English 1102 (CRN 80058)
Fall 2016
Dr. Brigitte Byrd
Wednesday 6:00-8:30 (room 116 /PTC campus)

Contact Information
Office (Main Campus): 105H (A&S)
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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: English Composition II, emphasizes argumentative writing and writing with sources so that students make connections in writing to their own experiences, to Clayton State, to other students, to their communities, and to their future profession. 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. Building on their ENGL 1101 ePortfolio, students reflect on their writing, select their best work, and complete their ePortfolio in 1102. Students must pass the ePortfolio with a 70 to pass the class.

Program Outcomes
General Education Outcome:
Students will write effective expository and argumentative essays that consider purpose and audience.

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

Outcome 2: Evaluating Arguments and Rhetorical Situations
Students will understand and analyze various elements of argumentation.

**Outcome 3: Writing Arguments**
Students will apply principles of argumentation in writing and develop effective arguments.

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

**Outcome 5: Citation and Format of Researched Writing**
Students will effectively cite sources using the appropriate format.

**Outcome 6: Research Technologies**
Students will use research technologies to locate source material.

**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.

**Required Texts**
(Available only through CSU University Bookstore)

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 to GAView D2L

**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
  Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.
- Ability to attach and retrieve attached files via email
- Ability to use a web browser.

**Portfolio Requirement**
Students are required to create and post a FYW webpage in English 1101 and to submit an electronic portfolio on this website in order to pass English 1102. Students must pass the portfolio with an average of 70 to pass 1102; the portfolio grade counts 20% of the course average in 1102. See the First-Year Writing website (clayton.edu/firstyearwriting) and your instructor for further information. Webpages due: end of week 6 in 1101 and 1102; Portfolios due: end of week 15 in 1102.

**Course Work**

1. **Rhetorical Reading Responses**  
   10%

2. **Classwork**  
   This includes exercises and all in-class and out-of-class writing assignments.  
   10%

3. **Peer Review**  
   This includes your written and oral feedback of others’ papers  
   20%

4. **Papers**  
   These academic essays include rhetorical analysis and interpretation of existing arguments as well as an argument of your own.  
   40%

5. **Portfolio Completion**  
   20%

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

**Course Policies**

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

1. **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. When you’re out, email me the work due on that day and contact a classmate for coming to the next class prepared to submit the work that is due the day you come back.

2. **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. 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 (it’s a good habit to develop for future classes). **All essays, including the portfolio, must be completed to pass the course.** All papers must be submitted on time.
3. **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 Community Standards. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled “Procedures for Adjudicating Alleged Academic Conduct Infractions” (25-26).

Plagiarism Detection Software: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**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 minor “Works Cited” inaccuracies will require mandatory revisions; **final papers** with these problems will receive a letter grade deduction.

**Plagiarism:**

**Insufficient Citation: Patch writing 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 patch writing (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 patch writing will earn a lowered grade and will require mandatory revision; **final papers** will receive a 0 for the assignment for failure to meet the minimum requirements of papers in 1101/1102, and students will face disciplinary action as per the CSU Office of Student Affairs and **Community Standards**.

**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. Plagiarized papers include papers written by someone else (i.e. acquired or bought through the Internet, an organization, friends, family members, or another student); papers in which much of the material is cut-and-pasted from sources without correct documentation; and papers submitted by the student for another course/assignment. 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 students turn in such papers as final papers, the student will receive an F for the course and face disciplinary action as per the CSU Office of Student Affairs and Community Standards.

Please note: Your paper submission, either face-to-face or online, is the version that counts, and you are responsible for making sure this is the correct version. Review your electronic and hard copies carefully.

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

4. 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 First-Year Writing 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 (except before adding it to the ePortfolio). 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.

   Midterm Grades: Please keep up with your progress in class by recording grades you receive. 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).

5. In-Class Use of Notebook Computers and Electronic Devices: Student notebook computers will be used regularly in this course, but I will announce when they’re required in class. They will also be used to access course materials and communicate with your instructor. Unless otherwise announced, laptop computers will not be used in class; thus, laptops must be closed. All other electronic devices must be off.

6. 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 hour on the main campus (TBA) and by appointment on the PTC campus. In addition, you may email me to discuss specific questions you have about your writing. I’ll email your CSU email address for specific assignments, and if I must cancel class unexpectedly. I recommend that you check your email daily during week days.

7. Attendance and Classwork: 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 20% of classes will probably fail the course (3 classes for one meeting per week). Because of the cumulative nature of the course material, if you miss 2 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 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 (i.e. a severe illness, or something else) 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.

8. **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. More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University Academic Catalog and Student Handbook (7-15). According to the Student Code of Conduct, behavior that 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.

