

# English Composition I (ENGL-1101)

Middle Georgia State University

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<b>Section:</b>	ENGL-1101-19A	<b>Credits:</b>	3 CR
<b>Semester:</b>	Spring 2021	<b>Time:</b>	11:00-12:15 TR
<b>Campus:</b>	Macon	<b>Room:</b>	SOAL 224

## Course Description

This is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. Satisfactory placement test score or successful completion of Learning Support English and Reading are required prior to admission to this course.

## Policy Statements

**Required Prerequisites:** Students required to take English Learning Support classes must enroll in a co-requisite course, ENGL-0999, and ENGL-1101 during the same semester. Students whose SAT, ACT, or COMPASS scores have exempted them from taking English Learning Support classes are eligible to take ENGL-1101 without a co-requisite course.

**30-Hour Rule:** In accordance with Board of Regents policy, students must complete ENGL-1101 and ENGL-1102 before earning thirty hours of course credit.

**Exit Requirements:** All students must complete ENGL-1101 with a grade of A, B, or C to receive Area A credit and proceed to ENGL-1102.

**Regents Exemption:** Students who complete both ENGL-1101 and ENGL-1102 with grades of A, B, or C have fulfilled the University System of Georgia Regents Reading and Writing Requirements.

## Purpose and Nature of the Course

The purpose of this course is to teach students to compose clear, precise, and effective writing that informs the reader about the writer's personal experiences, explains an idea, argues a position, and responds to essay questions. By the end of this course, students will be able to:

1. analyze, or interpret evidence or arguments, in order to formulate and support new arguments or solve problems,
2. read critically and communicate ideas in well-developed college-level written forms (MGA General Education Learning Goal A1 [Communications]),
3. understand rhetorical contexts for their writing by establishing the writer's role, the audience, and the purpose of the project,
4. use recursive processes that include collecting information, focusing, ordering, drafting, revising, and editing,
5. apply the techniques and skills of research, integration of source material, and documentation,
6. read and respond to various texts for purposes of interpretation, analysis, synthesis, evaluation, and judgment,
7. use conventions of writing mechanics, usage, and style to communicate effectively for the given audience, purpose, and format (guidelines recommended by the Board of Regents Advisory Committee on English).

## Required Readings

There is only one required textbook for this class. Please note that different editions might not contain all of the readings for this class. The bulk of our weekly readings and/or supplemental materials will be provided online on D2L. These will come from a variety of Open-Educational Resources (OERs) and/or electronic publications, which means you will not assume the cost.

1. Bullock, Richard, Michal Brody, and Francine Weinberg. 2017. *The Little Seagull Handbook with Exercises* (3rd Edition). **(SEA)**

## Grading Breakdown

- 15% of your grade will be determined by your daily attendance and participation. This includes not only coming to class on time, but also helping us construct our understanding of the text, practicing during in-class activities, asking questions where needed, and generally becoming a fully functional member of our academic community. Although I understand that some of us might be shy, we can all find at least a few opportunities in which we feel comfortable participating every session.
- 10% of your grade will be determined by your performance on exercises and reading quizzes.
- 10% of your grade will be determined by your literacy narrative essay. This will be three to four pages in length. The primary rhetorical modes of this written assignment are narration, description, and illustration. This piece of writing will address your most impactful moments with reading and writing in a way that relies only on your personal experiences

and knowledge, i.e. there will be zero outside research conducted, and you are free to use first- and second-person pronouns. For instance, you may want to consider the very first memory you have of a book, struggles or achievements in school, etc.

