

English 1101
English Composition I
Fall 2014

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Required Texts:

The St. Martin's Handbook, 7th ed. Andrea Lunsford, Bedford/St. Martin, 2011.
Food and Culture: A Reader. 3rd ed. Counihan and van Esterik, Routledge, 2013.

Catalogue description: A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

Course objectives: Students will demonstrate knowledge of the writing process by studying and practicing several kinds of writing: exposition, analysis, and argumentation. Students will demonstrate logic, coherence, organization, development, and clarity of written material. Students will use appropriate grammar, diction, punctuation, mechanics, and conventional documentation of sources. For a more comprehensive list of course outcomes, see "Course Outcomes Rubric," attached.

Course requirements: All English 1101 students will write 5000 words during the semester—approximately 20 pages (250 words per page) of finished, graded writing. Assignments will demand exposition, analysis, and argumentation. Students will also complete assignments which will involve documentation and library research procedures, and one will be a 6-9 page research paper. Students will also complete frequent reading assignments (over which they may be quizzed) and other daily assignments such as grammar exercises and peer critiquing activities.

Evaluation--The grade for this course is weighted as follows:

Essay 1 (Film review, in-class)—10%, Essay 2 (Critique)—20%, Annotated Bibliography—10%, Essay 3 (Research paper)—20%, Essay 4 (Final, written in class)—20%, Class Mini-lecture—10%, and Daily Average (includes service-learning project)—10%.

Schedule: (This schedule is subject to change)

August

M	18	Introduction to course: Discussion of rhetorical triangle (ethos, pathos and logos; syllogisms and enthymemes; inductive and deductive reasoning); rhetorical analysis of ad; at home, read "Plagiarism Definition and Discussion" (posted in D2L)
W	20	Turn in signature sheet for "Plagiarism Definition and Discussion"; Student mini-lecture assignment and sign-ups; diagnostic essay, written in class
M	25	Read <i>St. Martin's Handbook</i> , Part 1; service-learning project assigned (Bring project idea to next class.); Essay #1 assigned (rhetorical analysis of <i>Food, Inc.</i>); essay structure discussion

W	27	Diagnostic essay returned; College Essay Grade Descriptions; Service learning project groups established; Grammar Lesson 1; view <i>Food, Inc.</i>
September		
M	1	Labor Day Holiday
W	3	Finish viewing <i>Food, Inc.</i>
M	8	Discussion of <i>Food, Inc.</i>
W	10	Essay #1, written in class
M	15	Revision of Essay #1 (essay due at end of class)
W	17	Clark, "The Raw & the Rotten: Punk Cuisine"; Summarizing, Paraphrasing, and Quoting
M	22	Discuss <i>The St. Martin's Handbook</i> , Part 2; plagiarism discussion; student mini-lecture
W	24	Essay #1 returned; Essay #2 assigned (Critique); Williams-Forson, "More Than Just the 'Big Piece of Chicken'"; student mini-lectures
M	29	Parasecoli, "Feeding Hard Bodies"; student mini-lectures; brief service learning group meeting (plan due on the 24 th)
October		
W	1	Poppendieck, "Want Amid Plenty: From Hunger to Inequality"; student mini-lectures; Grammar Lesson 2
M	6	Developing ethos; Rogerian approach to argument; service learning project plan due; student mini-lectures
W	8	Essay #2 rough draft, written in class: meet in LTC 163
M	13	Discussion of rough drafts and revision plans; Introductions and Conclusions; Style exercise; Grammar Lesson 3; student mini-lectures
W	15	Peer Critiques; Service Learning verbal update from groups
M	20	Essay #2 due; Essay #3 Assignment; Gathering, Using, and Documenting Sources; student mini-lectures
W	22	Research: Meet at Library Technology Center ; student mini-lecture
M	27	Integrating Sources into Your Writing; topic check; student mini-lectures; Grammar Quiz
W	29	Preliminary Bibliography and Outline due; student mini-lectures
November		
M	3	Annotated Bibliography due; Q&A on Essay #3; student mini-lecture
W	5	Essay 3 rough draft, written in class: meet in LTC 163
M	10	Service Learning Projects due; group presentations; student mini-lecture
W	12	Peer Critiques
M	17	Discuss <i>St. Martin's Handbook</i> , Part 3; Developing Coherence; student mini-lecture
W	19	Essay #3 due; Essay #4 Assignment; student mini-lectures
	24-28	Thanksgiving and Fall Break
December		
M	1	Grammar Jeopardy
W	5	Review course Outcomes Rubric; Student Self-Reflection
M	8	Final Exam: Essay 4, 3:00-5:00

