Contact Information
Email: cfrank@mail.clayton.edu
Office: G116 (unless G211 classroom is open and unoccupied)
Office Hours: M/W 3:50-5:00 pm and by appointment. If you request an
appointment, you should try to make your request at least 24 hours in advance
and possibly earlier, especially if you are emailing for an appointment. Last
minute requests may be impossible to honor.
Phone: 678-466-4712/ (678) 466-4700

This class involves reading, writing, and talking about writing – what you have written and what you have read in others’ papers. I look forward to working with each and every one of you!

Course Descriptions and Learning Outcomes for English 1102

ENGL 1102 English Composition I (3-0-3) 3 semester credit hours. This is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exploration, analysis, and argumentation, and also including introductory use of a variety of research skills. This is a composition course that develops writing skills beyond the levels of proficiency required by English 1101, emphasizing interpretation and evaluation, and incorporating a variety of more advanced research skills. The student must achieve a grade of C or better in English 1102 in order to graduate. Prerequisites: Learning Support students who are required to take ENGL 0099 and/or READ 0099 must exit the requirement(s) before they can enroll in this course. For all students, a grade of C or higher is required in ENGL 1101, ENGL 111, or ENG 101 prior to enrollment in ENGL 1102. Grades of D in ENGL 1101 will not count toward graduation in any degree program.

Clayton State’s Emphasis:
At Clayton State, English 1102 is designed to increase students’ ability to construct academic written essays. English 1102 teachers argumentative writing, research methods, and techniques for writing with sources. The course offers instruction in writing processes, collaborative writing strategies, methods of organization, research skills, discourse conventions of Standard Written English, rhetorical strategies, computer-based writing, and the production of expository academic essays. Readings consider issues of contemporary and cultural concern. In addition, some sections are part of the freshman experience. To this end, English 1102 also focuses on critical reading, interpretation, and evaluation of texts drawn from a wide variety of sources. In this course, you will learn how to summarize, paraphrase, evaluate, and synthesize sources for argumentative papers.

English 1102 is a Freshman Learning Community in Sociology focusing on social and economic justice. In this section of the course, we will focus on writing cultural history; thus, in addition to the required course material,
we will also read *The Mansion of Happiness* by Jill Lepore and write collaborative argumentative essays about cultural issues in contemporary America.

**Program Outcomes**

**General Education Outcome**
Students will write effective expository and argumentative essays that consider purpose and audience. See [http://a-s.clayton.edu/core_curriculum_outcomes_clayton.htm](http://a-s.clayton.edu/core_curriculum_outcomes_clayton.htm).

**English Major Outcomes**
1. Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
2. Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.
3. Produce a variety of materials, including oral presentations, for a range of rhetorical contexts.

**Course Outcomes**

**Outcome 1: Writing Process**
Students will understand and engage in writing as a process.

**Related Objectives**
1. consider audience and conduct audience analysis
2. use effective annotation of essays and note-taking strategies
3. engage in brainstorming, outlining, and drafting strategies
4. write multiple drafts
5. revise, edit, and proofread drafts
6. evaluate their writing processes

**Outcome 2: Collaboration**
Students will engage in the collaborative, social aspects of writing

**Related Objectives**
1. effectively engage in group writing and projects
2. respond constructively to peers’ papers
3. critique their own and others’ work in written and oral formats
4. seek and use feedback from instructors and writing tutors
5. engage in writing-to-learn activities

**Outcome 3: Purpose/Audience Awareness**
Students will write clearly for a specified audience and purpose.

**Related Objectives**
1. read a variety of texts and analyze their rhetorical situations (i.e. context, audience, and aims)
2. write papers with a clearly developed thesis and support designed to appeal to various audiences and contexts
3. read for various purposes

**Outcome 4: Rhetorical Strategies**
Students will read and write a variety of nonfiction expository and argumentative genres

**Related Objectives**
1. summarize, analyze, respond to, and evaluate print and digital texts
2. compare and contrast various genres, including essays (academic and popular), literature reviews,
annotated bibliographies, proposals, blogs, websites, and reports
3. identify and use various methods of developing paragraphs
4. identify and use various organizational strategies
5. distinguish types of evidence used in essays (i.e. anecdotes, logical reasoning, studies, reports, statistics, interviews, academic or popular essays, etc.)
6. recognize fact, opinion, inference, and bias in texts

Outcome 5: Discourse Conventions and Effective Style
Students will produce coherent, organized, effective, readable academic writing for a variety of rhetorical situations, both print and digital

Related Objectives
1. understand the conventions of common academic writing (such as reading responses, blogs, listservs, message boards, academic arguments, rhetorical analyses, synthesis essays, and reviews)
2. analyze discourse conventions in professional and civic contexts
3. select evidence appropriate to the context to develop a claim and support
4. organize papers effectively
5. practice grammatical revision to produce readable, effective Standard Written English (SWE)

Outcome 6: Citation Formats
Students will learn basic citation formatting in academic writing.

