

## ENG 101: Composition I

### COURSE DESCRIPTION

English 101 introduces students to some of the strategies, tools, and resources necessary to becoming successful communicators in a range of academic, professional, and public settings. English 101 students learn not only to think carefully *through* writing, but also to reflect critically *about* writing by engaging a variety of discursive forms, from the academic essay to opinion pieces, from essays to advertisements.

In this course, students will embrace the writing process by exploring various genres and mediums of writing. They will craft personal narratives, hone their analysis skills, create arguments, and practice revision. In particular, the course will focus on the theme of *food* and its cultural, environmental, and economic significance, impact, and the future of food production. Students will also read and think critically about the contemporary debates surrounding the food industry. The synthesis of the course materials will inform class discussions and, particularly, the arguments students will write for Project 2: An Analytical Argument.

### REQUIRED MATERIALS

- Lunsford, Andrea, et al. *Everyone's an Author with Readings*. New York: Norton, 2012.
- Blackboard Supplemental Readings

### ONLINE ACCESS

To access the online components of this course, you must first go to <https://usm.blackboard.com>, then follow the log-in instructions. You will need to have your EMPLID and password (the same information you use to access SOAR and register for classes). If you have any questions or run into difficulty accessing the Blackboard material for this course, please call the iTech Help Desk at 601-266-4357 or [helpdesk@usm.edu](mailto:helpdesk@usm.edu). You can also get specific instructions on how to use components of Blackboard by visiting [www.usm.edu/elo](http://www.usm.edu/elo).

### STUDENT LEARNING OUTCOMES

ENG 101 is a GEC-required course at USM, and students taking this course are expected to meet the following GEC learning outcomes:

1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage.
3. the student can write a coherent analytical essay [considering the] rhetorical situation or through written communication effectively analyze the components of an argument.
4. the student can find, use, and cite relevant information.

In order to assist students in meeting these GEC learning outcomes, the Composition Program at Southern Miss has identified specific learning outcomes for each of its first-year writing courses that are meant to complement the GEC outcomes. At the completion of ENG 101, students will be able to:

- See that writing is a form of social interaction;
- Analyze rhetorical situations and make effective choices based on audience and context;
- Responsibly synthesize material from a variety of sources;

- Make claims and support them with appropriate evidence;
- Use writing to critically explore, explain, evaluate, and reflect on their experiences and on those of others;
- Understand and effectively use a range of genres/forms;
- Use conventions of expression appropriate to situation and audience;
- Effectively revise and provide substantive feedback to others on their writing;
- Articulate a revision strategy based on an understanding of their own writing processes;
- Recognize the importance of technology in research, writing, and other forms of social interaction.

## REQUIREMENTS

In order to receive at least a “C” grade in this course, you must satisfactorily complete *all* of the following:

- complete all **major writing projects**;
- complete the **final portfolio project**, to be submitted at the end of the semester (in lieu of a final exam);
- complete the assigned informal writing assignments regarding our course readings and discussions, as well as all other homework
- actively participate in class discussions and workshops, and maintain regular classroom attendance.

## COURSE POLICIES

### GRADES

Writing and thinking are complex processes that take time to develop. Thus, your overall grade for English 101 is as dependent on how much your writing improves over the course of the semester, your demonstrated commitment to learning and support of your peers, the careful completion of homework and class assignments, and your own assessment of your strengths and progress, as any strict calculation of paper grades. Indeed, a portion of your final grade for this course will be determined by your Final Portfolio Project, which you will submit at the end of the semester. The following should serve only as a guide for how grading will be approached:

### **Project One: A Literacy Narrative (15%)**

A brief paper (3-5 pages) in which you will analyze and reflect on a moment in your life that involves your literacy development and make it relevant to an outside audience.

### **Project Two: An Analytical Argument (20%)**

An argument essay (4-6 pages) in which you illustrate your ability to summarize and analyze a specific text (5%) and then to synthesize numerous course readings revolving around food as you develop and forward your own argument (15%).

### **Project Three: An Analytical Report (20%)**

A longer paper (4-6 pages) in which you will report on and analyze a person, place, or community for an audience outside of that community.

### **Project Four: A Writing Redux (20%)**

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An opportunity to revise one of your primary assignments for a new audience in a completely new medium. In addition to the “redux,” you will write a head’s up paper explaining your rhetorical choices.

I will be using the following grade system:

90-100%= A

80-89%= B

70-79%= C

60-69%= D

< 60%= F

### **Class Participation and Informal Writing Assignments (10%)**

Participation: Your contributions to class discussions; your participation in collaborative assignments; participation in peer review workshops; and completion of assigned readings and informal writings.

