

## ENGLISH 101 COMPOSITION I FALL 2021

PROFESSOR'S NAME: DR. WILLIAMS

CLASS LOCATION: BYRNES HIGH SCHOOL

OFFICE LOCATION / STUDENT VISITING HOURS: HPAC 222 / TTH 1:15-2:30 & BY APPOINTMENT

I'M ALSO AVAILABLE VIA VIDEO CONFERENCE OR PHONE

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### COURSE DESCRIPTION

English 101 introduces students to academic writing, critical reading, and research. Attention is given to planning, drafting, revising, and editing a variety of texts.

Hmmm, wait a minute. You're going to receive four or five syllabi for different courses in the next few days on subjects as various as English, biology, math, and art—yet all of these syllabi are going to look and sound kind of the same. Let's change that up. You likely already speak and write English pretty well, so why are you taking an introductory course in it?

Well, English 101 is one of the very few classes required for nearly every student at virtually every university in the United States. That's because the course is not an introduction to speaking and writing the language, like it would be if it were Introductory Spanish or Chinese. Instead, courses such as ours emerged as an introduction to the sort of writing expected in college called "academic discourse." That's a fancy name for the way that people with varying levels of expertise attempt to communicate with one another as clearly, precisely, and accurately as possible on lots of different topics. Such academic writing generally makes clear how writers know what they know, citing credible sources. Such writing can inform, persuade, teach—and it almost always wants to change the world or our understanding of it. Or both.

However, English 101 also serves another, perhaps more important purpose. Some universities title the course Rhetoric and Composition, because these areas of study are the fundamental theory and practice of the course. Rhetoric is the study of the various means of persuasion in a given situation for a particular audience. Composition means the act of brainstorming, research, organization, writing, revising, and editing to produce anything from a short e-mail (or a syllabus!) to a 300-page book. For thousands of years, rhetoric has proven fundamental to democratic societies. To participate in civil society, its members need to know about the topic under discussion, see the different points of view on the topic, and attempt to craft arguments to guide others to a shared understanding or course of action. Different means of persuasion might be more or less effective than others, especially for *distinct audiences* and *particular situations*. Fundamental to civil rhetoric is this: reasons, facts, expertise, shared ethics, and respect for our fellow citizens—even for those we disagree with—prove necessary to preserve a democratic society.

### REQUIRED TEXTS

Jahren, Hope. *The Story of More*. Random House, 2020.

*Read Up, Write Up*. Norton, 2021. \*Note that this textbook has two sections: "Bridging the Difference" and "They Say/ I Say".

Readings from first section will appear below as "UP-##." Readings from the second section will have page numbers only.

Additional reading assigned by your instructor are available on Blackboard or as class handouts. If you have trouble accessing Blackboard, please call the Help Desk at 864-503-5257.

**COURSE OBJECTIVES**

In this course, students are expected to

- practice strategies to develop a multi-stage process of writing, a sequence of invention, organization, drafting, revision, and editing to produce focused, clear, polished essays;
- read to understand an author’s message and to determine how the author shapes his or her ideas, identifying rhetorical strategies appropriate to various genres and distinguishing between the conventions of private and public writing;
- learn critical reading skills to understand and respond to texts and to develop personal insights and thoughtful ideas for their own writing;
- engage the skills of annotating, summarizing, paraphrasing, and quoting texts in order to represent them accurately in their own writing;
- write logical, organized academic essays developing a thesis in a manner that an audience will find convincing;
- develop strategies for locating and assessing relevant, credible sources;
- research a topic, locate and use source material to generate ideas for their own writing, support their ideas as they write, integrate and clearly attribute source material, and document sources accurately using current MLA format;
- manage appropriate and skillful language that may contain occasional surface mistakes in grammar and punctuation but no patterns of errors.