9. **Writing Assistance:** The goal of the Writers’ Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers’ Studio—a place for students to come for writing guidance and feedback. Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here’s The Writers’ Studio’s contact information:

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<thead>
<tr>
<th>Location</th>
<th>Arts &amp; Sciences Building, Room G-224</th>
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<tbody>
<tr>
<td>Phone</td>
<td>678.466.4728</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:ws224@clayton.edu">ws224@clayton.edu</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://clayton.edu/writersstudio">http://clayton.edu/writersstudio</a></td>
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Visit The Writers’ Studio at [http://clayton.edu/writersstudio](http://clayton.edu/writersstudio) or schedule your appointment online at [http://clayton.mywconline.com](http://clayton.mywconline.com) (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

**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. [http://www.clayton.edu/operation-study](http://www.clayton.edu/operation-study)

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**Accommodations for Students with Special Needs**
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, phone 678-466-5445, or email: [disabilityservices@mail.clayton.edu](mailto:disabilityservices@mail.clayton.edu).

**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.

* * *

**Submitting Portfolios**

**English 1102**

⇒ Portfolio Due **Friday 11:59am (NOON) before the last week of classes** each semester, which is Friday, November 18th for Fall 2016

⇒ Counts as 20% of Final Grade in English 1102. Students must pass the portfolio with a 70 to pass English 1102.

**Evaluation of Portfolios**

⇒ Portfolios will be read and scored by two first-year writing faculty during the last weeks of the semester. One will be the student’s 1102 professor and the other will be randomly assigned. Students must earn an average of 70 to pass 1102. If the grades vary substantially, a third rater will evaluate the portfolio.

⇒ Students should consult the Rubric for Papers in FYW and the Critical Reading Rubric for revising papers to include (on the First-Year Writing website).

⇒ The e-portfolio will be scored holistically using the First-Year Writing E-Portfolio Rubric. Evaluation data will be collected and saved in the Department of English for programmatic assessment and pedagogical improvement.

If you have questions about the content of the portfolio, contact Dr. Mary R. Lamb, Department of English, 678-466-4706 or [marylamb@clayton.edu](mailto:marylamb@clayton.edu). Technical questions should be directed to the HUB.
1102  Fall 2016 Schedule of Readings and Assignments

Week 1  Aug 17
Introductions and Syllabus; Review Connections Chapters 2 (e-Portfolio), 4 (Academic Honesty), & 6 (Peer Review)
Discussion and exercises stemming from “How to Live Wisely”
http://mobile.nytimes.com/2015/08/02/education/edlife/how-to-live-wisely.html?_r=0
About email etiquette
https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-mails-essay

Connecting to a Community

Week 2  Aug 24
Setting of e-Portfolios (bring your computers to class)
Review Rhetorical Reading Responses: Connections Ch. 10 (“Reading and Writing Connections”)—read the entire chapter, including the three examples
Harbrace 5 (Critical Reading and Textual Analysis)
1st and 2nd paragraphs (only) of YOUR Rhetorical Reading Response (RRR 1) to “Value of a Liberal Arts Education” due in class
http://andychan.opcd.wfu.edu/2010/06/value-of-a-liberal-arts-education/
Discuss Paper 1 (argumentative paper)

Week 3  Aug 31
Connections Ch. 15 (“Connecting to a Community”)
2nd paragraph of YOUR Rhetorical Reading Response (RRR 2) to “The Beat (Up) Generation) due in class
Harbrace W6 (Writing Arguments) and Harbrace 13b & 13c (MLA)
YOUR entire RRR 1 to “Value of a Liberal Arts Education” due in D2L

Week 4  Sep 7
Resources for Research / CSU Librarian Visit, bring your computers to class
“Four Steps to Choosing a Career Path” (only write a short paragraph in response & a question to generate discussion)
http://mobile.nytimes.com/2015/08/02/education/edlife/four-steps-to-choosing-a-career-path.html
Harbrace R10; D13
YOUR entire RRR 2 to “The Beat (Up) Generation” due in D2L

Connecting to Scholarship: Reading Academic Essays

Week 5  Sep 14
Connections Chapter 16
Paper 1 due (D2L and hard copy) for Peer Review (see “Peer Review Form” at the end of schedule)
Harbrace W4
Peer Review 1 will be due on Friday, Sep 16 in D2L by 5pm

Week 6  Sep 21
Work on e-Portfolio: Revise “About” Section (bring your computers to class)
Harbrace R11 and 12
“The Real Skinny on Fresh Man Year” (only write a short paragraph in response & a question to generate discussion)
http://mobile.nytimes.com/2015/08/02/education/edlife/the-real-skinny-on-freshman-year.html

Paper 1 due in D2L

Week 7 Sep 28
“Advice for New Students from Those Who Know (Older Students)” (only write a short paragraph in response & a question to generate discussion)
Discuss Paper 2 (argumentative paper)