- **15%** of your grade will be determined by your rhetorical analysis essay. This will be four to five pages in length. You can use any of the rhetorical modes discussed in class. This piece of writing will allow you to pick a specific text and analyze the author's engagement with topic, audience, purpose, genre, pathos/logos/ethos/kairos, etc. This is not simply a summary of the text but rather an evaluative piece that allows you to apply what you have learned thus far. You are not restricted, however, to any particular type of text, i.e. you can use an article from a magazine, a report broadcast on the news, an op-ed in a newspaper, a speech delivered by a politician, a letter read aloud in a soap opera/telenovela, advertisements on major highways, a listing of specials in a supermarket circular, etc.
- **15%** of your grade will be determined by your extended definition essay. This will be four to five pages in length. The primary rhetorical modes of this written assignment are definition, description, and illustration. This piece of writing will allow you to identify a particular term, concept, or idea and engage it in a thoughtful, extensive manner; to this end, you will consult sources where necessary to present different perspectives. For example, you may want to dive deeper into the ways that we define (or have redefined) "freedom," "college," or "man."
- **20%** of your grade will be determined by your argumentative essay, which will be five to seven pages in length. The primary rhetorical mode of this written assignment is argumentation; however, any number of other rhetorical modes will be utilized as you establish and bolster your position. This piece of writing will allow you to present and interrogate a (highly) contested topic, assume a position that is defended by a clearly defined thesis statement, etc. As such, you may want to argue against the expansion of self-checkout machines or in favor of online education. Topics including the legalization of marijuana, lowering the drinking age, the legality of abortion, etc. are banned.
- **10%** of your grade will be determined by your final exam essay. This is a two-hour essay written in response to class readings. The students will be given at least two readings to study prior to the final exam. They may take notes on each reading using a 3"x5" index card. This card may not contain any full sentences, with the exception of documented quotes from the readings. At the exam, students will be given a choice of at least two topics based on these readings. The student will write on one of these options. He or she will not have access to the readings or to grammar handbooks but may use his or her index cards, a dictionary, and/or a thesaurus. The final exam essay should reflect knowledge of the readings, but mere summary of the readings will not be acceptable. Any additional instructions for the final exam will be provided by the instructor.
- **5%** of your grade will be determined by your final reflection. This will contain two parts, though both will focus on your growth this semester. The first should exemplify the ways in which you have grown as a writer through the assignments: What have you learned about your own role in the writing process? What have you learned about yourself as a writer? The second should exemplify the ways in which the readings have or have not helped

you: What have you learned about yourself, life, and the world through the readings? Did you find them to be helpful or interesting? Why or why not? This assignment will be as long as necessary, though submissions of fewer than two solid paragraphs likely have not demonstrated effective, honest reflection.

## Grade Ranges

90-100%	A	“Excellent Work”
80-89%	B	“Good Work”
70-79%	C	“Satisfactory Work”
60-69%	D	“Unsatisfactory Work”
0-59%	F	“Failing”

## Instructions in Light of Covid-19

These guidelines can be found [here](#). Due to the current public health emergency as a result of COVID-19, social distancing will be in effect on all campuses. Appropriate face coverings covering both the nose and the mouth will be required, both indoors and outdoors. Students will be expected to adhere to Centers for Disease Control, Georgia Board of Public Health, and University System of Georgia guidelines for preventative measures. Please reference the Return to [Campus Fall 2020 page](#) for complete information. Non-compliance with the face covering requirement will be documented and treated as student misconduct.

In most classrooms, seating will be configured to support social distancing. Face-to-face classes will look different, depending upon classes and subject areas. Several options are available, and faculty members will use the approach best suited to their classes. Carefully review your syllabus, D2L announcements, or email for details.

Your instructor may require meeting for online office hours, for example, through Collaborate or through Microsoft Teams (the online platform available through your MGA-provided Office 365 account). Additional information can be found [here](#). If you have questions, ask your instructor or email [COVID19@mga.edu](mailto:COVID19@mga.edu).

Be prepared to wear a facemask to any face-to-face meetings during your instructor’s office hours—your instructor will require it. Email your instructor for help.

Students must also wear masks in class. There are paper masks available in various locations around campus, if a student forgets one. Just ask. A student can get one and return to class. Without a mask, a student may not remain in the classroom. Remember masks are required inside all buildings. Exceptions: Face coverings are not required in one’s own dorm room or suite, when alone in an enclosed office or study room, or in campus outdoor settings where social distancing requirements are met.

**IF YOU DO GET SICK:** Please take immediate care of yourself. Safe (and required) procedures are [here](#). You will also need to fill out the form [here](#). If you test positive for the Coronavirus, you will need to send an email immediately to your instructor. This will enable your instructor to best provide assistance to you and help keep everyone safe. This will also allow your instructor to clarify for you how best to keep current with your schoolwork.

Additionally, if you know you either were or might have been in contact with someone who has tested positive for Covid-19, email your instructor right away and also fill out the form:

<https://www.mga.edu/coronavirus/self-report.php>.

**IN THE CLASSROOM:** Please be advised that precautions will be taken to include social distancing and mask-wearing—look to your instructor for direct helpful guidance. Also, cleaning supplies will be provided to wipe down personal space (your desk-top).

