

ENGL 1101-G: College Composition I
Fall 2017
MW 10-10:50 a.m., UH 239
F 10-10:50 a.m., UH 162 (Computer Lab)

Instructor: Anna Harris-Parker
Office Location: AH E230
Office Phone: 706-729-2508
Email: aharrisparser@augusta.edu
Office Hours: MW 1-2:30 p.m.,
& by appointment

Course Description

College Composition I is a writing-based course where students develop skills in analysis and how to use sources to support an argument. Students read and write in a variety of genres, culminating with a major source-based argument paper.

Course Goals

This course is designed to introduce students to diverse reading strategies, various writing processes and styles, methods for developing an argument, as well as the fundamentals of grammar and academic writing.



Learning Objectives

- **Argument:** Students will articulate and support an argument while addressing possible counterarguments and objections.
- **Style:** Students will write in a style and tone appropriate to the subject, purpose, and audience of their writing projects.
- **Conventions:** Students will demonstrate their control over the conventions of academic writing, including but not limited to appropriate grammar, punctuation, and documentation format.
- **Use of sources:** Students will summarize, paraphrase, synthesize and directly quote from a variety of appropriate sources, integrating them effectively into their writing.
- **Academic honesty:** Students will use sources ethically, avoiding plagiarism.
- **Variety of writing:** Students will produce successful writing projects in a variety of genres.

Teaching Philosophy:

Through original writing, close reading and lively discussions, students and instructor will form a dynamic, unique writing community aimed to expand our worldview and improve our creative process and products. Everyone is equal and essential to the success of maintaining an honest, diplomatic class.

Expectations:

Attendance Policy:

According to the [Augusta University Catalog](#), “if the student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” If you exceed **five absences**, for any reason, you will be withdrawn from the course with a grade of W (pre-Midterm) or a grade of WF (post-Midterm).

Continued tardiness can also affect your attendance in this course.

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on lms.augusta.edu.

Classroom Demeanor:

Students are expected to attend each class meeting—on time, and prepared. While I empathize with students who are shy and hesitant to talk, discussion is key to success in this course. Often, in-class participation is the only tool I have for knowing whether or not students are keeping up with daily assignments. I expect students to be respectful of one another and of me. We are a diverse community of readers, writers, and thinkers, so follow The Golden Rule.

Drinks are permitted in class; however, distracting food is not. Additionally, please silence and put away your cell phones prior to class. If your phone or other technologies (e.g., e-Readers, iPods, tablets, laptops) disrupt class, I will ask you to leave, and you will be marked absent for the day. If you have extenuating circumstances, please let me know prior to class time.

Texts and Resources

Mignon Fogarty's Grammar Girl's Guide for Quick and Dirty Tips for Better Writing
Folder/binder (with paper)
Pens/pencils

Evaluation

- Participation (100 pts.): At midterm, and at the end of the semester, students will receive a participation grade based on their attendance and engagement in regular class meetings.
- Low-Stakes Writing (300 pts.): Low-stakes writing assignments include class/homework assignments, such as rhetorical analyses, reading responses, peer review, and more. At minimum, students will be assigned a total of 16 low-stakes assignments. The lowest low-stakes writing grade will be dropped at the end of the semester.
- High-Stakes Writing (600 pts.): High-stakes writing assignments will develop out of select low-stakes writing assignments. These high-stakes assignments are worth more points (50-200 pts. ea.) and include six essays: an etymology assignment, a literacy narrative, an op-ed, a research-based argument paper, an oral history paper, and a how-to essay.

Total: 1,000 pts.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

The grades you earn reflect your effort, progress, and professionalism. While you may strive for an A or B, know that a C does not indicate “average” work; a C signifies you are meeting expectations.

Upon receipt of graded work, I ask that students wait 24 hours before contacting me to discuss my evaluation. If you ever have any questions about your standing in the class, or about my grading policy, please do not hesitate to ask. I am here to help you succeed.

Work Format

All work, unless otherwise specified, should be typed (12 pt. Times New Roman), double-spaced, and utilize one-inch margins and standard MLA headers and headings. All writing assignments should also include an original title. **Students will submit their work no later than the beginning of class on the assigned due dates.** The instructor will let students know whether to turn work in via GoogleDocs, LMS, and/or in hard copy format.