Connecting to a Community’s Conversation: Writing an Argument with Sources

Week 8 Oct 5 **Mid-Grades due Oct 4**
Connections Ch. 17 (including sample student papers)
Harbrace W6 (review)
Harbrace D13: MLA (review)

Bring your “Works Cited” page to class.
Go to the CSU Library link, click on “MultiMedia” then on “Swank Digital Campus”
(you will have to sign in with your Swan ID and password). Go to the list of documentaries and read the description. Pick one documentary you would like to watch. We will vote in class!
Documentary TBA

Week 9 Oct 12 **No Class Meeting/Documentary**
Watch documentary selected (write a paragraph in response AND two questions to generate discussion)

Week 10 Oct 19
Harbrace R11-12 (review)
Discuss Documentary (see week 9)
Paper 2 due (D2L and hard copy) for Peer Review (see “Peer Review Form” at the end of schedule)
Peer Review for Paper 2 due in D2L on Friday, Oct 21 by 5pm

Week 11 Oct 26
“Making Friends in New Places” (only write a short paragraph in response & a question to generate discussion)

Paper 2 due in D2L

Week 12 Nov 2
Work on e-Portfolio: Revise Artifact and Example of Peer Review in class (bring computer to class)
Harbrace W4 (review)

Week 13 Nov 9
Work on e-Portfolio: Revise Papers 1 and 2 in class (bring computer to class)

Week 14 Nov 16 **ePortfolio Due on Friday, Nov 18 by 11:59am**
Work on e-Portfolio: Revise Reflective Essay and Intro to e-Portfolio in class (bring computer to class)

<table>
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<tr>
<th>Week 15</th>
<th>Nov 25</th>
<th><strong>Thanksgiving Break</strong></th>
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<tr>
<td>Week 16</td>
<td>Nov 30</td>
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Wrapping up ENGL 1102 (Activities TBA)

**Final Grades due December 14**

Electronic Portfolios in First-Year Writing
Portfolio Requirements 2016-2017

Check [http://www.clayton.edu/english/First-Year-Writing/Eportfolios](http://www.clayton.edu/english/First-Year-Writing/Eportfolios)
PEER REVIEW FORM (ENGL 1102)

(Write the title of the paper you are reviewing here—*don’t forget to mark out the name of its author*)

Be sure to ANNOTATE your copy of the draft before returning it to your partner in class and to WRITE your comments after each of the categories below and then re-save the document.

AND MAKE SURE TO SAVE YOUR PEER REVIEW (your partner’s annotated paper AND your comments to the categories below) FOR THE E-PORTFOLIO.

1. **Title.** Is it interesting and catchy? Does it give the reader a sense of the topic and the argument?

2. **Thesis.** Is it complex, rigorous, clear? Does it make a claim and does it prove that claim? Does the paper deliver on what it says it will argue?

3. **Introduction.** How does the introduction convince you to keep reading? What strategies are used? What strategies might be even more useful? What appeals are used, and what appeals might work even better? Is the argument/direction of the paper clear?

4. **Background and Definition.** Does the author will provide his/her reader with a sufficient background or theoretical framework to understand the paper’s central argument? Are all the important terms defined? Are the definitions done at an appropriate place in the paper?

5. **Organization.** Does the author seem to have a logical arrangement for the order in which s/he presents different parts of the argument and evidence? What suggestions can you make for streamlining the organization and making the paper a better “read”? Are there smooth transitions between the sections?

6. **Research.** Do there seem to be any holes in the author’s research? What points need further development? Does the author showcase his/her research effectively so we get the sense that the paper is not just an opinion piece, but is informed by rigorous research? Conversely, does the author spotlight his/her argument sufficiently so that the paper isn’t just a patchwork of different sources?

7. **Relevance vs. Tangents.** Are there any points of the argument that don’t seem to fit - where the author seems to go off on a tangent? Are there any points that don’t really seem relevant to the discussion at hand?

8. **Opposition and Concession.** Does the author take into account viewpoints opposed to his or her own? Does s/he need to do more of this? Does s/he need to tone it down?

9. **Delivery.** Can you offer the author any formal (meaning pertaining to the form of the essay) suggestions for the paper? Would an epigraph work? How about sub-headers? What further examples could be incorporated into the paper to concretize and support the argument? What sort of graphs, tables, or other visual materials could be integrated into the body of the argument to support the author’s points?

10. **Style.** Does the author use a clear and consistent style in the paper? Point out any places where there is inconsistency or bias.

11. **Conclusion.** Does the conclusion seem to tie the paper together? Does it rely too heavily on summary? Do you feel that the author ends on a powerful note? Even more importantly, read the conclusion next to the introduction. Does the author end up proving what s/he said s/he would in the beginning of the paper? Do the intro and conclusion seem to work together?

12. **Documentation and Correctness.** What problems in citation form, grammar or punctuation can you point out to the author to resolve in revision?