Instructor
Nancy Reichert, Ph.D.

Office
J335

Office Hours
MW: 10:30 – 11 a.m.
TR: 7:30 – 8:45 and 10:30 - noon
Please make appointments when possible—it will ensure we have plenty of time to meet.

Writing Center Hours (Student Center, Suite 184)
Monday, Wednesday, Thursday: 1 – 3 p.m.
To book an appointment with me at the Writing Center, go to http://www.spsu.edu/writingcenter/.

Phone
Work: 678-915-3722
FAX: 678-915-7425
Home: 770-619-9336
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Website: http://educate.spsu.edu/nreicher/ and http://nancyleichert.com

Class Location and Time
Fall 2013, ENGL 1101/020
Bldg. J, Room 203, 9 – 10:15 a.m.

Course Description
Students in all sections of English 1101 will write essays that take into account the rhetorical situation of writer's role, intended audience, and purpose of the essay. To develop ideas students will write expository, analytical, and argumentative essays. However, the approach and the amount of time spent on each essay/approach will vary according to the needs of the students and the instructor's judgment regarding how best to teach effective writing.

Credits
3 hours

Course Outcomes
After completing English 1101, students will be able to do the following:

- Demonstrate rhetorical strategies by composing for different audiences, purposes, and contexts.
- Draft, revise, and edit at a level of proficiency appropriate for first year college writers.
- Work effectively with source material in support of the main point of an essay.
- Participate in extemporaneous in-class writing that ask students to respond to various prompts.

Purpose and Philosophy
The purpose of this class is to help you improve as composers and as thinkers. In order to do this we will explore your literacy beliefs and we will work on developing composing processes that help you reach your audience by understanding your purpose and the context for your composition. Since composing well means using critical and creative thinking skills, we will also work to become more thoughtful in these processes as well.

Required Materials
- A storage device such as a USB flash drive
Important Web Addresses

SPSU’s Composition Program:  http://www.spsu.edu/firstyearcomp/students/index.htm

Library:
http://www.spsu.edu/library/index.htm

Galileo:  http://www.galileo.usg.edu/scholar/spsu/subjects/?Welcome

Hornet Connect:  https://connect.spsu.edu/

Desire to Learn:  www.spsu.edu/d2l/

WordPress

Disabilities
Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the ATTIC at 678-915-7244 or 678-915-7361 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

The Writing Center, Student Center (Building A), Suite 184
The Writing Center provides opportunities for students to work one-on-one with an English consultant on a piece of writing. The consultant can help students through the processes of invention, organization, writing, revising, and editing of essays and research papers. The Writing Center is not a proofreading service but a collaborative effort to improve student writing. If you miss a writing workshop, working with a consultant can help you make up the penalty for a late draft.

Consult the Writing Center Website for information on policies, hours and scheduling: http://www.spsu.edu/writingcenter/.

General Use Computer Lab:  The Knowledge Commons, Library
The IT General Use Computer Lab known as the Knowledge Commons is located in the library and is available for students who need access to computers and printing. If you plan to print in the library, realize the printers do break down so do not wait until the last minute to print.

Student Honor Code
SPSU has created the following honor code for students to follow. It is written in first person so each student reads it as a pledge.

As a member of the Southern Polytechnic State University community of scholars, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. I promise that I will not participate in any form of academic misconduct. I also understand that it is my responsibility to hold others to these same standards by addressing actions that deviate from the University-wide commitment to working, living, and learning in an environment conducive to a quality education.

I recognize that the following actions will result in a charge of academic misconduct:

• Plagiarism, fabrication, or other academic misconduct may result in a grade of zero, a reduction in the course grade, and possibly other penalties, including failure of the course, and dismissal from the University.
• Any work submitted for credit must be completely the work of the individual student unless it’s part of a group grade.
The above statements are pulled from and are based on the SPSU Honor Code: http://spsu.edu/honorcode/. Please go to this site to learn more about your rights and penalty actions.

For the purposes of this class, plagiarism is defined as the intentional or unintentional representation of someone else’s ideas or materials (a book, an article, an essay, your classmate’s paper, a paper written for you by a good friend, material from the Internet) or the use of work you have already written for another class without citing the source or the use of that work. All work you do in this class needs to be your work although you are encouraged to share ideas with your fellow classmates. Save all your drafts to show your writing progress and to avoid worries about plagiarism. To ensure that each draft is saved, select "save as" and change the name of each draft: paper1dr1.rtf, paper2dr2.rtf, and so on.

