

## English 1100: Composition I

Section 017· Broun Hall MWF· 9:00-9:50 AM  
Section 033· Lowder Hall MWF· 10:00-10:50 AM

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Office: 9067 Haley Center  
Office Hours: MW 12:00-2:00.  
*Additional Meetings by Appointment*

### *Required Texts and Materials*

*Joining the Conversation: A Guide and Handbook for Writers* (3<sup>rd</sup> Ed.).

Supplementary materials made available online and through AU Canvas.

Auburn email account and memory drive (or cloud storage) to save and store work.

### *Course Description & Objectives*

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).

Please Note: The points listed above indicate just some of the objectives that will guide your learning in this course. Students should also identify and set their own goals both as students and as individuals who will continue to write throughout their personal, academic, and professional lives.

*Accessibility Statement:* Students who need accommodations are asked to submit their approved accommodations electronically through AU Access and to 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 the website for the Office of Accessibility: <<https://cws.auburn.edu/accessibility>>.

*Assignment Submission & Late Work:* All assignments will be due on the day and time specified by the course outline. For each calendar day a paper is late, starting immediately after the stated deadline, the grade on that paper will be reduced by a full letter grade (e.g., from a “B” to a “C” to a “D” to an “F”). The course instructor will provide students with additional information about all assignments in class and through Canvas (AU’s course management technology).

*Academic Honesty:* All regulations outlined in the Auburn University Student Academic Honesty code ([http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)) will apply to this course. In particular, 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.

*Early Alert Grade Syllabus Statement:* 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 class work 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 drop down 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., university-sponsored trip, 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.

*Miller Writing Center:* The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, 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.

*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, 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 15<sup>th</sup> 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). When approval for dropping the course under such circumstances is granted by the student’s dean, a “W” may be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.

*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:

<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			10%
Oral Presentation			5%
Participation*			10%

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

Please Note: You will receive additional instruction and handouts regarding day-to-day writing assignments, major papers, peer review, and other assignments, generally, the completion of which will be essential to your success as writers in this course and beyond. Should you ever have questions about anything—this syllabus, this class, basic or any other requirements—do not hesitate to ask.

*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: Find a Written Conversation (1-2 pages)
- Major Paper: Writing to Inform (3-4 pages)
- Focal Chapter from *Joining the Conversation*: Chapter 6—“Writing to Inform”

*Project II: Analyzing a Conversation*

- Writing Exercise: Analyze a Text (1-2 pages)
- Major Paper: Writing to Analyze (4-5 pages)
- Focal Chapter from *Joining the Conversation*: Chapter 7—“Writing to Analyze”

*Project III: Joining a Conversation*

- Writing Exercise: Map a Conversation (1-2 pages)
- Major Paper: Writing to Persuade (6-7 pages)
- Focal Chapter from *Joining the Conversation*: Chapter 10—“Writing to Convince or Persuade”

*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.

*Author Notes:* Students will compose brief notes after each major project that reflect on the work they have completed and anticipate how they will apply their instructor's feedback to guide future assignments. Taken together, these notes will also be used to develop and complete the final exam essay.

*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.

### *Assignment Guidelines*

Unless otherwise specified, all canvas assignments should adhere to the following guidelines, including:

- 12-point Times New Roman font
- 1-inch margins
- Double spacing

**Course Calendar:** This schedule gives due dates for most assignments and activities, but it does not list every one. Keep in mind, then, that the schedule is not chiseled in stone. If we need more time to complete at task, we will—within reason—take it.

<i>Date</i>	<i>Class Focus</i>	<i>Assignment Due</i>
<b>Week 1</b>		
8/20	Discuss course syllabus and expectations.	Class introductions.
8/22	Discuss the metaphor of writing as a conversation and the concept of writing situations.	Read pp. 5-20 in <i>JTC</i> .  <i>Class Activity:</i> inventory your writing life ( <i>JTC</i> , p. 6).
8/24	Discuss the process of finding and listening in on conversations. Start generating ideas for Project I.  <b>Introduction to Project I.</b>	Read pp. 37-53 in <i>JTC</i> (on finding conversations).  <i>Class Activity:</i> exploring a topic and finding a written conversation (see <i>JTC</i> , pp. 10 & 49).
<b>Week 2</b>		
8/27	Discuss the process of starting an inquiry.	Read Chapter 12 pp. 456-467 in <i>JTC</i> (on beginning a research project).  Consult Chapter 13 pp. 474-496 in <i>JTC</i> (on locating sources).  <i>Class Activity:</i> using digital media for research. Review RBD tutorial on Academic Search Premier (see Canvas for link).
8/29	<u>Focus on process:</u> writing to inform.	Read Chapter 7 in <i>JTC</i> : Writing to Inform (pp. 173-176 & pp. 194-212).  <i>Class Activity:</i> develop draft for Exercise I.
8/31	Discuss writing to inform: conversations about digital media.	Read Turkle: “The Flight from Conversation” (Canvas).  Read Chapter 3 pp. 55-79 in <i>JTC</i> (on reading to write).