**GRADING POLICIES**

<b>Assignments</b>	<b>End of Semester Grading</b>
Quizzes (10% total)	A 90-100
Participation (10%)	B+ 87-89
Literacy narrative or memoir (10%)	B 80-86
Popular culture analysis (20%)	C+ 77-79
i-Search paper (10%)	C 70-76
Critical response paper (30%)	D 60-69
Preface event description one (5%)	F 0-59
Preface event description two (5%)	

The assignments provide the backbone of the class. All of the readings give explanations for writing assignments, provide models for the type of writing the assignment requires, or provide opportunities for you to demonstrate specific reading skills necessary to complete the assignments. On class days when a writing assignment is due, less reading is required.

If you feel overwhelmed by the work, don't panic! Most significant writing assignments are due in stages, with peer review taking place in class for you to get valuable feedback. Also, you can attend office hours and the Writing Center for more guidance. Hang in there!

**ATTENDANCE AND PUNCTUALITY**

Due to the participatory nature of this class, students are expected to attend regularly, to be on time and to remain until the class is over. Circumstances may occasionally arise which might cause a student to miss class, but excessive absences, tardiness, and/or occasions of leaving class early will have a negative impact on the final course grade. Three absences (for classes meeting three times a week) or two absences (for classes meeting two times a week) are allowed regardless of reason; any additional absence will result in a five point deduction from your grade. Per department policy, missing more than

25% of class meetings will result in the failure of the course. Three late arrivals and/or early departures will constitute one absence.

ENGL U101 Composition courses are hands-on and rarely lecture. In case of an absence, you are responsible for following the syllabus and/or determining from another student what went on in class and any assignment details. You may want to find out the names and phone numbers or e-mail addresses of some of your classmates to contact in case you are absent.

#### **SCOPE AND NATURE OF CLASS WORK**

Assignments will include the following:

*strategic reading* – locating the key points of an essay, comprehending or inferring main ideas or themes, recognizing particular rhetorical patterns, and identifying unfamiliar vocabulary

*critical thinking* – asking questions, defining problems, examining evidence, analyzing assumptions and biases, avowing emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity. Adapted from C. Wade, “Using Writing to Develop and Assess Critical Thinking.” *Teaching of Psychology* 22.1 (1995): 24-28.

*informal writing* – journaling, taking class notes, responding to ideas or readings, drafting, reviewing cultural events.

*formal writing* – consisting of four or more essays, averaging four pages each, which undergo a process of revision. At least two essays will incorporate research. Overall writing, including both formal and informal writing, will include a minimum of 10,000 words or thirty pages (330 words/page).

*research* – participating in required library training sessions; locating a variety of sources through the USC Upstate library; accessing electronic sources using USC Upstate databases; researching, drafting and documenting an essay; and citing sources carefully and correctly.

*cultural event critiques* – attending and reviewing two events from the Preface series. Additional information about Preface and the schedule of Preface events are available at [www.uscupstate.edu/preface](http://www.uscupstate.edu/preface).

*demonstrating progress as a cohort* – reading *Bridging the Difference*, peer reviewing one another’s writing, reading the Preface text in common with other 101 classes, and attending Preface events.

*conferences* – meeting with your instructor on a one-to-one basis for writing instruction. At least one conference is required.

#### **ACCESSIBILITY AND ACCOMMODATIONS**

USC Upstate supports the ongoing development of an accessible university that embraces diversity through educational programming, services, resources, and facilities that are usable by all members of the campus community. In keeping with University policy, any student with a disability who requests academic accommodations should contact Disability Services at 503-5199 to arrange an appointment with a Disability Services staff member. Students are encouraged to seek an appointment as early in the semester as possible, as accommodations are not provided retroactively.

#### **WRITING ASSISTANCE**

The University Writing Center (HPAC 136) provides free individual tutoring in writing. Consulting a UWC tutor does not constitute plagiarism.

NOTE: To improve our composition program, the English faculty and General Education Committee read samples of essays written in English 101. All names are removed before the essays are read. If you do not want your essay used in this assessment, see the LLC administrative assistant in HPAC 222 for a nonparticipation form.

