

English 1100:Composition I

1100.02	M/W/F	8:00-8:50	Haley Center 2346
1100.40	M/W/F	10:00-10:50	Haley Center 3196
1100.52	M/W/F	11:00-11:50	Haley Center 3150

Instructor

Ms. McKenna Rose; email mrs0008@auburn.edu; phone (334) 844-9092; office 9092; office hours M/W 1:00-3:30 and by appointment. (Email response time: ASAP and no later than 24 hrs.)

Course Description

This course is designed to develop skills in critical writing and thinking through the theory and practice of process pedagogy. Process pedagogy will equip students with tools such as prewriting, drafting, collaboration/peer review, reflection, and revision. The analysis of mostly non-fiction works will provide students with models for their own writing that opens up a conversation between novice and expert writing, while providing an awareness of the way writing responds to audience and rhetorical situations. Students will emerge from first-semester composition with control over their own writing, and an ability to apply the writing skills they learned across academic disciplines.

Course Objectives

Once you have completed this course, you should be able to:

- Employ a writing process in rhetorical situations across academic disciplines and throughout your career: pre-writing, drafting, collaboration/peer review, and revision
- Produce an arguable claim developed through personal evidence, description, and textual analysis
- Read verbal, visual, and three dimensional texts critically for form, rhetorical features, underlying assumptions, cultural context, audience constraints, and validity
- Match your tone and style, and the conventions of standard written English, to the context for which you are writing.

Required Texts

Lunsford, Andrea A. *Easy Writer*. 4th ed. New York: Custom ed. New York: Bedford/St. Martin, 2010.

Silverman, Jonathan and Dean Rader. *The World is a Text*. 2nd ed. New Jersey: Prentice Hall, 2006.

Assignment	Value	Description
Paper I: Personal Narrative. Your Life as Text	20%	A 1200-1400 word, essay in which you describe, interpret, and compare a personal narrative text we read as a class to an experience you've had to uncover the lasting effects of the experience(s) on your identity.
Paper II. Observation. Images, Visual Culture, & Non-Traditional Texts.	20%	A 1200-1400 word expository essay in which you analyze the observation techniques of a text we read as a class to then present an organized response to your observations of a visual and/or non-traditional text.
Paper III: Argument/Analysis. Gender/Sexuality.	20%	A 1200-1400 page, essay in which you make a claim about how assumptions about gender and sexuality work in a specific text, and then support your claim through analyzed evidence.

Paper IV: Comparison. Analyzing Competing Conversations	20%	A 1200-1400 page, essay in which you make a claim that compares critical points of view on a topic of your, which you then develop/support by analyzing and comparing evidence from each text.
Final Exam	10%	Pannel presentations in which you read and then discuss a short revision/reflection paper (300-500 words).
Participation	10%	Please arrive to class on time, with all reading and writing assignments completed, and then contribute significantly to class discussions and workshops. Your participation grade will reflect successful completion of in-class writing and informal homework responses.

Grading Scale

A+	100-97	C+	83-80
A	96-94	C	79-77
A-	93-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-64
B-	83-80	D-	63-60
		F	59 and below

For a description of what constitutes the above grades, please refer to Auburn University's guide <http://media.cla.auburn.edu/english/wl/grading.cfm>.

Late or Missing Assignments

All work is due on the date and at the time specified on the calendar. Late work (papers, quizzes, in-class writing) may not be accepted.

- I will deduct one full letter grade (10 points) for each day the paper is late, including days that we do not attend class. After one week, I will not accept the paper, and you will receive a failing grade for that assignment.
- If you know you will be absent the day a paper is due or a quiz given, please let me know in advance. Whether the absence is planned or unplanned, you will still be responsible for getting the paper to me on time, and we will need to make the appropriate arrangements, including your provision of a documented excuse.

Attendance

Because you will be required to participate in peer review sessions and in-class writing assignments, attendance to all classes is mandatory. **You can have up to three unexcused absences, but if you accumulate more than three unexcused absences, you may receive a grade of FA (failure due to absences).** After three unexcused absences, you will be advised to drop the course (please be advised of the drop dates noted on the reading schedule). For further information please refer to Auburn University policies on attendance and assigned work in the *Tiger Cub Student Handbook* www.auburn.edu/tigercub.

- For absences to be excused you must provide proper documentation such as a doctor's note for illnesses, a death notice for deaths in the family, religious holidays, military documentation for leave time, or University letters for school or athletic trips.
- All work due on the day you were absent is due at the start of the class period you return.
- **If you are over fifteen minutes late, you will be considered absent without an excuse.**

Plagiarism

Cheating and plagiarism are serious violations of the Student Academic Honesty Code (Title XII) and will be treated according to the procedures outlined in the *Tiger Cub Student Handbook* www.auburn.edu/tigercub. Briefly, Plagiarism is intentionally passing off sentences, paragraphs, or entire papers written by someone else as your own original work. Submitting papers already written and submitted in other courses also constitutes academic dishonesty and will result in a failing grade for the assignment. We will discuss how to adequately document sources early in the semester to avoid any inadvertent mistakes.

