

English 1101- 08 Course Syllabus – Fall 2005
M/W 9:30 – 10:45 am EB 70

Instructor: L. Guglielmo

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Phone: 770-423-6764

Office and Hours: EB 267 M/W 2– 4 pm and by appt.

Texts and Materials:

Writing in a Visual Age. Bedford/St. Martin's, 2006.

The New Century Handbook. Longman, 2005. (optional)

3.5 inch disks or flash drive

Two-pocket folder for submitting portfolio

Course Objectives: In English 1101, students will learn to communicate clearly and effectively while also analyzing the communication of others in oral, written, and visual forms. Class meetings and assignments are designed to allow students to explore various writing genres and to understand writing as a process that includes careful revision. More specifically,

1. Students will understand the importance of writing with a clearly defined purpose and audience.
2. Students will use and understand effective organization in their writing
3. Students will adopt a more formal style of writing than that of casual speech
4. Students will understand the importance of polished language, grammar, and mechanics in writing
5. Students will gain an appreciation for speech, writing, and the visual as forms of communication
6. Students will analyze and create visual texts, exploring the significance of document design
7. Students will improve both writing and speaking skills

Daily Activities:

1. **Small and large group discussions** – Students will frequently take part in group discussions of homework reading/assignments, new assignments, etc. both as a class and in smaller groups.
2. **Peer groups** – Students will share essay drafts and suggestions for peers' essays in small groups assigned by me both in oral and written format.

Long-term Activities:

1. **Essay assignments** – Students will prepare four essays in various genres throughout the semester that exhibit a clear understanding of the assignment, the genre, organization, audience, and the principles of grammar and mechanics. Each of these essays will receive a maximum of 100 points upon submission. These essays will then be revised throughout the semester for presentation in the final portfolio.
2. **The writing portfolio** – Students will prepare a writing portfolio of their **best revised work** to be submitted at the end of the semester for a final portfolio grade. The writing portfolio allows the student to develop as a writer throughout the semester and then to display these achievements.
3. **Oral activities** – Students will participate in a number of oral activities to enhance both their understanding of speech and writing and to improve their communication skills. These activities will most often consist of an essay component in the form of a speech or group presentation in class.

Course Policies:

Attendance – You are expected to attend class each time we are scheduled to meet not only because you will likely miss out on important discussion and new information, but also because your peers will suffer if you are unable to take part in group activities or workshops. I will take roll each day, and if you miss more than three of the scheduled class meetings, you will lose half of a letter grade on the final grade for the course. Each absence after the third will result in the additional loss of half of a letter grade

on the final grade for the course. Furthermore, you must be present in order to receive credit for peer groups. In-class work missed due to absence may not be made up.

Tardiness – Arriving late to class is extremely disruptive both for your peers and for me. If you are tardy on the days peer groups meet, you will automatically be counted absent and will not have the opportunity to participate in peer groups. Arriving 20 minutes or more after the start of class will result in an automatic absence. Do remember that it is **your responsibility** to alert me of your presence (preferably after class) if I have already taken roll when you arrive.

Late Work – All work must be completed and submitted on the date it appears on the syllabus. Late work must be submitted by the next class meeting for **half credit**, and I will not accept late work more than one class period after the scheduled due date.

Peer Groups – Peer groups are essential to your development as a writer and a critical reader. You are expected to attend all peer groups with a completed draft of your essay and questions for your peers and cannot receive credit if you are not present on the days peer groups meet.

Writing Center – In addition to feedback from your peers and from me on your writing in this course, I also encourage you to visit the Writing Center (**Hu 242**) where you may seek assistance with revising essays. Be advised that the tutors will not proofread your essays but may answer any questions that you have regarding global concerns in your writing. When visiting the center, arrive with your essay assignment sheet and specific questions about your essay(s).

E-mail – Please feel free to contact me through e-mail at any time, as I frequently check my messages throughout the day. If you must send assignments through e-mail because of an absence, remember that it is your responsibility to confirm my receipt of the assignment. You should also bring a hard copy of the assignment when you return to class. **It is very important that you keep copies of all messages (with date and time) sent to me anytime you send assignments through e-mail.**

Accommodations for Students with disabilities – If you have a disability that may require assistance or accommodations, please speak with me as soon as possible and contact DisABled Student Services at 770-423-6443.

Academic Integrity Statement –

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Plagiarism – Using another's work as your own is wrong and may result in failing the course. Be sure that you have carefully and accurately given credit through documentation when you have borrowed words, ideas, etc. If you do, however, submit essays/info. found on the Internet or work written by someone else as your own, you will automatically fail the course.