Reading Blog: Spread out over the semester, your blog entries will help you and the class to consider our discussions and readings in more depth. Your blog entries (200-400 words) may be multimodal (I encourage you to include video clips or pictures) and they must respond to our course readings by analyzing, comparing, and contrasting how various authors understand and respond to some aspect of our class discussions. On average, you will be required to write blog entries almost every day, but by the end of the semester they will become more infrequent. I will occasionally ask you to write thoughtful and critical responses to your peers’ blog entries as well. I will not grade every blog, nor will I announce which ones I am planning to grade. Thus, you are responsible for completing all of the work, though you may ask me about your progress at any point in the semester.

### **The Final Portfolio Project (15%)**

Two revised essays, one of which must be your argument essay, as well as completion of the reflective essay assignment, which will ask you to critically reflect on and discuss nearly every aspect of your work for this course.

*Note: For program assessment purposes, some final portfolios may be randomly selected for institutional review at the conclusion of the semester. In such cases, portfolios will be collected anonymously from among all available sections of English 101. This review is intended solely to improve the quality of the curriculum and will not affect your grade in any way.*

### **PREPARATION**

In addition to completing all reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must *master* the material. On the contrary, it is perfectly reasonable that you may be confused by some readings the first time we encounter them. But in such cases you should be prepared to discuss what you specifically found puzzling, aggravating, thought-provoking, engaging, or difficult about the assignment. In other words, if you feel you have nothing to *state* about a piece of writing, you should actively develop a list of *questions about it*. Remember, much of your grade in this course will be determined by how much you improve over the course of the semester, so there is really no such thing as a stupid question, provided that you ask it in the spirit of honest inquiry.

### *ACTIVE PARTICIPATION*

Being physically present in class is not enough; you must also be mentally present. Sleeping, engaging in distracting behaviors (such as interrupting discussions, texting, playing on social media, doing work for other classes, etc.), or refusing to participate in class activities and discussions is unacceptable and is grounds for being counted absent. I will not interrupt class to tell you if I have marked you absent for any of these reasons, but will notify you afterward. If you have a hard time staying awake, concentrating, or sitting still at your desk, you may stand up or move around, provided you do so in a non-distracting way.

### *ATTENDANCE*

The framework of this course – with its emphasis on class discussion and group work – demands that you attend class regularly. Failure to complete in-class work, such as peer reviews, in-class writing assignments, and group meetings will result in the lowering of your overall grade. Indeed, no in-class activities (including quizzes) may be made up due to tardiness or absence, and students who accumulate more than three absences over the course of the semester (or two courses in a class that meets two days a week) will automatically have their final grades lowered. There is no distinction between excused and unexcused absences. More than six absences (or four absences in courses that meet two days a week) in a semester will result in your failing the course. If you are more than fifteen minutes late to class, I will mark you absent.

### *LATE WORK*

Late work will only be accepted if you can demonstrate that you have encountered a valid obstacle before the deadline (i.e., that you've been working on the project in good faith, but have run into some problems). If you feel you may be unable to complete an assignment on time, you should contact me as soon as possible, but *no later than two days before the due date*. After reviewing all the work you've done on the assignment, we will set a new deadline together. In all other cases, late work will automatically be docked one letter grade per day past the deadline, beginning on the day the assignment was due and including weekends. I do not accept work electronically (unless specified, such as a blog post, or a draft you would like to send me before coming to meet with me in office hours). On the day a paper is due, you must bring in a hard copy. On workshop days, you must bring in the appropriate number of copies for yourself and your group members.

### *ONE-ON-ONE CONFERENCES*

You are required to meet with me at least twice over the course of the semester outside of office hours. I will set aside class time for this. When preparing for a conference, you should bring a draft of what you are working on, as well as any questions you have encountered on that particular assignment or regarding the course itself. Missing a scheduled conference will negatively affect your overall grade in the class.

### *PORTABLE ELECTRONIC DEVICES*

Except when I specify otherwise, the use of portable electronic devices (such as cell-phones, tablets, laptops, etc.) is prohibited in class, and such devices should be turned off and placed in your bag and/or out of sight under your desk. **If I notice that you are using technology in an inappropriate way, I will not (further) distract the class by pointing it out, but I will consider you absent for attendance purposes.**

### *PLAGIARISM*

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All members of the academic community at the University of Southern Mississippi are expected to take responsibility for academic honesty and integrity. Plagiarism – the willful copying/presenting of another person’s work as if it were your own – and other forms of cheating are unacceptable. The penalties for such behavior can include failure of the course and, in some cases, even expulsion from the university. If you have any doubts about what constitutes plagiarism, please refer to your student handbook, to USM policies on Academic Honesty, or come talk to me.