Students with Disabilities

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

Calendar

(Please note: all assignments are listed on the date they are due, and the calendar is subject to change)

August

W	18	Introduction
F	20	Part I. Personal Narrative. Your Life As Text. “How do I Write a Text for College” (25-26) “How do I Write About Popular and Visual Culture Texts?” (30-41)
M	23	Silverman, “Reading and Writing About the Road” (82-91)
W	25	Sedaris, “To Make a Friend, be a Friend” (613-618)
F	27	Tan, “Mother Tongue” (282-286)
M	30	Gladwell, “The Sports Taboo” (291-298)

September

W	1	Shamieh, “Censoring Myself” (304-307)
F	3	Portelli, “Coal Miner’s Daughter” (680-687)
M	6	No Class: Labor Day
W	8	Full Class Workshop: Bring introduction and 1-2 body paragraphs
F	10	Peer Group Workshop: Bring 2 copies of full draft for peer review <i>Easy Writer</i> , “Developing Paragraphs” (20-22); “Quotation Marks” (121)
M	13	Part II. Observation. Images, Visual Culture, & Non-Traditional Texts. Radar, “Reading and Writing About Your Campus” (76-82) Paper 1 due

W	15	Halsband, "Campuses in Place" (484-491)
F	17	Bednar, "Making Space on the Side of the Road" (497-507)
M	20	Rich, "Whatever Happened to the America of 9/12?" (242-244) Plotz, "Frank Rich is Wrong About That 9/11 Photograph" (245)
W	22	Crichton, "Is the Names Quilt Art?" (208-214)
F	24	"The American Signs on Route 66 Suite" (412-423)
M	27	"The Native American Mascot Suite" (Introduction 313-316; Staurowsky 316-321; and King, et. al. 324-328)
W	29	Darby, "Reading Cindy Sherman and Gender" (224-226) <i>Easy Writer</i> , "Pronouns" (78-84); "Quotation Marks" (122-125)

October

F	1	Mandatory Midterm conferences in my office, 9092
M	4	Mandatory Midterm conferences in my office, 9092
W	6	Mandatory Midterm conferences in my office, 9092
R	7	Last Day to Withdraw
F	8	Peer Group Workshop: Bring 2 copies of full draft for peer review
M	11	Part III: Argument/Analysis. Gender/Sexuality. "How Do I Argue About Popular Culture Texts" (41-53) Paper 2 due
W	13	Gantz, "'Not That There's Anything Wrong With That'" (134-149)
F	15	hooks, "Mock Feminism: Waiting to Exhale" (366-371)
M	18	Fuentes, "Out of Style Thinking: Female Politicians and Fashion" (436-438)
W	20	Spain, "Spatial Segregation and Gender in the Workplace" (491-496)
F	22	Nussbaum, "Say Everything" (623-635)
M	25	"How Do I Know What a Good Paper Looks Like?" (57-64) <i>Easy Writer</i> , "MLA Style" (206-214)
W	27	Full Class Workshop: Bring introduction and 1-2 body paragraphs
F	29	Peer Group Workshop: Bring 2 copies of full draft for peer review

November

M	1	Part IV: Comparison. Analyzing Competing Conversations. “The Mall Suite” (Introduction 517) & Farrell, “The Politics of No Politics” (518-529) Paper 3 due
W	3	Kowinski, “D.C. Panoply—and the First Black Mall” (529-535)
F	5	“The Future of Journalism Suite” (575-583)
M	8	Love, “Before Jon Stewart: The Growth of Fake News. Believe It” (545-551)
W	10	Hockenberry, “The Blogs of War” (590-596)
F	12	Parisi, “Black Bart Simpson” (152-165)
M	15	Beltran, “The New Hollywood Racelessness” (349-359)
W	17	“Indians and Cowboys: Two Poems that Recast Hollywood Indians” (372-376)
F	19	Full Class Workshop: Bring introduction and 1-2 body paragraphs
M		No Class: Thanksgiving Break
W		No Class: Thanksgiving Break
F		No Class: Thanksgiving Break
M	29	Peer Group Workshop: Bring 2 copies of full draft for peer review <i>Easy Writer</i> , “Conciseness” (98-100); “Shifts” (102-104) Paper 4 due via blackboard or email by midnight

December

W	1	Final Exam: Pannel Presentations
F	3	Final Exam: Pannel Presentations
		1100.02 Final Exam: Pannel Presentations, December 9, 8:00-10:30 1100.40 Final Exam: Pannel Presentations, December 7, 8:-10:30 1100.52 Final Exam: Pannel Presentations, December 8, 12:00-2:30