Emergency Plan
If I am unable to make it to class, I will email all of you using your SPSU email addresses. If for some reason I will be gone for a number of days, I will direct you to use the Desire2Learn site and will ensure that you can complete work using it.

Attendance Expectations
• As this course emphasizes the development of discussion skills, the ability to work responsibly in a group, and the honing of critical and creative thinking skills, participation in the class discussions and activities is crucial.
• Excellent or perfect attendance/participation will be rewarded. For more information see the Portfolio Evaluation section of this syllabus.
• Since attendance and preparedness are crucial for your success, you will be allowed no more than six absences. I reserve the right to fail you on your sixth absence.

Conferences
There will be two mandatory student/professor writing conference. I will cancel class for the student conferences.

Be prepared with questions—take ownership of the session so that you can make the most of this opportunity to get oral feedback about your writing and your progress in the course.

Being unprepared for your conference or missing it will impact your grade in this class.

Late Work
Late work will be penalized in this class. All work is due at the beginning of class. I expect you to submit your work on time. My reasons are as follows:

1) This class operates under the assumption that knowledge making is a social, communal act. Therefore, we will share our written work and we will build knowledge as a community of learners. Do use the writing workshops as a chance to get feedback on your ideas and to analyze your writing in the context of what other students are doing. These activities will help you build on your writing and revision skills.

2) It’s unfair to students who consistently turn work in on time for me to extend deadlines for other students. In many ways we could all benefit from extended time to complete papers; however, courses are inherently limited by time since we only have a semester in which to work. Therefore, it’s necessary to hold students to the established deadlines.

Exceptional problems should be accompanied by doctor notes that indicate problems large enough to make it impossible to get a draft or blog submitted to class on time. Address your problems in your letters of reflection/self-evaluation.
I expect you to show problem-solving abilities for these incidents. In other words, I want to see you overcome issues that might create late work. I will not excuse late work, but I will give minor breaks to people who find help by asking for it at the Writing Center.

Computer problems will rarely work as an excuse for late work. Therefore, save frequently when you are working on your writing. Use the "save as" command and make sure you are saving to your disk when using the computers at school. Save more than one copy of your work. Hard drives do crash and USB drives can become corrupted.

When printed material is due, don’t wait to print before class. Printers do break down. **Make sure you get to class with work already printed and ready to go.**

**Evaluation**

**Portfolio: 80% of the grade**

**Quizzes: 20% of the grade (2 quizzes are on the calendar and 2 quizzes will be pop quizzes)**

**Portfolio Evaluation**

Portfolio evaluation is done numerous ways, but for the purposes of this class, one portfolio grade will create the main grade for the class. It will include all of the assigned multimodal professional blogs, exploratory blogs, and reflective/self-evaluation letters for the course. A grade in progress will be assessed at the midterm, and a final grade will be assessed at the end of the semester. The rationale for portfolio grading is that it allows for the following things:

1) You to examine all your work and to comment upon it; thus, you will become better critics of your own work, and, in the end, the work of others.

2) Student work to be viewed across the semester, looking at quality in a number of works vs. in one work at a time. Thus, you won't be unduly penalized for one poor piece of work.

3) The composing process as part of the grade since the quality of drafting for the multimodal projects is reviewed as well. Since creating a strong composing process is important for your success as a writer, it is critical for you to come to an understanding concerning how the writing process shapes the final product.

Complete portfolios contain all exploratory writings, drafting, and letters of reflection/self-evaluation. You will post all work to the WordPress class site. Please ensure you understand how the site works before the first exploratory blog is due.

**Writings:**

For a full description of writing assignments, please go to D2L or to the WordPress Class site and view the information on the corresponding handout or at the corresponding tab listing. Exploratory Blogs and Professional Blogs should follow MLA Style for **paper format.** Following the general guidelines at Purdue Owl will work fine for this class: [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/).

**Classroom Activities: In-class Electronic Discussions and Writings**

The electronic discussions will often be used to understand our beliefs concerning a certain type of literacy. It’s important to participate so we can have thoughtful discussions about our understandings. In-class writings will help you explore different elements of the multimodal composing process.
Exploratory Blogs
When you compose for exploratory texts, you will get the chance to compose informally—while you may revise for clarity of ideas and thoughtfulness, you do not need to worry about editing for spelling or grammar or for making your writing more academic. Traditionally writing/composing for composition classes was taught in such a manner that the writer had to have a thesis statement, already know what he thought about the topic, create supporting paragraphs, and conclude in such a way that he supported his thesis statement. We will not worry about using the above formula for any of your writings, but we will especially not worry about it for exploratory writings. The purpose of these writings is 1) to figure out what you think by brainstorming in a variety of ways to think about the topic or 2) to attempt a genre or a multi-modal work in an assignment that is relatively risk free.

