact those values. As you present the values in the text, you may draw on your own values and beliefs or opinions, pointing out places of similarity and difference. Be sure as you do this, however, to focus on the values of the text and to present the perspective in a manner that is fair and comprehensive. A key to this assignment is keeping an open mind and a neutral tone based on analysis rather than persuasion or argumentation.

A successful essay will:

- be organized around a thesis that either advances a thesis or line of inquiry;
- present an informative, detailed and well-researched analysis of an issue depicting an understanding of a point of view different from your own;
- be informative, detailed and well-researched
- include a strategic selection of primary and/or secondary research from credible sources;
- express the validity of the other side through an understanding of their perspective;
- avoid emotionally-charged rhetoric;
- cite all sources in either MLA or APA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be at least 1250 words in length

Project 4

Prompt: Give a 4-6 minute speech designed to inform your classmates about an aspect of your work, your classmates' work, or a class concept that was particularly meaningful to you.

Project Description: Throughout this semester, we've been talking about values and their relationship to what we believe, how we act in the world, and how they draw us toward some people and push us away from others. That's a lot to chew on. Now we're interested in hearing from you about what you found especially meaningful about all of this, and a reflection on why it was meaningful.

As long as you use material from the semester to develop your speech, you may approach this assignment in any number of ways. However you choose to present your insight, you must be sure that your speech makes a connection to your audience and uses concrete evidence and specific examples from this semester's work to support major claims. Throughout this semester we have been practicing informal public speaking, but for this assignment you will want to develop a more formal speech, prepared with an audience in mind. Be sure to clearly state your intended purpose and use an overt organizational structure so your audience can follow you. You may use visual aids where appropriate, keeping in mind that those aids should clarify or enhance the speech, not distract from it.

Learning, Writing, and Speaking Goals: Creating a prepared speech is another kind of composing task. After you have chosen a topic, you will learn to draft and revise a working outline of the speech, developing an appropriate organizational strategy for the topic, audience, purpose, and length of your speech. You will learn to distill the working outline into a speaking outline that you will transfer to notecards. Notecards should serve as reminders, and not distract you from making eye contact with your classmates. We will practice using effective body language that enhances rather than distracts from your speech. A successful speech is on topic, interesting, and informative; it is also well-planned and well-rehearsed.

A successful final project will:

- clearly describe the topic/purpose of the project;
- demonstrate purposeful rhetorical decisions in the organization and presentation style;
- integrate compelling examples from the work and research you completed this semester;
- account for the expectations of your intended audience (as specified in the prompt);
- have an organization claim or line or inquiry that guides audiences' experience of the presentation;
- utilize feedback to revise and polish the final presentation;
- be clear, organized, and edited.

D. Syllabus and Course Calendar

0999/1101 Composition I Spring 2019

At-a-Glance

Instructor: Dr. Rebecca Gerdes-McClain

Email: gerdesmclain_rebecca@columbusstate.edu

Phone: 706-565-1217 (office); 574-261-5696 (cell)

Instructor Office: Arnold Hall 222

Office Hours: T 9-11; W 8-9 *and by appointment*

Class Time: 9:00-9:50, MWF

Class Location: Arnold 109 (9-9:50)

Final Exam: Friday May 10th, 8:00-10:30

Course Description

ENGL 1101 introduces students to writing as way to explore and investigate ideas. Through a combination of narrative, analytic, and exploratory writing, students will be introduced to the types of writing valued at the university level as well as the concept of writing as a knowledge-generating activity. Individual sections typically emphasize inquiry and academic exploration, introduce rhetorical concepts, and practice gathering and using evidence.

By the end of this course, you will be able to:

- utilize writing as a means to explore a subject of interest to you;
- recognize each writing prompt as a unique rhetorical situation;
- develop a thesis or line of inquiry that fulfills the requirements of the writing prompt;
- engage in different brainstorming processes to generate detailed evidence and interpretation to support your purpose;
- develop organizational structures to support your purpose;
- gather, discuss, and analyze primary and secondary sources;
- use writing as a process
- respond to drafts and incorporate feedback into your revisions and writing process;
- begin to incorporate a consistent citation style into your writing and research; and
- craft sentence-level prose that does not detract from your ideas.

This class also works toward the following CORE learning outcomes;

- Write effectively in a variety of situations and for a variety of audiences.
- Use primary and secondary research to analyze and present information in rhetorically appropriate ways.
- Use a nationally recognized system of scholarly documentation, such as MLA or APA.

Required Materials

- Readings posted to CougarView/ Online Education Resources (free)
- Pen/pencil and notebook or other note-taking devices
- Access to a computer

Grades

Project 1	15%
Project 2	25%
Project 3	25%
Project 4	15%
Homework/Peer Review	10%
Writing Groups	10%

Your final course grade will be determined from the following scale:
A= 100-90; B= 89.9-80; C= 79.9-70; D= 69.9-60; F= 59.9 and below

Readings for Class

- Read all texts carefully and critically. Be prepared to engage in class activities and discuss assigned readings at length. **Bring** texts to class.
- Identify key claims, main ideas, evidence, and reasons that support the claims and underlying assumptions.

Office Hours and Email

If you have questions, email me. I will answer all emails sent by 8 pm each night (including weekends and holidays). That means that, if you send an email by 8 pm, you will get a response that same night. If you do not receive a response, that means that I did not receive your message for some reason and it's your responsibility to try to figure out what went wrong and send the message again and/or try to get in contact with me in some other way.

I usually will respond around 8pm, but sometimes it will be later. If you don't get a response by 10pm, something probably went wrong. Try resending the message or getting in contact with me another way.

CougarView

We will use the online course management system CougarView regularly in this class. All of our class materials—including assignments, homework schedules, policies, and useful links—will be available to you via CougarView. You will also use CougarView to post your work and respond to peers' work. Please check CougarView regularly and let me know as soon as possible if you have trouble accessing this site or working online.

Revision Policy

Revision is central to the development of your projects in each unit. You will regularly workshop your ideas and projects with others in class and you will revise your arguments and designs throughout the course. You will also receive feedback from me on your rough draft. For these reasons, the final due dates on the course calendar are the final submission dates for the unit. Revisions beyond these final dates will not be accepted.

Late Work

Late work is not accepted for daily homework, in-class assignments, or essay drafts.* However, each student has *one* two-calendar day extension for major essay assignments. In order to use this extension, you must notify me in writing (email is fine), and that notification must be submitted to me by the assignment's original due date. You cannot use this extension for your

final project (Unit 4), because there is not time at the end of semester to accommodate extensions.

*In cases of documented medical **emergency**, contact me for accommodations.

Incomplete Work (Meeting Minimum Word Counts)

Work not meeting minimum word count or other requirements will not be accepted. If I provide length requirements for homework assignments, incomplete work will not be accepted for daily homework or in-class assignments. Incomplete essay drafts are also not accepted and will not receive my feedback. Final essays that do not meet the minimum length requirements are incomplete and will not be accepted.

If a final essay does not meet the minimum length requirement and you have not used your one time, two-calendar day late work extension, you may use your extension on this essay. However, the two-calendar day extension *begins* on the original due date, meaning that in order for your essay to be accepted and graded, you must turn in a complete draft within two days of the original due date. This counts as your one-time extension and you will not be able to use it more than once. Otherwise, incomplete work will not receive a passing grade. To be clear, *your Works Cited does not count toward the word count.*

The minimum word totals of each essay assignment add up to the *minimum* amount of polished writing you must complete for this class, therefore failing to meet word requirements on your final essays means you have not completed the requirements for this course.

Absence Policy

In order to succeed in this class, it is important that you attend class faithfully. The CSU First Year Composition policy allows students to miss no more than two weeks (or a total of six absences). If a student does miss more than six classes, he/she cannot pass the course. Before each class begins, I expect you to have thoroughly read, annotated, and reviewed all reading assignments and completed all assigned writing activities. It is also essential that you arrive on time. Any in-class writing assignment missed due to absence or late arrival cannot be made up.

Excused Absences:

- religious observances (keep in mind, documentation must be provided for these)
- official university-sponsored activities (for example, if you're an athlete who has to travel to a game and has provost approved documentation)
- legally required absences (military or jury duty, etc.)

Unexcused Absences:

- Everything else (including illness, car trouble, etc.)

To receive an *excused* absence, you must inform me and provide official documentation, **in advance**, so that arrangements can be made for the work you will miss.

Tardy Policy

Our class sessions are short, so you need to be in your seat, ready to begin the work of the class, on time every day. Because of this, the tardy policy is very strict. As soon as the clock hits our

class start time, I will close the door to the classroom, and if you're not inside at that time, you will be tardy, and tardies do matter.

Each tardy counts as one-third of an unexcused absence, which means that three tardies equals a full, unexcused absence. (This means that, if you accrue enough of them, that tardies can negatively affect your grade.) Do your best to make sure you are in class, prepared, and ready to start working every class day.

Class Withdrawal Procedure

If you wish to drop this course after the schedule change period, you do so online by going to the registration screen and clicking "Course Withdrawal." Do not go to the drop/add screen to drop a course after the schedule change period. Ceasing to attend class or oral notice thereof by the student does not constitute official withdrawal and may result in the grade of WF. Students are reminded that they may not withdraw after the February 14th 2019 deadline without penalty except in cases of hardship as determined by the Dean of the College of Letters and Sciences.

Learning Support Success Center

The Learning Support Success Center (LSSC) is an English and Math support lab located in Shannon Hall 209. The LSSC hours are Mondays-Thursdays from 8:00am to 8:30 pm and Fridays from 8:00 am to 5:00 pm. The English Academic Coach is available the following days and times: Tuesdays and Thursdays from 1:00pm to 4:30pm and Fridays from 8:00am to 5:00pm.

Appointments can be scheduled by contacting Ms. Lisa Nixon at the Learning Support Success Center. Mrs. Nixon's contact information is as follows: nixon_lisa1@columbusstate.edu, 706-507-8320.

Student Disability Statement

Disabilities can be visible and invisible, and I am dedicated to creating an inclusive classroom environment. If you have a disability, or think you may have a disability, I encourage you to contact me so we can work together to develop strategies for your success. Joy Norman at the Office of Accommodation and Access in the Schuster Student Success Center - Room 221 provides support for students with documented disabilities, and you can contact her at 706-507-8755. You may contact her without notifying me if you would prefer to keep your disability confidential.

Accommodation and Access

Students with a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) may request academic and/or physical accommodations to ensure they have access to all instructional content for this course. To request accommodations, please contact the Center for Accommodation and Access in the Schuster Student Success Center - Room 221 [706-507-8757](tel:706-507-8757) as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided, as appropriate, to help students meet course requirements.

Campus Carry

For information regarding HB 280 (Campus Carry), please refer to www.usg.edu/HB280. It is the permit holder's responsibility to know and comply with the law.

Academic Honesty

Plagiarism is presenting the writing or the ideas of someone else as if they were your own. Plagiarism and/or cheating of any kind—on homework, in-class work, drafts, or final papers,—will not be tolerated. A student found cheating will receive a zero on the assignment and will forgo all opportunities to revise.

Academic Center for Tutoring

Enrolled CSU students can receive free tutoring from the Academic Center for Tutoring (ACT). The ACT's primary mission is to contribute to CSU's vision, mission, and priorities by supporting students in their core courses (math, science, writing, and humanities) and in other professional and academic situations (personal statements, resumes). More information about what the ACT can do for students can be found by visiting online <https://act.columbusstate.edu>, by visiting Woodall 104, or by calling [706-568-2483](tel:706-568-2483). Appointments are made via [MyCSU](#) and EAB.

First Year Composition Courses

If you have questions about FYC policies or concerns about your class, please contact the Director of First Year Composition, Dr. Rebecca Gerdes-McClain at gerdesmcclain_rebecca@columbusstate.edu or English Department Chair Dr. Judith Livingston at livingston_judith@columbusstate.edu. You can also visit our website for more information and policies. <https://english.columbusstate.edu/fyc.php>

Release Statement

This policy statement and the course schedule that follow are subject to the change. You will be notified, in class and on CougarView, of any changes as soon as possible. Students will be held to the latest available version of the syllabus.

Important Dates: Spring Semester 2019

January 25 (Friday)	Last Day to Add classes
February 14 (Sunday)	Last Day to Withdraw (WP)
March 16-22 (Sunday-Sunday)	Spring Break (no class)

Daily Schedule ENGL 1101

This schedule may be altered or amended as necessary as the semester progresses

Week 1		This column describes homework that should be completed before class.
W 1.23		<ul style="list-style-type: none"> • Introductions!
F 1.25		<ul style="list-style-type: none"> • Research the difference between values and beliefs (w/ personal examples) • Describe the research process you used • Review Syllabus • Read “What is ‘Academic’ Writing?” from <i>Writing Spaces Vol. 1</i>
Week 2		
M 1.28		<ul style="list-style-type: none"> • Read “Storytelling, Narration, and the “Who Am I Story”” from <i>Writing Spaces Vol. 2</i> • Write a one sentence summary of your reflections on your personal value along with a short paragraph explaining what experiences and beliefs you have connected to your value
W 1.30		<ul style="list-style-type: none"> • Read “Reinventing and Invention: Discovery and Investment in Writing” from <i>Writing Spaces Vol. 1</i> • Review assignment prompt • Contact writing group members
F 2.1		<ul style="list-style-type: none"> • Read Malcolm X “A Homemade Education” • Post a working thesis/line of inquiry and a detailed outline of Project 1 that clearly names the value(s) to be discussed.
Week 3		
M 2.4		<ul style="list-style-type: none"> • Read “From Topic to Presentation: Making Choices to Develop Your Writing” from <i>Writing Spaces Vol. 1</i> • Post 3 best practices to your Writing Group forum (only one post necessary per Writing Group)
W 2.6		<ul style="list-style-type: none"> • Due rough draft of Project 1
F 2.8		<ul style="list-style-type: none"> • Feedback due to Writing Groups • Writing Workshop
Week 4		PROJECT TWO
M 2.11		<ul style="list-style-type: none"> • Revise Project 1 paper • Review Project 2 prompt • Post at least three groups that could be used in the community values analysis

W 2.13		<ul style="list-style-type: none"> • Revise Project 1 paper • Research/Construct a list of the different types of texts the local group uses to communicate with its members and the public (At least three texts). Each text should be accompanied by a short written summary of its design, content, purpose, and intended audience(s). • Read “Googlepedia: Turning Information Behaviors into Research Skills” <i>Writing Spaces Vol. 2</i>
F 2.15		<ul style="list-style-type: none"> • Read “Introduction to Primary Research: Observations, Surveys, and Interviews” from <i>Writing Spaces Vol. 2</i> • Post your working research question. Your question should identify the community you will research and what value related to that community you want to find out more about.
Week 5		
M 2.18		<ul style="list-style-type: none"> • <i>Project 1 paper due</i>
W 2.20		<ul style="list-style-type: none"> • Write an explanation of what research methods (historical, primary, secondary) would be best suited to answer your strongest/preferred research question(s) • Identify potential interview subjects in the group. (If doing an interview, should be done by March 3rd)
F 2.22		<ul style="list-style-type: none"> • Read “Annoying Ways People Use Sources” from <i>Writing Spaces Vol. 2</i> • Bring one body paragraph <i>synthesizing</i> at least two sources (be sure your paragraph is making a claim!)
Week 6		
M 2.25		<ul style="list-style-type: none"> • You should have <i>at least</i> two to three sources for your essay (interviews, observations, websites, flyers, etc.)
W 2.27		<ul style="list-style-type: none"> • Review OWL MLA citation guidelines • Write paragraph that analyzes at least two sources (one should be different from previous paragraph) that explains how the sources enact or imply the shared values of the group, particularly as they apply to a particular social/political issue
F 3.1		<ul style="list-style-type: none"> • If doing an interview, it should be completed by this date • In Class Work Day (a chance to bring your sources and work as well to ask me for help)
Week 7		
M 3.4		<ul style="list-style-type: none"> • Rough draft of Project 2 due, with Works Cited

W 3.6		<ul style="list-style-type: none"> • Revise Project 2 • Visit OWL Purdue website and revise your WC page
F 3.8		<ul style="list-style-type: none"> • Feedback Due to Writing Groups • Writing Workshop
Week 8		PROJECT THREE
M 3.11		<ul style="list-style-type: none"> • Revise Project 2 paper • Choose a possible issue for Project 3
W 3.13		<p>NO CLASS (instructor at conference); Online activity</p> <ul style="list-style-type: none"> • Post link to two texts: one that makes an argument about the issue that <i>conflicts</i> with your own opinion, as well as a source that <i>supports</i> your opinion. Also, bring both texts to class. Post this to the homework forum “Texts for Project 3”
F 3.14		<p>NO CLASS (instructor at conference)</p> <ul style="list-style-type: none"> • <i>Project 2 paper due</i>
Week 9		
M 3.18		<ul style="list-style-type: none"> • Spring Break; No Class
W 3.20		<ul style="list-style-type: none"> • Spring Break; No Class
F 3.22		<ul style="list-style-type: none"> • Spring Break; No Class
Week 10		
M 3.25		<ul style="list-style-type: none"> • Review the feedback I left you on Project 1 • Read “Backpacks vs Briefcases: Steps toward Rhetorical Analysis” in <i>Writing Spaces Vol. 1</i>
W 3.27		<ul style="list-style-type: none"> • Finalize what text you plan on analyzing for your essay and summarize its main argument and points in 200 word typed paragraph; Bring a hard copy of this paragraph to class
F 3.29		<ul style="list-style-type: none"> • Find and bring two sources with relevant information on your topic (facts, details, arguments, history) that think will be useful in understanding the position of the text you are analyzing • Draft and post a thesis or line of inquiry issue that conflicts with your own, as well as a source that supports your opinion. Post this to the Homework Forum “Draft of Project 3 Thesis/Line of Inquiry”
Week 11		

M 4.1		<ul style="list-style-type: none"> • Bring a list of values you believe the writing of your text holds
W 4.3		<ul style="list-style-type: none"> • Write a paragraph, using your text, that identifies and defines a value the author of your text holds (be sure to offer textual evidence)
F 4.5		<ul style="list-style-type: none"> • Write a paragraph explaining either how you and the author of your text hold the same value but define it different <i>or</i> that identifies different values you hold that help to explain your disagreement
Week 12		
M 4.8		<ul style="list-style-type: none"> • No Class; Conferences
W 4.10		<ul style="list-style-type: none"> • No Class; Conferences
F 4.12		<ul style="list-style-type: none"> • No Class; Conferences
Week 13		PROJECT FOUR
M 4.15		<ul style="list-style-type: none"> • Complete Rough Draft Project 3 Due
W 4.17		<ul style="list-style-type: none"> • Revise Project 3
F 4.18		<ul style="list-style-type: none"> • Feedback Due to Writing Groups • Writing Workshop
Week 14		
M 4.22		<ul style="list-style-type: none"> • Revise Project 3 paper • Review your essays, write 100 words summarizing how you feel about each essay
W 4.24		<ul style="list-style-type: none"> • Review essays 1 and 2, noting places where you like the writing or where you see yourself trying out a new skill (or improving from essay to essay)
F 4.26		<ul style="list-style-type: none"> • Read PDF “Presenting Arguments” • Finalize on your topic for your presentation
Week 15		
M 4.29		<ul style="list-style-type: none"> • <i>Project 3 due</i> • Read PDF “Speaking with Presentation Aids”

		<ul style="list-style-type: none"> • Work Day (bring materials to class)
W 5.1		<ul style="list-style-type: none"> • Read PDF “Your Body in Delivery” • Read PDF “Methods of Delivery” • Time to practice in Writing Groups
F 5.3		<ul style="list-style-type: none"> • Presentations
Week 16		
M 5.6		<ul style="list-style-type: none"> • Presentations
Final		
TBA		Monday December 10th, 8 am -10:30 am Presentations

Daily Schedule ENGL 0999

This schedule may be altered or amended as necessary as the semester progresses

Week 1		This column describes class activity for the listed date.
W 1.23		<ul style="list-style-type: none"> • Introductions! / Description of Class
Week 2		
M 1.28		<ul style="list-style-type: none"> • Self-reflection: My Writing Process
W 1.30		<ul style="list-style-type: none"> • Guided Writing
Week 3		
M 2.4		<ul style="list-style-type: none"> • Thesis Workshop
W 2.6		<ul style="list-style-type: none"> • How to leave useful feedback during peer review/ LS Center resources
Week 4		PROJECT TWO
M 2.11		<ul style="list-style-type: none"> • Utilizing feedback to guide revision
W 2.13		<ul style="list-style-type: none"> • Critical Reading: Analyzing Sources
Week 5		
M 2.18		<ul style="list-style-type: none"> • MLA Style: Basic Setup
W 2.20		<ul style="list-style-type: none"> • Sentence Models: Crafting Complex and Compound Sentences
Week 6		
M2.25		<ul style="list-style-type: none"> • Brainstorming for Project Two
W 2.27		<ul style="list-style-type: none"> • Revising Paragraphs
Week 7		
M 3.4		<ul style="list-style-type: none"> • “Live” Sentence Models
W 3.6		<ul style="list-style-type: none"> • “Live” Sentence Models
Week 8		PROJECT THREE
M 3.11		<ul style="list-style-type: none"> • Guided Writing/ Brainstorming
W 3.13		<ul style="list-style-type: none"> • No Class (I’m at a conference)

Week 9		
M 3.18		<ul style="list-style-type: none"> • No Class; Spring Break
W 3.20		<ul style="list-style-type: none"> • No Class; Spring Break
Week 10		
M 3.25		<ul style="list-style-type: none"> • Audience Analysis; A How To
W 3.27		<ul style="list-style-type: none"> • Avoiding Emotionally-Charged Rhetoric: Writing Without Bias
Week 11		
M 4.1		<ul style="list-style-type: none"> • Revisit Sentence Models: Using sentence structure to compare/contrast ideas
W 4.3		<ul style="list-style-type: none"> • Evidence and Analysis Activity
Week 12		
M 4.8		<ul style="list-style-type: none"> • No Class; Conferences
W 4.10		<ul style="list-style-type: none"> • No Class; Conferences
Week 13		PROJECT FOUR
M 4.15		<ul style="list-style-type: none"> • Reflection: What You Learned From Essays 1 and 2
W 4.17		<ul style="list-style-type: none"> • In class work period/ applying revisions
Week 14		
M 4.22		<ul style="list-style-type: none"> • Visual Rhetoric: Introduction to online presentation tools
W 4.24		<ul style="list-style-type: none"> • Guided Writing/ Brainstorming
Week 15		
M 4.29		<ul style="list-style-type: none"> • Peer Reviewing Visual Aids
W 5.1		<ul style="list-style-type: none"> • Work Day/ Individual Conferences if desired
Week 16		
M 5.6		<ul style="list-style-type: none"> • Presentations
Final		
TBA		Presentations

E. Post-teaching Reflection

Overall this was a very successful semester. Still, I have some ideas for how I'll revise the course moving forward:

- Some of the *Writing Spaces* readings were a little long. While I personally liked them a lot, I think that in the future I'll pull out the best 10 or 15 pages from the longer essays.
- Students find the primary research in Unit 2 to be difficult. They tend to either struggle to get in contact with organizations (which, while this itself can be analyzed, is deeply frustrating for them) or to do no more than *report* their findings. Therefore, I recommend many recursive class activities focusing on and modeling *analysis* of sources.
- Resisting the urge to argue in Unit 3 is very difficult for most students. My experience has been that they understand I do not want to them argue, but that many of them have no experience in purely analytical writing and, when they are struggling, they default to what they know. Because I found this to be so difficult for them, I am often generous in my grading, even as my comments highlight their struggles. Personally, the fact they find this kind of analysis difficult suggests to me that the skill is particularly important.
- I purposefully resist giving my students specific “formulas” to follow, particularly in how they organize their ideas. This is very frustrating to them as many have been taught (explicitly or otherwise) that writing is a matter of “filling in the blanks.” Instead, I stress their *options* and that different choices will help reach different audiences or achieve specific goals. I have found it helpful though, especially for weak classes, to offer up some “general moves” that “academic writing” makes, such as topic sentences or a clear, direct thesis. But I never tell them this is the “only” way to write or that *all* good writing uses these techniques.