Related Objectives
1. understand that different disciplines use different style manuals
2. understand the difference between in-text quotations, block quotations, and proper formatting for each
3. use MLA to format papers and cite information
4. summarize, paraphrase, and quote sources accurately to support claims

Outcome 7: Writing Aids and Technologies
Students will effectively use writing aids, such as handbooks, dictionaries, online aids and resources, and tutors to research ideas and improve their writing.

Related Objectives
1. provide constructive feedback on others’ writing
2. name and use one writing handbook and OWL
3. name and use an authoritative online or print dictionary
4. solicit constructive feedback from tutors in the Writers’ Studio
5. use word processing software to effectively draft, revise, and edit papers
6. use online databases to search for scholarly and popular articles

Course Texts and Materials - 3 books required.

Bookstore.
These two books are used for BOTH English 1101 and 1102, so please do not sell back your book at the end of English 1101. Your total cost for textbooks for both semesters is approximately $130.00, or $65.00 per semester. Please note that Dr. Lamb receives no royalties on these books; any royalties go to the first-year
writing program and its students to enhance instruction.


**Other Required Materials**

1. Reliable access to a printer
2. A CSU student email account that you check daily for changes
3. A laptop computer (with the CSU standard software package installed). For further information on CSU’s Official Notebook Computer Policy
4. Daily

**Computer Skills Prerequisites**

1. Ability to use Windows operating system
2. Ability to use Microsoft Word processing system
3. Ability to send and receive email using Outlook or Outlook Express
4. Ability to attach and retrieve attached files via email
5. Ability to use a web browser

**Software Requirement**

To properly access the course content you will need to download the following free software:


Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to [http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy](http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy)

**GeorgiaVIEW (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting:”GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

**Attendance Policy**

Writing is a skill that requires practice through revisions, tutoring, and collaboration. Talking about ideas with others-including class discussions-improves your writing as it helps hone, clarify, and create knowledge. Since we are working together to improve our own and others’ writing, you should expect to participate; this is not a lecture class. Thus, **students who miss 20% of classes will probably fail the course (9 classes for MWF; 7 for TR).** Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. You should be present and thoughtfully participating most of the class to receive credit for the class day. NOTE: I following the University Attendance Policy, including: “Students are
expected to attend and participate in every class meeting…The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.” Present or not, students are responsible for everything that goes on in class. Call a classmate to find out what you missed and come prepared. Unless an assignment requires special materials that are available only from the instructor, the student is expected to be fully prepared on the day he returns to class. It is the student’s responsibility to ask for and obtain any materials missed in class. Work done in class such as Peer Review cannot be made up. In case of an absence, make arrangements with your group members to exchange drafts via email or out of class. Keep in mind that nothing replaces the act of in-class Peer Review, and missing those days will undoubtedly limit not just your Peer Review/Peer Review Response grades but also the quality of your final draft.

1. Students must bring written documentation to excuse any absences. If you do not have documentation that corroborates your story, your absence will be unexcused. Phoned or emailed explanations will not excuse your absences. Whether caused by an absence or a lack of preparation, an unexcused late out-of-class assignment will be penalized by 10 points for each day it is late.

2. Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course.

Class Cancellations

In the rare event of inclement weather or some other such dire emergency, class may be cancelled. Check your email and the WebCT Blackboard main page regularly for announcements. The university’s weather-closing policy is available at http://about.clayton.edu/weather.htm Closings are posted on the website and most major media.

Academic Misconduct

All students will follow the “Academic Conduct Regulations” section of the online Student Handbook, available at http://www.clayton.edu/Portals/46/docs/student-handbook.pdf. Plagiarism is a form of academic dishonesty in which you present another’s ideas as your own. Plagiarizing means you thwart your own education and forego your responsibilities as a writer. Furthermore, you violate the ethical, academic standards of the academic community. These standards include the value of research and informed argument, open and honest debate and sharing of ideas, critical thinking about evidence, the careful presentation of research, and acknowledgement of the sources of ideas. We will devote class time to learning how to incorporate others’ ideas honestly and effectively. Students who violate these policies in this course will receive a range of academic and disciplinary penalties.

