English 1101 Composition

Instructor: Alexandra Sladky

Term: Spring 2022

Email: asladky1@gsu.edu

Virtual Class Meetings: W/F 11-12:15 via Webex

Virtual Conference Times: W 12:15-1:15

CRN: 20283

Course Catalogue Description:

This course is designed to increase the student's ability to construct written prose of various kinds. It focuses on methods of organization, analysis, research skills, and the production of short expository essays. Readings consider issues of contemporary social and cultural concern. *A passing grade is a C.*

College to Career Course

This English 1101 section is a College-to-Career (CTC) course. CTC work is integrated into your English 1101 curriculum; you will be completing some small, daily writing activities and a few larger projects tied to CTC goals. English 1101 is specifically designed to help you gain awareness of rhetorical knowledge and career competencies as outlined by the National Association of Colleges and Employers. Assignments in this course aspire to bridge academic expertise with your potential career path. You can learn more about the CTC program at GSU here https://collegetocareer.gsu.edu/collegetocareer/how-this-works/ These assignment enhancements will support you in your own career exploration and help keep you focused on your career throughout your time at GSU. Support for all of your CTC work in this course will be provided by your English 1101 instructor and by the CTC Team.

Course Learning Outcomes

By the end of this course, students will be able to:

- Engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading.

- Engage in the collaborative, social aspects of written composition, and use these as tools for learning.

- Use language to explore and analyze contemporary multicultural, global, and international questions.

- Demonstrate how to use composition aids, such as handbooks, dictionaries, online aids, and tutors.

- Gather, summarize, synthesize and explain information from various sources.

- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences, but in particular the formal academic audience that makes up the discourse community with which you will also become more familiar in this course.

- Critique your and others' work in written, visual and oral formats.

- Produce coherent, organized, readable compositions for a variety of rhetorical situations.

- Reflect on what contributed to your composition process and evaluate your own work.

- Articulate awareness of how literacies and career-readiness competencies might be valuable to potential employers.
- Articulate connections via writing between curricular, co-curricular, and extra-curricular activities and the career readiness competencies they acquire in their college experiences.
- Students will demonstrate their understanding of career-readiness by writing essays alongside short, informal writing exercises.
- Enable students to use writing to become effective communicators about their learning.

We are going to do a lot of writing in this course. My philosophy is that the more you write the more proficient you will become. Every reading, activity, and assignment you are asked to do is specifically chosen to help you become a better writer; there is no busy work in this class. The good news is that the writing and reading skills you acquire can transfer to work outside class. What you learn in this course can help you with writing in your other academic classes, with writing in your chosen career or workplace, and with community work or personal writing tasks. Communicating effectively through writing is an invaluable skill. You will be able to draw on your own experiences and interests throughout the course and I will introduce you to other ideas and approaches to those ideas. In addition, we will use technology to accomplish our writing tasks. These technology skills are also transferable to your other courses and your chosen career.

Required Textbook and Readings

Lopez, Elizabeth Sanders, Andrea Jurjević, and Megan E. Malone. *Guide to First-Year Writing for English 1101*. Top Hat Ed, Fountainhead, 2020. ISBN 987-1-64485-268-2.

This text, available as an electronic text in the TopHat platform, is required and will help you be successful in this course. Note that this edition is designed specifically for English 1101 and can't be substituted for another edition of this text. The text can be purchased from the GSU Bookstore or directly through Top Hat. Directions for access are provided on our course iCollege site. To ensure you get the correct edition, note the ISBN number above and follow the instructions provided for purchase. You will be completing work from the textbook as part of your course grade and this work will be connected to our class iCollege site. Individual access must be purchased.

I may assign additional readings during the term that will be available from the library online, on the web, or on our class iCollege site.

Course Access

All course materials including the syllabus, schedule, assignment handouts and rubrics, and video/audio instruction will be posted on iCollege. This course will have one site for all English 1101 materials and a companion CTC iCollege site for additional support. All instructions and assignments required in English 1101 will be listed clearly week by week in the English 1101 iCollege site.