O'Dell ENGL 1101

A. Course Narrative: Fitting in the Arc

Much of what I have learned to do in 1101 is to prepare students for their entire college experiences. Traditionally we focus on using resources and understanding how to function in a college classroom, skills that do connect in a natural way to writing. Because I teach my courses in connection with the International Learning Community (ILC), I also wanted to focus on the idea of *migration*, the three-year theme of the ILC. I modified that general idea of migration to connect more naturally to students exploring and inquiring about their communities and college experiences, two aspects of their learning that I think are important to articulate from their first year. Students work from a base of knowledge about their own communities and reasons for being in college, but through these assignments were able to explore those ideas through research and writing.

Unit 1:

I like to get to know my students early in the semester, and some type of personal narrative is generally a low-stakes way to achieve this. Instead of asking for a simple story with broad parameters, I have students identify how their degree will affect both them and their community. Students begin thinking about that idea of community and recognize needs, two important factors they will continue to explore throughout the semester. This prompt also serves as a common scholarship essay prompt, which I mention as a way to help students begin exploring scholarship options and considering those potential resources.

Students complete a 350-word draft that focuses on writing a clear and coherent thesis. In addition to the 750-word final draft of the paper, they also begin doing some in-class writing, particularly around thesis statements and titles.

Approx words for this unit: 1400

Unit 2:

After exploring their own community and how a degree could affect it, students are encouraged to broaden their perspectives and look at a wider community. Through this project, they work to establish a detailed picture of who that community is and what they need, which connects to the idea of migrating through social, economic, or geographical spheres. There is no argumentative piece, but students explore their chosen community, what they need, and why. Because this project leans on research, we also begin to discuss and explore credibility and citation systems as a foundation for the rest of the semester and classes beyond 1101.

In this unit, students write a draft of 750 words that focuses their topic, outlines their final paper, and includes some of their sources. Their final draft is 1250 words. Throughout this unit, students complete in-class writing based on our reading and peer assessment.

Approx words for this unit: 2400

Unit 3:

Working from the same community they chose in Unit 2, students now back away from their base of researched knowledge to explore what people in their own communities feel about this same topic. Students work to find and interview people about their topic, using their foundational knowledge to craft effective questions and understand people's personal perspectives. Their final paper requires them to go beyond the research they conducted and instead explore how people's personal perspectives don't always align with researched fact. They also reflect on their own expectations and thoughts throughout this project. Students begin to connect to the idea of argument present in 1102 by developing an idea that meets the needs of the community they explored, taking into account how the public may be willing to support the needs of the researched community.

In this unit, students complete a 250-word proposal formalizing their beginning thoughts on the subject, write interview questions and interview two people along with a 500-word reflection, and complete a 1250-word final draft. There are fewer in-class writings through this period but students do complete some based on the reading.

Approx words for this unit: 2300

Unit 4:

After gaining researched knowledge through Unit 2 and more personal evidence in Unit 3, students now judge which material is most effective and useful when presenting to a peer audience. Students prepare an in-class presentation that covers the work they have done over the semester and solicits an audience of peer students to help aid their community's needs in some manner. Their presentations require a visual aid that requires students to isolate and bring forth their most necessary and compelling evidence from the previous projects. Students also evaluate other students' ideas and decide which ones they would be willing to support.

In this unit students write approximately 500 words for in-class writing, their visual aids, and evaluations of other student presentations.

Approx words for this unit: 500

Approx Total Required Writing: 6,600 words

B. OERs

For our class reading and structure, we read a handful of chapters and excerpts from *Writing Spaces, Volume 1*. Though certain chapters evoked differing reactions from students, overall the design of chapters written to college students in first-year writing was easily accessible and relevant to our studies. We focused on chapters that covered big ideas, such as utilizing student resources.

In addition to *Writing Spaces* we watched and listened to some videos and podcasts in class, mainly from NPR. Students were not required to print or read material outside of class that was not part of *Writing Spaces*.

C. Prompts

Project 1

Prompt: Write an essay that establishes who you are as a college student and a member of a community that is important to you. Show how earning a college degree will positively impact both you and your identified community.

Project Description: The goal of this assignment is to establish yourself in this course as a writer and a student. Understanding your purposes in pursuing a college degree can help you become more mindful of your college journey, as well as enable you to articulate your goals and plans more effectively to friends, family, instructors, advisors, or employers. To answer this prompt, you will explain how earning your degree will impact both you and your community. Your community can be a group that you choose, but attempt to think in terms beyond your family unit alone and instead think of broader communities that you consider yourself a part of – it could be as a Georgian, an American, a gender or racial group, college freshman, athlete, or a non-traditional student, for example. You will use personal evidence and stories as appropriate to show how you identify as a member of this community before going on to articulate how your college degree will impact both yourself and the community that you have chosen to discuss. Even if you have not declared a major yet, as a college student you need to have a sense of how graduating with a degree will impact both yourself and those around you. Use this essay as a way to introduce yourself to your instructor and peers, sharing why you are in college and how this educational journey will affect you and your community.

Learning and Writing Goals: You will articulate your purposes for being a college student and identify how a college degree can help you and your community grow in positive ways. You will write an engaging personal story that involves past experiences and speculation on the future, using different verb tenses and descriptions effectively.

A successful essay will:

- organize the essay as a personal narrative anchored to the thesis or line of inquiry;
- critically reflect on a personal experience as evidence by developing and analyzing specific details and/or examples;
- cite any sources in either MLA or APA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be at least 750 words in length

Project 2

Prompt: Investigate the current theme of the International Learning Community using secondary research. Continue to develop ideas of what community means and how people can migrate to different spaces in life, such as attending college to earn a degree or moving to an urban city with better opportunities. Choose one community to research and analyze their needs and what they need or want to gain for success in life.

Project Description: This assignment will have you conduct research to analyze communities affected by migrations over the course of time or space. The current theme of the ILC is *Migration: Movement(s) Around the Globe*. Migration exists beyond the physical movement of people – for example, as college students you are working to migrate in society, increasing the economic opportunities you will have by earning a college degree. For this project, you will choose a community and analyze their ability and interest in migration, whether geographically, socially, or otherwise.

Because this is an analysis, your essay should go beyond merely describing a community. Instead, provide your personal understanding of the information you have uncovered. Using research, show how this community is affected by migration. Add your own personal touch to the essay by explaining what you think the data means, working to analyze how and why this community may choose to migrate through geography or society.

Your paper should clearly explain the community you have chosen to research, analyzing the information you researched. Present your own personal conclusions that are informed by data rather than speculation or assumptions. Show why migration may be something of interest or value to this community, and how or why they choose to move through physical space or society. Remember that while your own knowledge and perspective are important here, the overall purpose is using researched fact to show how and why communities seek to change and grow. You will have to use research in appropriate ways, giving credit to sources through MLA format to support your perspectives and opinions. We will spend some time in class developing ideas and brainstorming, helping ensure the draft you submit to me will have a strong approach for the final draft, which will be due two weeks after the organizational one.

Learning and Writing Goals: Conduct robust secondary research that provides all necessary insight into a community who may view migration as a tool to succeed. Use other people's intellectual property – their ideas, words, and data – in an ethical manner to craft a detailed overview of a community and how they are affected by the topic of migration.

A successful essay will:

- be organized around a thesis or line of inquiry;
- be informative, detailed and well-researched;
- include a strategic selection of primary and/or secondary research from credible sources;
- critically reflect on evidence (sources) by analyzing specific details;
- cite all sources in either MLA or APA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be at least 1250 words in length.

Project 3

Prompt: Continuing to investigate the theme of the ILC, you will now examine what other people believe and understand about the community you researched for Project 2. In addition to using secondary research, you also will be required to include primary research to consider what peer college students know and believe on this topic.

Project Description: After researching and analyzing information related to the topic of one community's approach to migration, you will continue examining your topic using additional evidence. After creating interview questions to have conversations with peers through the Primary Research assignment, you will have a stronger understanding of how others view the community you already researched. Using that fresh primary research, along with additional secondary sources as needed, you will analyze an outsider's perception of your chosen community and their need or desire to enact migration.

Begin your paper by briefly recapping your community and their migration needs, as well as why you chose to investigate this community. As you begin the paper, also provide your own personal opinions and beliefs, which are now informed by research. After explaining your own perspective, you now will move into investigating some of the outsider perspectives of this community. You should use primary research to indicate how people around you feel about the group you've been studying. Establish what people around you think about this community, and specifically about your chosen community's desire and need to migrate.

Using secondary research, work to establish broader perspectives. While you have already provided a smaller focus of perspectives of people around you in a college in Georgia, try to find sources that explain what others think about this group. These sources may be opinion pieces, direct statements or reactions to the community, or even something more abstract such as laws, policies, or organizations that serve to help or hinder this community. The goal is to examine what the broader world or community feels about the group you've chosen to examine. We began the semester with a tight focus on your community, then you researched another group, and now are examining how people outside of that community understand and perceive it.

After using research to explain how people in your environment and the larger world feel about your community, you will come back to your own personal opinion and argue for something this community needs from those around them. This will be an idea that you can develop based on all of the research you have conducted to this point, and should be something that could help this community achieve their migration goals. It could be as simple as arguing that people outside the group need to break down their negative perceptions; it could be more complex, like an organization that directly assists the community. You should develop a way that would help this community be better understood and helped by people outside of them.

Learning and Writing Goals: Show the ability to represent different perspectives ethically and accurately. Incorporate secondary *and* primary research to present a robust and complex picture of this issue and how various communities feel about the topic. Accurately cite personal interviews and continue developing strong methods of conducting and using secondary research.

A successful essay will:

- be organized around a thesis that either advances a thesis or line of inquiry;
- present an informative, detailed and well-researched analysis of an issue depicting an understanding of a point of view different from your own;
- be informative, detailed and well-researched
- include a strategic selection of primary and/or secondary research from credible sources;
- express the validity of the other side through an understanding of their perspective;
- avoid emotionally-charged rhetoric;
- cite all sources in either MLA or APA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be at least 1250 words in length

Project 4

Prompt: After examining research and perspectives on a community with needs, interviewing people on that subject, and developing a broad base of research on your topic, you will now create a final presentation on the same topic to an audience of your peers.

Project Description: Through your critical thinking and research skills, you have first researched and analyzed a specific community affected by migration. You then used primary research to analyze that topic from an alternative viewpoint. Now that you better understand this topic from multiple perspectives, you are an authority who can present on this topic to your peers.

The focus of this presentation should be sharing with your audience what *you* learned and what you think *they* will find engaging and compelling. Part of this grade is based on peer evaluations, which means you should focus on information and presentation in a way that is engaging and interesting to your peers. Consider how deeply you need to bring up researched data, whether primary research would be interesting, and what terms or concepts need to be defined and broken down.

Learning and Writing Goals: Successfully choose the strongest and most engaging information from your previous projects to connect with an audience of peers in the classroom. Compose a presentation that focuses on the best information from your primary and secondary research and your own unique perspective to show CSU students the value and importance of your topic.

A successful final project will:

- clearly describe the topic/purpose of the project;
- demonstrate purposeful rhetorical decisions in the organization and presentation style;
- integrate compelling examples from the work and research you completed this semester;
- account for the expectations of your intended audience (as specified in the prompt);
- have an organization claim or line or inquiry that guides audiences' experience of the presentation;
- utilize feedback to revise and polish the final draft;
- be clear, organized, and edited.

D. Syllabus and Course Calendar

English 1101: English Composition

CRN #

SEMESTER

DAY & TIME

ROOM #

INSTRUCTOR NAME

E-mail: lastname_firstname@columbusstate.edu

Office: Arnold #

Office Hours: OFFICE HOURS

I am on campus every day and can be available outside of these times by appointment.

Course Description

ENGL 1101 introduces students to writing as way to explore and investigate ideas. Through a combination of narrative, analytic, and exploratory writing, students will be introduced to the types of writing valued at the university level as well as the concept of writing as a knowledge-generating activity. Individual sections typically emphasize inquiry and academic exploration, introduce rhetorical concepts, and practice gathering and using evidence.

By the end of this course, you will be able to:

- utilize writing as a means to explore a subject of interest to you;
- recognize each writing prompt as a unique rhetorical situation;
- develop a thesis or line of inquiry that fulfills the requirements of the writing prompt;
- engage in different brainstorming processes to generate detailed evidence and interpretation to support your purpose;
- develop organizational structures to support your purpose;
- gather, discuss, and analyze primary and secondary sources;
- use writing as a process
- respond to drafts and incorporate feedback into your revisions and writing process;
- begin to incorporate a consistent citation style into your writing and research; and
- craft sentence-level prose that does not detract from your ideas.

This class also works toward the following CORE learning outcomes;

- Write effectively in a variety of situations and for a variety of audiences.
- Use primary and secondary research to analyze and present information in rhetorically appropriate ways.
- Use a nationally recognized system of scholarly documentation, such as MLA or APA.

Required Materials

- Consistent computer and Internet access (available at the many open labs across the CSU campus).
- Physical paper and pen or pencil to write with in class. These will be used for periodic quizzes or responses to the assigned reading, or other activities to complete in class.
- *Writing Spaces*, Vol. 1: available for free online at the link below. You are not required to print excerpts, but I recommend downloading the PDF or printing out specific excerpts that may be either difficult or particularly helpful:
<http://www.parlorpress.com/pdf/writing-spaces-v1.pdf>

Grading Scale:

A=90-100 B=80-89 C=70-79 D=65-69 F=64 and below
 Please note that a grade of C (70) or higher is required to pass ENGL 1101.

Grade Distribution:

<u>Assignments</u>	<u>Point Value</u>	<u>Due Date</u>
<u>Project One:</u> My Community	<u>15%</u>	
Thesis draft	5%	
Final draft	10%	
<u>Project Two:</u> Community Migration	<u>25%</u>	
Organizational draft	10%	
Final draft	15%	
<u>Project Three:</u> Community Perspective	<u>45%</u>	
Proposal draft	10%	
Primary research notes & reflection	10%	
Final draft	15%	
Project Presentation	10%	Weeks 14 – 16
<u>Miscellaneous</u>	<u>15%</u>	
Quizzes and reading responses	10%	Ongoing
Active Learning reflection	5%	

Office Hours and Email

If you have questions, email me. I will answer all emails sent by 8 pm each night (including weekends and holidays). That means that, if you send an email by 8 pm, you will get a response that same night. If you do not receive a response, that means that I did not receive your message for some reason and it's your responsibility to try to figure out what went wrong and send the message again and/or try to get in contact with me in some other way.

I usually will respond around 8pm, but sometimes it will be later. If you don't get a response by 10pm, something probably went wrong. Try resending the message or getting in contact with me another way.

Grading Policies:

In order to pass this course, **you must complete every major assignment.** Your calendar is available to you on CougarView and in your syllabus. Check CougarView regularly to see any changes or updates to the calendar or due dates.

To receive the full credit for your drafts, you must attend class on peer collaboration days – usually these will be the Wednesday before a paper is due. You *must* have a prepared draft to receive any credit for the peer collaboration grade. We will discuss expectations for collaborative work in class, but you will be held to a high standard of productive work with your peers in order to receive full credit. Your grade for collaborative work will also be influenced by the

recommendations and evaluations of your peers, so always be fully engaged and supportive in your collaborative work.

To receive high grades, students are expected to follow conventions of the written English language, as well as appropriate academic formatting. All final papers must be written in 12-point Times New Roman font, double-spaced, with 1” margins. We will discuss formatting in class.

All work should be submitted on time. We will set aside time for in-class research and writing, so there should be no excuses for late assignments. All written work will be submitted via the Dropbox online in CougarView, unless otherwise specified. The Dropbox for each assignment will close at 11:59pm on the due date. The Dropbox folder for your assignment will have the due date clearly listed. Any changes to due dates will be clearly communicated in class and updated within CougarView.

Any work not submitted within TWO (2) weeks of the original due date will be assigned a final grade of zero (0); no exceptions. The assignments build upon one another and missing one will impede your progress for the rest of the class. Submitting work on time is imperative for you to succeed in this course. **If you know you will not be able to submit work within the due date, submit a document into the CougarView dropbox that explains *why* your work is incomplete and *when* you plan to submit it.**

Class Policies:

Because we will be conducting peer review, collaborative writing and discussion, in-class writing, orientation sessions, and important lectures and exercises in class, plan to attend each class in order to succeed in this course. **You are allotted up to SIX (6) days of absences over the course of the semester. If you reach SEVEN (7) days of absences, I will subtract FIVE (5) points from your OVERALL GRADE in this course. Once you reach EIGHT (8) you will be dropped from the course immediately.** Attendance is the most common reason why students do not achieve the grades or success they want in this course – plan your absences wisely.

There are only four types of excused absences: jury duty, a school-sponsored and mandated event (such as a field trip for another class), religious observance, or mandated military service. **An absence for any other reason will not be excused.** Save your six absences for times you will need to be away for work, illness, or anything else that can happen over the course of the semester.

Being late to class is disrespectful and distracting both to your fellow classmates. **Coming to class late or leaving early THREE (3) times will be considered the same as one absence, so always arrive on time and be fully engaged throughout the duration of the class period.** If you know in advance that you may need to be late or leave early on a specific date, discuss the issue with me in advance.

You are able to track your attendance within CougarView. I will update it every weekend, showing you the previous week of class and whether you were absent, present, late, not

participating, etc. It is your responsibility to check your own attendance record for mistakes and to reach out to me *immediately* if you notice what you believe to be an error.

Be attentive and respectful in class. Our class time will mostly consist of discussions, lectures, and in-class writing time. Please use common sense and refrain from using cellphones, sleeping, loudly eating, talking during lectures, and behaving in other ways that may be distracting to your peers. **Being distracting or not participating in class will be considered the same as being late to class**, which could add up to one of your allotted absences, so please be respectful by being here to learn and contributing positively to the classroom environment. You should not need a laptop during class time; plan to use your physical notebook to take notes and complete quizzes and reading responses.

At the start of most classes I will provide a space for you to leave your cellphones in a common area. Students who elect to avoid distraction by setting their phones aside will get a notation on their attendance for the day, which will contribute to extra credit tallied at the end of the semester.

Academic Dishonesty:

As we will discuss in class, plagiarism is ethically wrong and does not develop you as a writer. Every submitted paper will undergo an originality check using the Turn It In viewer in CougarView.

