

# ENGL 1100-077: Composition I

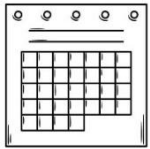
## Course Description.....

*ENGL 1100: English Composition I is designed as a broad yet focused introduction to the fundamentals of college-level writing, research, and argumentation. Toward that end, students enrolled in the course can expect to participate in a range of activities that will assist them in developing their craft as writers throughout the semester. These include acquiring strategies for rhetorical invention and inquiry; engaging critically with written texts and other modes of communication; learning and applying techniques of rhetorical analysis and argumentation; constructing arguments that are responsive to audience, genre, and context; using multiple media resources to engage in processes of reading, writing, research, and collaboration; and developing intellectual habits that ultimately contribute to their success as writers both in school and across the diverse contexts of work and community life.*

*At the conclusion of the course, students enrolled in English 1100 should be able to:*

- *Recognize genre conventions associated with college-level writing;*
- *Compose essays that are responsive to audience, genre, and context;*
- *Use reading and writing to engage in critical thinking and rhetorical inquiry;*
- *Deploy flexible strategies for planning, drafting, revising, and editing their work;*
- *Employ a voice, tone, and level of formality appropriate to audience expectations;*
- *Demonstrate proficiency in grammar, mechanics, and conventions of academic citation;*
- *Utilize a range of technologies for reading, writing, and research (which may include the production and analysis of verbal, visual, and multimodal texts).*

## The Course.....



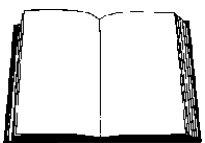
**Course Name:** ENGL 1100-077  
**Semester:** Fall 2023  
**Meeting Time:** 1:00 p.m. - 1:50 p.m.  
**Meeting Location:** Haley Center (HC) 2332

## The Instructor.....



**Name:** Mrs. Elizabeth Brissey  
**Email:** eds0025@auburn.edu  
**Office Location:** 8025  
**Student Hours:** Drop-In / In-person (MWF 11:00 a.m.)  
Appointments via Zoom (by appointment only)

## The Necessities.....

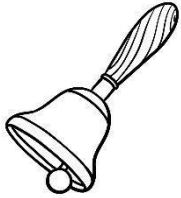


**Books:** *Joining the Conversation: A Guide and Handbook for Writers (5th Ed.).*

**Tech:** Misc. Readings (access through Canvas)  
Email Address, checked regularly  
Access to MS Word  
Canvas + Notifications turned on

# Goals and Student Learning Objectives (SLO's).....

## General Goals for Teaching:



- to provide a broad framework of cultural history in which to read literary works
- to explore methods and assumptions of literary and cultural analysis
- to help students develop the related skills of careful reading & effective writing
- to provide a program of guided reading of the literature of various cultures of the world.

## General Goals for Learning:

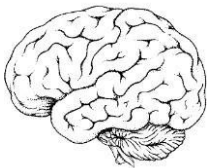


- to acquire strategies for reading texts and an understanding of how they communicate meaning
- to use evidence from the text and the context to carry out basic textual moves: interpreting, justifying an interpretation, and making an argument.
- to become more sophisticated readers, able to recognize multiple interpretations and points of view.
- to understand the relationships between the literary text and its social or historical context.
- to be able to recognize formal features of a literary text in order to develop and articulate criteria for aesthetic judgment.

## Student Learning Objectives:

These goals and objectives lead to the following Student Learning Outcomes (SLOs) agreed upon by the University Senate:

### SLO B – read and think critically



1. Identify the genre of the text, make reasonable inferences about its central purpose or argument, define its key components, and show how the writer uses these to reach a conclusion or create meaning or impact.
2. Engage the text dialogically, questioning its premises, identifying its limitations, or advancing alternative perspective.
3. Construct a strong, well-reasoned argument by determining which conclusion is supported by the strongest evidence.

