

# ENGL1101

Section.14 Hybrid Monday 9:30-10:45 a.m.

## Denise C White, PhD

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## Office Hours

**Mondays and Wednesdays**  
**8:00-9:15, 11:00-12:00, and by**  
**appointment**

I also encourage you to email me with any questions you might have, as I check email several times during the day and can quickly help with any questions/problems you might be having. I will generally reply within 4 hours. However, if you send me an email after 8:00 p.m., I will reply to your message early the next morning.

## Course Description

ENGL 1101 focuses on skills required for effective writing in a variety of contexts with emphasis on exposition, analysis, and argumentation. Also includes introductory use of a variety of research skills.



## Course Goals(from WPA Outcomes)

### Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations. By the end of first-year composition, students should

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences

## Policies (continued)

In-class and online writing exercises are meant to serve as the starting point for thoughts which, pursued independently, may furnish material

## Grading Policy

Paper 1 (Narrative): 15%  
Paper 2 (Visual Argument): 15%  
Paper 3 (Rhetorical Analysis): 20%  
Final Paper & Presentation (Concept from *YANSS* applied to news story, event, or behavior): 15%  
Discussions: 35%

✱**The time to be concerned about your final grade begins on the first day of class. I do not negotiate or inflate grades, so please do not ask. No extra credit or extra points will be given. No exceptions!!** ✱

**All assignments will be graded using the following scale:**

A=90-100  
B=80-89  
C=70-79  
D=60-69  
F=below 60

**Late work will lose one letter grade per day it is late (including weekends).**

**\*\*\*More than 2 absences will result in the loss of a letter grade for the course; 3 or more absences, excused or unexcused, will result in a failing grade for the course.\*\*\***

**Chatting with classmates during class discussions, working on materials for another class during our class time, and consistently arriving late or leaving early will result in 1/2 an absence for the day.**

•Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

## Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing. By the end of first-year composition, students should

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

## Processes

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions. By the end of first-year composition, students should

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideasExperience the collaborative and social aspects of writing processes

## Academic Honesty

### Plagiarism and Cheating

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.

**\*\*I will report all instances of academic dishonesty.\*\***

### Paper Due Dates

9/11: Paper #1 Due

10/16: Paper #2 Due

11/6: Paper #3 Due

11/27: Final project due

- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

### Knowledge of Conventions

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. But they also influence content, style, organization, graphics, and document design. Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal; they vary by genre (conventions for lab notebooks and discussion board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers). A writer's grasp of conventions in one context does not mean a firm grasp in another. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre, understanding that genres evolve in response to changes in material conditions and composing technologies and attending carefully to emergent



conventions. By the end of first-year composition, students should

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and



## Academic Honesty

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of these high standards is crucial since the validity and equity of the University's grades and degrees depend upon it. Any student found to have violated any KSU academic honesty regulation after a hearing before a university hearing panel or before the Vice President for Student Success and Enrollment Services (or his/her designee) shall be suspended for at least one semester, unless the student persuades the deciding body that the circumstances of his or her behavior substantially mitigate the gravity of the violation. These regulations are designed to assist students in (1) developing appropriate attitudes about, and (2) understanding and following the university's standards relating to academic honesty. The regulations protect students by helping them avoid committing infractions that may compromise the completion of their KSU degrees or damage their reputations.

revising

- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts

Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions

- Practice applying citation conventions systematically in their own work

### *ENGL 1101/1102 Grading Standards*

**A:** This grade represents superiority in composition, content, and style. An A is the result of originality of thought, depth of understanding, and outstanding style as well as excellence in grammar and development. As rhetoric, an A paper convinces the reader of the soundness and validity of its argument. The true A paper, relatively rare, goes way beyond expectations.

**B:** This grade is indicative of a paper in which the material has been presented in an above-average manner with a minimum number of errors of any kind. As rhetoric, a B paper makes a sound argument, but lacks the brilliance of an A paper.

**C:** This grade represents work that is average. A C paper presents and illustrates a clearly stated thesis and avoids serious errors; it lacks, however, the rigor of thought, development, and expression required for a grade of A or B. A paper receiving a grade of C or higher must have few mechanical errors. On the other hand, an essay may denote the writer's competence in grammar, punctuation, mechanics, and diction and still receive a grade of below C because the organization or content is unsatisfactory. As rhetoric, a C paper is an argument with perhaps some strong features, but with some problems.

**D:** The D grade represents below-average, unsatisfactory work. A paper with errors in subject-verb agreement, comma splices or fused sentences, sentence fragments, illogical sentences, or numerous spelling errors should not be awarded a grade higher than a D. As rhetoric, the D paper has little to commend its argument.

