ENGL 1102 – English Composition II (CN 86437)
Course Syllabus
Fall 2012

Class Times
Tuesday and Thursday, 12:45 P.M. – 2:00 P.M.

Classroom
A&S Room # G221

Instructor
Dr. Amy Sanford

Instructor Contact Information
Office: Arts and Sciences G-210B
Phone: 678-466-4807
Fax: 678-466-4899
Email: AmySanford@mail.clayton.edu
Internet: http://faculty.clayton.edu/asanford

Office Hours
Wednesday 9:00 A.M. - 12:00 P.M. and 1:00 P.M. - 4:00 P.M.
Other times by Appointment Only

Communication
I will use your CSU email account and GaVIEW as my primary means of communication with you. Not checking your email is not an excuse for not knowing information I email to you. CHECK CSU E-MAIL DAILY FOR INFORMATION AND ANY NECESSARY SCHEDULE AND/ OR ASSIGNMENT CHANGES. Please email me from your CSU account only.

Course Description (1102)
ENGL 1102 English Composition II (3-0-3) is a composition course that develops writing skills beyond the levels of proficiently 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 ENGL 1102 in order to graduate. Prerequisite: Grade of C or higher in English 1101 or ENG 111, or ENG 101.
Clayton State’s Emphasis:
At Clayton State, English 1102 teaches argumentative writing and writing with sources. Instruction covers a variety of argument types and styles, research methods, and techniques for writing with sources. 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’ll learn how to summarize, paraphrase, evaluate, and synthesize sources for argumentative papers.

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.

Course Outcomes

Outcome 1: Genre and Rhetorical Knowledge
Students read a variety of genres critically to identify and evaluate texts’ rhetorical situation and features.

   Related Objectives
   • compare and contrast genres from academic and professional contexts, both print and digital (such as an editorial, blog, book or film review, report, literature review, proposal, position paper, etc.)
   • interpret and evaluate a variety of genres

Outcome 2: Elements of Argumentation
Students will understand and analyze various elements of argumentation and types of argument (such as appeals, types of claims, classic, Rogerian, Toulmin, etc.)

   Related Objectives
   • evaluate the effectiveness of arguments using various approaches and theories of argumentation (i.e. Aristotelian, Rogerian, Toulmin; appeals, use of evidence, etc.) in print, digital, and oral formats
   • analyze and develop appeals to logos, pathos, and ethos
   • identify and evaluate several types of argument (i.e. definition, causal, evaluation, proposal, exploratory, etc.)

Outcome 3: Written Argumentation
Students will apply principles of argumentation in writing and develop effective arguments.

   Related Objectives
   • create an arguable thesis statement and support it with appropriate evidence
   • summarize, analyze, and address a set of positions on issue/debate/topic
   • evaluate the contribution of an argument to a debate using rhetorical analysis
   • develop an argument suitable for a specified rhetorical situation (definition, causal, evaluative, proposal, or exploratory, etc.)

Outcome 4: Writing with Sources
Students effectively synthesize a variety of sources to create effective arguments.

   Related Objectives
   • use works of various genres to promote ideas for argument
• interpret and evaluate various sources
• synthesize multiple sources
• write effective, organized, readable essays drawing on multiple sources, both print and digital
• develop their own argument about an issue rather than relying on a source’s argument and/or organizational structure
• use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations
• introduce borrowed material into papers using rhetorically effective verbs and signal phrases
• summarize, paraphrase, and quote sources effectively and appropriately to support claims

Outcome 5: Citation and Format of Researched Writing
Students effectively write with sources using the appropriate format.

Related Objectives
• compare and contrast at least two style formats (MLA, APA, etc.)
• identify and correctly use MLA for citing borrowed material
• use the correct format for both short, in-text quotations and longer block quotations
• format essays correctly using MLA format

Outcome 6: Research Technologies

Related Objectives
Students will learn to locate source material both in the library and online, read and evaluate the material, and use it effectively in arguments.

