

ENGL1102

Section H01 | MW 9:30-10:45

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Office Hours

**Mondays and Wednesdays
8:00-9:15 a.m. 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 1102 develops writing skills beyond the levels of proficiency required by ENGL 1101.

Interpretation and evaluation are emphasized, and a variety of more advanced research methods are incorporated.



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

Grading Policy

FINAL GRADES:

Responses (4): 20

Research Proposal/Annotated Bibliography:
20%

Critiques (3): 15%

Final Research Project: 45%

 Script (Research paper) 20%

 Final Pecha Kucha: 15%

 Participation in all workshops and Peer
 reviews 10%

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 3 absences will result in
the loss of a letter grade for the course;
5 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.**



evidence, evaluate sources

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 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

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.****

ENGL1102 satisfies one of Kennesaw State University's general education program requirements. It addresses the [insert learning outcome title] general education learning outcome(s). The learning outcome states: [insert appropriate learning outcome from table below]. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=29&poid=3434

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 ideas
 - Experience the collaborative and social aspects of writing processes
 - 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 revising

Policies (continued)

In-class and online writing exercises are meant to serve as the starting point for thoughts which, pursued independently, may furnish material for your graded essays. Writing done out of class--i.e., homework—is meant to contribute to the development of your ideas or to facilitate class discussion. The writing you do in and out of class will be factored into your final grade .

Neither in-class writing assignments nor homework will be accepted late. If you must miss class the day a homework assignment is due, you may email it to me.

****More than 3 absences will result in the loss of a letter grade for the course; the 6th absence, excused or unexcused, will result in a failing grade for the course.****

****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. ****

Extra Credit: I do not give extra credit—no exceptions—because there is ample opportunity throughout the semester to do well.

Course content will cover greater depth and scope than non-honors sections. Because this is an honors section and you are high-ability students, I will hold you to higher standards for quality of thought, grammar and mechanics.



- 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



Class Cancellation Policy: If class is cancelled because of inclement weather, it is your responsibility to check D2L for updates to the schedule and/or due dates.

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.

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 the General Education literature courses.

Required Texts:

Ballenger, Bruce. *The Curious Researcher*, 8th edition. New York: Pearson, 2015.

Pollan, Michael. *The Omnivore's Dilemma*. New York: Penguin, 2006.

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 call (470) 578-6667 (470) 578-6480 TTY

General Education Assessment Study:

Kennesaw State University is currently engaged in a campus-wide assessment of its general education program. The purpose is to measure student achievement with respect to faculty defined student learning outcomes. This course has been selected to participate in the process. No individually-identifiable student information will be collected as part of the assessment. Data will be reported only in aggregated form.

Students should know that the data may be used for scholarly work by members of KSU faculty (but only in anonymous and aggregated form). If you are opposed to having your anonymous data used for scholarly work, you can “opt out” of this specific aspect of the process. For more information on the general education assessment process and for access to an “opt out” form, please click

<http://curriculum.kennesaw.edu/gened/learning-assessment.php>

Reading and Assignment Schedule

M 1/9—**NO CLASS MEETING—WEATHER**

W 1/11—Introduction to the course

M 1/16—**NO CLASS MEETING—MLK Holiday**

W 1/18—OD Introduction and Chapter 1. Generate 5 questions that you have about the reading in OD. Bring to class.

M 1/23—CR 1-59; discuss research

W 1/25—OD Chapters 2, 3, 4. **Response #1 Due.**

M 1/30—CR 61-85. **Topic generation workshop in class. Please bring CR to class with you.**

W 2/1—OD Chapters 5, 6, 7. **Response #2 Due**

M 2/6—CR 85-113. How to use sources.

W 2/8—OD Chapters 8, 9, 10 **Critique #1 Due**

M 2/13—CR 115-143; work on research for annotated bibliography. **Topic for annotated bibliography and research essay due at the end of class.**

W 2/15—OD Chapters 11, 12, 13 **Response #3 Due**

M 2/20--CR 143-167; work on research for annotated bibliography

W 2/22—OD Chapters 14, 15 **Critique #2 Due**

M 2/27—CR 169-219; watch *Food, Inc.* in class **Research Proposal/Annotated Bibliography Due**

W 3/1—OD Chapters 16, 17, 18

M 3/6—Library Day—no class meeting, but I will be in my office to help with research questions **Critique #3 Due**

W 3/8--CR 221-56; Work on script.

M 3/13--Thesis Workshop in class.

W 3/15—OD Chapters 19 and 20. **Response #4 Due**

M 3/20—Peer review of script in class **Script Draft Due**

W 3/22—work on script

M 3/27--**Script Due**

W 3/27—work on final project

4/1-4/9—**Spring Break. No class meetings.**

Campus Resources

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

KSU Writing Center: <http://www.kennesaw.edu/english/WritingCenter/> Phone: (470) 578-6380

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

Counseling & Psychological Services Center (formerly CAPS): <http://www.kennesaw.edu/studentsuccess/cslgindex.html> (470) 578-6600

Student Technology Services: <http://its.kennesaw.edu/students/index.html> (Help Line: (470) 578-3555)

ESL Center: 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

International Student Center: http://www.kennesaw.edu/stu_dev/isrs/

Minority Student Retention: http://www.kennesaw.edu/stu_dev/msrs/

Veterans' Resource Office: (470) 578-2970 (2nd floor Willingham Hall)

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

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

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

Volunteer KSU: 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