**STUDENT CONDUCT FOR THE CLASSROOM***(ADAPTED FROM USC UPSTATE CODE OF STUDENT CONDUCT FOR THE CLASSROOM)*

A member of the USC Upstate Community of Scholars is expected to abide by the following code of conduct:

- *Display personal and academic integrity:* Be honest, truthful, and trustworthy. Do not cheat, lie, or steal. Do not present others' work as your own or collaborate with others without acknowledgement or permission from the faculty member.
- *Accept responsibility for actions:* Do not blame others for academic consequences resulting from your own decisions and behavior. Follow established policies and procedures in the USC Upstate Catalog, the USC Upstate Student Handbook, and course syllabi.
- *Respect the rights and dignity of all persons:* Be courteous and respect the rights and property of others. Do not harass, demean, ridicule, abuse, threaten, or discriminate against others.
- *Maintain a learning-focused attitude:* Be engaged in the classroom and other learning environments, both on and off campus. Be on time, prepared, and alert. Participate until the faculty in charge dismisses the class.
- *Refrain from conduct that adversely affects others:* Conduct yourself in a manner conducive to fostering an optimal learning environment. Do not enter the class late or leave early without permission of the faculty member. Follow the instructions of the faculty member regarding talking or using cell phones, pagers, or other electronic devices in class. Do not use threatening, demeaning, or inflammatory language.
- *Follow the specific requirements of faculty members:* Accept the procedures, methodology and academic expectations of your instructors, recognizing that while these standards will often vary, they are all sanctioned by the Division of Languages, Literature, and Composition.

**PLAGIARISM**

From *USC Upstate Student Handbook*, "The Academic Honor Code":

"Students are required to properly acknowledge sources as follows: students may not present as their own ideas, opinions, images, figures, languages, or concepts of another, including those of other students. Students must acknowledge all sources such as magazines, journals, internet sites, records, tapes, films, and interviews. The common specific uses of source material are

- *Direct Quotation:* Word-for-word copying of a source. A direct quotation must be accurate, must not misrepresent the source in any way, and must be properly acknowledged.
- *Paraphrase:* A recasting into one's own words material from a source, generally condensing the source. A direction quotation with only a word or two changed, added or omitted should not be passed off as a paraphrase. A paraphrase restates the source but does not misrepresent it and must be properly acknowledged.
- *Use of ideas:* the use of an idea from a source must be properly acknowledged, even when one's application of that idea varies from the source.
- *Use of figures, tables, charts, statistics, images, photographs, and other similar sources:* These items must be fully acknowledged and any changes must be clearly indicated...

...[A]ny kind of help (except that permitted by an instructor) in the preparation of a project ... must be fully acknowledged. Papers and other materials [copied or] bought from 'term paper writing services,' if submitted as the work of anyone except the writing service, constitute a violation of the principles of this document" (133).

In addition, resubmitting work done for another instructor—either from high school or another college class—also constitutes academic dishonesty.

**Be AWARE:** The consequences of plagiarism range from a grade change to expulsion. Students who admit responsibility for an academic integrity violation or who are found responsible through the

Student Code of conduct will receive the appropriate grade determined by the professor, which may include an X to signify academic dishonesty. Grades with an X are not subject to grade forgiveness.

## COURSE SCHEDULE

**THIS SYLLABUS IS SUBJECT TO CHANGE IN CASE OF WEATHER EMERGENCIES OR OTHER UNFORESEEN EVENTS. THE INSTRUCTOR WILL MAKE ADJUSTMENTS AS NECESSARY, BUT NOT IN A WAY THAT WILL CHANGE YOUR GRADE DISTRIBUTION OR ADD MORE MAJOR ASSESSMENTS. STUDENTS WILL BE NOTIFIED OF CHANGES IN CLASS AND/OR THROUGH UPDATES IN BLACKBOARD. ALL READINGS ARE TO HAVE BEEN READ AND ALL ASSIGNMENTS ARE DUE THE DATE THEY ARE LISTED.**

***RUWU=READ UP, WRITE UP***

***TSOM=THE STORY OF MORE***

### WEEK ONE

- **Activities:**
  - Introductions, to the course and each other.
  - Assessment Test

## UNIT ONE—Literacy Narrative

### WEEK TWO \* LAST DAY TO DROP/ADD—AUGUST 26

- **Readings:**
  - ***RUWU***, “First-year Writing Concepts”
  - ***TSOM***, Chs 1-4
- **Activities:**
  - Discuss 1st-year writing concepts & the conventions of academic writing.
  - Discuss what conversation ***The Story of More*** enters. Discuss themes and issues introduced at the beginning of the book.
  - Introduce and discuss "Literacy Narrative" assignment. Discuss the writing process.

