**English 101: Composition**

**Fall 2023**

**Dr. Mackas**

**Course Time: TT 2-3:15 p.m.**

**Classroom:** **Lawson 219**

**Office Location: Lawson 124-E**

**Email: maria.mackas@reinhardt.edu**

**Office Hours: TT 12:30-1:45 and by appointment**

**Texts**

*Everyone’s an Author (with Readings).* 4th Edition. Andrea A. Lunsford, Michal Brody, Lisa Ede, Jessica Enoch, Beverly J. Moss, Carole Clark Papper, Keith Walters.

*Picking Cotton.*Jennifer Thompson-Cannino and Ronald Cotton with Erin Torneo.

**Grades**

* Class participation/attendance  10%
* In-class activities   10%
* Four essays (3-4 pages) 30%
* Essay incorporating research (4-5 pages) 30%
* Final exam – in-class essay 20%

**In-Class Activities**

**Every week, we’ll focus on one aspect of writing or research.**

In-class activities will include quizzes, freewriting, and fishbowl.  Fishbowl: I will draw a name from the fishbowl and that student will be asked to answer a grammar or writing question, based on a concept we’ve studied in class. We’ll divide up into teams. Winning team at the end of the semester gets a prize. So come prepared! If you’re not in class for a quiz or activity, you’ll receive a zero. Show up!

**Four Essays**

**Through your essays and research paper, you’ll practice what we learn in class.**

I will give you comments on the first draft of your essay, as will a classmate. You’ll then have the opportunity to revise your essay for a final grade.

1. **Writing to Reflect Part 1: Who Are You?** Use the thesis statement we developed in class to write an essay about yourself. Follow the guidelines we discussed.
2. **Writing to Reflect Part 2: COVID Convo** – The Class of 2023 has been called the COVID class. You went through a global pandemic and it changed the way you did life – the way you learned, socialized, exercised, interacted. I want to hear the good, bad, and the ugly. Spill your guts and tell me about your experience as the only class in recent history that spent the better part of their teenage years living through a pandemic.
3. **Writing to Argue Part 1**– Read “Black Enough: Protecting Linguistic Identity in the Writing Center” from our textbook (page 891) and “The Internet is Not Ruining Grammar” (1024). Craft a carefully considered response to one or both of the essays. This means you’ll closely read and reread the selections, reading between and behind the lines. You can agree, disagree, or a little of both.
4. **Writing to Argue Part 2**– Forgiveness is a major theme of *Picking Cotton.* If you were Ronald Cotton, could you  - would you - have forgiven? Is this a story we can all learn from? Why or why not? Do you think there’s a correlation between the book and the documentary, 13th?

**Essay Incorporating Research**

This essay has three manageable chunks, and they’ll all be a part of your grade. You’ll choose a subject related to *Picking Cotton* and *13th*.  Incorporate at least two quotes or facts from credible sources about the concepts presented in the film and/or the book.

* **Annotated Bibliography (5%)**
* **Proposal/Outline (5%)**
* **Paper (20%)**

**Final Exam – In-Class Essay**

You’ll choose from several prompts/questions from which to write a well-crafted, expertly organized essay.

**Grading Scale**

90-100 A

80-89 B

70-79 C

60-69 D

Less than 60 F

**Course Objectives and Learning Outcomes**

**Writing/Grammar**

To ensure that students master sound writing and grammar skills, including the ability to craft correct and readable sentences and sustain a logical argument

**Learning Outcome 1: Grammar and Punctuation:** Show knowledge of and skills in the use of the English language

**Learning Outcome 2: Structure and Argument:** Show facility with expository and argumentative writing

*Means of assessment:* Essays

**Reading**

To prepare students to read, comprehend, and study independently

**Learning Outcome 3: Close Reading:** Demonstrate a close reading of the text(s) under discussion

**Learning Outcome 4: Critical Thinking:** Exercise independent thought in the analysis and interpretation of texts

*Means of assessment*: Essays, quizzes, class participation

**Research**

To equip students with solid research skills, including the ability to use and cite both print and electronic primary and secondary sources

**Learning Outcome 6: Quotations:** Integrate quoted and paraphrased material into essays

**Learning Outcome 7: Ethics:** Demonstrate integrity and ethics in the attribution and citation of source material

**Learning Outcome 8: Citations:** Apply MLA style sheet to citations and Works Cited Page

*Means of assessment*: Essays

 **Class Behavior**

1. Be on time. If you’re repeatedly late, your participation grade will be a C or lower.
2. If you need to miss class, let me know via email. If you miss more than three classes, you may be withdrawn from the class. Stuff happens, and I understand that, but please show up. If you don’t have to miss, don’t!
3. Come prepared with the appropriate books and written assignments.
4. Turn off cellphones and put them away.  No text messaging, checking email, surfing the net.  Be fully present when you’re in class. I will ask you to leave if I see you on your phone.
5. No headphones, earbuds, airpods.
6. Be courteous and respectful.
7. Don’t eat in class (unless you bring enough for all of us).

**Academic Dishonesty Policy**

If you cheat on an assignment, I will fail you for the class, and I may choose to refer you to Judicial for punishment. Plagiarism is defined as presenting as your own any work that is not your own, whether it is work written by another student or parent or work copied from a written source or the Internet. DO NOT USE AI SOFTWARE TO DO YOUR WORK. I will know. If you use it for research, cite it – MLA now has a format to follow for it.