Make-up and Late Work Policies:

Because I do not distinguish between excused and unexcused absences, **I do not accept or give make-up work for credit. I also do not accept late work.**

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on lms.augusta.edu.

Academic Honor

The Augusta University Catalog states, “Plagiarism is the failure to acknowledge indebtedness to the authors/creators of works used to complete such assignments and/or other course requirements. It is always assumed that the work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person’s actual words; whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge. Further, it is expected, in the production of creative work, that the student’s work products are original, and that any images, sounds, or other intellectual properties that are not the original work of the student will be used fairly and with acknowledgement of the original source(s).” Please consult the Catalog for more information on the university’s academic honesty policy.

Student Needs

If you have a disability that requires accommodation in this course, please contact Testing and Disability Services in Galloway Hall as soon as possible for information on the documentation procedure. Call (706) 737-1469 or email tds@augusta.edu. Without this documentation, I cannot provide special accommodations.

The Writing Center

The Augusta University Writing Center: The Writing Center is a safe space for students of all majors and disciplines to discuss their writing. Our friendly staff offers support for student writers at any stage in the writing process, including brainstorming, drafting, and revising. By offering free, one-on-one peer consultations, the Writing Center empowers students to make well-informed decisions about their texts while helping them to develop an individualized writing process. Online and in-person appointments can be made at <https://aug.mywconline.com/>. The Writing Center is located in Allgood Hall, room N204.

Other Course Policies

All other aspects of this course will follow the Pamplin Course Policies posted online at this URL: www.AU.edu/colleges/pamplin/docs/coursepolicies.pdf. Please read them carefully, as they include additional important information about Academic Honesty, Disruptive Behavior, Accommodations for Disabilities, Withdrawals, and other topics. **By remaining in this course, you agree to abide by these policies.**

Abbreviated Course Schedule:

The following schedule is subject to change, but provides a fairly reliable indication of the pace, assignments, and major deadlines that you will need to plan for throughout the semester.

Notes: *Reading and written assignments appear next to the dates in which they are due.* LMS=*lms.augusta.edu.*

| Date | Assignment |
|----------------------|---|
| Wednesday, August 16 | Introductions/Course Overview |
| Friday, August 18 | Course Overview Continued Low-Stakes Assignment 1 Due (in class) |
| Monday, August 21 | Unit I: Fundamentals of Writing Introduction to High-Stakes Etymology Assignment Read Anne Lamott’s “Shitty First Drafts” (LMS) |

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on lms.augusta.edu.

| | |
|---|--|
| Wednesday, August 23 | Unit I: Fundamentals of Writing Low-Stakes Assignment 2 Due |
| Friday, August 25 | Unit I: Fundamentals of Writing High-Stakes Etymology Assignment Due |
| Monday, August 28 | Unit I: Fundamentals of Writing Read Poetry Sampler (LMS) |
| Wednesday, August 30 | Unit I: Fundamentals of Writing Low-Stakes Assignment 3 Due |
| Friday, September 1 | Unit I: Fundamentals of Writing In-Class Writing Day (Computer Lab) |
| Monday, September 4 | <i>Labor Day Holiday</i> |
| Wednesday, September 6 | Unit I: Fundamentals of Writing Low-Stakes Assignment 4 Due Read/Listen to NPR's "Think You Know 'How To Write A Sentence'" (LMS) |
| Friday, September 8 | Unit I: Fundamentals of Writing In-Class Writing Day (Computer Lab) |
| Monday, September 11 | Unit II: Strategies for Reading Introduction to High-Stakes Literacy Narrative Read "The Benefits of No-Tech Notes Taking" (LMS) |
| Wednesday, September 13 | Unit II: Strategies for Reading Read Literacy Narrative Sampler (LMS) Low-Stakes Assignment 5 Due |
| Friday, September 15 | Unit II: Strategies for Reading In-Class Writing Day (Computer Lab) |
| Monday, September 18 | Unit II: Strategies for Reading |
| Wednesday, September 20 | Unit II: Strategies for Reading In-class Peer Review/Low-Stakes Assignment 6 <i>(Bring one hard copy of current literacy narrative to class.)</i> |
| Friday, September 22 | Unit II: Strategies for Reading Read Berry Fleming Book Festival Authors Sampler (LMS) |
| Saturday, September 23 <i>Extra Credit (+5 pts.)</i> | <i>Attend the Berry Fleming Book Festival, 9 a.m.-4 p.m., JSAC (multiple rooms)</i> |