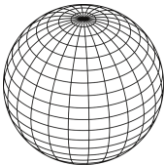
### SLO I – analyze and value creative artistic endeavors



1. Define and apply methodologies to investigate the products of the creative process
2. Define and apply methodologies to investigate the creative process through the study and/or participation in production of art, design and areas of creative practice
3. Define and apply methodologies to investigate and interpret information related to the historical, cultural, and other contexts of creative works, and subsequent and ongoing impact

# Course Policies & Important Information.....

## Accessibility Statement



Students who need accommodations must submit their approved accommodations electronically through AU Access and make an individual appointment with the course instructor during the first week of classes—or as soon as possible if accommodations are needed immediately.

If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096. For more information, you can also visit their website.

## Assignment Submissions, Makeup Work, & Late Work



- All assignments will be due on the day and time specified on Canvas. The date on Canvas supercedes dates on the syllabus.
- For each calendar day a paper is late, the grade will be reduced at a rate of up to 10% per day..
- Synchronous work cannot be made up, but an alternative assignment can be arranged ahead of time.
- Revisions or rewrites will not be offered except in special circumstances.
- I do accept late work for partial credit for up to two weeks after the assignment's due date. If the date for turning something in has passed, please e-mail the assignment to me, along with a short description of the document you attached.
- All missing assignments are scored as “0” until late work is submitted, regardless of whether an extension has been granted.
- If you need to ask for an extension, be sure to do so at least one day before the deadline.

## Communications



Students should stay in communication with the instructor, particularly as it relates to their academic needs. Students who require help, modifications, or information should contact the instructor as soon as the need arises. It is the student's responsibility to ensure that they are up to date with the functions of Canvas and the material that is posted there. I encourage all students to ensure that notifications are turned "on" on their mobile devices to ensure that they stay in the loop.

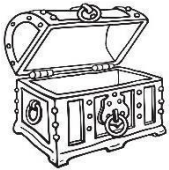
# Course Policies & Important Information, (continued).....

## Academic Honesty



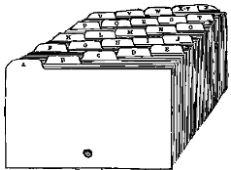
All regulations outlined in the Auburn University Student Academic Honesty code will apply to this course. We will spend time discussing academic honesty and the issue of plagiarism: what it is, why it matters, and how to avoid it. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

## Bonus Points and Extra Credit



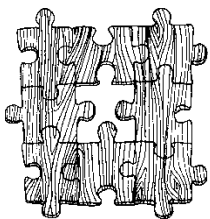
Bonus points are available to students throughout the semester for the following circumstances: (1) the student visits the Miller Writing Center for a major paper and provides documentation via email; (2) the student goes above and beyond the call of duty on assignments (awarding of points is solely at the teacher's discretion); (3) the student's grade at the end of the semester is one point below the threshold for the next grade up (e.g. 69, 79, 89). **Please note that rewrites, extra credit, and bonus points are NOT available for "last minute" needs.**

## Early Alert Grades



You will receive an "Early Alert Grade" one week prior to midterm (31<sup>st</sup> class day). The Early Alert Grade represents your current performance on classwork graded at that point in the semester. If your Early Alert Grade is a "D," "F," or "FA," you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the "tiger i" tab, selecting "Student Records," and opening the "Midterm Grades" window from the dropdown box. If the grade appears inaccurate, please contact the instructor.

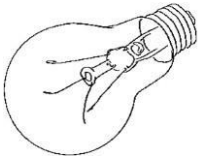
## Attendance & Punctuality



Students enrolled in this course will be held accountable to the following attendance policy: 4 or more unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., a university-sponsored trip or doctor's visit—you must provide verification to the course instructor, in writing, no later than one week after the absence occurs. Regarding punctuality, every two instances of tardiness (defined as 5 minutes late or more) will be counted as one absence. Sleeping in class will result in an absence. In most cases, I will attempt to inform students if they are near their allotted number of absences.

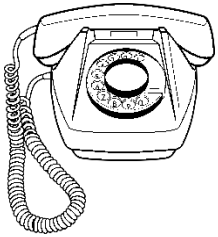
## **Course Policies & Important Information, (continued).....**

### **Miller Writing Center**



The Auburn University Miller Writing Center (MWC) is free and available for students who desire feedback on their writing. When you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together. Meeting with a MWC tutor and providing documentation to me will result in extra credit being applied to the relevant assignment.