Students should be in the habit of checking our course iCollege site and their GSU student email frequently every week during the term. More information about using iCollege can be found in Student Resources offered by GSU's Center for Teaching, Learning & Online Education (CETLO). You may also want to read the Getting Ready to Learn Online resource for advice about succeeding in all of your courses at GSU.

Students must have reliable access to the internet and a device with composing software (such as Microsoft Word or Google Docs) to complete this course successfully. For more information about technology requirements for online learning and campus resources, read Technology Requirements. If you need technology equipment or internet access to complete this course, GSU may have resources to offer as noted in that document. You can fill out a form to check out technology (tablet, WiFi hotspot, etc.) if you have that need.

It is important to save and archive all work for your courses. You should have a copy of all major project drafts and final versions saved outside of iCollege. You may find it helpful to use GSU estorage, Google drive, a flash drive, or other means to create a backup of your work.

Expectations of a University-Level Student

English 1101 may be one of your first classes as a college student or as a student at GSU. The expectations in this space and community may be very different from those of your previous classrooms and teachers. The following suggestions will help you succeed in this class and others at the college level

- Read and know the policies stated on the course syllabus

- Adhere to all submission guidelines and procedures set out by your instructor

- Be an active class member, checking for new material regularly, handing in assignments on time, and participating in all collaborative work (group discussions, reading or writing activities, review of others' writing, formal peer review)

- Follow the posted schedule for the course for interaction with course materials, your classmates, and the instructor

- Keep track of all deadlines and tasks and create a schedule for yourself to meet deadlines

- Correspond with your instructor in a respectful and polite way

- Ask questions anytime you need to. Your instructor is happy to connect via email, virtual conference times, or web meetings

- Schedule an individual appointment to discuss details of your coursework, grades, accommodations, or any other private matters

Community

We are part of a learning community dedicated to supporting a positive environment for all participants. We must treat one another with **respect** at all times. Professional courtesy and sensitivity are especially important relating to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. In our class community, special care must be taken to pay attention to communicating in a positive and supportive way. Disruptive behavior such as disrespecting a member of the class, posting derogatory comments, or consistently missing scheduled collaborative work time does not support community building. If a pattern of disruption occurs, additional steps may be taken, including permanent removal from the course. Keep in mind that our community extends beyond our iCollege and classroom spaces to course emails and all environments used for our course interactions.

Please see the Code of Conduct for information regarding GSU's Disruptive Student Behavior Policy.

Community of Care and Mental Health Resources

Being a student can be stressful; you often have a lot to manage between classes, personal life, family, and work. In addition, writing and composing are vulnerable acts. As part of our effort to form a supportive community in this class, we should strive to look out for one another. A kind word, an enthusiastic comment about a peer's writing, or simply offering to listen can go a long way toward this goal. If stresses emerge regarding your course work, please speak with me. I will strive to support each of you in your academic life.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. Problems with relationships, family worries, loss, housing or food insecurity, or a personal struggle or crisis can also contribute to decreased academic performance. In these cases, please consider taking advantage of the resources the university provides through the Dean of Students' Office or the Counseling and Testing Center. You can reach Counseling at https://counselingcenter.gsu.edu/ and 404-413-1640 and the Dean of Students Student Advocacy team at https://deanofstudents.gsu.edu/ and 404-413-1515. Emergency assistance may also be available; you can access information at https://deanofstudents.gsu.edu/student-assistance/

Attendance/Punctuality/Participation

Participation and engagement are expected and integral to success in the course. I will post a plan for the week on iCollege every Monday. Please review the week's plan that day in case you have questions or concerns about completing the assigned tasks. Note the cycle of work and deadlines for each week. Deadlines are vital to maintain a productive rhythm in our class and one assignment often builds on another.

Your success will rely on logging into iCollege and checking your GSU student email regularly to engage with course materials, other students, and me. Our course will include whole-class interactions, small-group work, and self-paced activities.