Guidelines for Writing From Sources and Consequences of Plagiarism

The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

Problems in Writing-from-Sources

Inaccurate Citation: Mechanics and Format: Students are expected to cite both written (print and electronic), oral, and visual sources consulted in papers and presentations. All borrowed ideas—both direct quotations and paraphrasing from another’s work—require accurate citation, and direct quotations require quotation marks. Students should learn and use
correct format for block quotes, quotations, and in-text parenthetical documentation. Source material should be introduced fully, and all borrowed ideas should be cited; Works Cited pages should be formatted correctly. **Drafts** of papers with inaccurate citation, mechanical citation problems, and/or Works Cited inaccuracies will require mandatory revisions; **final papers** with these problems will receive a letter grade deduction.

**Plagiarism in 1101/1102:**

**Insufficient Citation: Patchwriting and Derivative Papers:** Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source’s, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source’s argument wholesale (even if acknowledged). **Drafts** with several examples of insufficient citation, papers that fail to develop original arguments, papers lacking a Works Cited page, or papers that exhibit patchwriting will earn a lowered grade and will require mandatory revision; **final papers** will receive an F for failure to meet the minimum requirements of papers in 1101/1102.

**False Submissions, Ghostwriting, or Fraud:** Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. If students turn in **final papers** substantially written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student; most of the paper cut-and-pasted from sources without documentation, etc.), the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Life/Judicial Affairs (procedures available at [http://adminservices.clayton.edu/judicial/](http://adminservices.clayton.edu/judicial/)). If such a paper is submitted for a **rough draft**, the student will receive a 0 for the draft and be required to do a mandatory revision and/or new rough draft before submitting a final paper.

If you have any doubt about whether or not you’re plagiarizing, talk with your professor before submitting your paper.

**Handbook Policy**

Students must abide by policies in the *Clayton State University Student Handbook*, and the *Basic Undergraduate Student Responsibilities*.

**Disruption of the Learning Environment:** Behavior that disrupts the teaching-learning process during class activities will not be tolerated, and a disruptive student may be dismissed from the course and may receive a grade of WF. Please see [http://www.clayton.edu/Portals/46/docs/student-handbook.pdf](http://www.clayton.edu/Portals/46/docs/student-handbook.pdf) for a full explanation. Remember that college helps you become a professional, and there is nothing more unprofessional than goofing off instead of advancing your college career. Wasting time in class is distracting for your fellow students and very noticeable to everyone. Common courtesy will be important throughout your college career and in all avenues of your life. Consider the following common disruptions and ways to avoid them. According to the Student Code of Conduct, behavior which disrupts the teaching-learning process during class activities will not be tolerated.

> While a variety of behaviors can be disruptive in a classroom setting, some include arriving late or leaving early, interrupting others, eating in classes, playing music or using electronic devices, texting, and doing homework for another class. More serious examples include belligerent, abusive, profane, and/or threatening language and/or behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities

1. **
may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal.

2. **It is rude to arrive late to class or to leave early.**
   - If you have some issue that prevents you from arriving on time, enter quietly. Consistently arriving late to class implies poor time management.
   - Do not begin packing up your belongings until class has ended. Again, this is distracting for those who wish to hear the end of our classroom discussions.
   - If you must leave class early, inform me before class begins and at the designated time leave quietly to minimize classroom disruption.

3. **Cell phones must be silent and unused.**
   - If your cell phone rings in class
   - If you have an emergency and absolutely must answer your phone
   - Texting in class is sometimes worse than answering a cell phone. If you are texting someone during class time

4. **Computer use is allowed but only under certain conditions.**
   - There will be many times in class when you are required to bring your laptop computers, but must make sure you use it for class-related activities only. This does not include the following:
   - checking your Facebook, MySpace, LiveJournal, Twitter, or other social networking sites/accounts/message boards; playing any video games such as *World of Warcraft* or *Call of Duty*; chatting with other persons via Skype, MSN, AIM, Voip, etc; or checking your email.
   - Taking notes on your laptop is acceptable, but a periodic check will be made to be sure you really are taking notes.
   - Notebook computer policy [http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy](http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy)

5. **Do not listen to music during class.**
   - I understand that you want a soundtrack for your life, but the classroom is no place for such things – it is distracting for your fellow students to hear faint death metal as they take notes. The first time I notice you are wearing earbuds or listening to music, I will ask you to turn off your mp3 player. The second time I will ask you to leave.