Multimodal Professional Blogs
There are two Multimodal Professional blogs that will be due for your portfolio. These blogs will ask you to consider the literacy issues we have begun to explore for the first half of the semester and they will ask for you to extend your ideas in accordance with the assignment. They will also ask that you work through drafts to create final, professional blogs that are multimodal in nature.

Multimodal Professional Blog 1: Extending Your Ideas Concerning Literacy
Topic
For this first professional blog you want to determine which of the following things you would like to do:
1. Pick a subtopic of a literacy topic for which you have already written an exploratory blog and extend it through additional reading, research and writing, or
2. Pick a subtopic of a literacy topic that we have not discussed, but explore it in similar ways in which we have explored other literacy topics. You will then extend it through additional reading, research and writing.

Method
Because the vast majority of students in this class are studying in the sciences, we will use the conventions of the sciences to research our literacy topics. The Scientific Method asks researchers to develop a hypothesis, to test it, and to decide whether your results support your hypothesis. You will want to collect data, analyze it, and reflect upon it. Your research should be multimodal. In other words, it should combine primary and secondary research, visuals, videos, and talks. This will help create the multi-modal quality of the blog.

Multimodal Professional Blog 2: Extending and Exploring Your Ideas through Radical Revision
Topic
For the second professional blog, you will explore the ways in which modes, media, and genres combine to create text. In other words, for your original exploratory work, in class work, and letters of reflection/evaluation, you were assigned the mode, the medium, and the genre for composing purposes. For this blog you will want to consider a topic that is important to you or that you believe should be considered for civic action. Once you have an idea of your topic, determine for yourself the modes, the media, and the genre(s) you wish to use for extending your ideas more fully. The main purposes of this assignment are 1) to extend ideas, 2) to create a more professional product that is well developed, and 3) to examine how mode and genre impact an audience.

Letters of Reflection/Evaluation
You will write two letters of reflection/evaluation: one at the midterm and one at the end of the semester. These letters will ask you to reflection on your progress in the course, your understanding of the readings and terms, and your assessment concerning the quality of your work. I will post questions that help you to understand what you should address for the content of the letters.

Participation
You can address participation, but it is not a part of the portfolio grade. Participation is a bonus in this class. If you meet all of the following conditions, you may argue that your grade be raised a half letter grade.
• You have no more than three absences for the semester;
• You are late no more than four times for the semester;
• You are prepared for class and conferences. You have exploratory blogs, drafts, and professional blogs done before class on the day and time they are due, and you have read your materials ahead of time for class;
• You participate well in classroom activities such as discussions and workshops. Participating well means entering the dialogue among students and professor. Good participants listen well and add their ideas to the dialogue. Good participation is not defined as talking a lot.

Proposed Calendar

Week One, August 13 – 15

Thursday: We will introduce each other to our classmates and discuss the theme for the class. We will then go over some basic instructions on using D2L and discuss the syllabus briefly.

Homework: Read your syllabus and ensure that you understand the class policies. You will be quizzed on the syllabus on Tuesday.

Week Two, August 18 – 22 (August 18—the last day to pay and drop/add)

Tuesday: We will take a short quiz over the policies in the syllabus. We will follow that with a D2L electronic discussion concerning our literacy beliefs. We will end class by going to WordPress to quickly go over the grading contract that is posted at the site.

Homework: Examine the grading contract more fully. Write up some definitions for the bold terms to share in class. Read Chapter One: “What is Literacy?” in Everything is a Text (ET), pp. 1 - 26.

Thursday: I will hand back quizzes. We will discuss the bold terms in the contract, and we will discuss the chapter on literacy. We’ll compare and contrast the chapter on literacy with what we wrote in the discussion on literacy beliefs. We will brainstorm for Exploratory Blog 1: Literacy and Grades and go over how to enter Exploratory Blog 1 into the WordPress class site.

Homework: Compose Exploratory Blog 1: Literacy and Grades. I suggest that you type your exploratory blog into Microsoft Word first and then copy and paste it into the WordPress Blog. Title it EB1 followed by a creative, appropriate name that will encourage your classmates to want to read it. So that your classmates and I have time to browse through the blogs before class, post it before 7 p.m. on Monday night.

Week Three, August 25 – 29

Tuesday: We will discuss the exploratory blogs as a class and then in small groups. Each group will be responsible for writing a comment to each other’s blogs in the comment section of the blog. For the second half of the class we will participate in a D2L discussion on Reading and Composing Beliefs.