1. Daily: Each evening in classrooms, trash and liners will be removed, tops of desks, chairs, door handles, doors, light switches, keyboards, mouse and furniture will be disinfected by cleaning staff. Floors will be cleaned weekly.
2. Between Classes: Sanitizer and paper towels will be placed in each classroom for members of the incoming class to disinfect their seating area.
3. Cleaning Caution: Please do not spray the disinfectant directly on electronics, furniture or clothing. Spray on a paper towel and then wipe the electronic device.

## General Policies

**Attendance:** Students are expected to attend class for face-to-face sessions and to log in regularly to D2L to meet the instructor’s requirements for D2L work as indicated in your D2L course page. Attendance records will be kept: ask your instructor for the specific policy for counting absences, penalties for absences and the criteria for an excused absence. For face-to-face meetings of your class, after you pick a seat (or are assigned one), you will have assigned seating: students will need to stay in the same seating position throughout this semester. This is to facilitate contact tracing in the event a student gets sick with COVID-19.

**Cohorting Procedures:** If there is a cohort schedule for your hybrid class (class divided in half) the students will be assigned to one of two groups, with this assignment listed and explained in D2L. If a student in a cohorted hybrid class shows up on the wrong day they can stay if and only if there is room after those attending the correct day are accounted for. For example, if a student who is scheduled for the day arrives late, a student who is attending on their “off” day will have to make room for the scheduled student if all students in that day’s cohort are present. Students should try to attend on their scheduled day (M or W for a MW class).

**Withdrawal Policies:** Students are allowed to withdraw from any Learning Support English course and may remain enrolled in other collegiate courses with this exception: Students may not withdraw from ENGL-0999 without withdrawing from ENGL-1101 and vice versa.

Withdrawal from ENGL-0999 or ENGL-1101: Students who choose to withdraw from ENGL-0999 must also withdraw from ENGL-1101 and vice versa. Students who withdraw from both courses may earn grades of “W” if they withdraw before and including the midterm date. After midterm, students who withdraw must withdraw from both ENGL-0999 and ENGL-1101 and will receive a grade of “WF” for both courses.

When withdrawing from ENGL-0999/ENGL-1101 after the midterm date, students will receive a grade of WF. A WF is calculated in the GPA as an “F.” Instructors may assign “W” grades for students with excessive absences (beyond the number of absences permitted by the instructor’s stated attendance policy). Students may withdraw from a maximum of five courses throughout their enrollment at Middle Georgia State. Beyond the five-course limit, withdrawals

result in “F” grades. (**NOTE:** Withdrawal from LS courses may affect students’ financial aid and residence hall status.)

**Class Behavior Expectations and Consequences for Violations:** Students should help promote civility and personal responsibility in the classroom and in the online environment. Middle Georgia State University students are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct. The page referring to the student Code of Conduct, responsibilities, procedures, and rights is found [here](#).

**University Policy:** Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policies, including those linked on the Syllabus Policy page.

**MGA Policy on Disability Accommodations:** Students seeking ADA accommodations must contact Middle Georgia State University [Office of Disability Services](#) in Macon at (478) 471-2985 or in Cochran at (478) 934- 3023.

**Student Support Services:** Tutoring is available free of charge on all MGA campuses for currently enrolled students. To view center contact information, subjects tutored, and tutor availability, go to the SSC website [here](#). SSC tutoring sessions may be scheduled online and face-to-face through the “Book an Appointment” link on the Student Success Center website. Other services at the SSC include online academic workshops and a robust website with resources for academic assistance. The centers also have computer workstations, printing, and Internet access.

**End of Course Evaluations:** Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

**HB 280 Campus Carry Legislation** available [here](#).

**Delayed Opening or Closing of the University:** If the University is closed due to unforeseen circumstances, students are expected to maintain contact with the university (Knight’s Alert or <https://www.mga.edu/police/alert/index.php>) and with their instructor and to continue their coursework as directed.