### *EMAIL AND ELECTRONIC COMMUNICATION ETIQUETTE*

We will do most of our writing in digital spaces—some formal, some informal. As we will discuss throughout the semester, different spaces and situations require different styles of communication. An informal message to a classmate, for example, may be casual in style and tone, while a polished project should have a style and tone appropriate for an academic audience. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official USM email account, and should follow this format:

Subject: Request to schedule an appointment *\*A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may not be read.*

Dear Professor Dow, *\*Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person’s first name unless you have been given explicit permission to do so.*

I am a student in your ENG 101 H01E class, and I would like to schedule an appointment with you in your office to discuss my draft of the argument essay. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon? *\*State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as “When is our paper due?” or “What is our homework for tomorrow?” Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you, *\*Use a formal closing, such as “Sincerely,” “Respectfully,” “Thank you,” or “Best regards.”*

Kim Jones *\*Always sign your full name at the end of your email.*

### *ADA NOTICE*

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi

Office for Disability Accommodations

118 College Drive # 8586

Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at

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1.800.582.2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

*THE WRITING CENTER*

The Writing Center is a free program available to all student writers at the University of Southern Mississippi. It offers one-on-one help with any kind of writing project, at any stage of the writing process. The Writing Center is located in Cook Library 112. For more information, and hours of operation, you may contact The Writing Center at 601-266-4821, or visit the website at: [www.usm.edu/writingcenter](http://www.usm.edu/writingcenter).

*THE SPEAKING CENTER*

The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students, faculty, and staff. The center is available for advice on all types of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviews, campus speeches, etc. The center also offers several practice rooms for recording presentations and practicing with delivery aids (PowerPoint and internet access are available). Visit the center in Cook Library 117, call the center at 601-266-4965, or visit the website at [www.usm.edu/speakingcenter](http://www.usm.edu/speakingcenter).

*TENTATIVE SCHEDULE*

*EAA: Everyone's an Author*

*BB: Blackboard Readings*

RB: Reading Blog

**\*HW is DUE the day that it appears on the schedule.**

**Week 1**

8/20 Introductions/Syllabus Review

HW: Reading:  
Writing:

8/22 Writing Sample

HW: Reading:  
Writing:

**Week 2**

8/25 Discuss readings

HW: Reading: EAA "Thinking Rhetorically"; "Rhetorical Situations"; "Writing Processes"; "The Need for Collaboration" (pp. 1-35)  
Writing:

8/27 *Last day to add/drop without permission. Last day to drop for 100% financial credit.*

HW: Reading: EAA "Writing a Narrative" (101-127) and "Literacy: A Lineage" (132-136)  
Writing: RB 1: Thinking about the Text #1-3 p.136

8/29

HW: Reading: EAA "The Sanctuary of School" (721-25); "Compulsory Reading" (727-31)  
Writing: RB 2: Thinking about the Text #1 (p. 725) and #1 (p. 732)

**Week 3**

9/1 No Class—Labor Day holiday

9/3

HW: Reading: EAA "The Joy of Texting" (939-41); "Blue-Collar Brilliance" (905-913)  
Writing: RB 3: Write a critical response to Mike Rose's "Blue-Collar Brilliance." You may use the questions after the reading to help guide you, but be sure to write your response based on the guidelines we discussed in class.

9/5

HW: Reading: BB Amy Tan "Mother Tongue" (excerpt)  
Writing: Write a critical response to Amy Tan's "Mother Tongue." Be sure to write your response based on the guidelines we discussed in class.

**Week 4**

9/8 Writing Workshop

HW: Reading:  
Writing: Bring in drafts of your introductory paragraph. You should have two different introductions, as we discussed in class.

9/10 Project 1 Draft DUE/Peer Workshops

HW: Reading:  
Writing: Bring in a full draft of your literacy narrative.

9/12 Project 1 DUE; Decompression

HW: Reading:  
Writing: Literacy Narrative due

### **Week 5**

9/15 Introduction to Argument Portfolio and Themed Readings

HW: Reading: EAA "Quoting, Paraphrasing, Summarizing," (388-98); "American Pie" (865-872)  
Writing: RB 4: Thinking about the Text #4 (p. 874)

9/17

HW: Reading: "What's Eating America?" (897-904); "Touching the Earth" (809-816)  
Writing: RB 5: Choose one of the readings. Identify the thesis and write a summary of the author's argument, emphasizing the thesis. (Hint: hooks's piece presents an argument/takes a position, but in very abstract terms)