6. **If found in violation of disrupting the learning environment, a student may be administratively withdrawn and may receive a grade of WF.**

   Note that this class relies on group work, especially during Peer Review. A person who shows little interest in class by texting, arriving late and leaving early, and fiddling with a computer will not likely be a strong candidate for any group – no one wants to deal with a slacker for the entire semester. Respect for peers is crucial for successful collaboration.

**Accommodations for Students with Special Needs**

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu.

**Course Policies**

Students must abide by policies in the *Clayton State University Student Handbook* and the *Basic Undergraduate Student Responsibilities*.

**Course Work**
All work should be neat, clean, and properly formatted if you expect me to take it seriously. Essays should be printed on plain, white copy paper. Unless otherwise noted, all assignments must be typed in a word processor in standard MLA format: 1” margins on all sides, 12 point font Times New Roman, with page numbers in the top right corner. For an online version of the MLA handbook, please visit [http://www.dianahacker.com](http://www.dianahacker.com)

**Submitting papers:** This course emphasizes the development of your ideas in various stages of the writing process. We will have peer review for each of the major writing assignments; paperclip a copy of these rough drafts to your final papers when you submit them for a grade. Final papers, drafts for peer review, and all out-of-class writing should be typed on a word processor, double-spaced with 1-inch margins and font, and follow MLA guidelines. I do not accept emailed or faxed papers for final submission. Always keep a copy of any paper you submit so you can re-submit if a paper is lost. All essays, including the portfolio, must be completed to pass the course. Late papers will receive a letter grade deduction for each day late. The final paper of the semester must be submitted on time.

**Late work:** Late work is bad for both of us; it reinforces poor time management strategies and makes it impossible for me to give sustained, careful feedback of your work. Furthermore, if you turn in work late, I may not be able to return it in time for my feedback to help you on the next assignment. In addition, much of the classwork and many of the daily activities we do simply cannot be “made up” since they focus on your active engagement with others’ ideas. If you miss these, and they are graded, you may earn a 0 that cannot be made-up. Bearing this in mind, I do accept other late work within one week of its being due with a letter-grade-a-day penalty. When you’re out, contact a classmate and come to the next class prepared to submit the work that is due that day. All late work must be submitted by the end of week 15.

**Missed Work**

Without a valid excuse, a grade of zero points will be assigned for the missed work. If a valid excuse is provided:

1. Make-up quizzes will be given only if they are taken before quiz solutions are posted (afternoon of the day the quiz is given). If the make-up quiz cannot be taken before the solutions are posted, the missed quiz will be counted as a quiz which can be dropped (approximately twelve to fourteen quizzes will be given in the course). The highest quiz scores will be used to calculate the course grade.

2. Make-up examinations will be given only if they are taken before graded examinations are returned to students (next class period). In the event that a make-up examination cannot be taken before exams are returned to other students, the missed examination will not count in calculating the course grade. This means that other graded work will be responsible for a greater weight in determining the course final grade.

3. The final examination must be taken. Students missing the final examination should contact their instructor concerning the applicability of an Incomplete grade.

**Midterm Grades:** A midterm average will be provided based on your graded work the week of the midpoint (the deadline for withdrawal without academic penalty). This average will be posted on the DUCK. The midterm grade in this course, which will be issued on February 25, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 1. Instructions for withdrawing are provided at this link.

**The last day to withdraw without academic accountability is Friday, March 1, 2013.**
Essay Grading: Grades reflect my best and fairest judgment of the overall quality of your paper, taking into account how well it fulfills the assignment and its purpose; how focused and organized it is; how effectively it uses evidence; how effectively it communicates with its audience; to what extent it engages its reader’s imagination and understanding; and how easily it can be read and comprehended (reading ease is affected by factors such as unity and coherence, grammatical correctness, and the physical appearance of the manuscript). For further information, see the rubric included in this syllabus.

Essay Revision: Revision is an integral part of the writing process and an essential part of improving one’s writing. To that end, multiple drafts of papers that show substantial revision are required. However, once a paper has been graded, it may not be revised for an improved grade. Although class participation and collaboration improve your writing and are habits I hope you will develop, they are graded as classwork and not part of your final paper grade. As such, your paper grade reflects your final written product rather than your effort.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Portfolio Requirement

Students are required to create and post a FYW webpage and submit an electronic portfolio on this website in order to pass the English Composition requirements. See the First-Year Writing website and your instructor for further information. Webpage set up due: end week 6; Portfolios due: end week 15 for both English 1101 and 1102.