## **Fall 2020 Student Resources Summary/Update:**

1. [Link to the Student Success Center \(SSC\)](#)
2. [Link to the Writing Center](#)
3. [Link to Brightspace/D2L help](#)
4. [Link to IT Help-Desk for Computer Issues](#)
5. [Link to Online Library Help](#)

## Plagiarism

Plagiarism is considered academic misconduct. It is a serious academic offence and should be avoided as it will result in possible course grade penalties and even referral to the Student Conduct Officer. The best way to avoid plagiarizing the work of others is to know the definition: The following definition of plagiarism expands upon the Student Code's description of plagiarism and has been adopted as standard by the English Department. For further explanation and illustrations, refer to the English Department's "Plagiarism Definition," available online [here](#). **The consequences for deliberate plagiarism include a grade of 0% on the assignment and reporting at the university level.**

1. It is plagiarism to copy another's words directly and present them as your own without quotation marks and direct indication of whose words you are copying. All significant phrases, clauses, and passages copied from another source require quotation marks and proper acknowledgment, down to the page number(s) of printed texts.
2. It is plagiarism to paraphrase another writer's work by altering some words but communicating the same essential point(s) made by the original author without proper acknowledgment. Though quotation marks are not needed with paraphrasing, you must still acknowledge the original source directly.
3. Plagiarism includes presenting someone else's ideas or factual discoveries as your own. If you follow another person's general outline or approach to a topic, presenting another's original thinking or specific conclusions as your own, you must cite the source even if your work is in your own words entirely. When you present another's statistics, definitions, or statements of fact in your own work, you must also cite the source.
4. Plagiarism includes allowing someone else to prepare work that you present as your own.
5. Plagiarism applies in other media besides traditional written texts, including, but not limited to, oral presentations, graphs, charts, diagrams, artwork, video and audio compositions, and other electronic media such as web pages, PowerPoint presentations, and online discussion postings.

**Plagiarism Prevention Tool Notification:** A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

## Important Dates

- **Drop/Add Period:** January 13-19
- **Grades Due:** March 3 (Midterm), May 10 at 12:00 (Final)
- **Last Day to Withdraw with a "W" Grade:** March 10
- **Final Exams:** April 29 - May 5

## Tentative Course Schedule

Listed below is the tentative course schedule for the semester, though changes may be made as necessary for our academic success. Each week is presented as a single unit, under which the topics and/or readings for our two sessions will appear. This means that you should come to class prepared with notes, comments, and questions, as our in-class discussion and activities depend on your having read. If one of the entries is preceded and followed by asterisks, this indicates that a major assignment is either being introduced or submitted.

### Week 01: *Transitioning to College-Level/Academic Writing*

- Thursday (1/14)
  - Introduction to and Goals of ENGL-101
  - Self-Introductions/Icebreakers
  - “What is ‘Academic’ Writing” - L. Lennie Irvin
  - “So You’ve Got a Writing Assignment. Now What?” - Corrine E. Hinton

### Week 02: *Thinking Like an Academic*

- Tuesday (1/19)
  - “Finding Your Way In’: Invention as Inquiry Based Learning in First Year Writing” - Steven Lessner and Collin Craig
  - “Shitty First Drafts” - Anne Lamott
  - “To My One Love” – Chimamanda Ngozi Adichie
  - \*\* *Discuss Personal Literacy Narrative* \*\*
- Thursday (1/21)
  - “Se Habla Español” - Tanya Maria Barrientos
  - “Sometimes the ‘Tough Teen’ is Quietly Writing Stories” - Matt de la Peña
  - “Mother Tongue” - Amy Tan

### Week 03: *The Reading ↔ Writing Process*

- Tuesday (1/26)
  - “From Topic to Presentation: Making Choices to Develop Your Writing” - Beth L. Hewett
  - “Reflective Writing and the Revision Process: What Were You Thinking?” - Sandra L. Giles
- Thursday (1/28)
  - “Weaving Personal Experience into Academic Writing” - Marjorie Stewart
  - “Always Living in Spanish” - Marjorie Agosin



**Week 04:** *Thesis Statements, Arguments, and Logic*

- Tuesday (2/2)
  - “On the Other Hand: The Role of Antithetical Writing in First Year Composition Courses” - Steven D. Krause
- Thursday (2/4)
  - “Finding the Good Argument OR Why Bother with Logic?” - Rebecca Jones
  - **\*\* Personal Literacy Narrative Due by Friday \*\***

**Week 05:** *Scholarly Sources (Part #1)*

- Tuesday (2/9)
  - “Walk, Talk, Cook, Eat: A Guide to Using Sources” - Cynthia R. Haller
  - **\*\* Discuss Extended Definition Essay \*\***
- Thursday (2/11)
  - “Assessing Source Credibility for Crafting a Well-Informed Argument” - Kate Warrington, Natasha Kovalyova, and Cindy King
  - “I Want a Wife” - Judy Brady