**F:** The F grade designates writing that is unacceptable at the university level. As rhetoric, the F paper fails to persuade. **Note: Students must earn a grade of C in English 1101 to proceed to English 1102 and a grade of C in English 1102 to proceed to English 2110.**

### Intellectual Diversity Statement:

Kennesaw State University is an educational community comprised of individuals from different ethnic, racial and religious groups and of different genders, political beliefs, ages, abilities and sexual orientations. In light of this diversity, Kennesaw State University is resolved to contribute to the development of an integrated, pluralistic society in which individuals model and support humaneness and respect for the individual. Kennesaw State University is committed to a diversity of intellectual viewpoints. We trust in a genuine free marketplace of ideas where faculty and students are encouraged to express their considered opinions openly. We further believe that this intellectual exchange is healthy, democratic, and produces new insights. The exchange of ideas is also a splendid means of encouraging “critical thinking” as long as it is conducted within an atmosphere that respects the dignity of all concerned. The University is committed to providing quality education, which is enhanced by the perspectives provided by individuals and groups with varying backgrounds and views. Racism, sexism and other discriminatory attitudes and behaviors impede learning and working. Conversely, respect for differences enhances educational and work experiences. Kennesaw State University is dedicated to creating an environment that cherishes and nourishes this diversity.



### Required Texts:

Lunsford, Andrea and John J. Ruszkiewicz. *Everything's an Argument*, 7th Edition. MacMillan, 2016. ISBN: 978-1-319-02131-3.

McRaney, David. *You're Not So Smart*. Penguin, 2011. ISBN: 978-1-59240-736-1.

McCraney's website: <https://youarenotsmart.com>.

## Participation Requirements and Expectations

To successfully complete this course, you are expected to actively participate in weekly discussion posts. Because this class meets partially online, your discussion participation verifies that you are completing the readings and “attending” the course on online days.

Participation is defined as posting thoughtful responses to weekly questions, completing online assessments on time, and responding to discussions and emails.

Additionally, you must complete the following assignments in order to receive better than a C as your final course grade:

1. Post to all discussions and reply to at least two people for every discussion.
2. Complete all essays/projects.
3. Demonstrate excellent Netiquette in discussion posting.

I am unable to give weekly, individual feedback due to the number of online posts and online students I have across several classes, but I want to work with you to help you create the best posts possible. Ultimately, if you are concerned, please email me.

## KSU Statements

### Disability Statement:

Any student who, because of a disabling condition, may require some special arrangements in order to meet the course requirements should contact the instructor as soon as possible to arrange the necessary accommodations. Students should present appropriate verification from KSU disAbled Student Support Services. No requirement exists that accommodations be made prior to completion of this approved University process. disAbled Student Services can 770-423-6667, 770-423-6480TTY

# Reading and Assignment Schedule

(**Blue** dates are in-class days; **red** dates are online assignments)

**8/14:** Introduction to the course

**Due by 8/19:** Read *Everything's an Argument (EA)* Chapter 1; Discussion post: Introduce yourself, discuss strengths and weaknesses as a reader/writer

**8/21:** *You Are Not So Smart (YANSS)* Introduction & Chapters 1-2.

**Due by 8/26:** *EA* Chapters 2-4; *YANSS* Chapters 3-5; Discussion

**8/28:** Introduction to Narrative Paper

**Due by 9/2:** *EA* Chapter 5; *YANSS* 6-9; Discussion

**9/4: NO CLASS MEETING—LABOR DAY HOLIDAY**

**Due by 9/9:** *EA* Chapter 7; Discussion

**9/11: Narrative Paper Due** (Your Digital Personality); Read *YANSS* Chapters 10-13 for class discussion

**Due by 9/16:** *EA* Chapters 8&9, *YANSS* Chapters 14-21; Discussion

**9/18:** Introduction to Visual Argument paper

**Due by 9/23:** *EA* Chapters 10&11; *YANSS* Chapters 22-27; Discussion

**9/25:** Topic generation workshop for Visual Argument

**Due by 9/30:** *EA* Chapter 12; *YANSS* chapters 28-32; Discussion

**10/2:** Discuss *YANSS* so far; Visual Argument

**Due by 10/7:** *EA* Chapters 13-16; Discussion

**10/9:** Work on Visual Argument

**Due by 10/14:** *YANSS* Chapters 33-37; Discussion

**10/16: Visual Argument Paper Due;** print out a copy of MLK, Jr's "I Have A Dream Speech and bring to class for workshop.