Homework: Read Chapter Two: “Reading and Composing Processes” in ET, pp. 27 – 61).

Thursday: We will discuss the reading and composing chapter. We will brainstorm for EB2: My Composing Process.


Week Four, September 1 – 5 (No classes on Monday—Labor Day; Sept. 3rd-engagement reports due)
Tuesday: Discuss EB2 responses for the blogs. We especially want to examine the issue of what seem to be culturally acceptable processes for reading and writing versus more individual routes for these things. We will then participate in a D2L discussion concerning personal literacies.

Homework: Read Amy Hodges Hamilton’s “What’s I Got to Do with It? Personal Literacies in the Writing Classroom” in ET, pp. 64 – 96 and read the Conference on College Composition and Communication’s “Position Statement on Students’ Right to Their Own Language” in ET, pp. 79 – 80. Please browse the following link to learn more about how this organization came to this decision: http://www.csus.edu/wac/WAC/PositionStatements/NewSRTOL.pdf. The link is available at the WordPress Class blog.

Thursday: We will use class time to discuss the readings as well as your experiences in K – 12 classrooms concerning your right to your own language, informal language, and multilingual language. We will brainstorm for EB3, Comparing and Contrasting My Literacy with Gloria Anzaldua’s “How to Tame a Wild Tongue” in ET, pp. 120 – 130.

Homework: Read Gloria Anzaldua’s “How to Tame a Wild Tongue” in ET, pp. 120 – 130 and compose EB3: Compare and Contrast.

Week Five, September 8 – 12 (Faculty Senate R 11)
Tuesday: We will discuss EB3. We will then participate in a D2L Discussion concerning oral literacy beliefs.


Thursday: We will discuss the readings and listen to Steven Pinker and Rebecca Newberger Goldstein’s TED Talk: The Long Reach of Reason” http://www.ted.com/talks/steven_pinker_and_rebecca_newberger_goldstein_the_long_reach_of_reason and to “Co-Dead Language” by Saul Williams: http://www.youtube.com/watch?v=HerpGwbLSM8. We will discuss the Socratic Method and Def Poetry. We will then briefly discuss EB4: My Socratic Dialogue or My Def Poetry.

Homework Compose EB4: My Socratic Dialogue or my Def Poetry.

Week Six, September 15 - 19
Tuesday: We will discuss the results of EB4 and may have some of the students who wrote their blogs perform their blogs. Of interest as well is how a large collection of response to a blog informs our reading of it. We will also discuss oral literacy in relationship to the literacy of listening and body language, which will segue into visual literacy. We will use the last half hour for a D2 on visual beliefs.

Homework: Skim Molly Bang’s excerpts from Picture This: How Pictures Work in ET, pp. 227 – 244, and read more closely Marita Sturken and Lisa Cartwright’s excerpts from Practices of Looking: An Introduction to Visual Culture in ET, pp. 245 – 250.

Thursday: We will discuss the readings and use them to read the images in ET on pp. 254 – 255. We will discuss memes and their ability to connect images, theme, and words. We will analyze an older meme in preparation for EB5: Trolling. See Troll Science: http://trollscience.com, and http://knowyourmeme.com/memes/troll-science-troll-physics.

Homework: Compose EB5: Trolling.

Week Seven, September 22 - 26 (Faculty meeting R 25)
Tuesday: We will discuss the memes and the ways in which they, like graphic novels and comics, combine text and visuals in order to make meaning. We will also discuss the ways in which memes, if popular enough, come to symbolize something in a similar way to how certain signs and symbols work in culture, such as the wheelchair stands for handicap parking whether the disabled person exiting the vehicle is in a wheelchair or not. Finally, we will begin work on the Midterm Reflection/Evaluation.

Homework: Write your midterm reflection and bring two print copies to your conference, along with questions you have concerning the class so far.

Thursday: Class is canceled for midterm conferences.

Homework: Read Fiona Glade’s “Writing Across the University: Academic Discourse as a Conversation” in ET, pp. 399 – 408 and “Biology Writing Skills Outcomes” in ET, p. 426.

Week Eight, September 29 – October 3 (Midterm Reports due on 29th; last day to withdraw Oct. 2nd)

Tuesday: We will begin in a D2L discussion where we will compare and contrast our own beliefs about composing academic papers and the language used in them with what we read for homework. We will then begin discussion of Multimodal Professional Blog 1 (MPB1) and the ways in which it borrows conventions from scientific discourse and the ways in which it is different from scientific discourse.