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on lms.augusta.edu.

| | |
|-------------------------------|---|
| Monday, September 25 | Unit II: Strategies for Reading One-page extra credit report due (<i>If applicable</i>) |
| Wednesday, September 27 | Unit II: Strategies for Reading Low-Stakes Assignment 7 Due |
| Friday, September 29 | Unit II: Strategies for Reading High-Stakes Literacy Narrative Due |
| Monday, October 2 | Unit III: Writing with Research Introduction to High-Stakes Oral History Assignment & Introduction to Research |
| Wednesday, October 4 | Unit III: Writing with Research Low-Stakes Assignment 8 Due Read Sample Oral Histories (LMS) |
| Friday, October 6 | Unit III: Writing with Research In-Class Writing Day (Computer Lab) |
| Monday, October 9 | Unit III: Writing with Research MLA Documentation Overview Read Purdue OWL Info. (LMS) |
| Wednesday, October 11 | Unit III: Writing with Research In-class Peer Review/Low-Stakes Assignment 9 (<i>Bring one hard copy of current oral history assignment to class.</i>) <i>Midterm: Last day to drop a class with a grade of W</i> |
| Friday, October 13 | <i>Fall Pause</i> |
| Monday, October 16 | Unit III: Writing with Research Read Revision Files (LMS) |
| Wednesday, October 18 | Unit III: Writing with Research Low-Stakes Assignment 10 Due |
| Friday, October 20 | Unit III: Writing with Research High-Stakes Oral History Assignment Due |
| Monday, October 23 | Read selections from Patrick Phillips and Drew Lanham (LMS) |
| <i>Extra Credit (+5 pts.)</i> | <i>Sand Hills Writers Series, featuring Patrick Phillips and Drew Lanham, 1:00-3:00 p.m., JSAC Coffeehouse</i> |
| Wednesday, October 25 | Unit IV: Arguing with Research Introduction to Argumentative Research Paper Low-Stakes Assignment 11 Due |

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on lms.augusta.edu.

| | |
|------------------------|--|
| Friday, October 27 | Unit IV: Arguing with Research Read “‘How to Do’ an Academic Essay” (LMS) In-Class Writing Day (Computer Lab) |
| Monday, October 30 | Unit IV: Arguing with Research |
| Wednesday, November 1 | Unit IV: Arguing with Research In-class Peer Review/Low-Stakes Assignment 12 <i>(Bring one hard copy of current argumentative research paper to class.)</i> |
| Friday, November 3 | Unit IV: Arguing with Research |
| Monday, November 6 | Unit IV: Arguing with Research |
| Wednesday, November 8 | Unit IV: Arguing with Research Low-Stakes Assignment 13 Due |
| Friday, November 10 | Unit IV: Arguing with Research High-Stakes Argumentative Research Paper Due |
| Monday, November 13 | Unit IV: Arguing with Research Introduction to High-Stakes Op-Ed |
| Wednesday, November 15 | Unit IV: Arguing with Research Low-Stakes Assignment 14 Due |
| Friday, November 17 | Unit IV: Arguing with Research In-Class Writing Day (Computer Lab) |
| Monday, November 20 | Unit IV: Arguing with Research High-Stakes Op-Ed Due |
| Wednesday, November 22 | <i>Thanksgiving Holiday</i> |
| Friday, November 23 | <i>Thanksgiving Holiday</i> |
| Monday, November 27 | Unit V: Writing with Confidence Introduction to High-Stakes How-to Essay |
| Wednesday, November 29 | Out-of-Class Writing Day (Tentative) Low-Stakes Assignment 15 Due Read “How-to” Sampler (LMS) |
| Friday, December 1 | Unit V: Writing with Confidence In-Class Writing Day (Computer Lab) |
| Monday, December 4 | Unit V: Writing with Confidence |

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on lms.augusta.edu.

| | |
|--|--|
| Wednesday, December 6 | Unit V: Writing with Confidence In-class Peer Review/Low-Stakes Assignment 16 Due (<i>Bring one hard copy of current How-to Essay to class.</i>) <i>Last day of Fall 2017 classes</i> |
| Exam Week: Thursday, December 14, 11 a.m. - 1 p.m. | High-Stakes How-to Essay Due & 1101 De-briefing/Reflection |

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on lms.augusta.edu.