### **Cell Phones, Texting, & Other Things**



We will discuss standards of participation and etiquette as a class and determine what counts as acceptable classroom behavior for university students. As a general rule, however, you should plan to attend class, take an active role in discussions, collaborate with and show respect for your classmates and instructor, and contribute to a productive learning community throughout the semester. For further information, students may also consult the AU policy on classroom behavior.

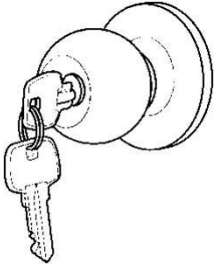
### **Withdrawal from the Course:**

No grade penalty will be assigned for dropping a course on or before midterm. A student who withdraws from a course prior to the 15th class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a “W” (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a “W” after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student’s immediate family). Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.



## Course Policies & Important Information, (continued).....

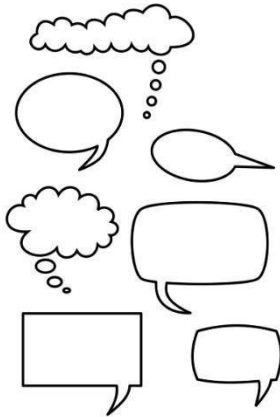
### Contact or Meet with Me



Want to meet? I have drop-in student hours. We can also get together digitally to discuss anything you would like, from research consultations and quick questions to more pressing concerns. There are a lot of ways to talk to me:

- Email me at [eds0025@auburn.edu](mailto:eds0025@auburn.edu)
- Come talk to me after or before class
- Come to my office hours (see the cover page of syllabus for details)

### Diversity and Language Use Statement

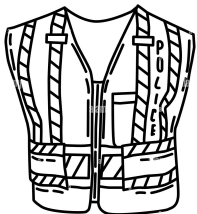


Many writing and literature courses at Auburn University will prepare students to recognize the conventions of writing for English-speaking universities and how to employ audience-oriented strategies of writing and meaning-making.

Language and language use are strategic and stylistic choices made by writers. Linguistically-diverse writing that does not correspond with English- only models are not only **welcome**, but are **valuable and innovative contributions** to the writing process.

Students have a pronounced and sovereign right to access, employ, and experiment with their inherited and learned languages when speaking and writing for the classroom and beyond. This class will not only examine language use as a valuable strategic writing practice, but as a composing process informed by racial and cultural membership, knowledge, and lived experience(s).

### Emergency Contingencies



If normal class/university activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans (such as assignments) may be modified to allow the continuance of the course. If this occurs, you will be provided with an addendum, which will replace materials provided at the beginning of the semester.

# Major Assignments

Students can expect to complete a variety of writing assignments throughout the semester, from informal exercises to formal papers to reflective notes. Taken together, these assignments support the philosophy that learning to write is similar to “joining a conversation”: we research and gather information; we listen to and learn from what others have to say; we generate our own ideas; we analyze and develop arguments; and we compose texts that contribute to an ongoing dialogue. Each assignment will take place within the context of three major projects and culminate in a final essay.

## **Project I: Researching a Conversation**

**Writing Exercise: Developing a Research Question (1-2 pages)**

**Major Paper: Informational Essay (3-4 pages)**

## **Project II: Analyzing a Conversation**

**Writing Exercise: Analyze a Text (1-2 pages)**

**Major Paper: Comparative Analysis (4-5 pages)**

## **Project III: Joining a Conversation**

**Writing Exercise: Map a Conversation (1-2 pages)**

**Major Paper: Writing to Persuade (6-7 pages)**

## **Unit Reflections**

After the completion of each unit, students will reflect on their writing practices up to that point and compose a short (1-2 pages) essay where they describe their process and growth as a writer.

## **Journal Entries**

Throughout this course, students will create several, smaller writing assignments as journal entries. These will be assessed in a variety of ways: they may be graded as quizzes, elements of other projects, or as participation. Missing class on the day that a journal is due may result in a grade of zero for that journal. Journals may be made up at the teacher’s discretion.