Thursday: Discuss Anderson’s essay in relationship to our MPB1 assignment. How does the essay inform what we may want to consider as we begin to think about our assignment? We will discuss our digital literacy beliefs in a D2L discussion. We will brainstorm concerning the topics of your papers.


Week Nine, October 6 – 10 (FS on R 9th)

Tuesday: Discuss EB6. Examine traditional and non-tradition resources and begin to research your papers.

Thursday: Continue to work on research and begin to brainstorm on EB7: Creating Your Hypothesis and Discussing Your Sources.

Homework: Compose EB7: Creating Your Hypothesis and Discussing Your Sources.

Week Ten, October 13 - 17

Tuesday: Discuss EB7 and share ideas about quality of research. We will also brainstorm for draft 1 of MPB1.

Homework: Compose draft 1 of MPB1. It is due by 7 p.m. on Wednesday.

Thursday: We will meet in small groups and discuss the drafts. We will work in a D2L discussion concerning ideas for making our blogs multimodal and visually pleasing.


Week Eleven, October 20 – 24

Tuesday: Quiz on reading and discuss reading and how it can be applied for MPB1.

Homework: Revise draft 1 of MPB1 for a conference meeting with me. Label it draft 2 on the top of your blog.

Thursday: Draft 2 of MPB1 is due for conferences.
Homework: Continue to work on MPB1 and pull together your source material.

Week Twelve, October 27 – 31 (faculty meeting on R 30th)
Tuesday: We will work on documentation for MPB1.

Thursday: Final due. We will spend some class time reading and commenting on the blogs. Examine popular cultural images. Examine Cultural Politics website: http://culturalpolitics.net/popular_culture Begin discussing Multimodal Professional Blog 2 (MPB2) in a D2L discussion.

Homework: Read Stacey A. Suver’s “A Pop Life” in ET, pp. 335 – 243 and watch at least Issue 1 of Season 1 of Nawlz: http://www.nawlz.com/season1/.

Week Thirteen, November 3–7
Tuesday: Discuss Suver’s essay, and in a D2L discussion explore how Nawlz as a digital graphic novel provides a similar type of experience as novels and graphic novels do. Then discuss what changes when a story goes digital. Begin to discuss civic literacy.

Homework: Read Catherine Gabor’s “Writing as Public Literacies” in ET, pp. 489 – 499.

Thursday: Discuss Gabor’s essay and begin to brainstorm for EB8: Using Your Knowledge of Literacy For Conveying A Message.

Homework: Compose EB8: Using Your Knowledge of Literacy for Conveying a Message.

Week Fourteen, November 10 – 14 (FS R 13th)
Tuesday: Discuss the exploratory blogs and take time to begin exploring ideas for MPB2 for draft 1.

Homework: Compose draft 1 and send it to your group members by 7 p.m. on Wednesday. Send comments to your group members letting them know which ideas you like and what changes you would make if this were your MPB2.

Thursday: We will discuss draft one. We will take class time to discuss the drafts and to work on the drafts in class.

Homework: Work on your MPB2.

Week Fifteen, November 17 – 21 (Faculty R 20th)
Tuesday: We will use class time to work on MPB2.

Homework: Finish composing draft 2. Have your various modes as complete as possible so that your group members can look critically at how things are pulling together. Send your drafts to your group members by 7 p.m. on Wednesday. Send comments to your group members on how well things are pulling together. What is working well and what could work better?

Thursday: We will discuss draft two.

Homework: Continue to pull your ideas together for MPB2 and begin to think of your blogs for the semester as a group that represents your portfolio for your class grade. Bring your midterm letter of reflection/evaluation to class on next Tuesday.

Week Sixteen, November 24 – 28 (No class on Thursday—Thanksgiving holiday)
**Tuesday:** We will use midterm letter of reflection/evaluation to help create your final letter. We will discuss your portfolios and work on your final letter of reflection/evaluation for the portfolio.

**Week Seventeen: December 1 – 5 No class on Tuesday—Final exams begin on Wednesday)**

**Final Exams: Exams begin on December 3rd**

**Final Exam Date: TBA. The final portfolio is due. Make sure to bring your final letter of reflection/evaluation to class.**

We may not stick with this calendar exactly if we find that we need time to discuss or explore issues and ideas that come up in more detail.

**Final Statement**

I know that I am asking you to do a lot of writing; therefore, I want to let you know that not only do most of my students pass this course, but with a bit of effort, they actually do quite well in it. If you put the time and effort into being prepared for class, I will try to ensure that the class is interesting and worth your time. Good luck!