A portion of your final course grade is connected to daily writing and activities structured to ensure your success. This work is integral to your instruction and learning in our course. This work may take the form

of responses to our class discussion board, informal writing posted to an Assignment folder or sent to the instructor or other students, completing activities in our online textbook, or even creating short video or audio presentations. This work not only helps you succeed on major projects but will make a difference in your final course grade.

If you ever have questions about my expectations, collaborating with others, what you need to hand in, what I have received in iCollege, or your course grades, please feel free to email your questions or to sign up for an office hour appointment.

Online synchronous meetings:

Online synchronous classes are online courses with scheduled meeting times in lieu of in-person classroom meetings. Attendance is **required** for these meetings. Active participation in synchronous online classes incudes regular, meaningful contributions to our class discussion board, providing peer feedback on daily writing and projects as assigned, and engaging with the class during scheduled meetings. Because we are a learning community, your thoughts and questions are absolutely vital to the success of our class. We will all work to make our class a place where all feel comfortable sharing their work and ideas, using the technology available to us. Please come to class prepared to participate in class proceedings, interact with others, write, and submit assignments.**Face Coverings**

Fully vaccinated individuals can resume campus classes, work and other activities without wearing a mask. Unvaccinated individuals are strongly encouraged to continue wearing a face covering while inside campus facilities. For more information on GSU's COVID-19 compliance guidelines, please visit https://ahead.gsu.edu/. If these guidelines change, I will update our syllabus and materials accordingly.

Student Illness
If a student develops a fever, cough or shortness of breath they should stay at home, not go to class or work, and stay away from other people. If a student becomes sick or is required to quarantine during the semester, they should notify their instructor as soon as possible. Instructors will be flexible with attendance policies and assist students with making up assignments when possible. Students won't be required to provide doctors' notes. However, instructors who believe a student's absences are too great to succeed in the class may recommend a withdrawal. Students who test positive for COVID-19 and wish to withdraw before the midpoint of the semester can go through PAWS/GoSolar, as always. Withdrawal petitions submitted after the midpoint will be approved on the grounds of emergency or hardship and should go through the Student Affairs online process at **deanofstudents.gsu.edu/student-assistance/emergency-withdrawal/.**

Missed and Late Work

All major assignments must be completed to pass the course. Generally, late major projects and papers are not accepted. It is vital, therefore, that you plan to meet all scheduled work deadlines. In-class writing (20% of your course grade) is time sensitive. As noted above, this work assists you with weekly learning, is often scaffolding into a project in a specific way, and may be collaborative. It is especially important that you complete this work on time.

 I do understand that emergencies can arise and that accommodations may be needed for students who find that, during the term, they are not able to attend class or participate fully in courses (see Student

Illness policy above). Please email me as soon as possible to discuss allowances that I can make in the case of a necessary absence.

Communication

All assignment material and course announcements will be posted on our class iCollege site. I may also use my GSU faculty email address to send information to your GSU student email address. You will need to check both our class iCollege site and your campus email several times each week. Remember, <u>you are responsible</u> for all information posted for class.

If you would like to contact me directly, please do so via email or sign up for an online office hour slot (in iCollege via WebEx under the Collaborate tab). You may have questions or just want to chat about class—I encourage both! I typically check my email on weekdays during my office hours. This means I may not receive an email you send on Friday night until Monday—plan accordingly. Additionally, while you may have a personal email account that you prefer to use, I will only send and respond to emails in your GSU student email account, per university policy. All correspondence, therefore, will come to yourcampusid@student.gsu.edu from my @gsu.edu faculty email account. Please check this account regularly as any communication outside of iCollege will be sent to this address.

Essay Submission

All coursework must be submitted electronically to our class iCollege site. Emailed papers will not be accepted for grading. All formal papers should follow MLA guidelines that are presented in our textbook and that will be discussed as part of class. Specific requirements for individual assignments will be posted in the handouts for each one. While it is your responsibility to know proper format and to submit your essays based on class expectations, I am happy to answer questions in advance of any due date.