## **Continuing the Conversation: Final Exam Essay**

Students will compose a brief essay (2-3 pages) in which they reflect on the work they completed throughout the course and explain how they expect to use it beyond the course—in their personal lives, majors, jobs, communities, and any context, generally, where they wish to achieve a rhetorical objective or join a conversation.

## **Oral Presentation**

Students will present their research to the class based on the work they completed throughout the semester, with particular emphasis on the arguments they developed in Project III.

# Grades and How You Earn Them—an Assignments Overview

Students complete a variety of assignments throughout the semester. These assignments support academic research and writing that involves more than learning rules of grammar or formalistic conventions; they also require inquiry into the rhetorical and cultural expectations for particular audiences in an academic setting—and thus enter into a “conversation of ideas” in the scholarly community.

## Assessment and Grading

Students will complete a number of assignments throughout the semester, some of which will be weighted differently. Final grades for the course will be determined as follows:

\* Participation includes: attendance, group work activities, completing smaller written assignments in and out of class, discussion requirements both in and out of class etc.

<b>Project</b>	<b>Writing Exercise</b>	<b>Major Paper</b>	<b>Total Percentage</b>
Project I	5%	15%	20%
Project II	5%	20%	25%
Project III	5%	25%	30%
Reflective Essay/ Exam			10%
Oral Presentation			5%
Participation*			10%

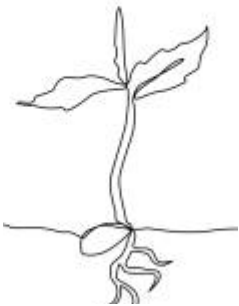


# Grades and How You Earn Them—A Breakdown



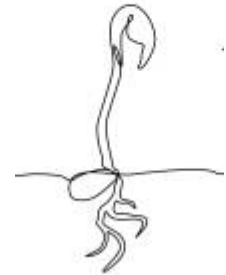
## **A Work:**

Students achieving an "A" in the class consistently demonstrate exceptional engagement and mastery of the material. They actively participate in class discussions, offering insightful interpretations and connections between texts. Their essays and assignments showcase profound critical thinking, thorough research, and a deep understanding of various literary themes, cultural contexts, and historical influences. "A" students go beyond surface-level analysis, incorporating original insights and effectively integrating textual evidence to support their arguments. They also demonstrate an ability to apply literary theories and engage in meaningful cross-cultural comparisons.



## **B Work:**

Students earning a "B" in the class consistently exhibit a solid understanding of the material and engage thoughtfully with texts. They actively participate in discussions, offering relevant contributions and demonstrating a grasp of key themes and concepts. Their assignments show a clear understanding of the texts' central ideas and literary techniques, although there may be occasional lapses in critical depth or analysis. "B" students use textual evidence to support their arguments and provide reasonable interpretations, although there might be room for further exploration and development of their ideas.



## **C Work:**

Students achieving a "C" in the class meet the basic requirements of the course but may show uneven engagement or understanding. They participate in discussions but may not consistently offer insightful contributions. Their assignments demonstrate a basic comprehension of the texts and some analysis, but there may be inconsistencies or lack of depth in their interpretations. "C" students provide textual references but may struggle with fully integrating them into arguments, leading to disjointed or surface-level analysis.



## **D Work:**

Students earning a "D" in the class demonstrate a minimal level of engagement and understanding. Their participation in discussions is sporadic, and their essays and assignments reflect a limited grasp of the texts and their underlying themes. "D" students may struggle to provide coherent interpretations, and their analysis often lacks depth or critical insight. While they may include some textual references, these references may not effectively support their arguments.



## **F Work:**

Students receiving an "F" in the class do not adequately meet the learning outcomes. Their engagement in discussions is negligible, and their essays and assignments show a significant lack of understanding of the texts and the course objectives. "F" students may present inaccurate or irrelevant interpretations, and their analysis is rudimentary or absent. They may struggle to incorporate textual evidence, and their work may lack coherence and organization.