Course Work

1. Reading Responses and In-Class Writing Assignments 20%
   These include in-class and out-of-class writing assignments that practice skills we discuss in class, respond to assigned readings, and serve as invention strategies for papers.

2. Classwork, Quizzes, and Peer Review 10%
   These include exercises, oral presentations, group collaboration, drafts of papers, and your written Peer Review and Peer Review responses on the Discussion section of Georgia View. This course emphasizes the development of your ideas in various stages of the writing process. Collaboration is an important component – all great writers have had someone they trusted to read and respond honestly to their work. But learning to take and give criticism can be extraordinarily difficult. To facilitate this, we will engage in four Peer Review sessions to be detailed further during class. We will have Peer Review for each of the major writing assignments, and the following day a Response to the Peer Review will be due.

   You are required to attend all Peer Review sessions prepared to work with your peers. If you cannot attend a session, you must make arrangements with your group members and inform me in advance. You will still be required to turn in your typed Peer Reviews for each group member and a Peer Review Response for
the session as a whole. I will not accept these late unless the absence is documented and excused. If you must miss class, get your Peer Reviews to your group members ahead of time; they are no good to them if they are late. Groups will consist of 4 members, but in some cases one group member will simply vanish. In that case, the remaining group members must carry on without them. I do not allow more than 4 people in a group.

Group members must exchange contact information at the beginning for the second week of the semester and inform me of the group roster. I encourage groups to work together outside of class by engaging in research, reading and discussing reading assignments, attending workshops

3. 3 Papers each with total of 60% of your grade
These academic essays include Rhetorical Analysis and interpretation of existing arguments as well as an argument of your own. Each paper covers a major building block of writing: Observation, Reflection and Evaluation. Each paper must be turned in at the beginning of the class date on which it is due. I will deduct 10 points for each day a paper is late. Always keep a copy of any paper you submit so you can re-submit if a paper is lost – always expect the unexpected.

4. Final Grade: Test and Powerpoint Presentation on your Findings
You will be responsible for presenting your perspective to the class in brief oral and/or visual presentations. These presentations will cover your research and findings. You will be expected to make your position clear using the styles of argument we have discussed in class. Further details on this assignment will be made available later in the semester. You are free to create the presentation as you see fit provided you inform me of your need for audio-visual equipment in advance: student-made films, speeches, short stories read aloud, etc. are all acceptable presentation formats so long as they adhere to the proposed time limit. NOTE: The time you spend setting up counts toward your time limit. I will ask you to take your seat once your time is up, even if you have not yet met all requirements for the presentation grade. If you do not wish to waste time setting up your equipment, I suggest presenting your work without electronic equipment. The safest bet for presentations is to simply stand before the class and tell them about your topic. Students are expected to attend all Presentation days. Unexcused, missed days will count toward your total absences for the semester.

Note on the Discussion Section for D2L/Georgia View
This class requires you to not only read your assignments but to think critically about and analyze them. In this case, you will discuss some aspect of one of the weekly readings in depth. Each entry must be posted in the GAView discussion forum for the week. In addition, you are also required to read and respond to at least one of your classmates’ postings each week. You must gain some insight in these discussion posts that prove you have thought about the text in depth and have come to the discussion prepared, often using specific examples from the assignment and current events to support your point.

All Peer Review/discussion posts are due on GAView on the assigned class day at 11:59pm. Late entries will not be accepted or count toward your grade. We will usually discuss these ideas in class on the due day, allowing you to reflect and respond more solidly in your discussion post.

1. Short responses will not count toward your Peer Review/discussion grade. However, your post for the day does not have to take place in a vacuum – it may be a response to another person’s post. Just make
sure you meet the word length requirement by the deadline whether in a reflection of your own or in a response to another idea. Be courteous to each other in these discussions. The language may be relatively casual, but be sure to stay on topic throughout your response. Take care with punctuation, grammar, and spelling just as you would with any assignment turned in for a college professor.