**Due by 10/21:** *EA* Chapter 6; *YANSS* Chapters 38-41; Discussion

**10/23:** Rhetorical Analysis workshop

**Due by 10/28:** *EA* Chapters 17-18; Discussion

**10/30:** Rhetorical Analysis Workshop: "I Have a Dream"

**Due by 11/4:** *YANSS* Chapters 42-45; Discussion

**11/6: Rhetorical Analysis Due;** *YANSS* Chapters 46-48

**Due by 11/11:** *EA* Chapters 19-21; Discussion

## KSU Statements

### (continued)

#### Kennesaw State University Diversity Vision Statement

It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for, and can effectively compete in the global society.

#### KSU Position Statement on Environmental Awareness:

Kennesaw State University endeavors to encourage in each student, faculty, staff member, and the community, a respect for the worth of the environment and a desire and capacity to recycle, to conserve energy and to take other measures to help conserve limited resources. This institution focuses on developing an environmental ethic that promotes excellence, responsibility and stewardship in environmental affairs and is committed to educating the community about environmental issues.

**11/13:** Work on final project

**11/20: NO CLASS MEETINGS—THANKSGIVING BREAK**

**11/27: Final Paper Due; Presentations**

**Due by 12/2:** Please fill out course evaluation

**12/4:** Presentations

## Student Resources

**First Year Composition Site:** <https://web.kennesaw.edu/firstyearcomp/>

**KSU Writing Center:** <http://www.kennesaw.edu/english/WritingCenter/> Phone: (770) 423-6380

**Sturgis Library:** <http://www.kennesaw.edu/library/> (Phone: 770-423-6202)

**Counseling & Psychological Services Center (formerly CAPS):** <http://www.kennesaw.edu/studentssuccess/cslgindex.html> Phone: 770-423-6600

**Student Technology Services:** <http://its.kennesaw.edu/students/index.html> (Help Line: 770-499-3555)

**ESL Center:** [http://www.kennesaw.edu/university\\_studies/esl/center.shtml](http://www.kennesaw.edu/university_studies/esl/center.shtml)

**Adult Learner Center** (Includes info on childcare subsidies for student-parents): [http://www.kennesaw.edu/stu\\_dev/alp/index.shtml](http://www.kennesaw.edu/stu_dev/alp/index.shtml)

**International Student Center:** [http://www.kennesaw.edu/stu\\_dev/isrs/](http://www.kennesaw.edu/stu_dev/isrs/)

**Minority Student Retention:** [http://www.kennesaw.edu/stu\\_dev/msrs/](http://www.kennesaw.edu/stu_dev/msrs/)

**Veterans' Resource Office:** 678-797-2970 (Kenn. Hall 1304)

**Student Organization for Veterans:** <http://clubs.kennesaw.edu/ksuvc/>

**Study Abroad:** <http://www.kennesaw.edu/studyabroad/index.html>

**Center for Student Leadership:** <http://www.kennesaw.edu/csl/>

**Volunteer KSU:** [http://www.kennesaw.edu/stu\\_dev/vksu/vksu.html](http://www.kennesaw.edu/stu_dev/vksu/vksu.html)

**Collegiate Recovery Center (Substance Abuse Assistance):** <http://www.kennesaw.edu/studentssuccess/crc/>

**Center for Student Leadership:** <http://www.kennesaw.edu/csl/>

**Volunteer KSU:** [http://www.kennesaw.edu/stu\\_dev/vksu/vksu.html](http://www.kennesaw.edu/stu_dev/vksu/vksu.html)

**Collegiate Recovery Center (Substance Abuse Assistance):** <http://www.kennesaw.edu/studentsuccess/crc/>

**KSU's Full Code of Conduct:** [http://www.kennesaw.edu/scai/code\\_of\\_conduct.shtml](http://www.kennesaw.edu/scai/code_of_conduct.shtml)

## Paper Assignments:

All papers will be assessed using the rubric attached to the assignment on D2L.

**Narrative Paper: Your Digital Personality. 5 pages\*.** What online platforms do you use regularly (Facebook, Instagram, Twitter, etc.)?

Take a look at your profile picture. What is it and why did you choose it? If you have a background picture, what is it and why did you choose it? Is your profile public (accessible by anyone) or limited to friends only? What information do you share in your "About" section (hometown, birthday, education, workplace, etc.)? When you post pictures, what kinds of pictures are they (family events, adventures with friends, pets, sharing memes, sharing others' pictures)? What are your language choices when you post (quick, text-like messages; grammatically correct, detailed messages; do you use 4-letter words, etc.)? Overall, what would someone who just encountered your profile instantly know about you?

How long is your friend/follower list? Do you know everyone on that list? From what part of your life do most of your friends/followers originate (high school, a club, work, etc.)?