CSU has no tolerance for plagiarism and university policy holds that students can be failed from a course for plagiarism. My intention is to help you learn how to incorporate outside sources in your writing without plagiarizing, not to fail you. I am here for any questions or concerns you have about plagiarism, but I will hold everyone accountable to original, self-written work by regularly using originality checks and searching your sources. **Assignments you have written for other courses are not allowed for submissions in this class.**

University Services and Resources:

If you have questions about FYC policies or concerns about your class, please contact the Director of First Year Composition, Dr. Rebecca Gerdes-McClain at gerdesmccclain_rebecca@columbusstate.edu or English Department Chair Dr. Judi Livingston at livingston_judith@columbusstate.edu. You can also visit our website for more information and policies: <https://english.columbusstate.edu/fyc.php>.

Students with a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) may request academic and/or physical accommodations to ensure they have access to all instructional content for this course. To request accommodations, please contact **the Center for Accommodation and Access in the Schuster Student Success Center – Room 221 706-507-8757** as soon as possible. Course requirements will not be waived but reasonable accommodations will be provided, as appropriate, to help students meet course requirements.

For information regarding **HB 280 (Campus Carry)**, please refer to www.usg.edu/HB280. It is the permit holder's responsibility to know and comply with the law.

Enrolled CSU students can receive free tutoring from **the Academic Center for Tutoring (ACT)**. The ACT's primary mission is to contribute to CSU's vision, mission, and priorities by supporting students in their core courses (math, science, writing, and humanities) and in other professional and academic situations (personal statements, resumes). More information about what the ACT can do for students can be found by visiting online <https://act.columbusstate.edu>, by visiting Woodall 104, or by calling 706-568-2483. Appointments are made via MyCSU and EAB.

Lastly, I am always here for you. Feel free to contact me by e-mail at any time with any concerns and I will answer you as quickly as I am available. I hold regular office hours but can be available to you at other times by appointment. My role here is to help you succeed academically, so please do not hesitate to approach me with anything I can help you with in your studies in this class or any other ones!

Release Statement

This policy statement and the course schedule that follow are subject to the change. You will be notified, in class and on CougarView, of any changes as soon as possible. Students will be held to the latest available version of the syllabus.

Course Calendar

Please note that due dates and the schedule is open to change throughout the course of the semester. I will always communicate changes to you in class and will post an updated calendar on CougarView. It is your responsibility to keep up with any changes to the schedule.

	Topics	Reading	Assignments Due
<u>Week 1:</u> 1/23 & 1/25	<ul style="list-style-type: none"> - Utilizing campus resources - Approaching writing prompts - Discovering <i>your</i> writing process 	So You've Got a Writing Assignment. Now What? [Pg. 18 – 23]	NOTE: The last day to drop classes with a 100% refund is Fri, 1/25
<u>Week 2:</u> 1/28, 1/30, & 2/1	<ul style="list-style-type: none"> - Focusing ideas and topics - Writing as a process: brainstorming and drafting 	So You've Got a Writing Assignment. Now What? [Pg. 23 – 43] What is "Academic" Writing? [Pg. 3 – 14]	My Community Thesis Draft (5%) due Fri, 2/1 @ 11:59pm in CougarView dropbox
<u>Week 3:</u> 2/4, 2/6, & 2/8	<ul style="list-style-type: none"> - Understanding and incorporating feedback - Organization and structure in writing - Writing as a process: writing and editing 	Writing Anxiety [Pg. 94 – 106]	

<p>Week 4: 2/11, 2/13, & 2/15</p>	<ul style="list-style-type: none"> - Understanding and incorporating feedback - Writing as a process: editing - Recursive writing; composition that builds upon itself 	<p>From Topic to Presentation: Making Choices to Develop Your Writing [Pg. 59 – 81]</p>	<p>NOTE: The last day to drop with a WP instead of a WF is Sat, 2/16. My Community Essay (10%) due Fri, 2/15 @ 11:59pm in CougarView dropbox</p>
<p>Week 5: 2/18, 2/20, & 2/22</p>	<ul style="list-style-type: none"> - Organization and structure in writing - Finding support for your ideas in writing - Determining credibility and accuracy in writing 	<p>Reinventing Invention: Discovery and Investment in Writing [Pg. 107 – 125]</p>	
<p>Week 6: 2/25, 2/27, & 3/1</p>	<ul style="list-style-type: none"> - Collaborating in composition - Writing as a process: editing - Using citation systems for ethical writing 	<p>Why Visit Your Campus Writing Center? [Pg. 146 – 155]</p>	<p>Community Migration Organizational Draft (10%) due Fri, 3/1 @ 11:59pm in CougarView dropbox</p>
<p>Week 7: 3/4, 3/6, & 3/8</p>	<ul style="list-style-type: none"> - Focusing ideas and topics - Organization and structure in writing - Writing as a reflective tool 	<p>Reflective Writing and the Revision Process: What Were You Thinking? [Pg. 191 – 204]</p>	

<p><u>Week 8:</u> 3/11, 3/13, & 3/15</p>	<ul style="list-style-type: none"> - Representing other people’s words and ideas in ethical ways - Organization and structure in writing - Using citation systems for ethical writing 	<p>Backpacks vs. Briefcases: Steps toward Rhetorical Analysis [Pg. 45 – 58]</p>	<p>Community Migration Final Draft (10%) due Fri, 3/15 @ 11:59pm in CougarView dropbox</p>
<p><u>Spring Break!</u> 3/18 - 3/22</p>			
<p><u>Week 9:</u> 3/25, 3/27, & 3/29</p>	<ul style="list-style-type: none"> - Appropriately handling emotion and controversy in composition - Writing as an investigative tool 	<p>Taking Flight: Connecting Inner and Outer Realities during Invention [Pg. 82 – 93]</p>	
<p><u>Week 10:</u> 4/1, 4/3, & 4/5</p>	<ul style="list-style-type: none"> - Asking the right questions - Conducting ethical primary research - Primary vs. secondary research: value and purpose 	<p>Navigating Genres [Pg. 249 – 262]</p>	<p>Community Perspective Proposal Draft (10%) due Mon, 4/1 @ 11:59pm in CougarView dropbox</p>
<p><u>Week 11:</u> 4/8, 4/10, & 4/12</p>	<ul style="list-style-type: none"> - Recursive writing; composition that builds upon itself - Making purposeful decisions about content 	<p>Finding the Good Argument OR Why Bother With Logic? [Pg. 156 – 171]</p>	<p>Primary research notes & reflection (10%) due Fri, 4/12 @ 11:59pm in CougarView dropbox</p>

<p><u>Week 12:</u> 4/15 & 4/17</p> <p>[NO CLASS ON FRI, 4/19]</p>	<ul style="list-style-type: none"> - Composition for a variety of purposes - How purpose affects form - Using ideas in multiple forms 	<p>Finding the Good Argument OR Why Bother With Logic? [Pg. 171 – 179]</p>	<p>Active Learning reflection (5%) due before Fri, 4/19 @ 11:59pm</p>
<p><u>Week 13:</u> 4/22, 4/24, & 4/26</p>	<ul style="list-style-type: none"> - Perspectives in writing - Collaborating in composition and beyond 	<p>“I need you to say ‘I’”: Why First Person is Important in College Writing [Pg. 180 – 205]</p>	
<p><u>Week 14:</u> 4/29, 5/1, & 5/3</p>	<ul style="list-style-type: none"> - Collaborating in composition and beyond - Final project presentations 		<p>Community Perspective Final Draft (15%) due Fri, 5/3 @ 11:59pm in CougarView dropbox</p>
<p><u>Week 15:</u> 5/6</p>	<ul style="list-style-type: none"> - Final project presentations - Course review - Preparation for ENGL 1102 		
<p><u>Week 16:</u></p>	<ul style="list-style-type: none"> - Course evaluations - Final presentations 	<p>NOTE: We will meet during our final exam time on Wed, 5/8 @ 8:00am - 10:30am in our regular classroom.</p>	<p>NOTE: Grades will be official on Wed, 5/15/2019.</p>

E. Post-teaching Reflection

Overall I liked the direction of this semester and how we used the OERs. There is room for improvement and I would like to adjust this course in the following areas:

- I enjoyed *Writing Spaces* but think I would cut down some of the chapters and read only excerpts rather than full chapters, which sometimes grew into material that I didn't need or use at that point in time. I needed to balance the reading more effectively across the course of the semester, as we had more of a regular pace in the first half of the semester but were much less consistent in the back third.
- I used the language of *community* throughout the course of the semester as a consistent theme, which students appreciated and found as a firm foundation for the material. While I enabled students to choose their own communities in Project 2, I would consider having a select number of communities for them to choose from instead. This also would enable me to set up small groups more easily and have students collaborate around research.
- Assigning rough drafts as a requirement worked to keep students on track, but I found it difficult to provide meaningful feedback in a timely manner before their final drafts were due. I also noticed that many students did not incorporate my feedback into their own final drafts, which concerns me that the feedback wasn't useful for students. Students did struggle with some word counts, particularly in finding ways to develop new ideas and not repeat themselves through Project 3.
- I would consider using more peer collaboration and leverage the ACT more effectively throughout the semester. Having a few preselected communities that apply to most students may have been an effective way to help provide a starting point for research and let students work with the ACT and collaborate together.

Woods ENGL 1101

A. Course Narrative: Fitting in the Arc

My previous ENG 1101 courses had focused on teenagers/young adults/Millennials, but I was growing tired of it. It never quite gelled the way I had hoped. Additionally, the last of the students who could be considered millennials had come and gone. I needed a new theme.

I was thankful that I spent the summer of 2018 working with a few folks from the department on re-designing the ENG 1101 course arc, so I had a plan for Fall 2018.

To come up with a course theme, I went back to a study the CSU Career Center released in 2015. In it, local businesses from AFLAC to TSYS to St. Francis Hospital provided feedback about our graduates. In response to questions about what they were looking for in employees, critical thinking kept coming up. Employers also wanted “soft” skills, the ones students get when they work collaboratively. Because these two skills will be in demand for years to come, I thought about what students needed to be able to do as seniors, then reverse engineered an ENGL 1101 course that would (at least) begin to give them those critical thinking and “soft” skills.

As far as “soft” skills, I kept the idea of focus groups that I had been using for several semesters. I create groups in CougarView and give them shared workspace. Often, especially at the beginning of the semester, they have tasks to do that they upload to Groups Files and present to the other groups. This is the way we cover much of what they have been assigned to read and absorb the night before.

The new ENGL 1101 sections were supposed to see writing as inquiry. As such, I began to see that the entire course could become an extended four-part critical thinking exercise. Students would choose a stance on a topic they cared about, write an essay using sources to support that stance, research the viewpoints of those who disagreed with them, then pull all the pieces together in a presentation at the end of the semester. The final presentations were like short oral argument papers. That is my arc. The theme/focus for the course is “Thinking Critically About Meaningful Issues.”

Discovering Your Preliminary Stance

Students compose some kind of creative work that lets them express the focus and stance (literally ‘where they stand’ on an issue) they want to explore this semester (for teacher raises, against media censorship). This semester I had everything from rants to poems to focused freewriting, even a short skit that was a conversation between two people. I had them record themselves on their phones (voice was most important) and upload them into a CougarView dropbox.

Approx words for this unit: 200

Project 1: ANNOTATED BIBLIOGRAPHY

After learning about locating and vetting sources, the students had a session with the librarian, Emily Crews. After that they put together a 5-item bibliography of sources they might use in

Project 2. Each one had a short paragraph after it that evaluated the source's credibility and usefulness to the topic.

Approx words for this unit: 600

Project 2: TESTING YOUR PRELIMINARY STANCE

Using the annotated bibliography they compiled in Project 1, students used those sources to demonstrate that their preliminary stances were valid, that there was research out in the world that supported their stances.

In this unit, in addition to the final 1200 word final, students write approximately 1000 words for various other assignments (prospectus, draft, responses, peer reviews, group work).

Approx words for this unit: 2200

Project 3: EXPLORING ALTERNATE STANCES

After students had proven that their preliminary stances were valid, we talked in class about confirmation bias. Student begin to understand that the picture they have of this topic is incomplete. We spend most of a week warming up to the idea that those who disagree are people who are a product of their experiences and environment, just like we are. We watch two TED talks, "The Danger of A Single Story" and "I Grew Up in the Westboro Baptist Church. Here's Why I Left," and we read an article titled "The Other side is Not Dumb." These readings and videos primed students for exploration into what others believe.

We also talked about objective writing and neutral language, how to write without judging or getting in a verbal jab at the other side. We did an in-class activity related to this as well.

So for Project 3, students research alternate stances on their topic, trying to discover who disagrees and why. The paper that comes out of Project 3 is a deep dive into the "other side." This could be researching the exact opposite stance (for some thing the student was against) or simply a different view (student says homelessness is caused by mental illness, and the alternate stances say it's caused by drug addiction).

In this unit, in addition to the final 1300 word draft, students write approximately 1000 for various other assignments (prospectus, drafts, responses, peer reviews groups assignments).

Approx words for this unit: 2300

Unit 4: PRESENTING YOUR FINAL STANCE (Oral argument)

The presentation, usually done in PowerPoint or Google Slides, has several objectives. First, it lets them assemble the pieces we have been working on all semester into one space so they can better see the arc. It also lets them present their final stance, in case the journey through the other side in Project 3 has changed their preliminary stance. This does happen. It's also a chance to show that they can cite correctly and can put together a correct Works Cited slide. It really is a culmination the work they have been doing all semester.

Additionally, the presentations are done for their classmates and is designed to help them begin thinking about audience in more concrete terms (how can they explain what they found meaningful to their peers) about audience and how that shapes communication. Again, I stress that this is something they will return into Comp 2.

In this unit students write approximately 200 words in the presentation.

Approx Total Required Writing: 6,500 words (includes 650-word final exam, 350-word Comfort Zone Exploder assignment)

B. OERs

In class I used chapters from both volumes of *Writing Spaces*. Refer to my course calendar for the specific readings I assigned for each project.

In addition to *Writing Spaces* I assigned a few TED talks and other articles I linked to on the internet.

Finally, I use *Pearson Writer* as a handbook, search engine, and workspace.

C. Prompts

Discovering Your Preliminary Stance

PROMPT: To help you decide on a topic to research over the course of the semester, do some writing that results in a creative presentation to your professor on an issue of public interest you care about and are personally connected to.

Your objective is to explain to your professor why your chosen issue is both important to you and an issue of social importance. The goal is not to take make a persuasive argument, but to share why this issue is important (you might be frustrated with a current situation, concerned that more people don't take an issue seriously, angry at perceived hypocrisy, or you might think some specific thing needs to happen that isn't). This assignment serves to help you articulate why this issue is important to you and others, while also providing an opportunity to practice public speaking in a low-stakes environment.

Keeping audience in mind, you should take care to rant in a way that won't offend. (One way to avoid this is to explain why you care about a topic without commanding your audience to behave in a certain way.) Remember, an issue is not just a topic; there must be some problem containing conflict or disagreement. Your rant shouldn't be about individuals or organizations (ex: why you don't like a person or group and should instead focus on a specific public issue). If you are unsure if your topic is appropriate, please ask me.

OPTIONS FOR DELIVERY:

poem (literary or spoken word)

focused freewriting (start with the general idea then see where it takes you)

rant (passionately spoken—yet polite—speech)

dramatic monologue

dialogue / brief skit

REQUIREMENTS:

A successful 'Discovering Your Preliminary Stance' assignment will:

- Be recorded as a video on your phone and uploaded to the Submission dropbox. (Other recording options will work as well.)
- Identify an issue that there seems to be conflict or disagreement about
- Express why the issue is (or should be) important to the public
- Explain your personal connection to the issue
- Maintain a respectful tone
- Be between 1 ½ to 2 minutes in length

Project 1: ANNOTATED BIBLIOGRAPHY

Project Description: Your primary task for this project is to choose a public issue of importance to you personally and compile an annotated bibliography on that topic. You will be researching this topic from several angles throughout the semester, so it is important that you choose an issue that is meaningful to you. In this assignment, you will find **5** sources illuminating the history surrounding your issue, the different people impacted by/invested in the issue, different ideas about how to solve it, and/or other related topics. While you will continue to conduct research throughout the semester, these sources will serve as your knowledge base.

Sample Research Issues: Your family owns a farm and depends on migrant farm workers to pick crops for you. Because of new immigration enforcement efforts, your family is struggling to find workers, and some of your crops are spoiling in the fields. You could choose to research immigration reform. A close friend dies of a prescription drug overdose. You could choose to research the prescription drug abuse epidemic in Georgia. For either issue, you could research specific problems related to the immigration/drug abuse (this requires narrowing the topic, perhaps to migrant workers and immigration policy or to doctors over-prescribing opioids, for example), who is affected by this issue, and/or why the public should care about this issue.

This unit is designed to help you find an issue you genuinely care about and begin to explore it. It will also accustom you to conducting research, evaluating sources, summarizing ideas, and citing sources.

Requirements: A successful annotated bibliography will:

- cite all sources correctly in MLA 8 style;
- include at least 5 sources from a variety of places;
- include an annotation for each source including an evaluation of the source (is it a scholarly article, a recent book, from an online magazine, etc.), a concise summary of the source (focusing the information most relevant to you), and a brief description of why the source/its information is interesting to you

Project 2: TESTING YOUR PRELIMINARY STANCE

Prompt: Thoroughly research the same topic you wrote about in "Discovering Your Preliminary Stance" and the topic you researched for the Annotated Bibliography (Project 1).

If you have not already figured out your preliminary stance on the issue, do that. Then use the evidence you have gathered in Project 1 to show that the stance you have is valid, meaning there is credible evidence to support that stance.

EX: If your topic is the SAT, and your stance is positive (you think the SAT is a good tool for college readiness and was a positive experience for you), you would find evidence out in the world that supports the idea that the SAT is a useful test for college admissions.

Essay 2 will not use "I" in the body of the paper and will not focus on your own experiences in the body. Instead, evidence will come from sources integrated into the paper, primary and/or secondary. You can, however, use a brief personal story in the introduction/conclusion if you wish.

Project Description: This will be an expository essay (designed to give information to a reader). You will use credible sources in your paper.

Requirements: A successful "Testing Your Preliminary Stance" will:

- be organized around a thesis that states your preliminary stance;
- be informative, detailed, and well-researched;
- include a strategic selection of primary and/or secondary research from credible sources;
- critically reflect on evidence (sources) by analyzing specific details;
- incorporate 4-5 MIN sources, 1-2 of which should be scholarly;
- cite all sources in MLA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- include an 800 word draft and a 1000 word final.

Project 3: EXPLORING ALTERNATE STANCES

Prompt: Keeping with the same topic you wrote about in Project 1 and 2, you will write an essay that explores stances that are **DIFFERENT** from the one you expressed in the first two projects. Even though you clearly have a different stance (as seen in Project 2), you will be exploring what opinions OTHERS hold and why they might hold those views. It's important not to adopt a critical or dismissive tone in this essay. Seek to understand why they feel as they do. What factors are leading to this opinion?

Example: Your stance in Project 2 was that the SAT is positive, and you found evidence that said essentially the same thing, that the SAT is a good metric for college admissions office to use. In Essay 3, you will explore the world of those who think the SAT is NOT a good metric, the world of those whose experience with it was NOT positive or who see real problems with the test.

Project Description: These will be **analysis** essays in which you show not only what the alternate stances are, but you also explore where these ideas originate and how they formed.

A successful "Exploring Alternate Stances: essay will:

- be organized around a thesis that either advances a thesis or line of inquiry;
- present an informative, detailed and well-researched analysis of an issue depicting an understanding of a point of view different from your own;
- be informative, detailed and well-researched
- include a strategic selection of primary and/or secondary research from credible sources;
- express the validity of the other side through an understanding of their perspective;
- avoid emotionally-charged rhetoric;
- cite all sources in MLA style;
- utilize feedback to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be at least 1,300 words in length

Draft should be 1,000 words and incorporate 1-2 credible sources. Include a Works Cited page. Final should be 1300 words and should incorporate 4-5 sources. Include a Works Cited page.

Project 4: PRESENTING YOUR FINAL STANCE

Prompt: Give a 5-minute (min.) presentation (using PPT, eMaze, Google Slides, etc.) designed to deliver your final stance to your classmates.

It should have these parts:

- a. Cover slide with your name and a title that reflects your purpose (not merely “Gun Control” but “Why Gun Control is the Solution.”)
- b. Slide that briefly describes your initial topic selection. Why did you choose this topic?
- c. Slide (or a few slides) that offers your thesis AND 2-3 points from Project 2 that support your thesis. **Use quotes from sources with a correct MLA citation after them, then cite the source on the very last slide.**
- d. Slide (or a few slides) from Project 3 showing who disagrees with your thesis AND 2-3 of their points. You can rebut/address any of these points that you wish to. **Use quotes from sources with a correct MLA citation after them, then cite the source on the very last slide.**
- e. Go back and watch your "Discovering Your Preliminary Stance" Assignment. Do you still feel the same way? Describe how your understanding of the topic deepened over the course of the semester. If your stance on your topic has changed, even a little bit, explain why. Deliver your final stance on the topic.
- f. Explain how the critical thinking you did on this course arc might help you in your chosen field or major.
- g. Works Cited slide listing **JUST THE SOURCES YOU USED IN THE PRESENTATION** in Parts C and D.

Min. 7 slides but you can have more if you expand C and D. Use this structure so all the presentations are doing the same thing.

Project Description: These are formal presentations, meaning they are planned, organized, rehearsed, and written for a specific audience. You may use visual aids where appropriate, keeping in mind that those aids should clarify or enhance the speech, not distract from it or repeat content you have already covered.

Use bullet points, **not full sentences** on your slides. Do not use music with your presentation unless that is the topic of your presentation and you need the audience to understand something by hearing the music itself. Keep these clips very short if you do use them.