English 1101 Service Learning Project

This semester, you'll work with a group of your peers (at least three fellow students from our class) to provide a service to the community, and that service will be connected to our theme of food. Some obvious choices for the project are to work in a soup kitchen or conduct a food drive for a local food bank. However, you and your group can formulate your own project idea and submit it to your professor for approval. Aside from preparing the required items you'll submit to your professor, you'll need to spend an estimated 3-4 hours on this project. This time will be spent contributing meaningfully to your goal, for example,

- manning a food-drive table and/or transporting food items to the food bank;
- serving dinner to soup-kitchen clients;
- collecting “nearly-expired” foods from local grocery stores and taking them to a homeless shelter;
- working with kindergarteners in a school setting to help them better understand the benefits of a nutritious diet;
- offering a “Body Image Awareness” presentation to a sorority or to dorm residents;
- cooking and/or serving at an International Students’ Association Food Festival and/or helping to promote the event,
- or other approved activities related to our food studies.

What your group will submit:

10/6 Group service learning project plan (Include names of group members, type of project, goal of

project, location where service will take place, name of your group’s contact person, population who will benefit, and date(s) service will occur.)

10/15 Verbal update on group plans

10/31 Deadline for **confirmation email** to professor indicating that your group’s service has been completed

11/10 **Oral group report (with poster)** to the class describing your project, its goals, and its effects; also, a **one-page typed reflection** written by each individual explaining how your knowledge/understanding was developed by the project (here, try to make connections between the academic materials we’ve studied for class and your practical experience in serving the community).

The goal of this kind of project is to **connect meaningfully** what we do in class with your experience in the world, beyond the classroom. Studies show that students process academic material more deeply and thoroughly and remember it longer if they’ve engaged with it, applied it in “real” and meaningful situations. In addition to our learning goals, I anticipate that your work will benefit the community and make the world a better place!

English 1101 Course Outcomes Rubric

In order to earn a C or better in the course, students must perform at or above the level of “Proficient” in **all** of the following categories:

Students will	Below the mark and failing to indicate progress	Below the mark, but indicating progress	Proficient	Beyond proficient, indicating some sophistication in this category	Distinguished as excellent relative to course expectations
1. Compose first-year level essays and oral presentations that are logical, engaging, and informative;					
2. Demonstrate college level reading comprehension by summarizing and paraphrasing assigned and/or researched texts, retaining the intended meaning of those sources;					
3. Develop essays and presentations that include a controlling idea or thesis, provide adequate supportive evidence, and make use of effective organization;					
4. Demonstrate and apply an understanding of basic rhetorical concepts including ethos, pathos, and logos, and the relationship among audience, purpose, and context;					
5. Compose both single-draft and multi-draft essays, engaging in prewriting, drafting, and revision, as well as editing;					
6. Demonstrate proficiency at integrating sources into student’s own writing, using standard documentation conventions for clearly and ethically indicating credit to those sources;					
7. Construct clear, precise, grammatically correct sentences, using Standard Edited American English, and avoiding awkward phrasing and errors, including but not limited to: fragments, comma splices, run-on sentences, subject-verb and pronoun-antecedent disagreement, faulty pronoun reference, misuse of possessives, and misspellings.					