3. I will note these discussion posts each week for both halves of the semester, up to Midterm and the final week of reading assignments, for your overall grade. These two grades are not cumulative. Discussion posts are not necessary on days when you have Revising, Editing and Proofreading, or Reading a Draft Critically as your reading assignments for homework. Do not do discussion posts on these days – they will not count toward your final Discussion Journal grade.

| Paper 1       | 20% |
| Paper 2       | 20% |
| Paper 3       | 20% |
| Classwork, Quizzes, Peer Review | 10% |
| Course Responses/In Class Assmts. | 20% |
| Final         | 10% |

Writers' Studio (Room 224, Arts and Sciences, 678-466-4728)
I encourage students to seek additional personal instruction and tutoring at the Writing Studio, located in Room G224 in the Arts and Sciences building. They offer face-to-face and online tutoring as well as workshops. The staff can assist you with all stages of the writing process, from invention to organization to revising. They will not, however, edit your papers or correct all your grammatical mistakes. If you seek help with a specific grammatical quandary or troublesome stylistic tendency, they can show you strategies for overcoming these problems. The service is free; you may drop-in and wait for a tutor or sign up for a regular appointment. Be aware that you, not your tutor, are ultimately responsible for the quality and content of the papers you submit. The Writer’s Studio sometimes hosts workshops for writers of all proficiency levels. Attending these can only give you more tools to use in your own writing – I highly recommend them. **Writers’ Studio tutors will contact you to visit your classes at the beginning of each semester to explain their services.**

Operation Study
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

Tentative Course Schedule
The course syllabus provides a general plan for the course; deviations may be necessary. **Schedule of Readings and Assignments Please Note:** Reading and writing assignments are due at the beginning of class on the day for which they are listed. I will make changes to the syllabus to meet the class’s educational goals more effectively. Please keep abreast of these changes by recording them below. If you miss class, you are still responsible for any changes I announce in class, so consult a peer for what you missed.

| Connecting to Scholarship: Reading Academic Articles |
|-----------------|------------------|
| **Week 1**      | **Week 2**       |
| Mon, 1/7        | Mon, 1/14        |
| Introductions and Syllabus; Guide Activity | Peer Review for the Annotated Bibliography; Connections Harris |
| Wed, 1/9        | Wed, 1/16        |
| Discuss the Annotated Bibliography; Connections Ch 1-5; Ch 10 | Connections Ch 11 Badke; Annotated Bibliography Due |
### Connect to Culture: Evaluation Arguments

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Mon, 1/21</th>
<th>MLK Day-Class Cancelled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wed, 1/23</td>
<td>Discuss Paper 2 Rhetorical Reading Response</td>
</tr>
<tr>
<td>Week 4</td>
<td>Mon, 1/28</td>
<td><em>Connections</em> Henderson; Peer Review for the Rhetorical Reading Response</td>
</tr>
<tr>
<td></td>
<td>Wed, 1/30</td>
<td><em>Connections</em> Ch 12 “Connecting to Texts”; <em>Rhetorical Reading Response Due</em></td>
</tr>
<tr>
<td>Week 5</td>
<td>Mon, 2/4</td>
<td>Scheduled Conferences</td>
</tr>
<tr>
<td></td>
<td>Wed, 2/6</td>
<td><em>Midterms</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>Mon, 2/11</td>
<td>Discuss Paper 3 Evaluation; <em>Midpoint Grade Reporting Period</em></td>
</tr>
<tr>
<td></td>
<td>Wed, 2/13</td>
<td><em>FYW e-Portfolio Website due</em>; <em>Writing</em> Ch 7 and 9; Peer Review for Evaluation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mon, 2/18</td>
<td><em>Evaluation Paper 3 Due</em>; <em>Writing</em> Ch 10-11</td>
</tr>
<tr>
<td></td>
<td>Wed, 2/20</td>
<td><em>Connections</em> Ch 13</td>
</tr>
</tbody>
</table>

### Connect to a Community’s Conversation: Writing a Position Paper

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Mon, 2/25</th>
<th><em>Connections</em> Straus and Marche</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wed, 2/27</td>
<td><em>Writing</em> Ch 14-15; Discuss Paper 4 assignment Argumentative Essay</td>
</tr>
<tr>
<td>Mar 2-9</td>
<td></td>
<td><em>Spring Break</em></td>
</tr>
<tr>
<td>Week 9</td>
<td>Mon, 3/11</td>
<td><em>Connections</em> Roberts; <em>Writing</em> Chs 16-17</td>
</tr>
<tr>
<td></td>
<td>Wed, 3/13</td>
<td>Peer Review Paper 4 Argumentative Essay</td>
</tr>
<tr>
<td>Week 10</td>
<td>Mon, 3/18</td>
<td>MLA vs. APA; <em>Writing</em> Ch 18-21 and 22-25</td>
</tr>
<tr>
<td></td>
<td>Wed, 3/20</td>
<td><em>Connections</em> Ch 14; Discuss Argumentative Essay</td>
</tr>
</tbody>
</table>