8/31 (cont.)		<p><i>Class Activity:</i> develop strategies for reading actively (including quoting, summarizing, and paraphrasing).</p> <p><b>Due: Exercise I. Submit to Canvas.</b></p>
<b>Week 3</b>		
9/3	Labor Day – No Class	
9/5	Discuss writing to inform: conversations about digital media.	<p>Read Carr: “Is Google Making Us Stupid?” (Canvas).</p> <p><i>Class Activity:</i> practice strategies for reading actively (including quoting, summarizing, and paraphrasing).</p>
9/7	Discuss writing to inform: conversations about digital media.	<p>Read Shirky: “Does the Internet Make you Smarter?” (Canvas).</p> <p><i>Class Activity:</i> practice strategies for reading actively (including quoting, summarizing, and paraphrasing).</p>
<b>Week 4</b>		
9/10	<p>Discuss writing to inform.</p> <p>Bring all sources for Paper I to class.</p>	<p>Read Chapter 17 pp. 536-546 in <i>JTC</i> (on principles of organization).</p> <p>Read Chapter 4 pp. 81-96 in <i>JTC</i> (on working with source material).</p> <p><i>Class Activity:</i> working with source material and developing an outline for Paper I.</p>
9/12	<p><u>Focus on process:</u> working with source material and drafting an informative essay.</p> <p>Bring all sources for Paper I to class.</p>	<p>Revisit Chapter 7 pp. 204-212 in <i>JTC</i> (on drafting an informative essay).</p> <p><i>Class Activity:</i> develop draft for Paper I.</p>

9/14	<p><u>Individual conferences</u>: no class meeting. Bring draft of paper, notebook, and list of questions to conference.</p> <p>***Note: This is the last day to drop from course without a final grade and for potential refund for dropped class.</p>	<p>Read Chapter 15 pp. 514-524 in <i>JTC</i> (on source use and how to avoid plagiarism).</p>
<b>Week 5</b>		
9/17	<p><u>Individual conferences</u>: no class meeting. Bring draft of paper, notebook, and list of questions to conference.</p>	<p>Read Chapter 15 pp. 514-524 in <i>JTC</i> (on source use and how to avoid plagiarism).</p>
9/19	<p><u>Focus on Process</u>: peer review. Bring complete draft of Paper I to class.</p>	<p>Read Chapter 5 pp. 98-111 in <i>JTC</i> (on strategies for peer review).</p> <p><i>Class Activity</i>: peer review workshop.</p>
9/21	<p>Discuss writing to analyze and principles of rhetorical inquiry.</p> <p><b>Introduction to Project II.</b></p>	<p>Read Chapter 8 pp. 225-227 &amp; 248-266 in <i>JTC</i>.</p> <p><i>Class Activity</i>: free-writing for Author Note I; begin strategizing for Project II.</p> <p><b>Due: Paper I. Submit to Canvas.</b></p>
<b>Week 6</b>		
9/24	<p>Discuss writing to analyze and principles of rhetorical inquiry.</p>	<p>Read Foss: "The Nature of Rhetorical Criticism" (Canvas).</p> <p>Consult pp. 248-275 in <i>JTC</i>.</p> <p><i>Class Activity</i>: start developing a framework for rhetorical analysis.</p>
9/26	<p><u>Focus on process</u>: developing and applying techniques for rhetorical analysis.</p>	<p>Review pp. 254-275 in <i>JTC</i>.</p> <p><i>Class Activity</i>: practice applying framework for rhetorical analysis.</p>

9/28	<p>Discuss writing to analyze: conversations about digital media.</p>	<p>Read Prensky: “Digital Natives, Digital Immigrants” (Canvas).</p> <p><i>Class Activity:</i> in-class research and analysis. Bring an electronic device to class (if you have one).</p> <p><b>Due: Author Note I. Submit to Canvas.</b></p>
<b>Week 7</b>		
10/1	<p>Discuss writing to analyze: conversations about digital media.</p> <p><b>Early Alert/Midterm Grade Deadline.</b></p>	<p>Read Wong: “Digital Natives, Yet Strangers to the Web” (Canvas).</p> <p><i>Class Activity:</i> group analysis of a textual artifact.</p>
10/3	<p><u>Focus on Process:</u> developing a rhetorical analysis. Bring source text for Exercise II to class.</p>	<p>Read Selzer: “Rhetorical Analysis: Understanding How Texts Persuade Readers” (Canvas).</p> <p><i>Class Activity:</i> analyze source text and develop draft for Exercise II.</p>
10/5	<p>Discuss Writing Exercise II and strategies for developing Paper II.</p>	<p>Read Richtel: “Technology is Changing how Students Learn, Teachers Say” (Canvas).</p> <p><i>Class Activity:</i> applying framework for rhetorical analysis.</p> <p><b>Due: Exercise II. Submit to Canvas.</b></p>