A successful final project and/or portfolio will:

- clearly describe the topic and the purpose of the project;
- demonstrate purposeful rhetorical decisions in the organization and presentation style;
- integrate compelling examples from the work and research you completed this semester (both your own writing and a few things sources say);
- account for the expectations of your intended audience;
- have an organization or line of inquiry that guides audiences’ experience of the presentation;

- utilize feedback to revise and polish the final draft;
- be clear, organized, and edited
- include a Works Cited list as the last slide because you will use information from sources.

D. Syllabus and Course Calendar

Course Information

Course name and number: **ENGL 1101, SPR19**

Focus/Theme: Thinking Critically about Meaningful Issues

Credit Hours: **3**

Course Description: ENGL 1101 introduces students to the types of writing valued at the university level. Individual sections typically emphasize rhetorical strategies, writing processes, expository and short argumentative writings, and beginning research processes.

CRN 20808 Section 19 MWF 12:00-12:50 HOW 208

CRN 20813 Section 23 MWF 1:00-1:50 HOW 108

DROP/ADD ENDS 1/25 * LAST DAY TO WITHDRAW PASSING (WP) IS 2/16 .

Instructor Information

- Name: Crystal Woods
- E-mail: **woods_crystal@columbusstate.edu**
- Virtual Office Hours: as needed--E-mail to set up a chat in CougarNet mail or a meeting room in D2L.
- Face-to-Face Office Hours in ARNOLD 241:

MON/WED 2-4, TUES 12-2 and by appointment

Required Materials

- Writing Spaces (free online textbook)
- Writing Spaces Vol 2 (free online textbook)
- Pearson Writer--Pearson Writer is writing help in one easy-to-use place, online or on your phone.

On the first day of class, purchase Pearson Writer by going to the link above and clicking **6** month access. The cost is \$19.95.

Other than the two above, no other books or materials are required.

MOWR students and those using VA benefits--You must get your 12-month access card for Pearson Writer at the CSU bookstore. Otherwise, you will pay for it out of pocket. Ask the bookstore manager for the access card if you don't see it on the shelf.

Course Objectives for ENG 1101

Course Description

Overview and Objectives

ENGL 1102 builds on, and reinforces, the work done in ENGL 1101 as it emphasizes more complex argumentative writings, expanded research processes, and closer attention to prose style. Individual sections may be organized around different “themes” or selections of readings, but they should all encourage students to read and analyze texts from more than one genre and academic discipline. Attention will be given to:

- a greater variety of research strategies and methods
- evaluation of diverse sources for appropriateness and rigor
- interpretation, citation, and synthesis of information from external sources
- different forms of argument and rigorous consideration of evidence
- advanced organization strategies that help students control their writing as their ideas become more sophisticated
- stylistic devices and editing techniques to create a distinctive and engaging prose style

This class also works toward the following CORE learning outcomes;

- Write effectively in a variety of situations and for a variety of audiences.
- Use primary and secondary research to analyze and present information in rhetorically appropriate ways.
- Use a nationally recognized system of scholarly documentation, such as MLA or APA.

Course Communication

- A class lounge is provided for students to discuss technical issues or issues outside the assigned postings. Drop in and leave a question. I will post a reply for the class to see.
- Use your official *CSU account* for all e-mail communication. Don't use the e-mail in D2L, as I can't reply to it.
- Always identify yourself in the e-mail and let me know what class you attend. If you need clarification on an assignment, ask at least 24 hours before it is due; otherwise you may not get an answer in time to complete the assignment successfully. Proofread and think about the content and tone of your email before sending, as e-mail is a permanent record.
- I check e-mail a few times a day and typically respond within 24 hours, but it can take longer if it's over a weekend or a holiday. If I have not responded in 24 hours, please send a follow-up e-mail, as something probably went wrong. Keep in mind that I am away from my computer several hours each day as I commute, teach, attend meetings, and pick up my son from school and practice.

Course Policies

CSU DISABILITY POLICY

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 physical accessibility. We recommend that you contact the Center for Accommodation and Access located in Schuster Student Success Center, room 221, 706-507-8755 as soon as possible. The Center for Accommodation and Access can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need. For more information go to [CSU Center for Accommodation and Access](#).

If you are not covered through CAA, I can't offer extra time on all assignments throughout the semester, but I will be able to work with you after documented emergencies (like car accidents,

broken bones, and so forth) with the understanding that the extensions are limited and that you will get caught up with the class ASAP.

COUGARVIEW ACCESSIBILITY INFORMATION

From D2L website: "At D2L we believe learning technologies should never limit learning opportunities. Our accessibility program is tightly integrated with our research and development lifecycle to ensure our tools are standards compliant and easy for people to navigate and understand using the assistive technologies and devices that support their needs... At Desire2Learn we use WAI guidelines, such as the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), Authoring Tool Accessibility Guidelines 2.0 (ATAG 2.0) and Accessible Rich Internet Applications Suite (WAI-ARIA) to ensure our designs are consistent with international objectives." For more information go to [D2L Accessibility](#).

COURSE ATTENDANCE POLICY

At class time, I will call roll, which officially begins class. Class should get quiet at this time and phones should be put away. If phones reappear, participation points disappear. Free study/productivity apps are available that will help you stay off your phone during class. See which one is best for you.

You have **5** absences to budget as you see fit. I work with you at 6. At 7 it's a WF (withdrawn failing due to excessive absences). Students coming to class up to 15 minutes late are tardy. **Three tardies is one absence and might contribute to being dropped for non-attendance.** Coming in 15-30 minutes late counts as a half absence. Students are responsible for making sure I change an absence to a tardy. Understand that any absence or tardiness could negatively affect your grade or your understanding of the material we cover.

Excused absences: religious observances, death in the family, official university-sponsored activities, and legally required absences (jury or military duty). Please present documentation for any excused absences on your return.

Participation

Participation points are awarded daily to those who are engaged and active for the class period. Students who keep phones stowed away for the class period and participate in class activities earn points (2 per class day, MWF). Those who sleep, have phones out during class when devices are not part of the lesson, don't participate in class activities, or talk when I am talking receive 0 points. Participation is expected from every student every day. I have a roll book I will use to record participation points. Not participating will negatively affect the final grade.

I want you to be curious and to think and to have opinions you can defend with sound reasoning, even if those are different from mine or different from other class members. We won't all agree, but we can explain our positions and be professional with each other. No matter if we agree or disagree, you will be heard and respected.

How to Keep up with Classwork: Keep checking the Assignment Calendar AND logging into D2L to check UPCOMING EVENTS (in your case these 'events' will be assignment due dates)

on the right of the screen. Usually, you will need to watch/read/complete something before class. Don't wait until the day of class to look at the calendar. Look at it several days ahead of where we are. Assignments are usually due by 11:59 p.m. on the dates they are due. Also see "Late assignment" policy on next page.

TIPS FOR A SMOOTH SEMESTER

- Be polite and respectful of your instructor and classmates in all your communications.
 - Be on time in your work submissions.
 - Have good communication with your instructor all semester.
 - Address the instructor formally in all your communications ('Dear Professor Woods,' as opposed to 'Hey').
 - Read and think about your Instructor's feedback as soon as it is released in D2L. Ask if you have questions.
 - Problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, and I will likely extend deadlines for the class if it involves large-scale issues. If the problems are yours alone, have a **PLAN B ready to go if PLAN A (the easy way) fails.**
 - Avoid uploading seconds before the assignment is due, as there is little anyone can do to help you if something goes wrong. Also know that your clock might not be in synch with the clock in D2L.
 - If you have any problems, let your instructor know as soon as possible.
 - Make sure you get a receipt for anything you upload to the D2L Submission Dropbox. **If you don't get a receipt within a few minutes, the assignment is not in the dropbox,** and you should immediately re-upload it. It's your responsibility to make sure your assignment made it to the dropbox.
 - Invest in a planner. Mark off time to study and time to do assignments in incremental stages. Write in due dates for all class assignments.
 - If you are uneasy about peer reviewing your papers, I can assign you a student letter to use in place of your name. Ask and I will give you one. Janna Nunez becomes STUDENT G.
- o Choose topics for papers and projects that will benefit/enrich you personally or in your major.
 - o **ASK FOR HELP** if you are struggling. Communicate with me. Use office hours.
 - o **Be safe:** stay alert and aware, watch drinks at parties (don't leave one and come back to it, make your own whenever possible), have a group 911 message already set up in your phone so you can text your location to a group of friends if you need help immediately, put the CSU police number in your phone as well (1-706-507-8911 for emergencies and 1-706-568-2022 for non-emergencies), don't leave valuables on the seat of your car, lock up room and car, take out headphones when walking near traffic or use one side only. Watch out for vulnerable people. Sit with them if necessary until they can get a ride or a cab.
 - o A credit card is not the same as a gift card.
 - Learn to say *no*. You can't possibly do everything you are invited to do. Check your planner before saying *yes*.

HOUSE BILL 280

For information regarding HB 280 (Campus Carry), please refer to [House Bill 280](#). It is the permit holder's responsibility to know and comply with the law.

FIRST YEAR COMPOSITION COURSES

If you have questions about FYC policies or concerns about your class, please contact the Director of First Year Composition, Dr. Rebecca Gerdes-McClain at gerdesmclain_rebecca@columbusstate.edu or English Department Chair Dr. Judi Livingston at livingston_judith@columbusstate.edu. You can also visit our [English Department website](#) for more information and policies.

Time Commitment

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 7 - 12 hours per week on this course. Consult with the Assignment Calendar, the D2L Calendar, and your instructor to be sure you are on schedule, keeping up with the material and submitting assignments and essays on time.

As a general rule, in this course you will be expected to:

1. Log in regularly to check messages from your instructor.
2. Check D2L for Announcements from your instructor.
3. Watch or read instructional materials, and write essays.
4. Complete all course work and assignments in the time allowed.

Assignment Requirements

All assignments should be double-spaced and in 12-point Times New Roman font. Correct spelling, grammar, and punctuation are expected in college-level courses.

You can compose your assignments using MS Word / MS Office or Open Office (free download from openoffice.org). ALL assignments must be saved in the Word equivalent that saves the document with the file extension ending in 'doc' or 'docx'. You can also use .rtf file extension. Use correct [MLA 8 formatting](#) and headers unless I tell you otherwise.

Save the document using your name and the assignment number. For example, if your name were Susan Williams, you would submit Essay 1 draft as **Williams_Susan_E1D.doc**. Save a copy of all submitted work and *save the D2L receipt* (e-mailed immediately after submission) that shows your assignment was submitted on time. If a receipt is not sent to you within a few minutes, the assignment is not in the dropbox and should be resubmitted.

Technical Requirements

Students should be able to

- Compose an email
- Attach a file
- Upload a file
- Download a file
- Save a file to computer or USB device

HARDWARE REQUIREMENTS

GeorgiaView - D2L Help Center, Brightspace compatibility check

SOFTWARE REQUIREMENTS

- An office suite such as Microsoft Office or Open Office
 - Microsoft Office can be purchased by logging into CSU CougarNet, clicking on the My Tech tab, and using the links in the Computer Store box.
 - OpenOffice can be downloaded for free.
- To open PDF files you might need Acrobat Reader
- Browser Plugins (Pdf files, QuickTime files, Mp4 files) can usually be obtained at the browsers website.
 - Google Chrome
 - Firefox
 - Safari

You can always learn more about CougarView, sometimes referred to as D2L Brightspace, by clicking on the "HELP" icon located on the right-hand side of the CougarView top navigation bar.

If you need technical support or need assistance configuring your computer, you can refer to the link located in the "Technical Resources" widget located on your "My Home" and your "Course Home" pages. If you cannot solve your problem after reviewing the knowledge base help pages, you can call help center 24-7 and talk to a Help Center agent. The number is 1-855-772-0423.

Academic Honesty

(Acknowledgement is hereby given to USG eCore on whose policy this is based).

All students are expected to recognize and uphold standards of intellectual and academic integrity. As a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

DEFINITIONS AND EXAMPLES

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

The following list is merely illustrative, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

PLAGIARISM

(NOTE: Turnitin.com is used for this class.)

Plagiarism is presenting the writing or the ideas of someone else as if they were your own.

Plagiarism and/or cheating of any kind—on homework, in-class work, drafts, or final papers,—will not be tolerated. A student found cheating will receive at minimum a zero on the assignment and will forgo all opportunities to revise.

Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

UNAUTHORIZED COLLABORATION

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized or assigned by an instructor is allowed. You can get feedback from others; just make sure you are always in the driver's seat, so to speak, and that the other person is not deleting or adding content, *only making suggestions*.

"RECYCLING" SUBMISSIONS

It is a violation of academic honesty to submit the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. For the purposes of ENGL 1101, **I do expect new work** for each assignment. Recycling earlier work will result in an F for the course.

TURNITIN.COM

Dropboxes are equipped with plagiarism-detecting capabilities. As much as possible, I will use this as a teaching tool and not a “gotcha” tool. Students can see the reports generated in the assignment dropbox and can revise the drafts/final versions up to the deadline. Just upload a second version in the same dropbox. I can still see the other version, but I will grade the second version.

Assignments and Points

Students are expected to be fully prepared to discuss the topic(s) each week and complete the assignments each week. Your final grade will be based upon completing the following learning activities and exams.

Your final grade will be based upon completing the following assignments:

Table showing points and assignments

Assignments	Points
Discovering Your Preliminary Stance	25
Project 1: Annotated Bibliography (5 items)	50
Project 2: Testing Your Preliminary Stance	500
Project 3: Exploring Alternate Stances	600
Project 4: Presenting Your Final Stance (5-7 minutes)	150
Prospectuses 10 points x 2 (Projects 2 and 3)	20
Peer Review 20 points x 2 (Projects 2 and 3)	40
Responses to Readings (10 points each, 7 total)	70
Midterm	25
Final Exam	75
Grammar Test	25
Comfort Zone Exploder and Photo	25
Responses to Comfort Zone Exploder (5)	25
TOTAL POSSIBLE	1810

Final Grade Calculation

Point Range	Percentage Range	Final Grade
+ points	90-100%	A
points	80-89%	B
points	70-79%	C
points	60-69%	D
and below	59% and below	F

Students must earn at least a C to exit ENG 1101.

To get a score out of 100, divide your total points by the possible points. You can do this at any point in the semester for a progress check. EX: 1889 earned divided by 2205 possible = 85.66 Official grades will be posted at midterm and after Project 2. Ignore anything else in the gradebook that looks like a total. Only those two updates posted in the announcements are generated by me based on your actual grades.

Here's how the essay process works:

Essay Process

1	2	3	4
<p>Readings and discussions lead to Guidelines for each project. The same time we get topics, the dropboxes for the draft and the final essay open.</p> <p>The Prospectus has its own dropbox and due date</p>	<p>The “on time” window is open from the time we get guidelines until the due date.</p>	<p>One minute after the due date, the “late window” opens for 48 hours.</p> <p><i>Penalties apply—up to half credit for drafts, a letter grade every 24 hours for final essays.</i></p> <p>You can use a “special access” pass without penalties on ONE draft or essay.</p>	<p>Once the late window closes, I will not take the essay as a draft or final = score of 0.</p>

ACCESSING GRADES AND FEEDBACK

Grades for the submitted assignments will be available to you in the CougarView grade book for our class. Unless there are extenuating circumstances, I will respond to brainstorming, drafts, revision plans, and prospectuses within 2 days. I will grade and return formal essays before the next final essay is due. Peer Reviews are returned before the next peer review.

You are responsible for checking the CougarView grade book for graded assignments. Assignments that are incomplete or have file errors will not be graded, but I will contact you for next steps. Check CSU mail often. You are also responsible for double-checking your own assignment submissions to ensure each assignment is submitted properly. Again, save the D2L receipt.

[View the instructor's feedback in the GradeMark file.](#)

ACADEMIC CENTER FOR TUTORING

Enrolled CSU students can receive free tutoring from the Academic Center for Tutoring (ACT). The ACT's primary mission is to contribute to CSU's vision, mission, and priorities by supporting students in their core courses (math, science, writing, and humanities) and in other professional and academic situations (personal statements, resumes). More information about what the ACT can do for students can be found by visiting the [ACT website](#) online, by visiting Woodall 104, or by calling 706-568-2483. Appointments are made via [MyCSU](#) and EAB.

WRITING CENTER

Our Writing Center is a wonderful place for students of all ability levels to improve their writing. Sessions are free and are available for either 30 minutes or 60 minutes. I advise making appointments online well in advance of the papers, as slots fill up early. Make appointments through the [Academic Center for Tutoring](#).

REVISION

This class stresses revision. [I must see a draft of an essay before I can accept the final.](#) The threshold for drafts is much lower than for final papers. If a draft is on topic, is developed enough, has a thesis, and attempts to cite the information from sources, it usually scores well (80-85), even if it has problems with citations, grammar, and evidence. It's a starting place, a grade that tells you if you are on the right track and makes you aware of the issues I am seeing in the essay.

If you submit that same paper with the same errors as the draft, it will NOT score well, as I grade final drafts much harder than first drafts (because you were made aware of the issues and were given time to address them), I leave thorough feedback on the drafts, and I expect each comment to be addressed/corrected in the final paper. If you are unsure how to revise or don't understand the feedback, ask me or schedule a 10-15 minute office visit to go over the draft. Assume a growth mindset, not a fixed one. There is much to re-work, even for good writers. I am here to support you!

###

Daily Schedule

ENG 1101 Assignment Calendar—*Check daily so you know what's due, what to bring, and where to go.*

This schedule may be altered or amended as necessary as the semester progresses. It is your responsibility to use the most updated calendar.

This is a list of the readings and videos for the class. Have the videos watched or the materials read/completed *before* class time on the calendar day they appear so we are ready for class. In a “flipped” class like ours, students must show up ready to go with the right materials and the readings done.

In D2L there is a module for each week listed on the calendar, and all the links for the week are in that module.

Key:

DEVICE= Bring a device (tablet, laptop, phone) so you can write a response & upload it to D2L or use PW/ Kahoot!

WEEK 1 / JAN 23, 25 WELCOME and HOUSEKEEPING

W WELCOME, Go over Syllabus and Assignment Calendar, Comfort Zone Exploder Guidelines (due last week of class—start looking now for an event), D2L, Turnitin.com, Pearson Writer, Flipped class—expectations, Register for Kahoot!

F Syllabus Quiz on Kahoot, Class as practice for professional life, Plagiarism, E-mail, Go over Intrinsic vs. Extrinsic motivation, Go over Fixed Mindset vs. Growth Mindset, Discovering Your Preliminary Stance assignment, Field Trip to My Office

WEEK 2 / JAN 28, 30, FEB 1 CRITICAL THINKING

DEVICE M “House” Rules for discussions, Respond to /Discuss “What are the Importance and Benefits of ‘Critical Thinking Skills?’” Work Groups Assigned, Critical Thinking Exercise

Contact Card due in Dropbox by 11:59 pm

GOALS due in Dropbox by 11:59 pm

DEVICE W Respond to/ Discuss “Critical Thinking In College Writing: From the Personal to the Academic, Lateral Thinking Puzzle

F Lateral Thinking Puzzle, Work Day on “Discovering Your Preliminary Stance” assignment

WEEK 3 / FEB 4, 6, 8 BEGIN PROJECT 1—*please purchase Pearson Writer by 2/6*

DEVICE M Library Orientation with Emily Crews (crews_emily@columbusstate.edu), What is an Annotated Bibliography?, Project 1 Assigned

“Discovering Your Preliminary Stance” Assignment DUE Dropbox, 11:59 PM—your topic should be meaningful to you, complex enough to affect many people, and significant enough for other people to have written about it.

DEVICE W Using Pearson Writer, Primary and Secondary Sources, Scholarly and Popular Sources

F Source Credibility, Website Credibility, Fake News

WEEK 4 / FEB 11, 13, 15

DEVICE M Respond to/ Discuss “Wikipedia Is Good for You!?” by James P. Purdy

W MLA 8 Works Cited

F MLA 8 Works Cited, Last half of class: Work Day for Project 1
Project 1 FINAL DUE in Dropbox, 11:59 p.m.

WEEK 5 / FEB 18, 20, 22 BEGIN PROJECT 2

M MLA 8 Documentation: Summary, Paraphrase, Direct Quotes, Avoiding Plagiarism

W MLA 8 Documentation: Citations/ Integrating Sources

F Essay Format, Thesis statements, Rhetorical Situation, Project 2 Assigned

WEEK 6 / FEB 25, 27, MAR 1

M Go over FYC Grading Rubric, Essay Process, Draft vs. Final, Get Student Letters

W Bring in two sources (can be scholarly or popular) that you plan to use in Project 2. Print these or bring them in on a **DEVICE**. I will circulate and help you focus your essay as you work on the Prospectus for Project 2.

Prospectus for Project 2 due, 11:59 p.m.

F Sentence Models, Sentence Savvy 1 and 2, Sentence Variety, Get Diagnostic Grammar Exam—do for MON

WEEK 7 / MAR 4, 6, 8

M Review Completed Diagnostic Grammar Exam in class, Grammar Kahoots, How to Peer Review and Submit Draft 1

Draft of Project 2 Due 11:59 p.m.