### Connect to Your Community, Supporting a Proposal

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Mon, 3/25</th>
<th><em>Connections</em> Engel; Singleterry; Peer Review on Argumentative Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wed, 3/27</td>
<td><em>Connections</em> Misch; <em>Writing</em> Chs 2, 4</td>
</tr>
<tr>
<td>Week 12</td>
<td>Mon, 4/1</td>
<td><em>Writing</em> Ch 17</td>
</tr>
<tr>
<td></td>
<td>Wed, 4/3</td>
<td><em>Paper 4 Argumentative Essay due</em></td>
</tr>
<tr>
<td>Week 14</td>
<td>Mon, 4/8</td>
<td>Discuss Paper 5 Writing Growth and Development</td>
</tr>
<tr>
<td></td>
<td>Wed, 4/10</td>
<td>Peer Review on Paper 5 Writing Growth and Development; <em>e-Portfolios Due</em></td>
</tr>
<tr>
<td>Week 15</td>
<td>Mon, 4/15</td>
<td><em>Paper 5 Due Writing Growth and Development</em>; Scheduled Conferences</td>
</tr>
<tr>
<td></td>
<td>Wed, 4/17</td>
<td>Scheduled Conferences; <em>e-Portfolios Due</em></td>
</tr>
<tr>
<td>Week 16</td>
<td>Mon, 4/22</td>
<td>Scheduled Conferences</td>
</tr>
<tr>
<td></td>
<td>Wed, 4/24</td>
<td><em>Presentations</em></td>
</tr>
<tr>
<td>Week 17</td>
<td>Mon, 4/29</td>
<td><em>Presentations</em>; Last Day of Class</td>
</tr>
<tr>
<td>Tues, 5/06</td>
<td>English 1102 classes are exempt from the final exam.</td>
<td></td>
</tr>
<tr>
<td>Fri, 5/9</td>
<td>GRADES ARE DUE 9 AM</td>
<td></td>
</tr>
</tbody>
</table>

### Guidelines for Writing From Sources and Consequences of Plagiarism

#### English Department

The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

*Problems in Writing-from-Sources:*

- **Inaccurate Citation: Mechanics and Format:** Students are expected to cite both written (print and electronic), oral, and visual sources consulted in papers and presentations. All borrowed ideas—both direct quotations and paraphrasing from another’s work—require accurate citation, and direct quotations require quotation marks. Students should learn and use correct format for block quotes, quotations, and in-text parenthetical documentation. Source material should be introduced fully, and all borrowed ideas should be cited; Works Cited pages should be formatted correctly. *Drafts of*
papers with inaccurate citation, mechanical citation problems, and/or Works Cited inaccuracies will require mandatory revisions; final papers with these problems will receive a letter grade deduction.

**Plagiarism in 1101/1102**

**Insufficient Citation: Patchwriting and Derivative Papers:** Students should fully introduce and cite borrowed material. Cutting and pasting passages from your source into your own paper without citation and turning in the paper as your own is plagiarism, as is directly quoting without using quotation marks. Undocumented paraphrasing is plagiarism: fully cite the source of your ideas. In addition, students are expected to paraphrase and summarize using their own stylistic features, not the source’s, to avoid patchwriting (also called stylistic plagiarism). If your summary is too close to the original in a draft, keep working to synthesize it fully. In addition, students are expected to develop their own framework for their papers rather than borrowing their source’s argument wholesale (even if acknowledged). Drafts with several examples of insufficient citation, papers that fail to develop original arguments, papers lacking a Works Cited page, or papers that exhibit patchwriting will earn a lowered grade and will require mandatory revision; final papers will receive an F for failure to meet the minimum requirements of papers in 1101/1102.

**False Submissions, Ghostwriting, or Fraud:** Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. If students turn in final papers substantially written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student; most of the paper cut-and-pasted from sources without documentation, etc.), the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Life/Judicial Affairs (procedures available at <http://adminservices.clayton.edu/judicial/>).
If such a paper is submitted for a rough draft, the student will receive a 0 for the draft and be required to do a mandatory revision and/or new rough draft before submitting a final paper.

If you have any doubt about whether or not you’re plagiarizing, talk with your professor before submitting your paper.