<b>Week 8</b>		
10/8	Discuss writing to analyze: conversations about digital media.	<p>Read Synder op-ed: “Why Laptops in Class are Distracting America’s Future Workforce” (Canvas).</p> <p>Read Reich op-ed: “Laptops in the Classroom: Mend It, Don’t End It” (Canvas).</p> <p><i>Class Activity:</i> develop strategies for comparative analysis.</p>
10/10	<u>Focus on Process:</u> developing a rhetorical analysis	<p>Review Chapter 8; come with questions about rhetoric if you have any.</p> <p><i>Class Activity:</i> in-class research and analysis. Bring an electronic device to class (if you have one).</p>
10/12	<b>Oct. 12-13: Fall Break, no class</b>	
<b>Week 9</b>		
10/15	<p><u>Focus on process:</u> composing a rhetorical analysis.</p> <p>Bring source texts for Paper II to class.</p>	<p>Read Chapter 18 pages 549-569 in <i>JTC</i> (on drafting an essay).</p> <p><i>Class Activity:</i> analyze and compare source texts.</p>
10/17	<p><u>Focus on process:</u> composing a rhetorical analysis.</p> <p>Bring source texts for Paper II to class.</p>	<p>Read pp. 267-283 in <i>JTC</i> (on drafting a rhetorical analysis).</p> <p><i>Class Activity:</i> develop draft for Paper II.</p>
10/19	<u>Individual conferences:</u> no class meeting. Bring draft of paper, notebook, and list of questions to conference.	Read pp. 718-745 in <i>JTC</i> (on style and writing confidently).
<b>Week 10</b>		
10/22	<u>Individual conferences:</u> no class meeting. Bring draft of paper, notebook, and list of questions to conference.	Read Chapter 25 pp. 718-745 in <i>JTC</i> (on style and writing confidently).

10/24	Focus on Process: peer review. Bring complete draft of Paper II to class.	<i>Class Activity:</i> peer review workshop.
10/26	Discuss writing to convince or persuade. <b>Introduction to Project III.</b>	Read Chapter 11 pp. 397-399 & pp. 404-415 in <i>JTC</i> .  <i>Class Activity:</i> free-writing for Author Note II; begin strategizing for Project III.  <b>Due: Paper II. Submit to Canvas.</b>
<b>Week 11</b>		
10/29	Discuss writing to convince or persuade: conversations about digital media.	Read Gladwell: “Small Change: Why the Revolution will not be Tweeted” (Canvas).  <i>Class Activity:</i> focusing research problem and question.
10/31	Discuss writing to convince or persuade: conversations about digital media.	Read Pell: “The Revolution will not be Tweeted (Unless it Is)” (Canvas).  <i>Class Activity:</i> focusing research outcomes and what you hope your research/writing will accomplish.
11/2	Discuss writing to convince or persuade: conversations about digital media.	Read Shirky: “The Political Power of Social Media” (Canvas).  <i>Class Activity:</i> in-class research and analysis. Bring an electronic device to class (if you have one).  <b>Due: Author Note II. Submit to Canvas.</b>
<b>Week 12</b>		
11/5	Discuss writing to convince or persuade: conversations about digital media.  Bring in research sources to analyze and discuss.	Read Carr: “How Social Media is Ruining Politics” (Canvas).  <i>Class Activity:</i> analyzing source material for Paper III.

11/7	<u>Focus on Process</u> : mapping a conversation. Bring in research sources to analyze and discuss.	Read Chapter 21 633-655 in <i>JTC</i> (on using sources effectively).  <i>Class Activity</i> : working with sources and mapping a conversation.
11/9	Discuss writing to convince or persuade.	Reading TBA.  <i>Class Activity</i> : share and discuss Exercise II; group work on Paper III.  <b>Due: Writing Exercise III. Submit to Canvas.</b>
<b>Week 13</b>		
11/12	Research day: bring copies of sources and/or electronic device to facilitate research and writing.	Read Chapter 16 pp. 528-534 in <i>JTC</i> (on developing a thesis statement).  <i>Class Activity</i> : focusing your research and crafting a rhetorical stance.
11/14	<u>Focus on Process</u> : integrating sources and creating a research space (i.e., joining the conversation).	Read pp. 551 and 633-48 in <i>JTC</i> .  <i>Class Activity</i> : develop draft for Paper III.
11/16	<u>Focus on process</u> : drafting and revision workshop.	Read Chapter 22 pp. 657-668 in <i>JTC</i> (revising and editing).
<b>Week 14</b>		
11/19-23	<b>Thanksgiving Break: <u>No Class</u>.</b>	
<b>Week 15</b>		
11/26	<u>Focus on process</u> : drafting and revision workshop.	Read Chapter 20 pp. 657-668 in <i>JTC</i> (revising and editing).
11/28	<u>Focus on process</u> : oral presentation workshop.	Read pp. 610-614 in <i>JTC</i> .  <i>Class Activity</i> : develop presentation.

11/30	***	
<b>Week 16</b>		
12/3	Oral presentations (including deliverable).	<b>Due: Paper III. Submit to Canvas.</b>
12/5	Oral presentations (including deliverable).	
12/7	Oral presentations (including deliverable).	<b>Due: final copy of presentation deliverable. Submit to Canvas.</b> <b>Due: Author Note III. Submit to Canvas.</b>
<b>Week 17</b>		
12/10-14	<b><u>Final Exam Week: Meeting Time TBA.</u></b>	<b>Due: Final Exam Essay. Submit to Canvas.</b>