

# ENGL 1102: English Composition: “Freedom and Justice for All”

Georgia State University

<b>Course:</b> ENGL 1102: 150 <b>CRN:</b> 10298 <b>Term/Year:</b> Spring 2017 <b>Day/Time:</b> T/Th, 11am-12:15pm <b>Location:</b> CLSO 428	<b>Instructor:</b> Nora Bonner <b>Office Hours:</b> <b>Office:</b> 22 <sup>nd</sup> Floor, 25 Park Place <b>Email:</b> nbonner3@gsu.edu
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## Course Description

This course is designed to increase the student’s ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository and argumentative essays; readings consider issues of contemporary social and cultural concern. A passing grade is C.

## General Learning Outcomes

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

- ✓ engage in writing as a process, including various invention heuristics (brainstorming, for example) gathering evidence, considering audience, drafting, revising, editing, and proofreading
- ✓ engage in the collaborative, social aspects of writing, and use writing as a tool for learning
- ✓ use language to explore and analyze contemporary multicultural, global, and international questions
- ✓ demonstrate how to use writing aids, such as handbooks, dictionaries, online aids, and tutors
- ✓ gather, summarize, synthesize, and explain information from various sources
- ✓ use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences
- ✓ critique their own and others’ work in written and oral formats
- ✓ produce coherent, organized, readable prose for a variety of rhetorical situations
- ✓ reflect on what contributed to their writing process and evaluate their own work

## Required Texts

Alexander, Michelle. *The New Jim Crow*. New York: Random House, 2006. Print.

Lopez, Elizabeth, Angela M. Christie, and Kristen Ruccio. *Guide to First-Year Writing*. 5<sup>th</sup> Edition. Southlake, Texas: Fountainhead P, 2016. Print.

## Suggested Texts

Lunsford, Andrea A. *The Everyday Writer*. GSU 5th ed. Boston: Bedford/St. Martin's, 2013. Print.

## Course Materials (Recommended)

- ✓ Three-ring binder to hold course handouts.
- ✓ Assigned readings will be posted on iCollege. Please bring a hard copy to class in order to fully engage and discuss the text.
- ✓ Students must have access to the Internet for supplemental readings, iCollege and GSU email. Students may find a flash-drive, GSU e-storage, or other electronic storage tool useful for managing drafts and assignments.
- ✓ A way to listen to Podcasts for homework assignments

## COURSE REQUIREMENTS AND POLICIES

### Academic Honesty/Plagiarism

The Department of English expects all students to adhere to the university's Code of Student

Conduct, especially as it pertains to plagiarism, cheating, multiple submissions, and academic honesty. Please refer to the Policy on Academic Honesty (Section 409 of the Faculty Handbook). Penalty for violation of this policy will result in a zero for the assignment, possible failure of the course, and, in some cases, suspension or expulsion.

Georgia State University defines plagiarism as . . .

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

(For the university's policies, see in the student catalog, “Academic Honesty,”

[http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380\\_academic\\_honesty.htm](http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm))

## ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed

Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

According to the ADA ([http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_cong\\_bills&docid=f:s3406nr.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:s3406nr.txt.pdf)):

“SEC. 3. DEFINITION OF DISABILITY. “As used in this Act: “(1) DISABILITY.—The term ‘disability’ means, with respect to an individual— “(A) a physical or mental impairment that substantially limits one or more major life activities of such individual...major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. “(B) MAJOR BODILY FUNCTIONS.—For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

## ATTENDANCE AND PUNCTUALITY

Attendance is mandatory and integral to success in the course, so come to class each day, on-time and prepared to work, and be sure to stay for the duration of the class. Participation will be graded with assignments accounting for 10% of your final grade. Students can view a summary of their absences and tardy record during instructor office hours.

## CLASSROOM CONDUCT

Be courteous of those in your classroom and give them your full attention during presentations, lectures, and class discussions. You are expected to turn off and put away cell phones, pagers, text message devices, MP3 players, or any other distracting electronic gadgets during class time. Failure to adhere to these policies will be reflected in your participation grade and may result in a request for the student to leave the classroom. Please see [www.english.gsu.edu/~lds](http://www.english.gsu.edu/~lds) for additional information regarding the Disruptive Student Behavior Policy.

