

ENGL 1102: ENGLISH COMPOSITION II, “THE STRUGGLE OF OUR TIME”

Georgia State University

Course: ENGL 1102 CRN: 12340 Term/Year: Spring 2019 Day/Time: T/Th 9:30-10:45am Location: 329 Sparks Hall	Instructor: Nora Bonner Office Hours: T/Th 11-12pm Office: Rm 2244 22 nd floor, 25 Park Place Email: nbonner3@gsu.edu
--	--

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

Lopez, Elizabeth, Angela M. Christie, and Kristen Ruccio. Guide to First-Year Writing. 6th Edition. Southlake, Texas: Fountainhead P, 2017. Print.

Kilgore, James. Understanding Mass Incarceration: A People’s Guide to the Struggle of Our Time. The New Press, 2015. Print

Recommended places to find paper topics and sources:

The Appeal daily email or weekly podcast

The Marshall Project
Ear Hustle podcast

Suggested Texts

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

Course Materials (Recommended)

- ✓ Folder to hold course handouts.
- ✓ Pen & loose-leaf paper for participation assignments.
- ✓ 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.

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)

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:s3406enr.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 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 Sunday 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 AND FEEDBACK

All major writing assignments and essays will be submitted through Turnit In on iCollege. Instructions for submitting and receiving feedback will be given in class around the first assignment's due dates. The instructor will aim to have work returned within two weeks unless otherwise indicated.

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/. 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 reduce in grade twenty points for each day it's late. For instance, if your paper is due Saturday and you turn it on Sunday, the highest grade you can earn would be a 80 (B-). If you turn it in on Monday, it will earn a 60.

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 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.

PEER REVIEW

A class period leading up to the final due date of essays will be dedicated to peer review workshops, during which we will read each other's work. Students must write with the awareness that somebody else in the class, besides the instructor, will be reading the content of the essays. In addition, students will have the opportunity to discuss with any questions or concerns they have about your essay. They are required to bring one printed draft of the 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 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 SCALE

<i>Superior</i>	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Failing</i>
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

GRADE BREAKDOWN:

Reading Quizzes/Responses

15%

(120 points)

Participation Assignments	10%	(100 points)
Paper I: Personal Response to <i>13th</i>	15%	(150 Points)
Essay II: Problem/Solution	20%	(200 Points)
Participation on Library Days	5%	(50 points)
Essay III: Media Critique	30%	(300 Points)
Final Presentation	5%	(50 Points)

ESSAYS

All major writing assignments must be in MLA format, which means they have titles, page numbers/headings, are written in 12 Point, Times New Roman or Arial 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. Your instructor will not spend a lot of time covering this format in class, so make sure you know where to find the sample essay in the Guide for assistance.

REFLECTION ON *13th*: 3-4 pages, two sources (primary and secondary)

This informal essay will give you the chance to reflect on the documentary, *13th*, and organize some of your interests and research questions to pursue throughout the semester.

Prewriting Assignment 25 points

Peer Review: 25

Final Draft: 100 Points

PROBLEM/SOLUTION: 5-7 pages, three to five secondary sources.

This research paper is an opportunity to explore one of the issues brought up in our texts, and find out ways people are addressing the problem.

Proposal/Annotated Bibliography: 50 points

Peer Editing: 50 points

Final Draft: 100 points

Total: 200 points

MEDIA ANALYSIS: 5-7 pages, five to seven secondary sources.

This researched analysis will demonstrate how a particular television show, song, book, or portrays incarceration... what they got "right," how they are contributing to the conversation, what gaps they left, or what they misrepresented.

Conference: 30 points

Proposal/Bibliography: 70 points

Peer Editing: 50 points

Final Draft: 100 points

Reflection: 50 points

Total: 300 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.

QUIZZES & READING RESPONSES:

Reading discussions will begin with a short quiz or reading response to gauge if the student has read the assignment. These accumulate to 15% of the final grade.

PARTICIPATION ASSIGNMENTS:

These are worth ten points each and can be assigned on any day. Most will be pass/fail participation exercises for an automatic ten points, and will come in the form of writing prompts and exercises to help students understand the material.

Students are not usually notified about them beforehand, and must be present to receive credit. Accumulatively, they are worth 10% of the grade. Any after the amount of ten will count toward extra credit.

MULTIMODAL PRESENTATION:

During the last week of class, students will present one of their papers in a new form, be it video, audio, or verbal, and present the argument to the class during the last week. This assignment is worth 100 points, or 10% of the overall grade for the course.

Course Schedule:

(Assignments and readings are due on the day they appear on calendar)
(All content is tentative and subject to change.)

January

1/15 Welcome, go over syllabus

1/17 Watch 13th (in class), work on pre-writing assignment

1/22 Watch 13th (in class), work on pre-writing assignment

1/24 Pre-writing assignment due in class, Read *New Jim Crow* excerpt (posted on iCollege)

1/26, Saturday, Plagiarism assignment due (by email)

1/29 Peer Review for Reflection Paper

1/31 Library Day

February

2/5 *Understanding Mass Incarceration* Introduction, Chapters 1 & 2

Assign Problem/Solution paper

2/7 *Understanding Mass Incarceration* Chapter 3

Finding topics lesson/Research, BRING GUIDE TO CLASS

Saturday, 2/2: Reflection Paper Due on iCollege

2/12 *Understanding Mass Incarceration* Chapters 4 & 5

Narrowing topics lesson

2/14 *Understanding Mass Incarceration* Chapter 6

Topic & sources for paper 2 due today, writing annotations

2/19 *Understanding Mass Incarceration* Chapters 7 & 8

2/21 *Understanding Mass Incarceration* Chapter 9

Thesis lesson

2/23 Proposal for Paper 2 due on iCollege before midnight

2/26 *Understanding Mass Incarceration* Chapter 10 & 11

2/28 *Understanding Mass Incarceration* Chapter 12

March

3/5 Finish *Understanding Mass Incarceration*

3/7 Read Article and listen to clip about Cyntoia Brown (iCollege)

3/12 Listen to “The Dangers of Faux Reform” on the Appeal podcast (linked in iCollege)

3/14 Peer Review for Paper 2

3/16 Paper II: Problem/Solution, due on iCollege before midnight

3/19 SPRING BREAK

3/21 SPRING BREAK

3/26 Read *Just Mercy* Excerpt on iCollege

Assign Paper 3, Watch Media Examples, BRING GUIDE TO CLASS

3/28 Watch Media Examples

April

4/2 Library Day 2?

4/4 Media Analysis lesson

4/9 Proposal for Paper III Due at Conferences (no class)

4/11 Proposal for Paper III Due at Conferences (no class)

4/16 Media Analysis lesson

4/18 Guest Speaker

4/23 Peer Review/Presentations

4/25 Presentations

4/27 Paper III Due on iCollege before midnight