### WEEK THREE

- **Readings:**
  - ***RUWU***, “Literacy Narrative” and “Finding Comfort in Tragedy,” by Anna Smith OR “Split Ink,” by Brock Adams
  - ***TSOM***, Chs 5-9
- **Activities:**
  - Discuss the features and significance of Smith’s narrative.
  - Discuss the writing process.

- What choices do writers have to make? How do audience considerations affect these choices?
- Discuss plot developments in memoir.
- **Due:**
  - Write first draft of your own literacy narratives.

#### WEEK FOUR

- **Readings:**
  - *RUWU*, "The Writing Process"
  - *TSIN*, Chs 10-13
- **Activities:**
  - Peer review.
  - Revise draft based upon peer review.
  - Discuss the review and revision processes, especially the difference between editing and proofreading.
  - What kinds of choices has Jahren made in telling her story?
  - What kinds of choices have you made in your literacy narrative?
- **Due:**
  - Final draft of Literacy Narrative, in correct MLA format, submitted on Blackboard.

### UNIT TWO—Summary and Analysis

#### WEEK FIVE

- **Readings:**
  - *RUWU*, "Summary and Analysis" UP-48-56 and "It's Time for Conservatives to Own the Climate-Change"
  - *TSOM*, Chs 14-16
- **Activities:**
  - Introduce and discuss the "Summary and Analysis" assignment.
  - Discuss methods for summary and methods for analysis.
  - Discuss book and identify a topic for summary and analysis assignment.
- **Due:**
  - Identify topic for summary and analysis paper.

WEEK SIX

- **Readings:**
  - *TSOM*, Chs 17-19
  - *RUWU*, "Summary and Analysis" UP-48-56 and "It's Time for Conservatives to Own the Climate-Change Issue" 303-9
- **Activities:**
  - Discuss book and article.
  - Isolate differences between summary and analysis.
  - Discuss paraphrasing and quoting, and practice paraphrasing and quoting from *TSOM*.
- **Due:**
  - Craft thesis and outline for summary and analysis paper.

WEEK SEVEN

- **Readings:**
  - *TSOM*, Appendix
  - Sample Summary & Analysis papers, written by previous students or from Norton's sample papers. Chapter 19 in *RUWU* has eight new essays about climate change if you want to stay on the same topic. You could also have students write their summary and analysis on a chapter from the Preface book. If you don't use chapter 19 essays here and want to stay on the same theme for the final paper, you could use them there as well.
- **Activities:**
  - Discuss book.
  - Study sample summary and analysis papers by reviewing the original arguments the papers are summarizing and analyzing.
  - Discuss the argument of the assigned reading. How would you summarize the argument? Do you agree? Why or why not? Be prepared to paraphrase and quote effectively.
- **Due:**
  - Draft of summary and analysis paper.

WEEK EIGHT

- **Readings:**
  - Articles chosen by you from suggested Preface resources or your own selection
- **Activities:**
  - Peer review.
  - Revise draft based upon feedback from peer review.

- **Due:**
  - Final draft of Summary and Analysis, in correct MLA format, submitted on Blackboard.

## UNIT THREE—Pop Culture Analysis

### WEEK NINE

- **Readings:**
  - *RUWU*, “The Elements of Rhetoric” UP-5-11 and “Writing Projects: Popular Culture Analysis” UP-63-8
  - Popular Culture Topic of Your Choice or *RUWU*, “Go Ahead, Waste Time on the Internet” 556-60 or “The Coronavirus is a Disaster for Feminism” 715-22
- **Activities:**
  - Introduce Pop Culture Analysis assignment.
  - Discuss rhetorical appeals
  - Discuss assigned reading: What is the central argument? Paraphrase the thesis. How does the author support his argument? How are the rhetorical appeals used in the argument?
  - Practice how to cite sources in MLA Style
- **Due:**
  - Potential topic and approach for Pop Culture Analysis.