Plagiarism and Academic Honesty

You should familiarize yourself with Georgia State's [Policy on Academic Honesty](#) This policy refers to every piece of writing you do for class, including drafts, reading responses, discussion posts, and finished essays. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized or violates the university academic honesty policy will receive an automatic 0 for the assignment grade and must be referred to the College of Arts and Sciences for further review and potential disciplinary action.

 Georgia State University defines plagiarism as . . .

> " . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else." At GSU, "the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility."

In addition, students are required to be honest in their academic work by writing their own papers. Handing in papers you receive from someone else or allowing someone else to heavily edit or write work for you constitutes an academic honesty violation. In addition, using work from previous courses or other current courses (from any course at any school whether high school or college) is also a violation of the academic honesty code.

Incompletes

In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who meet the following three conditions:

- passing the course with a C or better

- present a legitimate, non-academic reason to the instructor (documentation is required)

- have only one major assignment left to finish.

Assignment of incompletes and the terms for removal of the "I" will be set at the instructor's discretion in consultation with the Director or Associate Director of Lower Division Studies and in accordance with university policies.

Student Accommodations

Students who wish to request accommodation may do so by contacting the Access and Accommodations Center. Information specific to matters related to Covid can be found on their homepage. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance of a formal Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. The starting point for getting a plan in place is the Eligibility Verification Form. Contact the Access and Accommodations staff for more information.

Please schedule an individual appointment with me so that we may discuss any accommodations you need in our class and together come up with a plan for your success. To respect your privacy, we will not discuss these accommodations in class discussions or in collaborative group settings. Students who need accommodations for a disability should contact the Access and Accommodations Center at https://access.gsu.edu/.

Writing Studio

The Writing Studio's mission is to support you in your writing for our course and beyond, as noted below,

> "…to enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work. We believe that talking about ideas and the art of writing with knowledgeable readers creates the ideal learning environment for practicing personal expression, persuasion, and critical thinking, all of which are vital to succeeding in the arts of academic and professional writing and

communication. We support a community where writers, readers, and teachers all learn from each other, by responding to each other's' texts with engaged conversation."

This service is free and a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note, that you will need to make an appointment for tutoring at www.writingstudio.gsu.edu. Appointments during the term will be held online.

Online Evaluation of Instructors

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation. Our student evaluation form also offers the opportunity for you to reflect on your own course performance and educational goals.

English Majors and the Graduation Portfolio

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from the English department website.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to the instructor of your senior seminar or to Dr. Mark Noble, Director of Undergraduate Studies.

Grading Scale

Superior	Satisfactory	Needs Improvement	Failing
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

Assessment Criteria for A+

An A+ paper must meet and exceed the assessment criteria for the A. There are two circumstances under which a student can earn an A+ on a formal paper or project assignment in these courses. 1. A+ work is writing at a higher academic level (i.e., a paper for a first-year class meeting expectations for a more advanced course) and 2. A+ work addresses audience expectations or writing needs beyond the course; for example, the paper serves a public or community service or is professional and ready for workplace distribution.

Grading and Assignment Breakdown

Assignment	Weight
Essay 1: Narrative Assignment: Story Telling and Career Literacy (3 pgs.)	15%
Essay 2: Primary Research Essay: Networking and Reporting (3 pgs.)	20%
Essay 3: Argumentative Essay (4 pgs. plus a Works Cited page)	20%
Final Project: Portfolio, Digital State Your Story Narrative, and Career Reflection	20%
Weekly/Daily Writing, Activities, and Surveys	25%
Total	*100%*

Weekly/Daily Writing

These assignments are graded as pass/fail (based on completion and effort) and may include textbook activities, discussion posts, group activities, and peer editing. You are expected to provide timely, thoughtful, meaningful contributions to our class conversations and participate in all work assigned by your instructor to receive credit.