



English 1101 Composition

Instructor: Dr. Alexandra Sladky

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Drop-In Hours: M/W 2-3

Term: Fall 2024

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Class Meetings: M/W 9:30-10:45

Class Location: Sparks, 301

CRN: 81603

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.*

IMPACT Statement

English 1101: Composition

This is a Core IMPACTS course that is part of the Writing area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I write effectively in different contexts?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Information Literacy
- Persuasion

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.

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 e-storage, Google drive, a flash drive, or other means to create a backup of your work.

Success for University-Level Students

Students succeed in this class when:

- they read and know the policies stated on the course syllabus.
- they adhere to all submission guidelines and procedures set out by your instructors.
- they are an active class member who participates and engages with materials and assignments (e.g. group discussions, reading or writing activities, review of others' writing, formal peer review)
- they follow the posted schedule for the course for interaction with course materials, your classmates, and the instructor. E.g. use professional email etiquette. College is about learning how to communicate in your field of study, and outside of your field of study. Email and other written forms of communication will serve you well in college and beyond. they keep track of all deadlines and tasks and create a schedule for yourself to meet deadlines, and they communicate ahead of time when meeting the deadline is not possible.
- **they strive for effort and engagement, and not necessarily perfection. No one is perfect, no writing is perfect. E.g. when life is crazy, sometimes it is better to turn in an imperfect writing product than to put it off and add it to an already long to-do list.**
- they ask questions anytime they need to. Your instructor is happy to connect via email, virtual conference times, or web meetings.
- they schedule an individual appointment to discuss details of 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

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 Wednesday**. 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.

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

It is vital that you plan to meet all scheduled work deadlines. In-class writing (25% of your course grade) is time sensitive and will not be accepted late. 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.

All major assignments must be completed to pass the course.

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 let me know ***ahead of time*** if you are not able to turn in an assignment on time, and when I can expect it. Additionally, you may miss ***three*** daily writing assignments/discussion posts without penalty.

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, **you are responsible** for all information posted for class.

If you would like to contact me directly, please do so via email or see me during my drop-in hours. I typically check my email on weekdays and 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. 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.

Statement on Artificial Intelligence

Passing off as your own writing what was written by someone else, human or digital, is a form of academic dishonesty that could lead to your expulsion from the University ([link](#)). There are digital tools in iCollege and elsewhere that make it relatively easy to discover how much of a paper might have been computer generated. There are also ways to attempt to defeat these tools, but given the amount of work required to defeat them, it would be more efficient just to do the work yourself.

The English Department, however, recognizes that there are legitimate uses for AI text generators. It also understands that text generators are quickly becoming standard office tools, not unlike spell check and grammar check. That said, while some instructors may incorporate these tools in submitted assignments, others may prohibit their use. Be sure to read your course syllabus carefully and ask your instructor questions if you don't understand any stated policies. As long as you can provide evidence that you used these tools to facilitate your own work, and not to stand in for it, you are not liable to charges of academic dishonesty. Keep your notes as you write. Keep track of where your information and your drafts and revisions came from. If a teacher challenges your authorship, you need to be able to show your work.

[MLA page explaining how to cite generative AI](#)

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/>.

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: How Do I... Project	20%
Essay 2: Who Are They? Project (3-4 pgs.)	20%
Essay 3: Argument Project (3-4 pgs. plus a Works Cited page)	20%
Final Project: Recomposition and Reflection Project	15%
Weekly/Daily Writing , Activities, Surveys, Reflections, Discussion Posts	25%
	Total
	100%

Weekly/Daily Writing

These assignments are graded as pass/fail (based on completion and effort) and may include textbook activities, in-class writing activities, discussion posts, group activities, and peer editing. These assignments must be completed in class, on the day assigned to receive credit. Late DWAs **will not** be accepted. 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. You may miss **three** daily writing assignments without penalty.

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.