## ELECTRONIC COMMUNICATION

The preferred mode of communication with the instructor is via email to [nbonner3@gsu.edu](mailto:nbonner3@gsu.edu) Monday through Friday between the hours of 8:00a.m. and 5:00p.m. Emails sent to the instructor outside of this time period will likely not receive a response until the following business day.

Students are welcome to visit the instructor during the established office hours or request an appointment at a mutually convenient time. Students are strongly encouraged to “cc” themselves on all email correspondence to ensure delivery. Please note: There is a chance that your instructor will not see the email on the same day that you send it. Therefore, please anticipate waiting at least 24 hours for a response to emails.

Plan to check your GSU email daily for announcements regarding this class. If you prefer an email address other than your GSU one, set your GSU account to forward your email to that address.

## ESSAY SUBMISSION

Please staple all final drafts of your essays (no binders or paperclips) BEFORE coming to class. They should be typed on a word processor, double-spaced with standard margins and font (Times New Roman, 12 point, 1” margins). Emailed or faxed will not be accepted without prior approval.

## FOR ENGLISH MAJORS

**English Majors and the Graduation Portfolio**

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from our website at [http://english.gsu.edu/undergraduate/undergraduate\\_resources/senior-portfolios/](http://english.gsu.edu/undergraduate/undergraduate_resources/senior-portfolios/). In preparation for this assessment, each student must apply for graduation with the Graduation office and also sign up in the English Department portfolio assessment system at <http://www.wac.gsu.edu/EngDept/signup.php>.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to a faculty advisor or the instructor of your senior seminar. You may also contact Dr. Stephen Dobranski, Director of Undergraduate Studies, for more information.

### INCOMPLETES

In order to receive a grade of "incomplete," a student must inform the instructor, either in person or in writing, of his/her inability (non-academic reasons) to complete the requirements of the course. Incompletes will be assigned at the instructor's discretion and the terms for removal of the "I" are dictated by the instructor. A grade of incomplete will only be considered for students who are a) passing the course with a C or better, b) present a legitimate, non-academic reason to the instructor, and c) have only one major assignment left to finish.

### LATE WORK

Late work will result in a reduction of 20 points per day. All assignments should be submitted on time, and in the correct format. If you are absent on the day an assignment is due, it is your responsibility to make arrangements to have the assignment to your instructor by class time. In-class assignments cannot be made up for credit if you are absent. Please see your instructor if you are having any difficulty completing an assignment before it becomes late and affects your grade.

In case of a major extenuating emergency, notify your instructor immediately. In case of a ***valid, documented emergency***, absences can be excused and deadlines for major assignments (exams, essays, annotated bibliography) can be extended. If you have any questions or doubts as to the nature of your absence and its ability to be excused, ask your instructor as soon as possible. Your instructor is much better equipped to help you accommodate an absence with advance notice. Ultimately, your instructor reserves the right, at his or her sole discretion, to excuse (or not excuse) absences for circumstances that are not already outlined on GSU's Lower Division Studies Attendance Policy on at [www.english.gsu.edu/~lds](http://www.english.gsu.edu/~lds).

### PEER REVIEW

One class period during week before the final due date of your essays will be dedicated to peer review workshops, during which we will read each other's work. Keep this in mind while you're writing: somebody else in the class, besides the instructor, will be reading the content of your essays. In addition, you will have the opportunity to discuss with any questions or concerns you have about

your essay. You are required to bring one draft of your essay to participate in all peer review activities.

## WRITING STUDIO

The purpose of the Writing Studio is to enhance the writing instruction by providing undergraduate and graduate students with an experienced reader who engages them in conversation about their writing assignments and ideas, and familiarizes them with audience expectations and academic genre conventions. They focus on the rhetorical aspects of texts, and provide one-on-one, student-centered teaching that corresponds to each writer's composing process. Although they are not a line-editing or proofreading service, the Writing Studio is happy to discuss grammar concerns with students from a holistic perspective.

Tutors will be alert listeners and will ask questions, and will not judge or evaluate the work in progress. The Writing Studio offers 30 minute sessions (for undergraduate students) and 60 minute sessions (for graduate students) for face-to-face tutoring. Through Write/Chat, our online tutoring service, they offer 15-minute sessions that address short, brief concerns. In addition, the GSU Writing Studio will sponsor workshops, led by faculty and staff, on various topics dealing with academic writing. Please visit the Writing Studio in GCB 976 or at [www.writingstudio.gsu.edu](http://www.writingstudio.gsu.edu) for more information.