Grading –

Essays	50 %
(Essay 1	10%
Essay 2	10%
Essay 3	15%

Essay 4	15%)	
Final portfolio		25 %
Speeches		15 %
In-Class Assignments, Peer drafts/Peer Groups, Invention writing/HW		10%

***NO CELL PHONES OR PAGERS RINGING IN CLASS! MAKE SURE THEY ARE TURNED OFF OR ARE TURNED TO SILENT MODE BEFORE YOU ENTER THE ROOM.**

***NO FOOD OR DRINK IS PERMITTED IN THE COMPUTER CLASSROOMS.**

**All readings should be completed prior to class on the day they appear on the syllabus.
Please bring your disk to class each time we meet.**

	Complete Before Class	Class Activities
Monday, August 22		Introduction to the course and policies Brief intro to portfolio and process writing
Wednesday, August 24	Bring example of "Good Writing" to class	Discuss writing and the grading rubric In-class writing assignment
Monday, August 29	Read – Chapter 1	Understanding Audience, Thesis, Purpose
Wednesday, August 31	Read – Chapter 7 (411-45)	Intro to essay 1
Monday, September 5		Holiday – NO CLASSES
Wednesday, September 7	Read – Chapter 7 (446-57) Complete invention writing for essay 1 following suggestions in chapter and on assignment sheet (two full pages).	Intro to peer groups Peer chat – talk through assignment plans In-class drafting – be sure that you have a disk Students may meet with instructor individually
Monday, September 12	Read – Chapter 7 (458-475) Draft of essay 1 with audience, purpose, and 3 questions for peers (WebCT)	Peer Groups meet
Wednesday, September 14		Revision day – take this time to prepare your essay for submission (no class meeting)
Monday, September 19	Revise and prepare essay 1 for submission	Essay 1 due at the beginning of class – no exceptions
Wednesday, September 21	Read – Chapter 6 (335-73)	Intro to essay 2
Monday, September 26	Complete invention writing for essay 2 following suggestions in chapter and on assignment sheet (two full pages). Submit to WebCT for credit Read – Chapter 6 (374-84)	Class will not meet Arrange peer chat – talk through assignment plans. Begin drafting essay
Wednesday, September 28	Read – Chapter 10 Conducting Field Research	Strategies for compiling evidence
Monday, October 3	Read – Chapter 6 (384-09) Draft of essay 2 with audience, purpose, and 3 questions for peers (WebCT)	Peer Groups meet
Wednesday, October 5		Revision day – take this time to prepare your essay for submission (no class meeting)

Monday, October 10	Revise and prepare essay 2 for submission	Essay 2 due at the beginning of class – no exceptions
Wednesday, October 12	Read – Chapter 4 (181-219)	Intro to essay 3
Monday, October 17	Read/Review – Chapters 9 & 10 – (Finding/Evaluating Sources)	Strategies for finding sources
Wednesday October 19	Read Chapter 4 (219-27) Read Chapter 16 – Oral Presentations Complete invention writing for essay 3 following suggestions in chapter and on assignment sheet (two full pages).	Peer chat – talk through assignment plans In-class drafting – be sure that you have a disk
Monday, October 24	Read – Chapter 9 (604-16; 626-54) Documenting Sources	Workshop on Avoiding Plagiarism/MLA Documentation
Wednesday, October 26	Read – Chapter 4 (228-59) Draft of essay 3 with audience, purpose, and 3 questions for peers (WebCT)	Peer Groups meet Speech prep.
Monday, October 31		Revision day – take this time to prepare your essay for submission (no class meeting)
Wednesday, November 2		Speeches on Essay 3 topics
Monday, November 7	Revise and prepare essay 3 for submission	Essay 3 due at the beginning of class – no exceptions Speeches on Essay 3 topics
Wednesday, November 9	Read – Chapter 5 (261-300)	Intro to essay 4
Monday, November 14		Bring at least one potential source for essay 4 to class In-class search for and evaluation of sources
Wednesday, November 16	Read – Chapter 5 (301-08) Complete invention writing for essay 4 following suggestions in chapter and on assignment sheet (two full pages).	Peer chat – talk through assignment plans In-class drafting – be sure that you have a disk
Monday, November 21		Holiday – NO CLASSES
Wednesday, November 23	Read – Chapter 5 (308-33) Draft of essay 4 with audience, purpose, and 3 questions for peers	Peer Groups meet Speech prep
Monday, November 28		Revision day – take this time to prepare your essay for submission (no class meeting)
Wednesday, November 30	Revise and prepare essay 4 for submission	Essay 4 due at the beginning of class – no exceptions Speeches
Monday, December 5		Speeches
Wednesday, December 7		Revision day – take this time to prepare your portfolio for submission (no class meeting)
Monday, December 12		Final portfolios due – no exceptions