### WEEK TEN

- **Readings:**
  - *RUWU*, “It Turns Out Our Tech Gadgets Aren't as Isolating as Expects Say” 593-96 or selections of your choice
- **Activities:**
  - Discuss assigned readings: What are the central arguments? Paraphrase the theses. How does the author support each argument? How are the rhetorical appeals used in the arguments?
  - Discuss the on-going conversation: what is the topic of conversation and each author’s thesis on the topic, i.e. how does each author answer the question that is up for discussion? How does each essay contradict, support or complicate the arguments of the others?
- **Due:**
  - Introduction and outline for Pop Culture Analysis.



#### WEEK ELEVEN

- **Readings:**
  - *RUWU*, “Hidden Intellectualism” and “Generation Stress” 548-66
- **Activities:**
  - Discuss assigned readings: what conversation do the authors enter? How do the authors engage other voices that are present in that conversation?
- **Due:**
  - Draft of Pop Culture Analysis due.

#### WEEK TWELVE

- **Readings:**
  - *RUWU*, "All Words Matter: The Manipulation behind 'All Lives Matter'" 397-407
- **Activities:**
  - Peer review and revising of Pop Culture Analysis. How does the essay critique and use rhetorical appeals?
- **Due:**
  - Final draft of Pop Culture Analysis due.

BE SURE TO SCHEDULE A LIBRARY SESSION WITH YOUR LIBRARIAN BEFORE YOU FINALIZE YOUR SYLLABUS. YOU WILL NEED TO CUT AND PASTE THESE ASSIGNMENTS IN AROUND YOUR SCHEDULED DAY. LIBRARIANS PREFER THAT YOUR STUDENTS HAVE SELECTED THEIR TOPICS PRIOR TO THE SESSION.

### **UNIT FOUR—Critical Response Paper**

#### WEEK THIRTEEN

- **Readings:**
  - *RUWU*, “The Critical Response Paper” UP-75-97
  - *RUWU*, The new readings in chapter 19 could be helpful here if you want to stay on the Preface theme, or you could select other readings as you wish.
- **Activities:**
  - Discuss assigned readings: what conversation do the authors enter? How do the authors engage other voices that are present in that conversation?
  - Introduce and discuss The Critical Response paper
  - Discuss various critical conversations.

- Identify gaps in conversation and additional research goals.
- Formulate critical response position.
- Discuss (and model) effective topic proposals.

#### WEEK FOURTEEN

- **Readings:**
  - *RUWU*, "Research as Conversation" 203-31
  - Sample Critical Response Paper: "The Future of Food Production" by Sam Forman (student sample essay in Norton online materials) and "Show Me the Money," by Sarah Gullickson.
- **Activities:**
  - Discuss assigned readings: what conversation do the authors enter? How do the authors engage other voices that are present in that conversation?
  - Peer review topic proposals. Does the proposal include credible sources that contain different points of view?
  - Evaluate the sample Critical Response Paper using rubric.
  - Discuss assigned reading. How does this essay introduce the topic? Paraphrase the thesis. Evaluate the choice of sources. Evaluate the use of sources to support the argument
- **Due:**
  - 5-7 sources on topic, option to make this an annotated bibliography or I-Search assignment

#### WEEK FIFTEEN

- **Activities:**
  - Workshop introduction, thesis statement, and outline with peers
- **Due:**
  - Draft of introduction, thesis statement, and outline for paper

#### WEEK SIXTEEN

- **Activities:**
  - Peer review.
  - Discuss how to compile your optional final paper portfolio.

- Review principles of academic writing learned and practiced over the course of semester.
- Discuss what to expect in English 102 and in your future academic writing.
- **Due:**
  - Revised and ***completed*** draft of Critical Response Paper, in correct MLA format. ***Be sure to include your sources, properly cited.***
  - Final revised draft of Critical Response Paper, submitted to Blackboard, to be graded.

#### Finals Week

- THERE IS NO FINAL EXAM IN THIS COURSE