DEVICE W About Revision , Respond to/Discuss, “In the Maker’s Eye” by Donald Murray

DEVICE F Get Project 2 back in class, Get Revision Checklists

Peer Review for Project 2 Due 11:59 PM

WEEK 8 / MAR 11, 13, 15 Midterms

Use the link I e-mailed you to schedule a midterm conference if you need to talk about Project 2 or anything class-related

DEVICE M Brief Midterm in Class, TBA

W Workday for Project 2—bring snacks, headphones and plan for an industrious 50 minutes, Midterm grades posted by 11:59 PM

F No Class—Midterm Conferences—Mandatory for those with a C average or lower or those with higher number of absences, optional for everyone else.

Final Project 3 Due SUN 3/17—can turn it in earlier in the week if you’re traveling

SPRING BREAK MARCH 18-24—NO CLASSES

WEEK 9 / MAR 25, 27, 29 BEGIN PROJECT 3

DEVICE M Encountering “the other,” Respond to/Discuss “The Danger of a Single Story” (TED Talk, 18:42), GROUPS

DEVICE W Respond to/Discuss and “I Grew Up in the Westboro Baptist Church. Here’s Why I Left” (TED Talk, 15:17)

DEVICE F Respond to/Discuss “The ‘Other Side’ Is Not Dumb,” by Sean Blanda, Project 3 Assigned

WEEK 10 / April 1, 3, 5

M Unpacking the Prompt, Objective Writing, Confirmation Bias

W Practicing Objective Writing

F Bring in two sources that help you explore alternate stances (can be scholarly or popular). Print these or bring them in on a **DEVICE**. I will circulate and help you focus your essay as you work on Prospectus for Project 3.

Prospectus for Project 3 due, 11:59 p.m.

WEEK 11 / April 8, 10, 12

M Grammar Kahoots, Practice questions to prepare for Grammar Test

DEVICE W Grammar Test Online in D2L

F Plagiarism: What It Is and How to Avoid It

WEEK 12 / April 15, 17, 19

DEVICE M In-class Workday for Essay 3 Draft—Bring questions, headphones, a snack if you want one—I am envisioning humming keyboards and industrious student writers **Draft 3 due by 11:59 p.m.**

DEVICE W Plagiarism Group Work, Plagiarism Tutorial

DEVICE F Get Draft 3 back in class, Formal Presentations Assigned, Sign up for presentations (Week 14)

WEEK 13 / April 22, 24, 26 BEGIN PROJECT 4

M Tips for Formal Presentations, Types of Presentation Software, Workday for Presentations
Peer Review of Essay 3 DUE 11:59 PM

W No Class—Optional conferences about Project 3 in ARN 241—Continue to work on Presentations

F No Class—Optional conferences about Project 3 in ARN 241—Continue to work on Presentations

WEEK 14 / April 29, May 1, 3

M 7 Presentations—upload presentation in dropbox by class time MON April 29th

W 7 Presentations—upload presentation in dropbox by class time MON April 29th

F 8 Presentations—upload presentation in dropbox by class time MON April 29th

Comfort Zone Exploder and Photo/Selfie DUE on Discussion Board, 11:59 PM

WEEK 15 / May 6

DEVICE M Course Evaluations, About the final Exam, Responding to CZE, End-of-Semester Hooplah?

Read all the Comfort Zone Exploder posts, then respond to 5—DUE, 11:59 PM

Final Exam

You must attend the final exam in person on the day listed below for your class time:

MWF	9:00 a.m. class	Friday, May 10, 2019	8:00am - 10:30 am
MWF	10:00 a.m. class	Wednesday, May 8, 2019	10:45 am - 1:15 pm
MWF	12:00 p.m. class	Wednesday, May 8, 2019	1:30 pm - 4:00 pm
MWF	1:00 p.m. class	Friday, May 10, 2019	1:30pm - 4:00 pm

Comfort Zone Exploder—50 points total—Due 5/3, but START NOW. The board is open all semester. Post any time before 5/3 at 11:59 p.m.

The CZE written assignment is worth 20 pts. The picture is worth 5 pts. Each student will respond to 5 of these after we post them (5 pts. each for 25 more points). 20+25+5=50.

Assignment

Sometime before 12/3, go to an event DURING THE SEMESTER that is not one you would usually go to. Please don't put yourself in danger or do something that will require therapy, bail bond, or an emergency room visit afterwards, but do attend a meeting of a group who is *not your tribe* or attend an event that is *not your scene*. Volunteering an hour or two is also acceptable if you have never done it or have not volunteered in the past year. Take notes if you need to.

Campus Events

Campus Organizations

MAKE SURE TO TAKE A PICTURE of yourself (or have someone else take one) at the event. I want to see you out and about!

PART A: Write an account of / response to the event, addressing some of the following questions: What were your expectations of the people or event? How did people treat you? How did you interact with them? Were your expectations met, or were your expectations challenged by what you saw? Have your initial assumptions been altered? Why or why not? Be honest about what you are feeling.

The final CZE is usually a full page single spaced.

Post this on the Comfort Zone Exploder Discussion Board by 11:59 pm on 5/3/19.

PART B: On the same discussion board as Part A, post a picture of yourself at the event. This can be taken by you or by someone else.

E. Post-teaching Reflection

Overall, this was a successful semester. I do have some ideas for how I'll revise the course moving forward:

- Students complained that the *Writing Spaces* readings were a too long. I think I agree generally and will excerpt sections next time.
- I had about 10 students over two sections choose abortion for their topic, and here at the end of the semester I feel particularly fatigued from that topic. I am considering making that topic off limits next time. Sources were plentiful for student who chose that, I'm sure, but it was repetitive to have that many presentations over the two classes about the same topic. Also, it was emotionally draining.
- Students wanted to rebut the ideas they were finding and disagreeing with in Essay 3, which I didn't let them do because it wasn't a real argument paper and because I wanted them to sit with and think about those other ideas instead of striking back. I think next time I will require them to rebut one point/claim from the "other side" in the Project 4 presentation. That way the presentation will be more like a verbal argument paper.
- I plan to emphasize that the presentation will be like an argument paper done out loud. I think I need to make that clearer.
- Sadly, I have to make a new policy in the guidelines for Project 4 that points will be deducted if a student leaves or comes into the classroom while another student is presenting. I had one student walk out on two consecutive class days because she apparently did not agree with the presenter's stance on abortion. It was immature and uncalled for. I will be clear in the guidelines that points will be deducted from the student's presentation score if that happens.
- I also had several students throw the presentation together last minute and not score well on it. I need to make it clear that the MLA documentation needs to be correct, that that's one reason we are presenting: to show they can do that correctly.
- My final exam was a short narrative asking students to tell me about a "positive critical thinking moment" that happened this semester where they used critical thinking well (or to say that our talking about critical thinking caused them to remember an event from the past when they did not use critical thinking well). I think I need to re-visit critical thinking the last day of class so that it's fresh in their minds what critical thinking is and is not. I got a few puzzling final exams whose focus seemed to confirm that the student did not understand critical thinking well or had forgotten about it from our earlier discussions.
- I realized that because I had thought about the assignments over several months, the names of a few of them were different in different places. The "Discovering Your Preliminary Stance" assignment for example, had three different names. I believe I have fixed that issue.

George ENGL 1102

A. Course Narrative: Fitting in the Arc

From my perspective, the new 1102 arc suggests an enhanced focus on research, argument, and audience. With that in mind, this course is designed to: 1) help students understand and then enact different strategies for research, 2) produce varying types of oral and written arguments, and 3) discern how to present to and write for specific audiences.

Students create three major projects, and each project is interconnected and related to “real-world” contexts and audiences. Each prompt is related to the individual student’s academic major or career field, which means that the individual student chooses their subject-related reading content over the semester. The first project asks students to research and write about the most prevalent type of writing used in their major/career field; the intended audience is the CSU campus. The second project asks students to research and write an argumentative essay about an issue in their major/career field; the intended audience is the student’s future boss and other professionals in the field. The final project asks students to marry these elements (writing and issues in the field) in a persuasive and informational presentation about their major/career field; the intended audience is college freshmen and high school junior/seniors.

While students are learning about the types of writing and issues in their major/career field, they are also learning how to conduct primary and secondary research, how to craft an academic argument, and how to creatively present their work for each specific audience.

Project 1:

Project 1 asks students to learn about the types of writing used in their major/career field and then to report those findings in a creative format akin to an article in CSU’s student newspaper, *The Saber*. Students first conduct an interview with professionals in the field, and in their pre-writing exercises, I ask them to first prepare questions, practice interviewing with their peers, and then submit notes after they have conducted their interviews. I encourage them to ask questions about writing in their interview, so that they have some sense of writing in the “real-world.” This also helps with the second part of the project, which requires students to find a sample document that is representative of the most prevalent type of writing in the major/career field. Students may acquire a document from their interview subject, but they often use an internet search to find a representative document. Then they perform a rhetorical analysis on the document, and this analysis is combined with the findings of their interview. From here, they must creatively join together the primary and secondary research they have conducted to state a claim about writing in their major/career field.

For this project, students will write two drafts of 750-1000 words. They also write a 250 word reflection letter about their process and then approximately 750 words in in-class writing (including the interview notes).

Approximate words for this project: 1750-2000.

Project 2:

Project 2 asks students to identify a pressing and arguable issue in their major/career field and then to research and write an academic argument about this issue for their future boss, in order to help her prepare for a professional conference. Students are tasked with identifying multiple perspectives on the issue and then stating their own position. I require that they use scholarly and credible sources culled from both the GALILEO databases and the wider internet. Before their rough drafts are due for peer review, they form research questions, complete annotated bibliographies, and thesis statement drafts.

For this project, students will write two drafts of 1000-1250 words. They also write a 250 word reflection letter about their process and then approximately 750 words in in-class writing (including the research questions, annotated bibliography, and thesis statements).

Approximate words for this project: 2200-2450.

Project 3:

Project 3 asks students to create and give a presentation that uses the information gathered from their other projects during the semester. The object of this presentation is to “pitch their major” and persuade high school juniors and seniors and college freshmen to declare it. In this presentation, they must provide general information about their major/career field, but they must also include information about the types of writing and the prevalent issues in the discipline. Together as a class, we create a rubric that covers five major categories (Design, Content & Information, Organization & Timing, Creativity & Audience Engagement, Professional Behavior) for the in-class presentation; this activity not only gives students some agency in how they will be evaluated but also asks them to think about the processes of evaluation more broadly. In addition to creating the presentation, which must use visuals and text, the students write an extended reflection essay about the rhetorical choices they made when crafting the pitch.

For this project, students collectively create a presentation rubric; each student individually creates and gives a presentation and writes a 500 word reflection essay.

Approximate words for this project: 1000-1500 (including rubric work, presentation, and reflection).

Approx Total Required Writing: 6000 words

B. OERs

This course uses chapters from *Writing Spaces*. The essays I find most useful focus on strategies related to locating, reading, and understanding research and sources. The students' very favorite essay seemed to be "Composition as a Write of Passage," which was also meaningful for the course theme. In addition, I supplement from other textbooks with copies of readings about profile essays, interviewing tips, and presentation design. I also have students examine texts that are specific to each assignment; for instance, we devote a day to analyzing an issue and article from *The Saber*. Because I've taught a version of this course before, I am able to provide them with sample student work from previous courses, and we usually spend one day for each unit reading and evaluating those samples. Otherwise, this course is perhaps unique in that the students end up choosing a lot of their own texts because they are writing and researching about their individual major/career fields.

C. Prompts

Project 1

Prompt: You have just been hired by CSU’s student newspaper, *The Saber*. Your first assignment is to report on types of writing used in your chosen field of study (or other interest) in order to describe and explain the significance of writing in that discipline. You will start by exploring different types of writing in your discipline by conducting an interview with someone in that field. Through the interview, you’ll hope to gather some background that helps you with further analysis. After your exploration, you will decide what type of writing you feel is most common and/or significant to your discipline, and from there, choose a short piece that you think is representative of what you have learned in your initial exploration and interview. Fuse together what you’ve learned in the interview with a thorough analysis of the writing to present an overview of writing in the discipline.

Project Description: For this 750-1000 word essay, you will be investigating types of writing in your chosen discipline of study or interest. This essay is part journalism and part rhetorical analysis, meaning that you should present your analysis of writing in a readable and engaging way. Write your analysis for a CSU audience—primarily students, faculty, and staff. Assume that your audience might not know much about writing in the discipline, but they probably have some idea of what the discipline is all about. Your writing should include a thesis statement and evidence to support your thesis statement. You should answer the following questions as you gather evidence, and then craft your essay:

- What type(s) of writing are most prevalent in this discipline?
- How does this writing compare to other well-known types of writing? What are differences and similarities?
- What is the purpose of this writing?
- What style is used?
- What audience is targeted?
- How effective is the writing for the audience?

Learning and Writing Goals: The main purpose here is for you to understand types of writing in your discipline. Through a deeper comprehension of the writing in your field, you will be able to better analyze others’ arguments and to later model similar types of writing. You will also craft a thesis statement, which will be supported by your analysis and integration of multiple types of sources (specifically, an in-person interview and a secondary source). Because you are writing for a CSU audience, you do not want to produce a bland report essay here; instead craft an engaging essay that includes report-like analysis written for a university community. Your essay should reflect a “middle style,” which mixes formal and informal writing, and be free from errors for clarity.

You will also reflect on your learning processes in a short letter to yourself. Answer these questions in a brief 250 word letter: 1) Describe the initial part of your process—the interview and choosing a piece of writing. 2). What did you learn about types of writing in your discipline? 3). What did you learn about your own research and writing process? What was most enjoyable, most difficult? You will turn the letter in as part of the final draft of your paper. This should not

be written in a question-answer format but written like a narrative letter, wherein you're reflecting on your process and what you learned.

A successful essay will:

- Explore writing in a disciplinary field or specific interest that you choose
- Develop a clear thesis about writing that is appropriate to the assignment
- Create a document that appeals to a specific audience
- Gather, analyze, and synthesize different types of sources
- Integrate and cite sources using an appropriate documentation style
- Contain clear, error-free writing
- Reflect on your learning, research, and writing processes

Project Length: 750-1000 words + 250 word reflection letter, all double-spaced

Due Dates:

Interview Questions:

Transcription of interview/interview notes:

Evidence of sample document:

Rough Draft for Peer Review (Essay only):

Final Draft (Essay + Reflection Letter):

Project 2

Prompt: You are serving as an intern in your future career field, and you will be accompanying your boss on a trip to a conference about issues in the field. In preparation, your boss has asked you to write a short position paper about a prevalent issue on the job/in the discipline; she will be using this paper for support in her participation in a roundtable discussion about the issue. Therefore, your writing must be clear, and your research must be credible and up to date.

Project Description: For this 1000-1250 word essay, you will craft your own argument in response to an issue in your discipline. This essay asks you to state your own claim, find and incorporate research for support, and use persuasive language and organization in your writing. Through the use of thorough support and a persuasive tone, you will hope to convince others to consider your argument with seriousness. Write for your boss, assuming that she has knowledge of the issue. This means that you will not need to provide too much background on the issue and instead focus on current opinions about it.

Learning and Writing Goals: An effective argument expresses a clear claim and offers support for the claim while also carefully considering the claims of others, even those in opposition. You will choose an issue and respond to it by using at least four outside sources to help you make your argument in some way. Once you decide on an issue, then you'll conduct research through GALILEO to find at least two scholarly sources. You'll want to find support that considers many perspectives of the issue; by looking at different perspectives, you will have a well-rounded outlook on the issue and can then decide what your position is. You'll incorporate evidence from your sources to support your own ideas and refute counterarguments.

You will again write a 250-word letter to yourself to reflect on your process. Answer the following questions in your letter: 1) Describe to yourself the research process—how did you determine what subject to research and how did you find your sources? 2) What new information did you learn while writing this paper? 3) Tell yourself what you think the hardest parts of writing this paper were and how you could make it easier on yourself next time.

A successful essay and reflection will:

- Explore a problem and/or issue in a disciplinary field or specific interest that you choose
- Develop a clear thesis that stakes a claim on an issue
- Create a document that appeals to a specific audience
- Gather, analyze, and document different types of secondary sources
- Integrate and cite sources using an appropriate documentation style
- Contain clear, error-free writing
- Reflect on your learning, research, and writing processes

Essay Length: 1000-1250 words + 250 word reflection letter, all double-spaced

Sources Required: at least 4 sources, 2 of which should be scholarly, credible sources

Due Dates:

Research Questions

Annotated Bibliography & Thesis

Rough Draft for Peer Review (Essay only)

Final Draft (Essay + Reflection Letter)

Project 3

Prompt: You made it! You're currently a graduating senior in your major field, and even better, you're a shining star among all students. Due to your successes, you've been chosen to recruit new students to the major. In order to do this, you have to create a presentation suitable for high school seniors and college freshmen. Your audience=your peers in this course. You want a presentation that is engaging, fun, and showcases some of the important aspects of the major (writing, issues, and anything else you've learned this semester).

Project Description: The presentation should last from 7-10 minutes, using some type of presentation software like PowerPoint or Prezi. In this time, you should communicate what you have learned about your major field, including the most prominent types of writing and the most prevalent issues in the field. You should not need to do any other research for this presentation and reflection essay. Use the work from your previous essays as examples that show the exciting work students may encounter in the major. Each presentation must include visuals and text and can also include sound. The presentation portion will worth 50 points of the total assignment. The presentation should provide information about the major and also invite other students to declare this major (so, informative and persuasive); you should clearly inform the audience in a way that is creative, aesthetically pleasing, and concise.

You will also write a 500 word reflective essay validating and explaining the rhetorical decisions you made—why you chose to represent your major in this way. This requires no outside research. This is a reflective essay that details how you created your presentation. The paper portion will be worth 50 points of the total assignment, and it should be turned in on the same day that the presentation is given.

Learning and Writing Goals: There are three goals for this project: 1) to bring together the knowledge you have gained about your career field this semester; 2) to transform your writing and research into a presentation format; 3) to reflect on your process for this last project. You'll achieve these goals by first combining what you've learned about writing and issues in your major field; then you will build your work from this course into a PowerPoint, Prezi, or some other form of presentation. You will be required to use visuals and text in the presentation, which you will present to the class on the day of your choosing. Finally, you will write a 2-page reflection essay to accompany your presentation.

A successful presentation and reflection essay will:

- Engage in collaborative work to create criteria specific to the project
- Utilize and transform existing research into new medium
- Design an aesthetically-pleasing, informative oral report/presentation
- Develop a clear thesis to persuades a specific audience
- Integrate and cite sources using an appropriate documentation style
- Contain clear, error-free presentation and writing
- Reflect on your learning, research, and writing processes

Presentation Length: 7-10 minutes, to be presented to the class on day of choice

Essay Length: 500 words, double-spaced, due to the CougarView on your presentation day

D. Syllabus and Course Calendar

English 1102: English Composition II Spring 2019

Dr. Courtney George
Office: 243 Arnold Hall
E-mail: george_courtney2@columbusstate.edu

Office Hours: 10 a.m.-2 p.m. Tuesdays
Office Phone: 706-565-1202

Required Texts:

Open Educational Resource: *Writing Spaces, Vol. 1 & 2* (<http://writingspaces.org/essays>)

*We will be using an online text this semester, free of charge to you. You can download both collections from this site, but I will also make PDF copies of the readings available to you on CougarView under the “Weekly Content.”

*Any other materials will be posted to CougarView, emailed to you, or handed out in class.

Course Overview:

English Composition II builds upon the skills you gained in English Composition I. The main focus of our studies will be to interpret and evaluate different resources, employ advanced writing and research methods to form arguments, and learn about writing in various disciplines of study. In order to meet these goals, you will write three major essays, which will all be interrelated and related to your chosen field of study or career path. For the first essay, you will conduct investigative research to learn about writing in a specific discipline. For the second essay, you will shift into investigations of an issue related to that discipline, and then create your own argument about that issue. Finally, your work will culminate in a final essay and oral presentation that brings together what you have learned this spring. By semester’s end, you should be proficient in writing and research techniques and technologies that will help you throughout your college career; you should also have some idea of expected writing tasks and major issues in your chosen career field.

Objectives:

Course Description

ENGL 1102 builds on the introduction of writing as exploration and investigation in ENGL 1101 by focusing on writing as argument, in effect persuasively sharing the results of your own inquiry with others. Through a combination of guided research, audience analysis, and deployment of rhetorical strategies students will learn to write to specific audiences with specific purposes. Students will read and analyze texts from more than one genre and academic discipline into order to practice crafting persuasive arguments.

By the end of this course, you will be able to:

- develop a persuasive argument on a topic you have discovered and explored through research and writing;
- develop a thesis that fulfills the requirements of the writing prompt and is tailored to a specific audience;

- analyze viewpoints and needs of different audiences, ultimately crafting at least one essay to a specific audience by making rhetorical choices with that audience in mind;
- organize thoughts to convey more sophisticated ideas;
- gather, discuss, and analyze a variety of sources;
- refine personal and collaborative brainstorming processes to generate detailed evidence and interpretation to support your purpose;
- respond to and discuss the writing of classmates;
- incorporate consistent drafting and revision into your writing process;
- incorporate an accurate citation style into your writing and research;
- craft sentence-level prose that effectively conveys your ideas.

This class also works toward the following CORE learning outcomes;

- Write effectively in a variety of situations and for a variety of audiences.
- Use primary and secondary research to analyze and present information in rhetorically appropriate ways.
- Use a nationally recognized system of scholarly documentation, such as MLA or APA.