**Portfolio Requirements**

**Paper 1**  English 1101 Rhetorical Reading Response
**Paper 2**  English 1101 Explaining a Concept Paper including Works Cited page
**Paper 3**  English 1102 Rhetorical Reading Response
**Paper 4**  English 1102 Argumentative Essay with Sources including Works Cited page
**Paper 5**  Non-FYW paper (written in another 1000- or 2000-level class at CSU*)
  An essay (1-2 pp.) on writing growth and development in Eng.1101 and 1102
**Paper 6**  *Dual-enrollment students may submit a high school paper. Transfer students may include a brief explanation of their situation; others may include a current list of courses taken, along with an explanation that no writing was or is required in these courses.

**Submitting Portfolios**

**English 1101**

Student web page created and uploaded before **Friday of Week 6** each semester (Summer 2011: June 17, 2011; Fall 2011: Sept. 23, 2011; Spring 2012: February 17, 2012) and instructors determine:
- If web page is created and uploaded correctly
- If student needs workshops to enhance writing skills

Web page set-up counts as class work/daily grade and factors into mid-term grade

**English 1102**

Portfolio Due **Friday before the last week of classes** each semester (Summer 2011: July 22, 2011; Fall 2011: Nov. 18, 2011; Spring 2012: April 20, 2012.)
Counts as 10% of Final Grade in English 1102 (posting, completeness)

**Evaluation of Portfolios**
- Portfolios will be read and scored by first-year writing faculty during the last weeks of the semester. The English 1102 portfolio counts 10% of the course grade.
- If 2 readers pass the portfolio, the student has completed the reading and writing requirement.
- If 2 readers fail the portfolio, the student will be recommended to take a series of workshops.

**Portfolio Assessment Rubrics: Summary**
Students must pass both the reading and writing requirements by demonstrating the skills outlined in the rubrics.

**Critical Reading:** Students must earn a 2, 3, or 4 on both Reading Responses and the Argumentative Essay to pass this portion. Students who fail to score a 2 or higher on either of the reading assignments will be recommended to attend a series of workshops in the Writers’ Studio that are appropriate to the student’s particular needs. The student may also be recommended for individual tutoring through the Writers’ Studio.

**Writing:** Students must earn at least 10 on each writing assignment and submit all six required essays to pass the portfolio.

## Rubric for Papers in First-Year Writing

<table>
<thead>
<tr>
<th></th>
<th>High Proficiency (20-16 points)</th>
<th>Good Proficiency (15-11 points)</th>
<th>Adequate Proficiency (10-6 points)</th>
<th>Non-proficiency (5-0 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Invention of Content</strong></td>
<td>Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.</td>
<td>Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.</td>
<td>Ideas are clear but conventional or general and support the topic, thesis, and audience for the paper.</td>
<td>Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or a central idea, which may be vague or</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.</td>
<td>Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.</td>
<td>Development is sufficient but general, providing adequate but perhaps not interesting details, examples, and evidence; few, ineffective, or fallacious logical, ethical, or emotional appeals.</td>
<td>Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organization is coherent, unified, and effective in support of the paper’s purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent, unified, and effective in support of the paper’s purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent and unified overall in support of the essay’s purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.</td>
<td>Organization is confused and fragmented in support of the essay’s purpose and demonstrates a lack of structure or coherence that negatively affects readability.</td>
<td>Score:</td>
</tr>
<tr>
<td>Style</td>
<td>sentence structure</td>
<td>word choice</td>
<td>tone</td>
<td>voice</td>
<td>verb tense</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-------------</td>
<td>------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice.</td>
<td>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice.</td>
<td>Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice.</td>
<td>Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar, Format, and Mechanics</th>
<th>paper format</th>
<th>Standard Written English (commas, s-v agr., sentence boundaries, etc.)</th>
<th>spelling documentation format</th>
<th>MLA (or other required) format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format, grammar, spelling, and punctuation are correct; meet all assignment directions, and work expertly to support the essay's purpose.</td>
<td>Format, grammar, spelling, and punctuation are correct and meet all assignment directions, and work generally to support the essay's purpose.</td>
<td>Format is mostly correct and meets critical aspects of assignment directions. Some distracting errors in grammar, spelling, and punctuation.</td>
<td>Format faulty, does not meet sufficient aspects of the assignment direction, and does not support the essay's purpose. Numerous distracting errors in grammar, spelling, and punctuation.</td>
<td></td>
</tr>
</tbody>
</table>