

# ENGL 1100 Syllabus

## Fall 2009

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### Karen Hunley

Office: 3020 Haley Center  
Class time: T/TR 11a.m. – 12:15 p.m.  
Office hours: T 9–11 a.m. or by appointment  
E-mail: kam0003@auburn.edu

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**Required texts and materials:** *Reading Critically Writing Well*. Eighth Edition. Rise B. Axelrod, Charles R. Cooper, Alison M. Arriner. You will also need a small notebook or folder for journals, which you will turn into me at various points in the semester.

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### Course Objectives:

- ✓ To develop rhetorical writing skills, or the ability to use language effectively
  - ✓ To feel comfortable and confident expressing yourself through writing
  - ✓ To foster an appreciation for alternative literacies and how they can apply to academic writing
  - ✓ To develop and articulate a clear, arguable claim/thesis
  - ✓ To support your claim logically with different kinds of evidence
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### Classroom Policies:

- ✓ You are expected to attend class on a regular basis. Please see *The Tiger Club* for a list of (university-approved) absences that will be excused. Excused absences must be documented.  
**Upon your FOURTH unexcused absence, you will receive an FA for the course.**
  - ✓ The conferences for the first two papers are mandatory. Failure to come to a scheduled conference will result in an unexcused absence.
  - ✓ Please respect me and your peers by silencing or turning off all electronic devices before coming in the classroom. **This means NO TEXTING.**
  - ✓ Final paper drafts are due in my e-mail **before class** on the date they are due. Without a university-approved excuse, half a letter grade will be automatically taken off for papers that are late on the due date. For every day it is late after that you will lose an entire letter grade.
  - ✓ You may only make up homework with an excused absence. You have one week to turn in any assignments (not including formal papers) from the date of the excuse. Anything turned in after that will not be graded.
  - ✓ It is your responsibility to gather any information or assignments given out on a day you missed. You will still be held accountable for the following day's work.
  - ✓ I will respond to all e-mails within 24 hours.
  - ✓ Feel free to bring drinks and snacks to class. However, I don't expect anyone to show up with a five-course meal or any food that makes a lot of noise when you eat it.
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**Grading:**

Essay 1: Personal narrative Essay	15%
Essay 2: Observation Essay	20%
Essay 3: Analysis Essay	20%
Essay 4: Position Essay	20%
Final Exam	10%
Journals and homework	15%

Of course you're also curious about how you'll be graded. The guidelines will certainly be more specific and stringent than what you encountered in high school, but any student willing to put forth the required time and effort can do well in my class. **To view the AU English department's grading rubric for ENGL 1100, visit <http://media.cla.auburn.edu/english/cs/engl1100.cfm>.**

**Important:** All work must be completed for you to receive a passing grade in this class. Failure to complete an assignment will result in a failing grade for that assignment. Although a **D** is recognized as a passing grade, in order to continue on the ENGL 1120, you must receive a **C** or better in this class!

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**Papers/Class structure:** This class will be structured into four sections, or units: the personal narrative essay, the observation essay, the critical analysis essay, and the position essay. You will be given a detailed assignment sheet for each one, and you will have plenty of time to learn about the parameters of the essay and ask questions. You will also receive a schedule for each unit, which will detail what we will do each day in class, as well as your homework, in preparation for that unit's essay.

**Paper format:** All papers must be formatted according to MLA format: 12 point, Times New Roman font, 1 inch margins, double spaced, and stapled, please. Required page length will vary for each essay.

**Free-pass week:** I understand that you have other classes and circumstances that may prevent you from doing your best work and turning a paper in on time; therefore, I am allowing each student a "free pass week." This means you can turn in any **one** of the four papers EXCEPT Paper 4 up to one-week late without penalty. You do need to let me know on the regular due date that you'll be "taking your week."

**Revision:** You will be allowed to revise and resubmit any one paper except, again, for the fourth paper. This does not guarantee you will get a higher grade, but you will be required to come talk to me about it first, and I will help you improve in any way I can.