The university owns the anti-cheating software Turn It In, which matches student papers suspected of plagiarism with anything found on the Internet, including websites, term papers for purchase, and published books and articles.  Sometimes people plagiarize inadvertently by using another person’s words too closely without acknowledging the source. This is still considered to be cheating.  Be *extremely* careful to always acknowledge and cite your source in correct MLA format.  If you are using the exact wording of the source, it needs to be a direct quotation.

**Key Assignments and Due Dates (bring 2 copies of first drafts, proposal/outline, and biblio)**

|  |  |
| --- | --- |
| **Who Are You? Essay Draft 1**   | **Tuesday, August 29**   |
| **Who Are You? Essay Final Draft**   | **Tuesday, September 5**   |
| **COVID Convo Essay Draft 1**   | **Tuesday, September 19**   |
| **COVID Convo Essay Final Draft**   | **Tuesday, September 26**   |
| **Language Essay Draft 1**   | **Tuesday, October 3**   |
| **Language Essay Final Draft**   | **Thursday, October 12**   |
| ***Picking Cotton/13th* Essay Draft 1**   | **Thursday, October 19**   |
| ***Picking Cotton/13th* Essay Final Draft**   | **Thursday, October 26**   |
| **Research Paper Proposal/Outline**   | **Tuesday, October 31**   |
| **Annotated Biblio**   | **Tuesday, November 7**   |
| **Research Paper First Draft**   | **Tuesday, November 14**   |
| **Research Paper Final Draft**   | **Tuesday, November 21 (last day of class)**   |
| **Final Exam – In-Class Essay**   | **TBD (during our assigned exam time slot 11/27-12/1)**   |

**Working Schedule\***

Week In-class Assignment

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| --- | --- | --- |
| **1 – Thesis Statements**   **8/15**            **8/17**   |     Introduction; review syllabus; teaching philosophy; why writing is important        Writing Intros: Drawing the reader in   |     Read Introduction in *Everyone’s an Author* (pages xxxiii-xxxviii); “Becoming the Writer I Am” (page 129)     Read Part 1, pages (1-17) and Part 2 (pages 18-29); grammar worksheet        |
| **2 – Intros**   **8/22**            **8/24**   |   Watch Chimamanda Ngozi Adichie video – The Danger of a Single Story; listen to Dylan Marron podcast; review grammar worksheets     Discuss revising/editing; GPT Chat exercise   |   Read Part 5 (pages 49-60); *Shitty First Drafts*                    |
| **3 –**    **8/29**  **Transitions/consistency – subj/verb agreement/parallelism**      **8/31**   |       Essay 1 workshop          Grammar/writing debrief   |       Essay 1 first draft due       |
| **4 – Avoiding wordiness**   **9/5**    **9/7**       |     Thesis statements       |     Essay 1 final draft due    Write a thesis statement for Essay 2; read Part 4 (38-48)   |
| **5 – Language**    **9/12**                    **9/14**     |   Review thesis statements; discuss how we use language                    Reflection prompts (page 48)   |   Read “Black Enough: Protecting Linguistic Identity in the Writing Center” (pages 891-898) and “The Internet Is Not Ruining Grammar (pages 1024-1028); think about reflection prompts on page 48     Read Part 8 (pages 92-101 in textbook) and Parts 25 and 26 (520-532)      |
| **6 – Intro to Research**    **9/19**            **9/21**   |   Essay 2 workshop              Research tutorial in library   |   Essay 2 due               Read *Picking Cotton,* through Chapter 6   |
| **7 – Vetting sources**    **9/26**    **9/28**   |   Fact finding, defensive reading; watch *13th*    Watch *13th*   |   Essay 2 final draft due      Find 2 credible articles about *13th* – one pro, one con – print and bring to class; read *Picking Cotton,* through Chapter 11     |
| **8 – Digging Deep**    **10/3**    **10/5 – NO CLASS – FALL BREAK**   |     Discuss *13th* and articles; Essay 3 workshop   |     Essay 3 first draft due; finish *Picking Cotton*       |
| **9 – Common Themes**    **10/10**      **10/12**   |   Finding common themes      Brainstorming workshop for Essay 4   |         Essay 3 final draft due         |
| **10 – Analyzing**    **10/17**      **10/19**   |     Essay 4 workshop      Workshop research paper ideas         |     Essay 4 first draft due; develop 3 ideas for research paper   |
| **11 – MLA**    **10/24**    **10/26**   |     No class – research day    MLA   |     Essay 4 final draft due; find research for paper proposal   |
| **12 – Combining Writing & Research**    **10/31**      **11/2**   |     Proposal workshop      Annotation   |     Research paper proposal and outline due   |
| **13 –**    **11/7**   |     Workshop   |     Annotated biblio due   |
| **14 –**    **11/14**        **11/16**   |     Workshop        Conferences   |     Research Paper first draft due         |
| **15 –**      **11/21**   |       Last Day of Class   |       Research Paper Final Draft Due   |
| **Final Exam**   | TBD   | In-Class Essay   |

***\*THIS SCHEDULE IS SUBJECT TO CHANGE BASED ON CLASS NEEDS.***