9/19 Summary Draft DUE

HW: Reading: "Monsanto's Harvest of Fear" (683-704)  
Writing: Summary Draft DUE

### **Week 6**

*Interim grades due this week.*

9/22 Summary DUE

HW: Reading:  
Writing: Summary DUE

9/24 Analytical Response Draft DUE

HW: Reading: "Why McDonald's Fries Taste So Good" (921-934)  
Writing: Analytical Response Draft DUE

9/26 Analytical Response DUE; Argument and Synthesis

HW: Reading:  
Writing: Analytical Response DUE

### **Week 7**

9/29

HW: Reading: EAA "Arguing a Position" (61-88); EAA "Strategies for Arguing" (305-324)  
Writing: Bring in a working thesis for your argument paper

10/1

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HW: Reading: EAA “Synthesizing Ideas” (381-87) and “Giving Credit” (401-406); “The Future of Food Production” (219-228)  
Writing: RB 6: Thinking about the Text #4 (p. 228)

10/3

HW: Reading: EAA “Analyzing Arguments” (275-304); “On Buying Local” (92-100)  
Writing: RB 7: Thinking about the Text #2 or #5 (p.100)

### **Week 8**

10/6

HW: Reading: “Why Sue Farmers?” (875-879); BB Selections from *East of Eden*  
Writing:

10/8 Project 2 Draft DUE; Peer Workshop

HW: Reading:  
Writing: Project 2 Draft DUE

10/10 Project 2 DUE; Decompression; Introduce Analytical Report

HW: Reading: EAA “Reporting Information” (182-212)  
Writing: Project 2 DUE

### **Week 9**

10/13 Field Observations

HW: Reading: EAA “Collecting Field Research”(354-361); “The Year without Toilet Paper” (801-808)  
Writing: RB 8: Thinking about the Text #1&3 (p. 808)

10/15 Interviewing

HW: Reading: EAA “Serving in Florida” (761-774)  
Writing: RB 9: Thinking about the Text #3&4 (774)

10/17 No Class—Fall Break

### **Week 10**

10/20

HW: Reading: BB Darcy Frey “The Last Shot”  
Writing: RB 10: Write a critical response to “The Last Shot.” Be sure to write your response based on the guidelines we discussed in class.

10/22 Developing Perspective

HW: Reading: BB Andrea Fishman “Becoming Literate: A Lesson from the Amish”  
Writing:

10/24 Pulling it Together, Discuss Field Research Presentations

HW: Reading: BB Mary Adams “The Invisible Burn”  
Writing:

### **Week 11**

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10/27 Field Research Presentations

HW: Reading:  
Writing: Begin drafting Analytical Report

10/29 Peer Workshop

HW: Reading:  
Writing: Bring in a copy of your Analytical Report draft for workshop

10/31 Project 3 Draft DUE, *Last day to drop with a grade of W*.

HW: Reading:  
Writing: Project 3 Draft DUE

### **Week 12**

11/3 Project 3 Due; Decompression; Introduce Project 4: Writing Redux

HW: Reading:  
Writing:

11/5 Media Ecology; Rhetorical Situations and the Digital

HW: Reading: EAA "Tweets to Reports" (526-37)  
Writing:

11/7 Brainstorming Revisions

HW: Reading:  
Writing:

### **Week 13**

11/10 Medium/Criteria

HW: Reading: EAA "Designing What You Write" (570-90)  
Writing:

11/12

HW: Reading: EAA "Publishing Your Work" (664-670)  
Writing: Writing: RB 11: Create a plan/proposal for your Writing Redux.

11/14 Studio Day/Conferences

HW: Reading:

### **Week 14**

11/17 Workshopping Various Genres

HW: Reading:  
Writing:

11/19 Studio Day

HW: Reading:  
Writing:

11/21 Project 4 Draft DUE; Peer Workshop

HW: Reading:

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Writing: Project 4 Draft DUE

**Week 15**

11/24 Writing the Head's Up Essay; Presentations

HW: Reading:

Writing: (For over Thanksgiving Break): Finish Writing Redux, write Head's Up Essay

11/26 No Class—Thanksgiving Holidays

11/28 No Class—Thanksgiving Holidays

**Week 16**

12/1 Project 4 DUE; Writing a Reflection Essay

HW: Reading: EAA "Assembling a Portfolio" (645-51)

Writing:

12/3 Revision; Portfolio Workshops

HW: Reading:

Writing:

12/5 Editing; Portfolio Workshops

HW: Reading:

Writing:

**Exam Week**

Final Portfolios DUE Wednesday, December 10 in my office between 12-2 PM.

*\*This schedule is tentative and subject to change at my discretion.*