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**Plagiarism (using another's work as you own) will NOT be tolerated.** If you have questions or concerns about plagiarism while writing your paper, please feel free to come and talk to me. Any instances of plagiarism will be dealt with in the manner outlined in *The Tiger Cub*.

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**Journals:** In addition to the formal essays, you will have the opportunity to write expressively and informally through in-class journal assignments. Please keep these assignments in a folder with your name clearly on the front.

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**Readers responses:** This a fancy word for homework; these are written responses to your at-home reading assignments. Sometimes, they will be assignments from your text, others you will be asked to write an informal one-page response paper. You will bring these to class on the day they are due; my e-mail inbox can only handle so much!

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**Final Exam:** Your final exam will be an in-class essay incorporating skills you have acquired throughout this course. We will discuss the final exam closer to the end of the semester.

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**English Center:** Before each essay is due, you will have the chance to meet with me personally in conferences so I can review a copy your rough draft. As I cannot point out all areas where improvement is needed, (because of limited time and because I am not perfect ... I miss things sometimes!) I highly suggest you also visit the English Center if you need additional help. The English Center is on-campus tutoring service designed to help students enrolled in Composition and Survey classes. This services works best if you make multiple visits per paper...don't show up the day before your paper is due and expect them to work miracles!

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**Accommodations for Students with Disabilities:** Students who have registered with the Auburn University Program for Students with Disabilities are entitled to specific accommodations, as determined by the Program. Students who have documented needs should therefore meet privately with the instructor at the end of the first class period. Information about the Program can be obtained in the Program offices in room 1244, Haley Center, or by phone at 334-844-2096.

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#### **Contacting/meeting me**

As stated earlier, I will respond to all e-mails, including those with final drafts attached, within 24 hours, barring any unforeseen circumstances. **E-mail is the best way to contact me unless you have an issue that needs to be discussed in person.** In this case, I am available to talk with you during my office hours or any other time we can agree upon. That said, I need you to contact me at least 24 hours before your desired meeting time to be sure we're on the same page. I am here to help you and will make every effort to answer your questions and ease your concerns.

# *Unit 1 Detail Schedule*

## **Paper 1: Personal narrative**

Tuesday, Aug. 18

1. Due: Nothing
2. In class: Welcome, introductions, review syllabus
3. Homework: Review syllabus, read Pgs. 1-11 in text, complete exercise on Pg. 7

Thursday, Aug. 20

1. Due: Pg. 7 exercise
2. In class: Discuss Pgs. 1-11 and handout; introduce Unit 1 and discuss different forms of literacy; HOC/LOC group activity, journal entry #1
3. Homework: Read pgs. 12-26 in text, complete “Write” exercises on 23, 24 & 25

Tuesday, Aug. 25

1. Due: Writing exercises from 23, 24, & 26
2. In class: Discuss “An American Childhood” essay; group activity with Pg. 26 “Write” activity; thesis statement discussion, activity; the importance of titles
3. Homework: Read pgs. 27-39, write a brief reading response (5-7 sentences) comparing the titles of the two assigned readings. How or how don’t they draw in the reader and let you know what the essay is about? Also, bring in a list of at least three alternative forms of literacy you have encountered (one of these should ultimately be your paper topic).

Thursday, Aug. 27

1. Due: Titles’ reading response, list of potential topics
2. In class: Discuss readings and compare titles; discuss/list how to choose your Paper 1 topic; in-class writing: journal entry #2; answer any questions about Paper 1
3. Homework: **Work on Paper**

Tuesday, Sept. 1

1. **Due: Paper 1 rough draft**
2. In class: Peer review, journal entry #3
3. Homework: Organize peer review responses into coherent paragraphs and e-mail them to respective students and me

Thursday, Sept. 3

1. Paper 1 Writing Day: **No regular class**

Tuesday, Sept. 8

1. Paper I mandatory conferences: **No regular class**

Thursday, Sept. 10

1. **Due: Paper 1 final draft**
2. In class: Unit 2 introduction