Is your online personality the same as your face-to-face personality? Describe. How do you deal with disagreements online and in person? How much time do you spend communicating online per day? How do you interact with others online (deep conversations or limit yourself to surface, simple conversations)? What would make you unfriend or block someone from access to your profile? Give examples when possible to support your ideas.

**Visual Argument Paper: 5 pages (including one page for the visual argument).** Choose an image that illustrates one of the fallacies/effects, etc. from *YANSS*. This image will be placed on the top half of a page. On the bottom half of the page, place an image of what the top image would really look like if it did not illustrate one of McCraney's chapters. This image might be drawn, photoshopped, or may be a photo you have taken yourself. Advertising is especially fruitful for this project. For instance, look at advertisements in magazines. They all provide an image of some ideal that comes from purchasing the product. However, we all know that these ideals are not the case. For example, how will buying a certain car, alcoholic beverage, food, cleaning product, brand of clothing, personal hygiene or cosmetic product, etc., etc., etc. make you beautiful/popular/prosperous/thin/have a gorgeous home/have wonderful perfect kids/make you a better spouse, etc. In the four pages of the essay, explain what you saw in the first image and how and why you fixed it in the second image. Look around you for ideas—they are everywhere!



**Rhetorical Analysis: 5-6 pages.** MLK, Jr's "I Have A Dream" speech. Using the notes and strategies we discussed in class, write a 5-6 page rhetorical analysis of the speech. This speech is very complex once you start pulling it apart, so it is not possible to cover every aspect of it in 5-6 pages, but you should pay special attention to the use of ethos, pathos, logos, as well as word choice and MLK's use of imagery to get his point across. You may, of course, choose to look at other aspects of the speech in addition to these aspects.

**Final Paper and presentation: 4-5 pages.** Choose one of the concepts in *Y4NSS* and apply it to a news story, event, behavior that you find in print. You will have to provide a copy of the story, etc. that you are using as part of the project. First, explain the concept in your own words but using McCraney's work to help support your words. Then, explain the story, event, or behavior. Last, and most important, analyze the item you've chosen and show how it either supports McCraney's ideas. Explain how, if the story, event, or behavior were changed so that it did not fall into one of McCraney's *You Are Not So Smart* chapters, it would then be presented. What you are doing in this last step is rewriting the story, adjusting the behavior, or changing the event so that it does not fit into the particular effect/bias/fallacy, etc. that McCraney explains. This paper is similar in some ways to the visual argument paper, but instead of analyzing and creating a visual argument, you are analyzing a print argument (either hard copy or online) instead of a picture. Use what you learned about rhetorical analysis to help you—word choice is very important in trying to make the reader agree with perspective and point of view! You will present your paper to your classmates in a 5 minute presentation. You may, but are not required to, use visual aids such as putting the article up on the projector for the class to view.

**\*note about page counts: a 5 page paper is 5 full pages (within a single line or two of the BOTTOM of page 5); 5-6 pages means at least 5 full pages but no more than 6 full pages. Papers that do not meet the assignment minimums will have points deducted.**

## Grading Rubric for Discussion Board Postings

With the exception of our first post (introduction), for which you will get full credit as long as you post on time, each discussion board assignment is 7.7 points. Your grades on discussion posts will be assessed as follows:

**Above Average (Receives 7.7 Points):** These responses are insightful, original, thorough, use specific examples from the text (where called for) to support the writer's points, demonstrate that the writer can make connections to previous or current content or to real-life situations, and are capable of inspiring rich discussion from other members. Additionally, these posts are well-written and demonstrate good "Netiquette" – consideration of and respect for diverse viewpoints; an openness to other students and differences in the class without hostility toward other students or differing viewpoints; grammatically correct English.

**Average (Receives 5-6 Points):** These responses answer the questions in a sufficient manner but may be less developed and thorough. Answers are often commonplace and contain fairly obvious ideas that restate or summarize the instructor's background materials or other's posts; make few or basic connections to previous or current course content or to real-life situations.; may contain some specific examples or details from the text but more (or better) examples would make for a stronger post. Additionally, these posts are well-written and demonstrate good "Netiquette" – consideration of and respect for diverse viewpoints; an openness to other students and differences in the class without hostility toward other students or differing viewpoints; grammatically correct English.

**Below Average (Receives 2-5 Points):** These responses are noticeably "skimpy" in their answer to the questions provided. The writer provides no (or very little) detail from the text to support his or her position. Responses are superficial with very little analysis or insight, may be off-topic completely, or neglect to fully answer one or more parts of the questions provided.

**Disqualified (Receives 0 Points):** Posts are disqualified if they are not posted by the deadline or if the poster fails to complete both parts of the assignment – in other words, you **MUST** post your own answers **AND** respond to two other posts in order to get .