• identify, select, and use appropriate electronic databases to find sources
• locate source material in the Clayton State library
• locate source material using various online search engines and evaluate the material for credibility and reliability
• distinguish between scholarly/academic sources and general/popular sources

Outcome 7: 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
• understand the conventions of common academic writing (such as reading responses, blogs, listservs, message boards, academic arguments, rhetorical analyses, synthesis essays, and reviews)
• make effective stylistic choices that enhance readability
• select evidence appropriate to the context to develop a claim and support
• organize papers effectively
• practice grammatical revision to produce readable, effective Standard Written English (SWE)
**Required Texts**

These 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, 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**
- Costs for printing and photocopying multiple copies of drafts of papers
- A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed).
  For further information on CSU’s Official Notebook Computer Policy, please go to [http://itpchoice.clayton.edu/policy.htm](http://itpchoice.clayton.edu/policy.htm).
- Daily, reliable Internet access for GAView

**Computer Skills Prerequisites**
- Ability to use the Windows operating system
- Ability to use Microsoft Word word processing
- Ability to send and receive email using Outlook or Outlook Express
- Ability to attach and retrieve attached files via email
- Ability to use a web browser.

**Portfolio Requirement**
Students are also required to create and post a FYW webpage and submit an electronic portfolio on this website in order to pass English 1102. See the First-Year Writing website (clayton.edu/firstyearwriting) and your instructor for further information. Webpages due: end week 6; Portfolios due: end week 15 in 1102.

**Course Work/Evaluation**
1. Reading Responses and In-Class Writing Assignments 20%
   These may 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 may include active class participation in grammar review exercises, oral presentations, group collaboration, drafting papers, and written and oral feedback on others’ papers (peer reviews).
3. Papers 60%
These academic essays include rhetorical analysis and interpretation of existing arguments as well as an argument of your own. (Paper 1 will count 10%; Paper 2, 20%; and Paper 3, 30%.)

4. Portfolio Completion 10%
A Rhetorical Reading Response and Paper 1 or 3 are required in your portfolio.

**Grading**
I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

**Mid-term Progress Report**
Please keep up with your progress in class by recording grades you receive. On October 1st I will provide you a midterm average based on your graded work to date the week of the midpoint (the deadline for withdrawal without academic penalty.) You midterm grade will approximately 20% 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 October 5. Instructions for withdrawing are provided at this link.

**The last day to withdraw without academic accountability is Friday, October 5, 2012.**

**Course Policies**
Students must abide by policies in the [Clayton State University Student Handbook](#), and the [Basic Undergraduate Student Responsibilities](#).

**University Attendance Policy**
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Course Attendance Policy**
Attendance is expected for all class periods. 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. For these reasons, your attendance and thoughtful participation are crucial for your success. Thus, students who miss more than 20% of classes will be in danger of failing the course (more than 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. Note: I follow 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; classmate’s name and email:

____________________________________________________ or add to your contacts in your phone.

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

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.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course. Excusable absences include those that can be documented (doctor’s visit or court date for example). The teacher should always be notified in advance of an impending excused absence. Presenting the written excuse is the responsibility of the student immediately upon return to class.

Being tardy becomes a disruptive problem for the entire group. A tardy is defined as arriving five or more minutes after the start of class. (See "Disruption of the Learning Environment" below.)

Missed Work
Finding out what work you’ve missed is your responsibility. Without a valid excuse, a grade of zero points will be assigned for missed work. Collaborative daily work may not be made up. If a valid excuse is provided, you have two days to complete the assignment. This policy also applies to work missed because of tardiness or leaving class early.

Disruption of the Learning Environment:
Behavior that disrupts the teaching and learning processes 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 the Student Handbook (http://www.clayton.edu/Portals/46/docs/student-handbook.pdf) for a full explanation. According to the Student Code of Conduct, behavior which disrupts the teaching–learning process during class activities will not tolerated.

- While a variety of behaviors can be disruptive in a classroom setting, some include arriving late or leaving early, interrupting others, eating in class, 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 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.

If found in violation, a student may be administratively withdrawn and may receive a grade of WF.
Academic Misconduct:
All students will follow the “Academic Conduct Regulations” section of the online Student Handbook (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 acknowledgment of the sources of ideas. We will devote class time to learning how to incorporate others’ ideas honestly and effectively. In addition, your papers will be submitted to Turnitin.com, an online plagiarism detection site. Students who violate these policies in this course will receive a range of academic and disciplinary penalties; see guidelines below for definitions and consequences.

Academic Dishonesty
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described beginning on page 14 of the Student Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions).

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, a paper submitted for another course/assignment, etc.), the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Life/Judicial Affairs. 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.