Grade Distribution:

For this course, you will write three major essays that account for 75% of your grade. The remaining 25% of your grade will come from smaller assignments such as homework, daily quizzes or in-class writing assignments, and peer review sessions (categorized as class participation below).

<u>Essay</u>	<u>Value</u>	<u>Due Date</u>
Participation	25%	
Project 1: Analysis (Discipline Specific Writing)	25%	Friday, March 1
Project 2: Argument	25%	Friday, April 19
Project 3: Oral Report	25%	Last two weeks of class (on your presentation date)

Table of Online Assignments & Due Dates

CougarView Assignment	Due Date
Discussion Board: Response to Essay “Composition as a Write of Passage”	Friday, January 25 before 5 p.m.
Discussion Board: Interview Questions	Friday, February 1 before 5 p.m.
Discussion Board: Interview Transcriptions	Friday, February 8 before 5 p.m.
Assignment Dropbox: Final Draft of Project 1	Friday, March 1 before 5 p.m.

Assignment Dropbox: Annotated Bibliographies	Friday, March 29 before 5 p.m.
Assignment Dropbox: Final Draft of Project 2	Friday, April 19 before 5 p.m.
Assignment Dropbox: Project 3 (Presentation & Essay)	Due on presentation date

Grading Scale:

A=90-100 B=80-89 C=70-79 D=60-69 F=59 and below ☹️

Grading Policies:

To pass this course, you must complete every major essay and have a combined passing average on all major essays. Failure to submit any major assignment will most likely result in failure of the course.

Your class participation grade depends on several things: attending class regularly, completing daily reading quizzes or any homework, and engaging in class discussions. In order to earn the full 25%, you must come to class prepared, ready to discuss the day’s assignments with myself and your peers. **There are no make-ups for quizzes or in-class assignments.**

For each essay, we will hold a peer review session in order to discuss rough drafts of our essays with other class members. **You must have a rough draft to participate in peer review.** Peer review is not optional; this is an integral part of class that should benefit your writing experience by helping you to listen to others’ ideas, to give suggestions, and to learn to revise your essays from this aid. **That said, when you do not bring a draft to participate in peer review, I will deduct 10 points from your final paper grade. Also, you will not get the 10 participation points for peer review.**

*Note: **Final grades on essays, assignments, and for this course are exactly that—FINAL grades.** I am available to you, either in person or via email, to discuss your work before it is due. Once you have received a grade on an assignment or for the course itself, that grade stands, so please take advantage of my offer of help during your writing process. (For final grades, I only round up if the decimal percentage is .5 or above. No grade grubbin’ please—you earn what you earn!)

Absences:

Because you will be required to participate in peer review sessions and in-class writing assignments, **attendance to all classes is mandatory. You can have up to four absences, but if you accumulate more than five absences, you may receive a grade of EA.**

Also, please be on time; arriving late is distracting and shows a lack of respect for both me and your fellow peers, especially when other students are giving presentations on their work. **If you are more than five minutes late, you will be considered absent for the day.**

Online Portion:

To participate in this course, you must use CougarView. All specified assignments must be uploaded to CougarView to be turned in. All essays should be saved as .pdf, .rtf, .doc, or .docx files and uploaded to the designated location within CougarView. Please note that any assignments submitted as attachments to e-mail messages or CougarView inbox messages will not be graded.

Students are responsible for learning to use CougarView and ensuring that they have proper access to their CougarView accounts. Help is available online and through the CSU Help Desk. To access CougarView, visit <http://www.columbusstate.edu> and click the CougarView link in the upper right-hand corner of the page.

Online Discussion Boards (DBs)

You will have a CougarView discussion board post due on several Fridays this semester (these are listed in the reading schedule below). These posts make up the online portion of our class and count towards your participation grade, which is worth 25% of your grade.

The length of the post will vary according to the specific assignment, but you should aim for at least 100 words per post. FYI: some will be longer than this due to the nature of the assignment. **All posts and other assignments are due Friday by 5 p.m. It is imperative you get the post in by 5 p.m. because CV undergoes maintenance every Friday night.**

Late Assignments:

All assignments must be completed and handed in on time. In order to become a better student and human being, it is important to show responsibility and respect by meeting the deadlines. **For every day that your essay is late, you will lose 10 points from the essay. After 5 days, I will no longer accept your essay.** In order to return your papers to you (with comments) in a timely fashion, I schedule specific time for grading. If your paper is late, my schedule is disrupted, and I will not be able to get papers back to everyone as promised. That said, I will typically return papers to you within a week, no later than two weeks.

Remember that there are no make-ups on quizzes, in-class assignments, or CV posts. If it's not in on time, then it's a 0.

Essay Format:

Essays must be typed—double-spaced using a 12-point font (such as Times New Roman) with top and bottom margins no larger than 1 inch. Any out of class homework—including drafts for peer review—should also be typed in this format. Please include your name, date, course title, and my name in the upper left hand corner. Always include a title for your essay. You will upload all final papers to CougarView for evaluation, as well as many assignments for Friday's online class.

Plagiarism:

Please be advised: use of quotations, data, phrases, and even ideas without properly crediting their original sources is plagiarism. Google searches and other resources like turnitin.com make it easy for me to catch plagiarists, so please be sure to document your sources if outside sources are involved by using a specific format. We will review these formats later in the semester, so there's no need to panic. If you have any doubts about your work, please contact me immediately, and I will gladly help you.

That said, I have a zero tolerance policy for plagiarism. University policy dictates that I can fail you for the course if you plagiarize, and I will not hesitate to do so. Please see both the student and faculty handbooks for more information on your rights as a student:

https://students.columbusstate.edu/docs/handbook_2017_2018.pdf

<https://faculty.columbusstate.edu/handbooks/faculty-handbook/>

Classroom Behavior Policy:

Just because we live in a world filled with the distractions of technology, this doesn't mean we can't attempt courteous, respectful, and attentive behavior. This means being prepared for class: be sure that you bring your book to class, that you have done your reading, and that you are open to a discussion where others' different opinions are likely to be present. Also, please eliminate any distracting behavior and equipment. All devices—like laptops, tablets, and cell phones—are to be used only to access online course work when necessary. Any student found surfing the web, texting, or listening to music in this class will be asked to leave, and you will receive an absence for the day. (In other words, just pay attention please: it's less than an hour of your life, three days a week. I promise it will be worth it in the long run.)

University Policies and Resources:

*Enrolled CSU students can receive free tutoring from the Academic Center for Tutoring (ACT). The ACT's primary mission is to contribute to CSU's vision, mission, and priorities by supporting students in their core courses (math, science, writing, and humanities) and in other professional and academic situations (personal statements, resumes). More information about what the ACT can do for students can be found by visiting online <https://act.columbusstate.edu>, by visiting Woodall 104, or by calling 706-568-2483. Appointments are made via MyCSU and EAB.

* 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. We recommend that you contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 221, [706-507-8755](tel:7065078755) as soon as possible. The Center for Accommodation and Access can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need.

*For information regarding HB 280 (Campus Carry), please refer to www.usg.edu/HB280. It is the permit holder's responsibility to know and comply with the law.

*If you have questions about FYC policies or concerns about your class, please contact the Director of First Year Composition, Dr. Rebecca Gerdes-McClain at gerdesmcclain_rebecca@columbusstate.edu or English Department Chair Dr. Judi Livingston at livingston_judi@columbusstate.edu. You can also visit our website for more information and policies. <https://english.columbusstate.edu/fyc.php>

*Also remember that there are no stupid questions. Please come to me with ANY questions or concerns that you feel you cannot ask during class. Email me at any time, and I will normally respond to your email within a 2-day period. Weekends present a special exception for email: if you email on Friday, you may not get a response until Monday morning. If you'd rather consult in person, stop by my office hours or make an appointment.

Tentative Schedule of Readings

* This schedule may change at any time during the semester, so please come to class and **check your email daily** to make sure that you are completing the right assignments! What is assigned for that day is due ON that day. *

JANUARY:

W23: Course Introduction and Syllabus Review

F25: Read “Composition as a Write of Passage” by Nathalie Singh-Corcoran.

Discussion Board: Post a response to the essay on CV before 5 p.m.

M28: Introduction of Essay 1, Analysis Assignment. Read assignment and rubric on CV.

W30: In-class analysis of *The Saber*

FEBRUARY:

F1: Interviews: Readings on CV

Discussion Board: Interview Question Invention Exercise due to CV before 5 p.m.

M4: Read “Backpacks & Briefcases: Steps Towards Rhetorical Analysis” by Laura Bolin Carroll

W6: Read and respond to Sample Student Essays on CV

F8: Discussion Board: Interview Notes/Transcriptions due to CV before 5 p.m.

M11: Citation Review Day: Read “Everything Changes, or Why MLA Isn’t (Always) Right” by Janice Walker; Review citation styles on the Purdue OWL

W13: In-Class Writing and Research Day—meet in computer lab

F15: No Response Due to CV: Drafting Day for Essay 1

M18: Peer Review Volunteer Essay

W20: **Peer Review Analysis Essay—bring a draft to class or lose 10 points!**

F22: No Response Due to CV: Revision Day for Essay 1

M25: Introduction of Essay 2, Argument Assignment. Read assignment and rubric on CV.

W27: Read “Finding the Good Argument OR Why Bother with Logic?” by Rebecca Jones

MARCH:

F1: **Assignment Dropbox: Final Draft of Analysis Essay Due to CV by 5 p.m.**

M4: Read “Reinventing Invention: Discovery and Investment in Writing” by Michelle D. Trim and Megan Lynn Isaac

W6: Read “From Topic to Presentation: Making Choices to Develop Your Writing” by Beth L. Hewett

F8: No Response Due to CV: Brainstorm Research Subjects

M11: Read “Googlepedia: Turning Information Behaviors into Research Skills” by Randall McClure

W13: Bring a draft of your research questions—at least 3—to class for workshop

F15: No Response Due to CV: Finalize Your Research Question & Begin Google Research

M18: NO CLASS: SPRING BREAK

W20: NO CLASS: SPRING BREAK

F22: NO CLASS: SPRING BREAK

M25: Read “Reading Games: Strategies for Reading Scholarly Sources” by Karen Rosenberg

W27: In-Class Writing and Research Day—meet in computer lab

F29: Assignment Dropbox: Annotated Bibliographies & Thesis drafts due to CV before 5 p.m.

APRIL:

M1: Read “Annoying Ways People Use Sources” by Kyle D. Stedman

W3: In-Class Writing and Research Day—meet in computer lab

F5: No Response Due to CV: Drafting Day for Essay 2

M8: Peer Review Argument Essay—bring a draft or lose 10 points!

W10: Peer Editing Workshop—bring a revised draft!

F12: No Response Due to CV: Revision Day for Essay 2

M15: Introduction of Essay/Project 3, Oral Report. Read assignment and rubric on CV.

Read “Presentation Design” on CV

W17: Chocolate Chip Cookie Rubric Exercise & Rubric Criteria Creation

F19: Assignment Dropbox: Final Draft of Essay 2, Argument Essay Due to CV by 5 p.m.

M22: Read “Reflective Writing and the Revision Process: What Were You Thinking?” by Sandra Giles; In-Class Writing and Research Day—meet in computer lab

W24: In-Class Writing and Research Day—meet in computer lab

F26: No Response Due to CV: Drafting Day for Project 3

M29: In-Class Oral Reports

MAY:

W1: In-Class Oral Reports

F3: Assignment Dropbox: Project/Essay 3 due to CV for this week’s presenters before 5 p.m.

M6: In-Class Oral Reports

Final Exam Periods: In-Class Oral Reports & Contest Voting

Assignment Dropbox: Project/Essay 3 must be turned in before midnight on the day of the final exam!

E. Post-teaching Reflection

In essence, this course is a revision rather than a complete rebuild. I taught this course only once before (in the previous spring semester), and I used the textbook *They Say/I Say* to guide my second project on academic argument. I felt the assignments were successful and found student engagement to be high in that first go-around. My main challenge for this spring semester would be using the existing framework and integrating the OERs instead of the textbook. Through this change over process, I learned quite a lot.

- I went heavy with the assigned readings from *Writing Spaces* -- in fact, I think I went too heavy. This resulted in some complaints from my students because the readings were often long and some of them seemed less useful than others. However, because I assigned so much, I learned which readings are useful for what purposes. Below I'll leave a more detailed list of suggestions.
- I struggled most with the argument unit, which is interesting since this is where the most substantial revision in the course occurred. Generally, I find that my students are resistant to: a) being “forced” to take a position and b) being “forced” to use GALILEO and scholarly sources. Once they get past that, I find that they need the most help with structure and organization--and the readings I used this semester were not as effective as the straightforward organizational techniques offered in *They Say/I Say*.
- While some of the *WS* essays were helpful in the process of brainstorming and researching, I think I may end up supplementing with some of the fundamental principles from *They Say/I Say* next time in order to better cover structure and organization. I also think that finding a reading that offers more justification and explanation of the importance of scholarly work could really make a difference for my students. (I didn't really see anything like this in *WS*, unfortunately).
- In contrast, students seem to generally appreciate Project 1 & 3. They (mostly) enjoy the creative aspects, and they seem to have a better grasp of the audiences for these projects--perhaps because these audiences mirror their own experiences somewhat.
- Although I gave them a lot of time on the first project, some students still needed more time to find someone to interview; I may just end up being a little more flexible on deadlines for that particular pre-writing exercise.
- To incentivize for Project 3, I have been running a contest (with rules about attendance and opportunities for bonus prizes and points), where students vote on each other's work. I'm not sure this is working any more--they do not seem motivated to attend or pay attention, so I may have to go “hardlined” and force them to evaluate each other's work for a (major?) grade next time.

My Top 5 *Writing Spaces* Essays for Students

1. “Composition as a Write of Passage” by Nathalie Singh-Corcoran

This essay provides examples of writing beyond the comp classroom, asking students to make connections between what they learn in our classes and how it translates to life after the classroom. My students, especially those are resistant to being in a writing class, liked this one--and I think it would be useful for both 1101 and 1102.

2. “Backpacks & Briefcases: Steps Toward Rhetorical Analysis” by Laura Bolin Carroll

Okay, so this one is longer and perhaps less engaging--but I find it a good way to introduce concepts of the rhetorical triangle, audience, etc. I think some of these strategies pair well with a group activity where students are asked to look at a short piece and analyze for claim, evidence, audience. Next time around, I will use this in the Project 2: Argument Unit rather than the Project 1: Analysis Unit.

3. “Googlepedia: Turning Information Behaviors into Research Skills” by Randall McClure

This essay follows a few students in their research processes and shows how they all begin with Google and Wikipedia searches. From there, the essay instructs students how to transition from Google/Wiki searches and information into searches for scholarly sources. I think this essay contains valuable and relatable information for students, and while I haven't tried it yet, I may ask students to exactly re-enact the student research processes covered in this essay.

4. “Reading Games: Strategies for Reading Scholarly Sources” by Karen Rosenberg

As the title suggests, this essay offers strategies for reading through dense scholarly articles. Since I require students to use scholarly sources, I find this essay to be useful as a sort of “cheat sheet.” This could also be paired with a group activity, where students are asked to look through a scholarly source and use the strategies in Rosenberg's essay.

5. “Reflective Writing and the Revision Process: What Were You Thinking?” by Sandra Giles

If you have students writing a lot of reflections on process (as I do), this essay is helpful. Its narrative style asks students to consider not only how to reflect and revise but also why these metacognitive tasks are important. I assigned this with the last project, but I wish I had assigned this earlier in the semester; since my students write reflections with every essay, I think this would have offered better guidance from the beginning.

BONUS: *Writing Spaces* Essays that are Useful for Instructors (and maybe students?)

1. “Annoying Ways People Use Sources” by Kyle D. Stedman

I really like this essay because it instructs students how to incorporate material from other sources (specifically direct quotes) in an engaging way. It offers a kind of fun framework to help students consider integration problems like the “dropped quote.” I'm not sure that students *need* to read it, but I think instructors can cull some useful information here.

2. “Reinventing Invention: Discovery and Investment in Writing” by Michelle D. Trim and Megan Lynn Isaac

I loved this essay -- it offers some new ways to think about invention and pre-writing! But as I was reading it, I decided that there was no need to *require* my students to read it, but you may see some usefulness in requiring it. Instead, I combed through it for new strategies (away from those “bubble-cloud” and traditional outlines) and used it to lead my students through some brainstorming activities that had them writing individually and then sharing/thinking through collectively.

Jackson ENGL 1102

A. Course Narrative: Fitting in the Arc

The arc of this course, which attempts to pick up where ENGL 1101's "writing as inquiry" approach left off, moves students from personal experience to researched, academic arguments with specific audiences in mind. This arc is also intended to mimic the intellectual process of discovering ideas, starting from a student's personal observations and moving toward analytical, evidence-based conclusions.

There are three major segments to the semester, all of which take the subject of environments and their effects on human beings as their subject. For the first part, students begin the semester examining an environment they are already familiar with, perhaps their hometown, their favorite hangout in Columbus, or their dormitory. The second segment of the semester asks students to analyze a fictional environment in a novel (*The Hunger Games*) and make an argument based both on textual evidence and on secondary research. The final and longest segment of the class asks students to research their own topic on an environment, part of which they share with the entire class in a presentation. This ultimately results in a researched paper that must consider the questions and concerns of the rest of the class.

Over the course of the semester, then, students move from observation, to analysis, to research, and finally to a rhetorically sensitive argument. They also move from individual experience (a familiar place), to a shared experience (a novel the whole class has read), and finally to a subject and set of texts they have had to seek out themselves and explain to others (the final project).

Project 1:

Project 1 is due very early in the semester and has several purposes. First and perhaps most important, it gets students writing early and sharing that writing with other students in the class. From the beginning, there is no mistake that their writing will be audience-directed. Second, because every student is asked to participate in workshop, this assignment gets students talking about themselves to each other. Students introduce themselves to each other quickly, and most of them know each other's name by the middle of the semester. Finally, the assignment gets students to examine something they already know about and do not need to do any research on. However, they must also defamiliarize themselves to it, seeing it as if it is new, and thereby initiating the analytical process we will be practicing all semester.

For this project, students will write two drafts of 900-1200 words. They will also do approximately 300 words of in-class writing in their journals.

Approximate words for this project: 1200-1500.

Project 2:

For this project, the class spends a number of days reading and discussing the novel *The Hunger Games*. Studying a novel gives all of the students the same evidence (the text) to discuss and make their arguments with, so everyone is equally informed about the subject. It also gives students the much-needed practice of incorporating quotations into their essays, not just from the

novel, but from any secondary sources they use. This project asks them to address a mutually informed audience and asks them to bring new, researched evidence to support their points.

For this project, students will write two drafts of 1000-1300 words. In addition, students will write approximately 900 words for various assignments.

Approximate words for this project: 1900-2200.

Project 3:

Project 3 asks students to give a researched presentation to the rest of the class and lead a discussion about the topic they have chosen. This is in large part meant to prepare them for their final paper (Project 4). But it is also meant to give them a strong sense of their audience's questions and concerns. Before every presentation and discussion, every student must read not only the short proposal of each student, but also part of the research they are using.

For this project, students will write a proposal and responses to each other's topics.

Approximate words for this project: 1000.

Project 4:

This is a culmination not only of the work students do for Project 3, but really for the entire semester. After researching their own topic on environments, student write an essay that makes an argument on that topic. Everything we have learned since the first week, from analytical skills to rhetoric, is applied toward this assignment.

For this project, students will write two drafts of 1500 words. In addition, students will write approximately 500 words for various assignments.

Approximate words for this project: 2000

Approx Total Required Writing: 6,200 words

B. OERs

The class uses chapters from *Writing Spaces*. The essays I find most useful and insightful for this particular course focus on reading and research, both of which are fundamental to students becoming the kind of writers we ask them to be in ENGL 1102. In addition to *Writing Spaces*, I assign one novel and one notebook for their journal. Like many other instructors, I use Purdue's OWL website as my writing handbook.

C. Prompts

Project 1

Prompt: Imagine a local public place as though you are a tourist or an outsider—that is, as though you have never been there before and know little or nothing about it. Then write a paper that observes and analyzes that place, treating it as though you are an outsider who must explain it to others.

Project Description: Use our sample essay as a guide to the subject, but the kind of paper you write is up to you. It can take the form of an analytic essay, a narration, an official report, a newspaper article, an informative essay in a journal, a tourist pamphlet, etc. Just be creative, interesting, and true to the place you describe. You could write as a fictional character, for instance, or for a fictional audience. Try to find a place that seems particularly American, Southern, Georgian, and/or Columbusian. Some of the kinds of places you might consider are a museum, a community event (such as a festival), popular store (grocery or retail, for instance), a dormitory, or a sports event. The idea for this project will be to introduce yourself and your writing to your fellow students, to get a sense of their perspectives during workshop, and to begin our semester-long discussion about the environments that people live in (how environments shape our behavior, how we impact our environments, etc.).

Learning and Writing Goals: You will engage in critical thinking and writing about the environmental characteristics of a particular place, gaining a greater understanding of how people use it, how it influences people’s behavior, what cultural values it promotes, and what rules (spoken or unspoken) it encourages (or compels) people to follow. You will also be writing to a specific audience (your instructor and your fellow classmates), giving them an informative, analytical, and thought-provoking paper.

A successful paper will:

- organize itself around a particular argument or idea that your audience (the rest of the class) will find worth reading;
- critically reflect on a the environment of a particular place, using specific details as evidence and reflecting on this evidence;
- cite any sources in either MLA or APA style;
- use feedback from the class’s workshop to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be 900 to 1200 words in length.