## **Weekly Schedule (Subject to Change)**

### **Week 1: How does a conversation work? What conversation would I like to be a part of?**

8/16 W – Introduction, Syllabus, Course Overview, Create journal one, using Canvas

8/18 F – Independent Scavenger Hunt–Class Does Not Meet–Assignment Due on Canvas

### **Week 2: How can I convey my understanding of my issue? How shall I research it?**

8/27 M – Introduce Unit 1/Exercise 1; Journal two: Brainstorm Research Topics; Introducing my manifesto.

8/23 W - Discuss Chapter 1 Readings; Developing Search Terms/Phrases and Locating Popular Sources and Academic Sources

8/25 F –Active Reading, Developing Research Questions

### **Week 3: What do I want to say? How shall I begin?**

8/28 M– **Exercise 1 Due, Introduce Paper 1** (reading TBA)

8/30 W– Peer Activity with Exercise 1

9/1 F– Basic Source Analysis; Annotation Notes/Practice (reading TBA)

### **Week 4: How shall I lay out my argument? How can I put my sources in?**

9/4 M – Types of organization

9/6 W – Workshop Day: Topic TBA

9/8 F – Peer Review Workshop

### **Week 5: What do my peers think? What is my next step?**

9/11 M – Independent Research Consultations–Make an Appointment with Me (optional)

9/13 W – **Paper 1 Due, Introduce Unit 2/Exercise 2** Rhetorical Analysis Notes Part 1, Appeals Practice Rhetorical Analysis Notes Part 2, Fallacies Practice

9/15 F – Underlying Assumptions; False Advertising; Logical / Rhetorical Fallacies

### **Week 6: What is rhetorical analysis?**

9/18 M – Rhetorical Analysis Notes Part 3 Argumentation Strategies Practice, Begin Group Work: Commercial Analysis; **Unit 1 Reflection Due**

9/20 W – Body Paragraph Notes; Group Work: Commercial Analysis Presentation

9/22 F – Body Paragraph Notes; Group Work: Commercial Analysis Presentation

### **Week 7: How do you do a rhetorical analysis? What does it look like?**

9/25 M – **Exercise 2 Due, Introduce Paper 2**; Notes on Comparative Analysis; Read Prensky

9/27 W – Group Work: Commercial Comparison; Assign Paper 2 Outlines; Read Selzer and Wong

9/29 F – Activity TBA

### **Week 8: Where do we go from here?**

10/2 M – Nuts and bolts focus: transitions

10/4 W – Peer Activity **Paper 2 Outline Due**

10/6 F – Reverse Outlining/ Troubleshooting Organizational Issues

### **Week 9: How will I present my findings?**

10/9 M - Models of Argumentation (Toulmin vs. Rogerian)

10/11 W - Mapping the Conversation (Discussion of Ex. III)

10/13 F – No Class - Fall Break

### **Week 10: How will I present my findings?**

10/16 M - Distilling the “nuts and bolts”

10/18 W - Making an argument relevant to a “nonexpert” listener (the “elevator pitch”)

10/20 F – Mapping the Elevator Pitch, Persuading, Tact vs. Tacky

### **Week 11-Ex. III Due: What will my final project look like?**

10/23 M - Technologies for Mapping the Conversation

10/25 W - Conversation Map Telephone (how ideas spread, change)

10/27 F – Group analysis: the Mapped Conversation

### **Week 12: How do I communicate my findings?**

10/ 30 M – Speaking and Listening Skills, 3MT

11/1 W – Speaking and Listening Skills, 3MT

11/3 F – Speaking and Listening Skills, 3MT

**Week 13: How do I communicate my findings?**

11/6 M – Private Conferences

11/8 W – Private Conferences

11/10 F – Private Conferences

**Week 14–Paper III Due + Oral Presentations: What have my peers been working on?**

Tuesday, 12/3-Oral Presentations

Thursday, 12/5-Oral Presentations

**Thanksgiving Break: How Much Food Can I Eat?**

Thanksgiving Break, No Class

**Week 17-Submit Final Exam Essay**

MWF - Final Exam Week