Office Hours/Contact Information:
One of the most valuable ways to improve your writing is through sustained, personal attention to your work. I offer this attention during office hours—Wednesdays, 9:00 A.M. – 12:00 P.M. and 1:00 P.M. – 4:00 P.M. —or by appointment. In addition, you may email me to discuss specific questions you have about your writing. You should check your CSU student email account and GAView daily for handouts, updates, and announcements; I’ll email your CSU email address if I must cancel class unexpectedly.

Writers’ Studio 224 (Arts and Sciences Bldg. 224, 678-466-4728)
I encourage students to seek additional personal instruction and tutoring at the Writing Studio, located in Room 224 Arts and Sciences Bldg. 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. Note: You, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

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.
Other Policies

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 class 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 accept late work within one week of its being due with a letter-grade-a-day penalty. After a week has passed, you will not be able to upload work into GaVIEW. 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.

Submitting papers: This course emphasizes the development of your ideas in various stages of the writing process. We will have a workshop for each of the major writing assignments. Because of the extensive revision process for each paper, you will have four grades of varying weight accompanying each of the major papers: a grade for the first draft, a grade for the second draft, a grade for peer revision, and a grade for the final draft. 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. (We will talk about these requirements more specifically in class.) All drafts must be uploaded into GaVIEW under “Assignments” by the date and time indicated in order for you to receive full credit. You must also bring hard copies to class. Peer reviews will be completed and submitted in class. 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.

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 my explanation below.

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.

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.
Important CSU Dates:

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<tr>
<th>Date</th>
<th>Event/Description</th>
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<tbody>
<tr>
<td>August 23rd</td>
<td>Last day for students to report to class or be reported as “no show” for full semester courses</td>
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<tr>
<td>September 3rd</td>
<td>Labor Day – No Class</td>
</tr>
<tr>
<td>September 4th</td>
<td>Student Holiday – No Class</td>
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<tr>
<td>October 5th</td>
<td>Midpoint - Last day to withdraw and receive a W grade</td>
</tr>
<tr>
<td>November 30th</td>
<td>Portfolio Due</td>
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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*)  
Paper 6: An essay (1-2 pp.) on writing growth and development in Eng.1101 and 1102  
*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. Note that these explanatory documents should be uploaded instead of the required papers; do not leave any of the requirements blank on the e-portfolios site.

Submitting Portfolios

English 1101

⇒ Students will submit their portfolios on a web page created and uploaded before **Friday of Week 6** each semester, which is:

**Fall 2012: Sept. 21, 2012**  
**Spring 2013: Feb. 15, 2013**  
**Summer 2013: June 14, 2013**  

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, which is:

**Fall 2012: Nov. 30, 2012**  
**Spring 2013: April 26, 2013**  
**Summer 2013: July 19, 2013**
Counts as 10% of Final Grade in English 1102 (posting on time, completeness). (Instructors may choose to count the portfolio for an additional grade). Students must submit a complete portfolio to pass English 1102.

### Evaluation of Portfolios

Students must pass both the reading and writing requirements by demonstrating the skills outlined in the First-Year Writing Rubric and the Critical Reading Rubric. The student must show evidence of the minimum skills to pass. Students who do not pass may be recommended for individual tutoring through the Writers’ Studio.

Evaluation data will be collected and saved in the Department of English for programmatic assessment and pedagogical improvement.

If you have questions, contact Dr. Mary R. Lamb, Department of English, 678-466-4708 or marylamb@clayton.edu.
## Rubric for Papers in First-Year Writing

<table>
<thead>
<tr>
<th>Invention of Content</th>
<th>High Proficiency (20-18 points)</th>
<th>Good Proficiency (17-16)</th>
<th>Minimal Proficiency (15-14)</th>
<th>Non-proficiency (13-0)</th>
</tr>
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<tr>
<td>topic, thesis (stated or implied)</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 missing.</td>
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<td>focus purpose audience Other:</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>
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<td>Organization structure coherence unity topic sentences transitions Other:</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, 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>
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<tr>
<td>Style sentence structure word choice tone voice verb tense purposeful punctuation Other:</td>
<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>
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<tr>
<td>Grammar, Format, and Mechanics paper format Standard Written English (commas, s-v agr., sentence boundaries, etc.) spelling documentation format MLA (or other required) format Other:</td>
<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>
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**COMMENTS:**
Course 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 schedule to accommodate unforeseen events and to meet the class’s educational goals more effectively through classroom announcements and/or CSU e-mail. 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.