Project 2

Prompt: Make an argument about Suzanne Collins's *The Hunger Games* that explains how one of the environments in the novel (the fighting arena, the Capitol, District 13, etc.) affects the values and behavior of the novel's characters.

Project Description: The most essential thing about this paper is that it *interprets* the story, explaining something about one of the environments in the novel that your readers would not have concluded themselves. What, in other words, are you going to point out that would be interesting, persuasive, and yet not obvious? Remember that the most convincing arguments will be made by looking closely at the book itself, using concise, illuminating summaries and quotations. You should use at least one secondary source that comes from a printed book or article from Galileo. All sources, including the novel itself, should be cited carefully. If you have a question about whether a source is appropriate or not, make sure to discuss it with me in advance. There are several purposes behind this assignment: (1) to continue our discussion of humans and their environments, (2) to begin more academic writing, the kind routinely expected from college courses, (3) to practice working with written sources and using quotations, and (4) to share a common text and subject matter that all students will be equally informed about.

Learning and Writing Goals: You will engage in critical thinking and writing about the environmental characteristics of a particular environmental setting in *The Hunger Games*, gaining a greater understanding of how this place promotes specific values, rules, and behaviors from the characters in the novel. You will also be writing to a specific audience (your instructor and your fellow classmates), giving them an informative, analytical, and thought-provoking paper.

A successful paper will:

- organize itself around a particular argument that your audience (the rest of the class) will find worth reading;
- critically reflect on a the environment of a particular place in the novel, using specific details from the novel and at least one secondary source from Galileo as evidence;
- cite all sources in either MLA or APA style;
- use feedback from the class's workshop to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be 1000 to 1300 words in length.

Project 3

Prompt: Lead a 20 to 25 minute in-class discussion of an article you have chosen that discusses human beings and their relationship to one of their environments. You may run this discussion however you like (with handouts, short group work, etc.). The most important thing is that you foster a meaningful discussion that will help you write your paper.

Project Description: This project is intended to help prepare you for your final class project (project 4). First, you will find an article from Galileo that addresses a subject you believe will help you write your final essay. Second, write three to five questions about the article and the issues it brings up. Be sure to ask questions that will be useful to you as you write your paper. Third, post your article (as a pdf attachment) along with your questions and the bibliographical information of the article on the class's CougarView discussion board. If the article is too long to read in thirty minutes, then carefully explain in your post which parts can be read and which parts can be skimmed over for the sake of the class. Finally, on your appointed day, you will lead a 20 to 25 minute in-class discussion of your article and the topics it brings up. You may run this discussion however you like (with handouts, short group work, etc.). This assignment is designed to evolve from our earlier discussion of humans and their environments, drawing on some of the insights we have already had from our previous two projects, and it should prepare you for your final research essay (project 4).

Here are just some general subjects you might consider:

- Overpopulation
- Food supply and distribution
- Climate change
- Terrorism
- Consumerism and capitalism
- Globalization
- Healthcare as a national or universal right
- Nuclear power
- Renewable power
- Hyperreality, media, internet, and screen life
- Parenting/childhood in the 21st century
- Privacy rights in the digital age
- College campuses
- Pollution and waste (landfills, water supply, air contaminants, etc.)
- Animal rights and/or the food industry
- Free trade
- Treatment of criminals in the penal system

Learning and Writing Goals: You will engage your fellow classmates in critical thinking about a particular environmental issue, gaining a greater understanding of why this issue is important and what problems about it need to be addressed. The discussion should give you a sense of the questions others will have about the issue you have selected, and it will give you an opportunity to test your ideas and arguments about the issue with immediate, discussion-based feedback.

A successful in-class discussion will:

- stay focused on the selected environmental issue;
- prompt your fellow classmates to critically reflect on that issue;
- bring up questions about that issue that need attention;
- use feedback from the class's workshop to revise and polish the final draft of your final project;
- be 20-25 minutes in length.

Project 4

Prompt: Write an essay that makes an argument about human beings and their relationship to one of their environments. Remember that the most persuasive papers use rational logic, strong evidence (from reliable sources), and carefully considered language. Your audience for this paper is your instructor and your peers.

Project Description: The paper will focus on an environmental issue (whether the environment be ecological, social, economic, technological or a combination of these things). It should discuss a problem that needs to be addressed in some way, and it should offer at least some ideas about how this might be done. The topic and argument should be meaningful and interesting to you and your peers. The paper must be researched. Use at least two sources from Galileo, printed books, or other reliable texts. If you have a question about whether a source is appropriate or not, make sure to discuss it with me in advance.

Learning and Writing Goals: You will engage in critical thinking and writing about the a particular environmental issue, gaining a greater understanding of that issue's complexity (why people might see problems and solutions to it differently). You will also be writing to a specific audience (your instructor and your fellow classmates), giving them an informative, analytical, and thought-provoking paper.

A successful paper will:

- organize itself around a particular argument that your audience (the rest of the class) will find worth reading;
- critically reflect on a the an environmental issue, using specific evidence from at least two secondary sources;
- cite all sources in either MLA or APA style;
- use feedback from the class's research workshop to revise and polish the final draft;
- avoid grammatical mistakes and unclear prose;
- be 1500 words or more in length.

D. Syllabus and Course Calendar

English 1102: Composition II

Spring 2019, MWF 1:00am-1:50pm, CRN 80767, 105 Howard Hall

Instructor: Prof. Patrick Jackson

Phone: 706-565-1206

Email: jackson_patrick5@columbusstate.edu **Office:** 254 Arnold Hall

Course Description

ENGL 1102 builds on the introduction of writing as exploration and investigation in ENGL 1101 by focusing on writing as argument, in effect persuasively sharing the results of your own inquiry with others. Through a combination of guided research, audience analysis, and deployment of rhetorical strategies students will learn to write to specific audiences with specific purposes. Students will read and analyze texts from more than one genre and academic discipline into order to practice crafting persuasive arguments.

By the end of this course, you will be able to:

- develop a persuasive argument on a topic you have discovered and explored through research and writing;
- develop a thesis that fulfills the requirements of the writing prompt and is tailored to a specific audience;
- analyze viewpoints and needs of different audiences, ultimately crafting at least one essay to a specific audience by making rhetorical choices with that audience in mind;
- organize thoughts to convey more sophisticated ideas;
- gather, discuss, and analyze a variety of sources;
- refine personal and collaborative brainstorming processes to generate detailed evidence and interpretation to support your purpose;
- respond to and discuss the writing of classmates;
- incorporate consistent drafting and revision into your writing process;
- incorporate an accurate citation style into your writing and research;
- craft sentence-level prose that effectively conveys your ideas.

This class also works toward the following CORE learning outcomes;

- Write effectively in a variety of situations and for a variety of audiences.
- Use primary and secondary research to analyze and present information in rhetorically appropriate ways.
- Use a nationally recognized system of scholarly documentation, such as MLA or APA.

Important: A grade of C or better from ENGL1101 (or an equivalent class) is required before taking this course. A grade of a C or better is required to pass ENGL1102.

Required Texts and Materials

- *The Hunger Games* by Suzanne Collins
- A spiral or non-spiral notebook for a writing journal (approximately 8 x 11 inches)

Class Attendance

Attendance is required, and there is no distinction in this class between excused and unexcused absences. Instead, you are allowed no more than four absences for any reason. After the fourth absence, you will be dropped from this class and receive a grade of WF. Such grades received before the semester midpoint might be converted to a W, but it is the student's responsibility to contact the registrar's office. If you do miss class, find out what you have missed from another student. You are responsible for any material or assignments discussed the day you were absent. You are expected to show up on time, be prepared, and stay for the entire class. Coming in late or leaving early will count as a half-absence.

Course Assignments and Grading

Participation: Students must be prepared to discuss the reading assignment on the day that it is due, and they must be active members of the classroom. Each student is expected to respond to the ideas of fellow classmates thoughtfully and considerately. Simply showing up to class is not enough. To participate fully, every student must bring a pen or pencil, paper, and the book (or handouts) being discussed that day in class. Students' final grades will be penalized up to a full letter grade each time they disrupt class—whether that disruption is active (such as texting messages on their cell phone or talking distractingly while others are trying to speak) or passive (such as dozing off, not bringing in the reading materials for that day, doing work for other classes, or not fully participating with in-class assignments). Please turn off and put away all electronic equipment, including cell phones and laptop computers.

Quizzes (10%): A quiz will be given at the beginning of class for each reading (so show up on time). Quizzes are meant not only to test whether you have read the material for that day, but also if you have read it well. If you know you are going to miss a class, you may see me in advance about making up the quiz score with a writing assignment. You will still be marked absent, but you may not have to receive a zero for that day. No make-ups after the fact. Quizzes are not open book, but they are open notes (using one's journal).

Journal Responses (10%): Each student needs to possess a notebook (spiral or non-spiral) to bring with them every day of class. The journal should be large enough to fit at least thirty paragraph-length entries, all of which will be done in class, as well as any notes students would like to have while taking quizzes. Journals will be spot-checked periodically, so always be prepared to turn them in. All notes in the journal should be handwritten (no typed notes).

Research Proposal and Responses (20%): In preparation for the research essay, each student will present a Galileo article to the class and respond on the discussion board to the articles presented by other students. A handout for this assignment will be given at the appropriate time.

Essays (60% total, 20% each): Each essay needs to be submitted in the class's CougarView dropbox. All essays must be typed, titled (at the top—no title pages), and double-spaced with one inch margins on all four sides.

Late and Unfinished Assignments

Each assignment must be turned in on time (see the class schedule for specific due dates and times). Assignments will be penalized one full letter grade (10%) when they are late and another

full letter grade for each subsequent day they are late. The assignment will be assigned a zero after the third penalty.

CSU Events

Student members of an official Columbus State University organization or students whose attendance is requested by another faculty member are excused from classes when traveling to university-sanctioned events and are to be given the opportunity to complete work missed as a result of this absence provided that no more than four classes (including other absences) per semester are missed. (The Event Participation Form can be found on the web at <http://academics.columbusstate.edu/eventform.pdf>.) It is the student's responsibility to have this form completed and signed by the event sponsor before the date of the event. Completed and signed copies of this form should be retained by the instructor, student, and even sponsor.

Academic Dishonesty

All work submitted for this course must be your own and must be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Plagiarism or other forms of academic misconduct will result in an F for the class. If at any time you have questions concerning the definition of plagiarism or the proper citation of sources, please come see me. When in doubt, cite. All students are expected to follow the university's rules governing Academic Honesty.

Accommodations

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. We recommend that you contact the Office of Disability Services located in Schuster Student Success Center, Room 221 (706-507-8755) as soon as possible. The Office of Disability Services can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need.

First Year Composition

If you have questions about FYC policies or concerns about your class, please contact the Director of First Year Composition, Dr. Rebecca Gerdes-McClain at gerdesmcclain_rebecca@columbusstate.edu or English Department Chair Dr. Judi Livingston at livingston_judi@columbusstate.edu. You can also visit our website for more information and policies. <https://english.columbusstate.edu/fyc.php>

Syllabus Revision

Please note that parts of the syllabus may need to change during the semester.

Course Schedule and Assignments

Finish each reading and writing assignment before coming into class for that day.

Week One: Introduction to Class

- W 1/23 Introduction / Review syllabus
F 1/25 Reading: Writing Spaces Volume 2: “Ten Way to Think About Writing” (3)
Reading: Sample Student Essay (posted on CougarView)

Week Two: Essay 1 and Workshops

- M 1/28 **Essay 1.1 due in CougarView dropbox before class**
Writing Workshop for Essay 1
W 1/30 Writing Workshop for Essay 1
F 2/1 Writing Workshop for Essay 1

Week Three: Essay 1 and Workshops

- M 2/4 Writing Workshop for Essay 1
W 2/6 Writing Workshop for Essay 1
F 2/8 Writing Workshop for Essay 1

Week Four: Essay 1 and Workshops / Begin *Hunger Games*

- M 2/11 Writing Workshop for Essay 1
W 2/13 Writing Workshop for Essay 1
F 2/15 Reading: *The Hunger Games* (chapters 1-10)

Week Five: *Hunger Games* / Final Version of Essay 1 due

- M 2/18 Reading: *The Hunger Games* (chapters 11-18)
W 2/20 Reading: *The Hunger Games* (chapters 19-27)
F 2/22 **Essay 1.2 due in CougarView dropbox before class**
Discussion: Topics and Arguments about *The Hunger Games*

Week Six: *Hunger Games* / Essay 2 and Workshops

- M 2/25 Reading: Writing Spaces Volume 2: “How to Read Like a Writer” (71)
Discussion: Topics and Arguments about *The Hunger Games*
W 2/27 **Essay 2.1 due in CougarView dropbox before class**
Writing Workshop for Essay 2
F 2/28 Writing Workshop for Essay 2

Week Seven: Essay 2 and Workshops

- M 3/4 Writing Workshop for Essay 2
W 3/6 Writing Workshop for Essay 2
F 3/8 Writing Workshop for Essay 2

Week Eight: Essay 2 and Workshops

- M 3/11 Writing Workshop for Essay 2
W 3/13 Writing Workshop for Essay 2
F 3/15 Writing Workshop for Essay 2

Spring Break: No Classes

Week Nine: Final Version of Essay 2 due / Begin Discussion on Research

- M 3/25** **Essay 2.2 due in CougarView dropbox before class**
Discussion: Research (Meet in computer lab)
- W 3/27** Reading: Writing Spaces Volume 2: “Critical Thinking in College Writing” (37)
Discussion: Research
- F 3/29** Reading: Writing Spaces Volume 2: “Reading Games” (210)
Discussion: Research

Week Ten: Researching

- M 4/1** Reading: Writing Spaces Volume 2: “Annoying Ways People Use Sources” (242)
Discussion: Research
- W 4/3** Discussion: Research (Meet in computer lab)
- F 4/5** Discussion: Research (Meet in computer lab)

Week Eleven: Research Proposals and Research Workshops

- M 4/8** **Research Proposals due on CougarView**
- W 4/10** Research Workshop for Essay 3 (write one response for each proposal)
- F 4/12** Research Workshop for Essay 3 (write one response for each proposal)

Week Twelve: Research Workshops

- M 4/15** Research Workshop for Essay 3 (write one response for each proposal)
- W 4/17** Research Workshop for Essay 3 (write one response for each proposal)
- F 4/19** Research Workshop for Essay 3 (write one response for each proposal)

Week Thirteen: Research Workshops

- M 4/22** Research Workshop for Essay 3 (write one response for each proposal)
- W 4/24** Research Workshop for Essay 3 (write one response for each proposal)
- F 4/26** Research Workshop for Essay 3 (write one response for each proposal)

Week Fourteen: Research Workshops

- M 4/29** Research Workshop for Essay 3 (write one response for each proposal)
- W 5/1** Research Workshop for Essay 3 (write one response for each proposal)
- F 5/3** Research Workshop for Essay 3 (write one response for each proposal)

Week Fifteen: Research Workshops / Essay 3 due

- M 5/6** Research Workshop for Essay 3 (write one response for each proposal)
- F 5/10** Final Exam Period (2.5 hours): Workshop for Essay 3
- M 5/13** **Essay 3 due in CougarView Dropbox by 5pm**

E. Post-Teaching Reflection

Looking back on the class, I believe I can see how its material and structure accomplished many of the things I hoped. It especially succeeded at creating an open, intellectually stimulating atmosphere and at encouraging students to discover and explore their own interests and ideas. However, there are certainly ways the class is open for experiment and improvement. The research presentations, for instance, could be shortened. In the above format, in which they are each 20-25 minutes, there is only time for two presentations per class. But the presentations could easily be shortened to include three or four per class, which would open up more time for our general discussions on writing and research.

Also, the novel I have chosen, Suzanne Collins's *The Hunger Games*, might be profitably swapped out with many others. I have chosen that novel because it brings up issues about environments (monitored environments, privacy, media, rurality, urbanity, education, etc.) that the class focuses on, often in some surprisingly sophisticated ways for popular fiction. In addition, students generally enjoy discussing it, and it is short enough to read in a week or so. But there are plenty of other novels that would work just as well or better if I made room for them on the schedule. I have, for instance, successfully used Margaret Atwood's *Oryx and Crake* in other classes, a novel that brings up climate change, the social effects of the internet, extinction, technological footprints, overpopulation, life on college campuses, and dozens of other topics that might spark a student's interest. Other books might include Atwood's *The Handmaid's Tale*, Nnedi Okorafor's *Binti*, Robert Heinlein's *A Stranger in a Strange Land*, George Orwell's *1984*, Ursula Le Guin's *The Dispossessed*, or Octavia Butler's *Kindred*. Most of these books are speculative fiction and offer alternative ways of seeing our world and its environments. Whatever the book, though, the point is to stimulate students' ideas and prepare them to search for their own topics for their final project.

ENGL 1102 Rose

A. Course Narrative: Fitting in the Arc

Under the new pilot, I tried hard to make sure that every assignment fit the pedagogy of “Writing as Argument.” Because students envision writing as persuasive, it wasn’t a hard sell to make every essay into argument. It was arranging styles, audiences, and purposes with which the students had the most trouble with.

I envisioned the best practices for this course to be ways the students can communicate a particular point of view, about varying texts, and understand how to tailor them specifically to the prescribed rhetorical situation, with special attention to audience and purpose. I frame the assignments through the lens of not necessarily “winning” an argument, but joining a conversation in which you are pushing a particular agenda that will help readers see all the sides to the stance.

Unit 1: Reader Response

Because I don’t teach research in the first few weeks of the 1102 course, I present students with an assignment that will give them an opportunity to react to a text, revealing what they think the text “says” or “demonstrates.” I offer a list of guiding questions that they must, and then convince the reader why this is true in the text, using only their ideas and textual evidence. This builds on the inquiry skills they learned in 1101.

In the first unit of the semester, I focus on popular television shows, offering in-class viewing and assigning shows to watch at home as well. Students are asked to craft essays that answer the questions without offering summary about the text. I don’t allow students to use first person, and this is often difficult for them. They sometimes have a hard time understanding how to communicate an opinion without using the reliable crutch of first person.

In this unit, in addition to the final 600 word draft, students write approximately 1000 for various homework (pre-writing and invention, lower stakes quizzes, brainstorming and group writing) assignments.

Approx words for this unit: 1600

Unit 2: Cultural Analysis

For this essay, I asked students to parlay their experience closely reading a text into a more global perspective. I use an analogy to help explain the difference between the units that help them see the larger applications. I explain to them that essay one would be more like if you and the text were standing in a room alone, and you had to draw conclusions using only what you see. The second essay would be more like if you were standing on the street, using everything you see in the house as a whole, inside and out.

I ask that student incorporate popular, vetted sources that are applicable to the show or trend they are discussing. This facilitates a conversation about how to locate and verify sources, but it also opens up their frame of reference about writing as more than summary. I offer (intentionally)

vage prompts that will guide them to a more critical view of the film they select as their primary text.

In this unit, in addition to the final 800 word draft, students write approximately 1000 for various homework (pre-writing and invention, lower stakes quizzes, brainstorming and group writing) assignments.

Approx words for this unit: 1800

Unit 3: Synthesis Paper

This essay coincides with our unit on “new media” which includes technology, video games, social media, YouTube, podcasts, streaming, etc. Student have to choose a primary text that could be considered “new media” and they must look at it’s historical/societal/economical context. The purpose is to draw conclusions about the effect the media has on the cultural or vice versa.

Before starting this essay’s invention and creation, students will have read a chapter from *Signs of Life in the USA* in which applicable vocabulary is introduced (examples: digitality, price of privacy, panopticon, heterodirectedness, etc). Students explore how their text fits in to its time or culture, and will draw larger conclusions about humanity in general. Students must use academic, peer-reviewed articles in their research (gleaned from GALILEO) to support their assertions about the bigger picture.

In this unit, in addition to the final 1000 word draft, students write approximately 1250 for various homework (pre-writing and invention, lower stakes quizzes, brainstorming and group writing) assignments.

Approx words for this unit: 2250

Unit 4: Presentation

This project is meant to encourage students to reflect retention of the knowledge they’ve received over the course of the semester. I ask they take some element from the class (I’ve provided some suggestions) and present it to the class in a fun, interesting, dynamic way.

While the purpose to encourage retention, I put a lot of emphasis on creativity and entertaining. The project **MUST** be dynamic. I advise the groups to “steal the audience from their phone.” I discourage the use of Powerpoint or Prezi, and insist that they create an activity that will engage the class.

Group projects can often be hinky to grade. For this assignment, every member gets the same grade, however, I create an evaluation system that allows students to “grade” their partners on their performance. This helps to keep everyone on their toes.

In this unit students write approximately 350 words for various homework (paragraphs, forum posts, peer reviews) assignments.

Approx Total Required Writing: 6,000 words

B. OERS

For this class, I used selected chapters from the online textbook, *Writing Spaces*. I employed these chapters when I need methodological infrastructure. I would use these as supplements to in-class, practical instruction about the process of writing. I would assign a chapter at the beginning of a unit or before I introduced any new concept (MLA, identifying a text's argument, how to analyze, etc).

To underscore the more theoretical aspects of the class, I used PDFs from a textbook mentioned above, *Signs of Life*. Because I use a fraction of the text, generally, its covered under the Fair Use Act. It offers academic, critical information about HOW to write scholarly essays using popular culture as text.