## ONLINE EVALUATION OF INSTRUCTOR

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

## GRADING AND EVALUATION

### GRADING

<i><b>Superior</b></i>	<i><b>Satisfactory</b></i>	<i><b>Needs Improvement</b></i>	<i><b>Failing</b></i>
100 to 93 = A	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
92 to 90 = A-	87 to 83 = B	77 to 70 = C	Below 60 = F
	82 to 80 = B-		

### GRADE BREAKDOWN:

Out of class HW assignments	10%	(100 points)
Participation Assignments/Quizzes	10%	(100 points)
Essay I: Manifesto	25%	(250 points)
Essay II: Profile/Interview	25%	(250 Points)
Essay III: Narrative Analysis	25%	(250 Points)
Final Presentation	5%	(50 Points)

## ESSAYS

### MANIFESTO: A 3-4 pages

For this assignment, you will write a list of principles, priorities, or directions for action, which help define a group of your choosing--for instance, a social or cultural group that you belong to (GSU Freshmen, women in your family, a specific team, organization, etc.). You must choose an audience for your manifesto, either the group of your subject or an outside group, and this audience will help dictate the language you use when formulating the list. The manifesto will begin with an introduction (1-2 Paragraphs), which help define the group and cause that your manifesto addresses. We will read several examples in class to discuss form and types of content. You must incorporate a minimum of two outside sources for this manifesto, most likely in the section which sets up your list.

Proposal: 50 points  
Peer Editing: 50 points  
Memo: 50 points  
Final Draft: 100 Points  
Total: 250 points

### PROFILE/INTERVIEW: A research paper, 6-8 pages

With a partner, you will profile a local civil rights organization. This assignment will require a fair amount of research, and incorporate an interview with someone who represents, in some way (leader or just a member) of the organization you choose. This could be an organization that is either associated with or outside of Georgia State. Student organizations are good choices, as long as their missions have something to do with the content of our course. In the paper, you will set up the interview by explaining the organization's background and purpose. You must use a minimum of three sources, outside of the interview. These can include their website, a newspaper article about them, an online video, etc.

Proposal: 50 points  
Peer Editing: 50 points  
Memo: 50 points  
Final Draft: 100 points  
Total: 250 points

### NARRATIVE ANALYSIS: 5-7 pages

This is an informal, creative response to one of the texts we have read throughout the semester. You will choose a poem, song, essay, or story that we've read, summarize it, and then connect it to a specific experience you've had. Once you make that connection, you will narrative that experience. Even though the tone and diction may be informal for this assignment, you must incorporate a minimum of two secondary sources, outside of the primary source you'll respond to with the narrative.

Proposal: 50 Points  
Peer Editing: 50 points  
Memo: 50 points  
Final Draft: 100 points  
Total: 250 points

*All major writing assignments must include Works Cited pages, and be in MLA format, which means they have titles, page numbers/headings, are written in 12 Point, Times New Roman font, are double spaced, and have 1" Margins. That way, the instructor can gauge that you are a considerate, professional student before she begins reading your work.*

## **READING RESPONSES:**

Throughout the semester, we will work our way through *The New Jim Crow*, by Michelle Alexander, incorporating content into our lessons. Please understand that this is an uncomfortable text, and will be challenging to read emotionally, as well as academically. Students will write six out-of-class reading responses to these texts and four responses to additional assigned readings. These may be typed or hand-written, as long as the writing is legible, and are due on the day we discuss complete some in-class assignments regarding its content.

Reading Responses should include two (3-5 sentence) paragraphs about the following:

- \*Summary of the main ideas.

- \*Brief response to a specific idea or quote from the text. How did you connect to it? Did you agree or disagree? Why or why not?

## **PARTICIPATION ASSIGNMENTS:**

These are worth 10 points each and can be assigned on any day. Students are not usually notified about them beforehand, and must be present to receive credit. Accumulatively, they are worth 10% of the grade. The instructor will assign 12 Participation Assignments, and if a student completes them all, two of them will go towards extra credit points. This way, students will not be penalized for missing one or two PA assignments, but after missing three, they will begin to impact the grade

## **PAPER PROPOSALS**

For each of the three major writing assignments, you will turn in a proposal and annotated bibliography for the sources in the paper. Each is worth half a letter grade, or 50 points.

## **FINAL PRESENTATIONS:**

With your Paper II partner, you will present the organization you wrote about to the rest of the class during the final week.