**Week 06:** *Scholarly Sources (Part #2)*

- Tuesday (2/16)
  - “Is Google Making Us Stupid?” - Nicholas Carr
  - “Idiot Nation” - Michael Moore
- Thursday (2/18)
  - Individual Conferences and Peer Editing (Extended Definition Essay)

**Week 07:** *Scholarly Sources (Part #3)*

- Tuesday (2/23)
  - “Googlepedia: Turning Information Behaviors into Research Skills” - Randall McClure
  - “What I Learned While Editing Wikipedia” - Noopur Raval
- Thursday (2/25)
  - “Navigating Genres” – Kerry Dirk
  - **\*\* Extended Definition Essay Due by Friday \*\***

**Week 08:** *First Steps into Rhetorical Analysis*

- Tuesday (3/2)
  - “How to Read Like a Writer” - Mike Bunn
  - Aristotelian Appeals (Ethos, Pathos, Logos, Kairos)
  - **\*\* Discuss Rhetorical Analysis \*\***
- Thursday (3/4)
  - “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” - Laura Bolin Carroll
  - “Footprints on the Flag” - Anchee Min
  - “Time to Look and Listen” - Magdoline Asfahani

**Week 9:** *Thematic Engagement: Language and Impact*

- Tuesday (3/9)
  - “An Indian’s Journey through Reservation Life” - David Treuer
  - “Defying the P.C. Police” - Juan Williams
- Thursday (3/11)
  - Individual Conferences and Peer Editing (Rhetorical Analysis)

**Week 10:** *Thematic Engagement: Technology and Socialization*

- Tuesday (3/16)
  - “George Orwell...Meet Mark Zuckerberg” - Lori Andrews
  - “Inequality: Can Social Media Resolve Social Divisions?” - Danah Boyd
- Thursday (3/18)
  - “Small Change: Why the Revolution Will Not Be Tweeted” - Malcolm Gladwell
  - **\*\* Rhetorical Analysis Due by Friday \*\***

**Week 11:** *Thematic Engagement: Class and Education*

- Tuesday (3/23)
  - “The Danger of a Single Story” - Chimamanda Ngozi Adichie
  - **\*\* Discuss Argumentative Essay \*\***
- Thursday (3/25)
  - “Against School” - John Taylor Gatto
  - “Still Separate, Still Unequal” - Jonathan Kozol

**Week 12:** *Thematic Engagement: Race and Culture*

- Tuesday (3/30)
  - “The Ballot or the Bullet” - Malcolm X
  - “An Indian’s Looking Glass for the White Man” - William Apess
  - The Secret Life and Terrifying Journey of a White-Collar Undocumented Immigrant” - Vesna Cremona
- Thursday (4/1)
  - Individual Conferences and Peer Editing (Argumentative Essay)

**Week 13:** *Thematic Engagement: Gender and Sexuality*

- Tuesday (4/6)
  - “Gender in the Classroom” - Deborah Tannen
  - “Quandaries of Representation” - Mona el-Ghobashy
- Thursday (4/8)
  - “From He to She in First Grade” - Laurie Frankel
  - “Sisterhood Is Complicated” - Ruth Padawer
  - **\*\* Argumentative Essay Due by Friday \*\***

**Week 14:** *Thematic Engagement: American Politics, Culture, and Division*

- Tuesday (4/13)
  - “Undecided” - David Sedaris
  - “The New American Divide” - Charles Murray
- Thursday (4/15)
  - “We Are What We Eat: We Are a Nation of Immigrants!” - David Rosengarten
  - “American Culture Goes Global, or Does It?” - Richard Pells
  - “Over There” - Eric Schlosser

**Week 15:** *Thematic Engagement: Literature and Existence*

- Tuesday (4/20)
  - “The Allegory of the Cave” - Plato
  - “The Circular Ruins” - Jorge Luis Borges
  - “The Future” - Daisy al-Amir

- Thursday (4/22)
  - Practice for ENGL-1101 Final Exam
  - **\*\* Final Reflection Due by Friday \*\***

**Week 16:** *Concluding the Course*

- Tuesday (4/27)
  - Readings for ENGL-1101 Final Exam
  - Course Wrap-Up