Lastly, I also use the OWL Purdue website to help students check their documentation and citation formats. While most students use a website to format their MLA stuff for them, I require them to check their formatting against the OWL before they submit their paper to the Dropbox.

C. Prompts

Unit 1: Prompt

Prompt (specific questions on back):

A two- three-page, double-spaced essay that conveys a student’s ability to respond critically and specifically to an aspect of a text that he or she has read.

Project Description

- A concise analysis; it not only has a thesis that focuses on a single idea or feature of the work, but also textual evidence (i.e. paraphrase, summary, and/or direct quotations) to support that argument.
- It *explains* the evidence rather than expecting it to speak for itself. (Note: When information from the primary text is used, the page number is parenthetically cited, following MLA guidelines.

Learning and Writing Goals:

- The most important thing about reading literature is to **“NOTICE WHAT YOU NOTICE.”** That is, don’t begin a text looking for something in particular; don’t impose a ready-made “thesis” or opinion onto the text. Instead, see what stands out on the pages as you read. Mark the text. Take notes. Make comments to yourself.
- What questions emerge? What kinds of repetitions or even contradictions or tensions do you notice? Is there some sort of pattern to the places at which you pause or mark the margins?
- What do these examples suggest? What is their significance? **If you can easily answer these questions, keep working until you formulate a question that does not have an immediate or obvious answer.**
- This question is what I call a **“So What?” question.** Ask yourself one of the following questions through the lens of the questions provided: “What am I saying that is original or thought-provoking?” “What will I write that is worth reading?”
- You will answer the “so what” question and the prompt of your choice in a concise thesis.
- Now gather some of the quotations or other textual evidence that led to this question in the first case. Which best supports your thesis? These are the ones to include and explain in your paper.

A successful essay will:

- demonstrate critical thinking, instead of just plot summary
- contain an argument about the text, that is then translated into a clear thesis
- contain vetted, reliable sources appropriate to the assignment
- use MLA documentation and citation
- demonstrate a thorough and careful editing and proofreading process.

Name something that was universal about it?
Did anything remind you of something else?
What does it tell you about life in America?
If a psychologist were to look at the actions/words of character/narrator what would they say?
What is the motivation behind this media?
What is the tone or mood?
What about the pacing? Does it effect other elements?
From whom's POV is it told? Is this the best choice? How could it be different
Are there any recognizable symbols?
What's the conflict?
Can you draw any allegorical elements or parables?
Was their violence? What was the impact on the film?
Are there any costumes? How do they contribute to mood or plot?
How did the editing affect the outcome of it?
How is gender constructed? Are they doing stereotypical things?
How do you think the producers want audiences to respond?
Are there any unanswered questions?
What info do you gain about the time period it was in?
What is the author's position on the theme of the text?
How does this text compare/contrast with other texts in it's genre? Why is that important?
How is the text structured? What is the significance of that?
How does the style affect the text?

Unit 2: Prompt

Prompt (specifics on back):

For this essay, you will be building on the skills you learned from the last essay and in this course so far. Since you have already responded to a reading in a critical manner in class and in our discussions, this essay will closely read and critique a cultural trend using more than your own opinion. You will seek outside support for your position/argument, incorporating expert opinion from a credible, popular online source.

Project Description

You will examine trends and patterns you see in the greater society or cultural, and use examples from popular media to support your assertions. This essay will place great emphasis global ideas, paying close attention to bigger picture changes and their semiotic representations.

Learning and Writing Goals

For your essay, you will want to use AT LEAST one form of popular secondary research for support. You want to make assertions about the trend, based on the elements we've discussed throughout the semester. You also want to consult OTHER SOURCES about the existing conversation. By including these other sources, you can be sure not to alienate your audience, which is again, very general and could include folks who disagree with your point-of-view. In essence, we will be researching and incorporating credible sources, narrowing details and organizing logically. You will need to include at least ONE PRIMARY and ONCE SECONDARY source in your essay.

A successful essay will:

- Generate research skills: clearly state your critique of the work while synthesizing it with your own
- Continue to focus: what details should you include and what should you leave out? How can you make sure your critique is persuasive without alienating your audience?
- Use CONCRETE AND SPECIFIC examples and quotes to support your position and cite those to avoid plagiarism.
- Focus on revision skills: look at your paper with a critical eye and make it better.

Paper Length: no more than THREE full pages,

Source Requirement: TWO: one primary, at least one secondary. The secondary source MUST be from a credible and vetted source.

Media depictions of body image	Gender Relations in popular media
Appropriation of African-American culture by middle class America	Depictions of the military in popular media
Portrayals of the events of September 11 in television, movies or video games	The depictions of undocumented people in popular media
Representation of homelessness in popular media	Personifications of death in television and movies
Religion in popular media	Varying depictions of family in popular media
Sexuality in popular media	The Amish in reality television programming
Monsters and ghouls in the mainstream	Images of Satan and devil figures in popular media
Globalization of American as portrayed in popular media	The influence of digital downloading on music sales
Instagram's role in shaping personal identity	K-Pop's influence on contemporary pop music
Class warfare and representations of poverty in popular media	Stereotypes in popular media
The effect of reality TV in contemporary culture	Superheros in the 21 st century
Videogame/movie crossovers	The influence of historical events on the television and movies

Unit 3: Prompt

Prompt

For essay three, you will be building on the work you have done thus far in the semester. Since you have clearly analyzed and critiqued various texts, you will now learn to examine the cultural/historical/societal implications of a modern piece of new media. This paper will connect your knowledge about new media and the effect it's context has on the media, or vice versa. This paper is a research paper, in which you will have to familiarize yourself with the surrounding contextual elements. You must use one of the concepts gleaned from Reading 5.

Project Description

It will be important to ask yourself the following questions:

How is this term exemplified in cultural trends? What does this term mean to the culture? How did it manifest itself in it's time?

What was happening the culture or society when this concept was conceived or produced?

How does a text comment on the world it portrays? What does it say about it?

First, be sure to show specific connections between a text, the concept, and the events or issues of historical significance. Next, you will analyze that text to see what values, behaviors, beliefs, ideologies, and perceptions are reinforced by your text about that moment in history. Have a specific focus. Restrict your essay to one "message" (which you will pull from Reading 5) and discuss it through the lens of history. For a project like this one, it is important that your thesis be as specific as possible. In the same sense, remember to have a thesis that is both **ARGUABLE AND DEBATABLE**.

You'll also be rewarded for more ambitious arguments that take provocative positions on your topic (that is, don't just restate "obvious" arguments). Your time period may be contemporary, but, if you choose something recent, you'll want to focus on it with some degree of critical detachment. In other words, **BE OBJECTIVE**.

Some examples of texts are:

- Video games
- YouTube videos/channels
- Social media – to include hashtags, influencers, handles, genre, voice, etc
- Streaming services – which can include music, movies, books, podcasts, and TV
- Technology – devices, advancements, apps, etc

A successful essay will:

- Integrate contextual research with close readings
- Examine media **OUTSIDE** a vacuum and discuss the effects of the world in which it was written to the work
- Apply global implications to the particular and glean valuable insight to a history outside our own.
- Use **CONCRETE AND SPECIFIC** examples and quotes to support your position

Requirements: no more than 4 full pages. 3 sources one primary, one popular, and one academic from GALILEO)

Unit 4: Prompts

Prompt

The objective of the presentation is to communicate some aspect of the elements discussed in this class. The point is NOT to discuss the text – the project is not a book report. The presentation reveal HOW the element occurs in a chosen text. The presentation should not exceed 10 minutes. This will be STRICTLY enforced. This is a group project and every member will receive the same grade. However, there will be a peer evaluation in which you are accountable for your individual contribution.

Elements for Examination:

High/Low Culture	Consumerism	Postmodernism
Allusion/Allegory	Post-industrial capitalism	New Identity
Cultural Mythology	Connotation/Denotation	Genre
Context	Low Art/High Art	Semiotic Method
Oppositional Reading	Archetypes/Tropes	Overdetermined
Entertainment Culture		

Project Description:

Clearly address what aspect of the element you are addressing and its effect on the text and provide a context in which the class may place your presentation (a little background). You should also discuss the importance of this text to our contemporary understanding and what makes it significant to the text and modern popular culture.

You will submit a one-page (at least) paper summarizing the above guidelines. It should adhere to the expectations of an academic paper. It should cover process, the element and its interpreted meaning by the group, and a justification for its pairing with the text.

A successful essay will:

- Be original – it should be entertaining and engaging, and should not rely solely on a Powerpoint.
- Exemplify the components of the specified element (as discussed in the class or otherwise)
- Meet the objectives and guidelines set forth for the assignment
- Adhere to the attached rubric

PRESENTATION RUBRIC

Objective:

The objective of the presentation is to communicate some aspect of one of the varying elements as interpreted through the a text of your choosing. The point is NOT to discuss the text – the project is not a book report. The presentation should focus on the element represented in the text you chose.

Relevance to the discussion of the intended text _____/50

The presentation must do the following:

- Clearly address a specific element of the course
- Provide a context and answer natural questions surrounding the topic
- Discusses the significance of the topic and its effect on the “American popular culture”

Creativity/Originality _____/50

The presentation will do the following:

- Engage and entertain the class
- Be dynamic in nature
- Offer a new contribution to the conversation the specified culture
- Will not rely SOLELY on the Powerpoint presentation

Preparedness/Polish

The presentation will do the following: _____/50

- Exhibit forethought, careful planning and rehearsal
- Include a one-page paper that is well-developed, thoughtfully organized and proofread
- Will NOT contain mechanical errors, typos, incorrect historical information or unfounded and prejudicial opinions.

COMMENTS: _____

FINAL GRADE _____/150

D. Syllabus and Course Calendar

ENGLISH 1102 – MEDIA LITERACT FALL 2018 – TR PROFESSOR S. ROSE

Office: Arnold Hall Room 132
Email: holt_sundi@columbusstate.edu
Twitter: @CSUenglishprof
Office hours: MWF: 1-2, or TR 8:30-9:30 AM

Required text:

Readings from CougarView
Open Educational Resource: *Writing Spaces, Vol. 1 & 2* (<http://writingspaces.org/essays>)

Suggested materials:

Access to streaming services (Hulu, Netflix, Amazon)

Course Description

ENGL 1102 builds on the introduction of writing as exploration and investigation in ENGL 1101 by focusing on writing as argument, in effect persuasively sharing the results of your own inquiry with others. Through a combination of guided research, audience analysis, and deployment of rhetorical strategies students will learn to write to specific audiences with specific purposes. Students will read and analyze texts from more than one genre and academic discipline into order to practice crafting persuasive arguments.

By the end of this course, you will be able to:

- develop a persuasive argument on a topic you have discovered and explored through research and writing;
- develop a thesis that fulfills the requirements of the writing prompt and is tailored to a specific audience;
- analyze viewpoints and needs of different audiences, ultimately crafting at least one essay to a specific audience by making rhetorical choices with that audience in mind;
- organize thoughts to convey more sophisticated ideas;
- gather, discuss, and analyze a variety of sources;
- refine personal and collaborative brainstorming processes to generate detailed evidence and interpretation to support your purpose;
- respond to and discuss the writing of classmates;
- incorporate consistent drafting and revision into your writing process;
- incorporate an accurate citation style into your writing and research;
- craft sentence-level prose that effectively conveys your ideas.

This class also works toward the following CORE learning outcomes;

- Write effectively in a variety of situations and for a variety of audiences.
- Use primary and secondary research to analyze and present information in rhetorically appropriate ways.
- Use a nationally recognized system of scholarly documentation, such as MLA or APA.

THERE IS AN EXPECTATION OF ORIGINAL WORK. If a student borrows or incorporates ideas which are not his/her own, he/she MUST cite those ideas properly. Failure to do so will result in PLAIGARISM and an ‘F’ for the assignment.

ADA and 504 Statement

The Office of Disability Services coordinates the compliance of Columbus State University with the Americans with Disabilities Act (ADA) of 1990, P.L. 101-336 (July 26, 1990), as amended by P.L. 110-325 (September 25, 2008) and Section 504 of the Rehabilitation Act of 1973, not merely to achieve legality, but to foster academic potential through individualized plans tailored to the particular needs of students with disabilities. Students with documented physical, psychological, or cognitive disabilities should contact the Office of Disability Services. Scheduling the intake appointment with the Office of Disability Services is the responsibility of the student. You may schedule an appointment by contacting Ms. Joy Norman in the Office of Disability Services (Schuster Center, Room 221) at 706-507-8755.

CAMPUS CARRY

For information regarding HB 280 (Campus Carry), please refer to www.usg.edu/HB280. It is the permit holder's responsibility to know and comply with the law.

HOUSEKEEPING:

Late arrivals and early departures will be deducted from your participation grade. For every three accrued, you will receive one absence. There are no ‘excused’ absences in this course. Every missed class counts against you. You are allowed up to SIX absences. Outside of SIX absences, you will receive a grade of WF.

You get one opportunity to turn something in late. You are able to submit it by the next class period. Use it wisely!

There will be no cell phone usage whatsoever (unless part of the class discussion). Please turn off ringers and put devices OUT OF SIGHT – unless otherwise instructed – during class time. Participation points will be deducted for use of cell phones during class. Laptops, handheld players or mp3 players are not permitted unless I give express permission. Violations will be reflected in your participation grade.

COMMUNITY:

Due to the nature of this course, there will be many differing opinions and attitudes about the topics of discussion. Please conduct yourself with integrity and maintain the utmost respect for others and for the process. Also, there will be times when we are watching or discussing topics that are explicit or R-rated. I expect the discussions to happen with maturity and respect for others’ boundaries. Also, I expect you to come prepared for class; watch the assigned episodes and read the assignments. It also means that distracting or disruptive behavior will not be tolerated

GRADE DISTRIBUTION AND EXPLANATION:

Essays	40%
Quizzes and Classwork	20%
Participation	15%

Peer Review/Workshops 25%

I will not answer questions about your grade unless you have logged into CougarView/D2L first. Also, I will not answer questions about any of the information on this syllabus unless you have read it here first.

Essays:

There are three major essays for this class: a reader response, an analysis, and a synthesis. The expectation of length is **to be followed carefully and considerably**. Anything shorter or longer will receive a penalty. A detailed criteria sheet will be distributed separately.

Quizzes and Classwork

There will be reading and episode quizzes every week. You must be present to take these quizzes **THERE WILL BE NO MAKE-UPS FOR MISSED QUIZZES!** Classwork will consist of in-class writing assignments that can be individual or as a part of a group. Classwork can only be made up with PRIOR notice of an absence. Don't email me after the fact and ask me you missed. Look at the schedule attached.

Participation:

Your participation grade is calculated using several components: being on time for class, staying for the entire class, and engaging in class discussions. In order to earn the full 15%, you must come to class prepared, having already watched the text, ready to discuss. **TEXTING IS NOT PERMITTED** and will be punished with a lowered participation grade.

Peer Review:

This grade includes all peer reviews and in-class workshops. You must be in class to receive a grade for it, unless prior arrangements are made. This grade also includes the mandatory visits to the ACT.

Academic Center for Tutoring (Writing Center)

You are required to visit the Writing Center AT LEAST TWICE (2) this semester (details to follow). You will submit your receipts to the 'Assignments' folder on Cougarview. Further instructions to follow.

Enrolled CSU students can receive free tutoring from the Academic Center for Tutoring (ACT). The ACT's primary mission is to contribute to CSU's vision, mission, and priorities by supporting students in their core courses (math, science, writing, and humanities) and in other professional and academic situations (personal statements, resumes). More information about what the ACT can do for students can be found by visiting online <https://act.columbusstate.edu>, by visiting Woodall 104, or by calling [706-568-2483](tel:706-568-2483). Appointments are made via [MyCSU](#) and EAB.

SUBMISSION PROCESS:

For almost every assignment that contains a written component, you will submit the finalized product to the assignments folder in Cougarview. I do not accept late assignments or assignments via email. You are welcome to use your late pass at your discretion, but you only get one, so use it wisely.

COUGARVIEW, EMAIL AND TWITTER:

I will maintain important documents, assignments, and readings on the CougarView/D2L website. It is **MANDATORY** that you sign in and find this class. Once you do so, you should check CougarView before every class to stay current with postings because there are readings EVERY WEEK that are on Cougarview ONLY. I will often communicate with you via email. Please have all technical issues resolved so you can stay informed. “I didn’t get the email” is not an excuse for ANYTHING.

First Year Composition

If you have questions about FYC policies or concerns about your class, please contact the Director of First Year Composition, Dr. Rebecca Gerdes-McClain at gerdesmcclain_rebecca@columbusstate.edu or English Department Chair Dr. Judi Livingston at livingston_judi@columbusstate.edu. You can also visit our website for more information and policies. <https://english.columbusstate.edu/fyc.php>

READING AND ASSIGNMENT SCHEDULE:

I reserve the right to change this schedule at any time, so please come to class and check CougarView and your CSU email daily to stay on track. What is assigned for that day is due ON THAT DAY!

WEEK ONE

Welcome/ Syllabus Review/Introduction
Why you should drop this class.
“Advice to Young Critics” Ebert (CougarView)
Syllabus quiz
What is “media” and “media literacy”

WEEK TWO

Lecture: How to Take Notes on Visual Texts
Discuss “Composition as a Write of Passage”
watch *The Office*
ACT Orientation
Discuss “Why Visit your campus writing center”
discuss Reading 1 (Cougarview)

WEEK THREE

Reading 4 (Cougarview)
watch *Parks and Recreation* S1E1
discuss “Critical Thinking in College Writing: From the Personal to the Academic
In-class brainstorming and invention
Reading 4 Assignment due to Cougarview by 11:30 PM

WEEK FOUR

Lecture: Peak TV and The New Golden Age
watch *The Wire*
Lecture: Identifying a text’s argument
Discuss “Looking for trouble: finding ways into a writing assignment”
watch *Breaking Bad* S1E1

WEEK FIVE

Introduction to Essay 1 (Reader Response)
Lecture: Analyzing a text on it’s own
Discuss “Finding your way in: Invention as inquiry based learning in first year writing”
Watch *The Handmaid’s Tale* S1E1
Thesis workshop and brainstorming

WEEK SIX

Discuss “Everything changes, or why MLA isn’t (always) right”
MLA Refresher and practice
Lecture: A New Reality
watch *The Proposal* S1E1
Lecture: Spectacle

discuss *The Real Housewives of Atlanta* S6E23 “Reunion part 1
In-class drafting and collaboration

WEEK SEVEN

Lecture: Decoding Bias
discuss mainstream news
Discuss “The sixth paragraph: a re-vision of the essay”
Peer Review
Reader Response Due to Cougarview by 11:30 PM

WEEK EIGHT

Lecture: Considering Influences
watch *The Honeymooners* and *I Love Lucy*
Lecture: Appreciating Firsts
watch *Good Times* and *Maude*
Discuss “How to read like a writer”

WEEK NINE

Discuss “Backpacks vs. briefcases: steps toward Rhetorical Analysis”
Introduction to Essay 2 (Textual Analysis)
discuss Reading 6 (Cougarview)
Lecture: American Film

WEEK TEN

watch *Jaws*
finish *Jaws*
Lecture: Using The Semiotic Method

WEEK ELEVEN

Discuss “Navigating genres”
Lecture: Subverting Tropes and Genre Conventions
Discuss *Get Out*
Peer Review
Essay 2 Due to Cougarview by 11:30

WEEK TWELVE

Discuss “Taking flight: Connecting inner and outer realities during invention”
Lecture: Stepping Outside the Mainstream
discuss *Isle of Dogs*
Lecture: Looking at New Technology and Media
Discuss Reading 5 (Cougarview)

WEEK THIRTEEN

Discuss “Reinventing invention: discovery and investment in writing”
discuss Black Mirror S3 E1 “Nosedive”
Introduction to Essay 3 (Contextual Analysis)
In-class brainstorming and collaboration

Discuss readings about YouTube (Cougarview)

WEEK FOURTEEN

Discuss “Putting ethnographic writing in context”

Lecture: Listening To Your Entertainment

discuss *S-Town*

In-class brainstorming and collaboration

Peer Review

WEEK FIFTEEN

Introduction to Final Project

Discuss “Collaborating online: digital spaces for group work

Conferences

Essay 3 Due to Cougarview by 1:30 PM

Final Project during allotted final time

E. Post-teaching Reflection

Tailoring my syllabus to fit the pilot for the new arc was pretty easy. Because I have always focused on argument, I had little trouble adjusting my prompts to facilitate this. However, looking back, I have some reflections about the way forward:

- Although I require a lot of informal and unpolished writing in my classes, I think I will spend more time on documentation and citation. MLA feels easy to teach in theory, and they seem like they understand the applications, but then that is not reflected in their papers. I will probably build in MLA-related activities and in-class drills to help them retain and transfer the information.
- I assigned quite a few chapters from *Writing Spaces*, and it didn't quite land with the students. Like a few other of my colleagues who also used it in the pilot program, I found them long and the students complained they were hard to understand and apply. I will be a little more selective about which passages I assign them, so that I can get more bang for my buck.
- This is a small detail, but I would like to teach this particular class in the 75-minute format. Fifty minutes is not long enough to really get through everything I want to, and it practically eliminates any kind of one-on-one interactions.
- Lastly, I think I will articulate the scaffolding of the assignments a little more clearly. I tried this in my 1101 classes, making it very clear how the essays were related, and it seemed to make it easier for my students to buy in. When they can see the long-range plan, they feel more secure in the short-term.