**Course Schedule**

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<tr>
<th>WEEK 1</th>
<th>August 14</th>
<th>Introductions and Syllabus</th>
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<tbody>
<tr>
<td></td>
<td>August 16</td>
<td><em>Connections,</em> Chapter 1-5, Course Information; Chapter 10, “Connecting to Scholarship: Reading academic articles”</td>
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<tr>
<th>WEEK 2</th>
<th>August 21</th>
<th><em>Connections,</em> pages 275 – 283 (Learning about rhetorical reading responses)</th>
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<tr>
<td></td>
<td>August 23</td>
<td><em>Connections</em> Harris, “Composing Behaviors of One and Multi-Draft Writers,” p. 167</td>
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<td></td>
<td>NO SHOW DEADLINE</td>
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<tr>
<th>WEEK 3</th>
<th>August 28</th>
<th><em>Connections</em> Chapter 11, “Connecting to Culture: Evaluation Arguments,” pages 193-195; <em>Badke,</em> “How Stupid is Google Making Us?” p. 196</th>
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<tr>
<td></td>
<td>August 30</td>
<td>(Discuss Paper 1: Evaluation Paper)</td>
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<td><strong>Rhetorical Reading Response 1</strong>draft due.</td>
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<th>WEEK 4</th>
<th>Sept 4: NO CLASS</th>
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<tr>
<td></td>
<td>Sept 6</td>
<td><em>Connections,</em> Henderson, “To Spank or Not to Spank,” p. 203</td>
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<tr>
<th>WEEK 5</th>
<th>Sept 11</th>
<th>Rhetorical Reading Response 1 Due</th>
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<tr>
<td></td>
<td>Sept 13</td>
<td><em>Writing,</em> Chapter 14, and assign observations/interviews if students are writing on a CSU or Clayton County service or department</td>
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<th>WEEK 6</th>
<th>Sept 18</th>
<th>Peer Review Paper 1</th>
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<tr>
<td></td>
<td>Sept 20</td>
<td>FYW E-Portfolio Website Due Peer Review Paper 1</td>
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<th>WEEK 7</th>
<th>Sept 25</th>
<th>Library Instruction: Meet in Library</th>
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<td></td>
<td>Sept 27</td>
<td>Paper 1 Due</td>
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*Connections*, Marche, “Is Facebook Making Us Lonely?” p. 235  
*Writing*, Chapter 14-15, pages 108-127 |
| **WEEK 9** | Oct 9 | *Connections*, Roberts, “The Sorrow beneath the Sea,” p. 249  
[Library Visit: Selecting Sources] |
|           | Oct 11 | *Writing*, Chapter 16-17: Using Information Responsibly: Taking Notes and Avoiding Plagiarism  
Writing the Research Project |
| **WEEK ** 10 | Oct 16 | *Writing*, Chapter 18-21 and 22-25: MLA vs. APA  
[ Writers’ Workshop: Plagiarism] |
|           | Oct 18 | Peer Review Paper 2 |
| **WEEK 11** | Oct 23 | Discuss Paper 3 assignment |
(Discuss Paper 3 assignment: A Proposal) |
<p>| <strong>WEEK 12</strong> | Oct 30 | <em>Connections</em>, Engel, “Playing to Learn,” p. 260 |</p>
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<th>Week</th>
<th>Date</th>
<th>Reading/Assignment</th>
<th>Assignment/Event</th>
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<td>Week 13</td>
<td>Nov 1</td>
<td><em>Connections, Singleterry</em>, “Lack of Electronic Etiquette Has Painful Consequences,” p. 263</td>
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<td><em>Connections, Misch</em>, “Changing the Culture of Alcohol Abuse on Campus: Lessons Learned from Secondhand Smoke,” p. 266</td>
<td>Rhetorical Reading Response 3 Due</td>
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<td>Nov 6</td>
<td><em>Writing</em>, Chapter 2, p. 3 and Chapter 4, p. 14</td>
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<td><em>Writing</em>, Chapter 17, “Writing the Research Project,” p. 138</td>
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<td>1102 ePortfolios Due</td>
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