

# ENGLISH 1001

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Section 101      Fall 2016  
Office Hours:  
MW 11:30am-12:30pm, T 2:00pm-3:00pm  
and by appointment

## TEXTS AND SUPPLIES Required

*First-Year Student Writing Guide*, 3rd Ed. Dena R. Marks & Barbara Heifferon. Plymouth, MI: Hayden-McNeil, 2015.

Moodle readings \*\* & Back-up drive (flash or external or Google docs)

\*\*note: When readings are assigned via Moodle, you must bring these readings to class in some form. **Printed copies are preferred**, digital copies on laptops/tablets are permitted. **Digital copies on cell phones are not permitted.**

FY= *First-Year Student Writing Guide*.

## COURSE DESCRIPTION

Introduction to analytical writing and research-based inquiry. English 1001 is a General Education course in the English Composition Area, which is designed to develop the following competency: LSU graduates will conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information into original discourse.

## OUTCOMES

- Demonstrate ability in written analysis and synthesis.
- Undertake writing as a recursive process that develops and transforms thought.
- Learn how to conduct basic research and use it effectively in written works.
  - Learn how to use the resources of the LSU library.
  - Interpret, evaluate, integrate, and document information gathered from print and online sources.
  - Understand a research assignment as a series of tasks that include finding, analyzing, and synthesizing information from primary and secondary sources.
  - Integrate information from sources into writing, and document this information appropriately.
- Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences, using appropriate genre conventions.
- Adopt appropriate voice, tone, and level of formality.
- Apply knowledge of structure and organization, paragraphing, and mechanics.

## PLAGARISM & ACADEMIC INTEGRITY

According to section 10.1 of the LSU Code of Student Conduct, “A student may be charged with Academic Misconduct” for a variety of offenses, including the following: unauthorized copying, collusion, or collaboration; “falsifying” data or citations; “assisting someone in the commission or attempted commission of an offense”; and plagiarism, which is defined in section 10.1.H as a “lack of appropriate citation, or the unacknowledged inclusion of someone else’s words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the instructor(s).” (*Sec. 10.1*, LSU Student Code of Conduct: <http://saa.lsu.edu>)

Cases of academic misconduct & plagiarism will be reported to the Dean of Students.

Students will show respect for others in the classroom and ***will not use cell phones or other electronic media unless asked to do so by the instructor.*** In addition, a student who disrupts instruction will be asked to leave the classroom and will lose participation points for the day/week.

## **DISABILITY SERVICES**

According to the *General Catalog*, “The *Office of Disability Services* assists students in identifying and developing accommodations and services to help over-come barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student's disability-based need.” Students must provide current documentation of their disabilities to their teacher. Students should contact the office early so that necessary accommodations can be arranged.

## **ATTENDANCE (UWP)**

When students have valid reasons for absence (see [PS-22](#)), they are responsible “for providing reasonable advance notification and appropriate documentation of the reason for the absence” and “for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.” Teachers “will assist those students who have valid reasons,” but some in-class activities are difficult to make up. Valid reasons that must be documented include: Illness; serious family emergency; special curricular requirements such as judging trips or field trips; court-imposed legal obligations such as subpoenas or jury duty; military obligations; serious weather conditions; religious observances (see the interfaith calendar website); official participation in varsity athletic competitions or university musical events. Absences without valid reasons, or unexcused absences, are limited to three per term in classes that meet three times a week (e.g., MWF) and two per term in classes that meet two times a week (e.g., TTH or MW). Beyond these limits, *each unexcused absence will lower the final course grade by one grade increment: for example, a B+ goes to a B, a B goes to a B-, and a B- goes to a C+.*

**NOTE: DOCUMENTATION FOR ABSENCES ARE DUE TO THE INSTRUCTOR WITHIN A WEEK FOLLOWING THE ABSENCE.**

## **LATE ASSIGNMENTS**

Homework will not be graded if it is submitted late. Quizzes and other classroom activities cannot be made up if you miss them. If you have a valid excuse that is documented, the instructor will then assist you in making up the assignment (see attendance policy above).

\*Hardcopies of assignments are due at the beginning of class. If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. If the assignment is uploaded after class has started, it will be considered one day late. For every day that an assignment is late, one letter grade will be dropped (10% deduction), unless you have made arrangements with me in advance or you provide valid documentation for your absence (see attendance policy above). You must turn in a hardcopy of each assignment and upload a copy to our course Moodle page as back-up; however, **only hardcopy assignments will be graded and returned.**

\*\*\*IMPORTANT NOTE: Even if Moodle says that the assignment is due by “5:00pm” or another time, assignments are ALWAYS due before the start of your class\*\*\*

**Technology issues are not an acceptable excuse for late and/or incomplete assignments.** The secret to avoiding technology problems is completing your work **far in advance of the due date.** I will always hold the student accountable unless I have received an official notice from the university that myLSU or Moodle has been down for an entire 24-hour period before class time.

## **PARTICIPATION, TARDINESS POLICY & MISSED CLASS**

Participation is worth 10% of your final course grade. Participating in class discussion and group and/or individual activities is vital to students' success in this course.

Therefore, you are expected to show up to class on time and ready to learn. I reserve the right to count students as absent (unexcused) after excessive lateness and/or unpreparedness. Excessive lateness in this case will include: being late to class 3 or more times, coming to class without the required materials 3 or more times, and/or not participating or listening to lectures 3 or more times (this includes sleeping, using cell phones for any reason, using technology for reasons other than note-taking or class work, being unprepared to answer questions when prompted by me, and/or participating in general day dreaming/solemn window gazing.)

The instructor will not email students the day’s notes or activities if they miss class. Instead, they should contact classmates to find out homework instructions and what we did that day in class.

List three classmates, their email addresses, and their phone numbers below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### CONFERENCES

You will be required to discuss your work with me in one or more conferences. Not signing up/missing these required conferences will count as an unexcused absence, as defined/discussed above.

### DESCRIPTION OF ASSIGNMENTS AND GRADING

Visual Analysis	1000 words	Due Sep 16	25%
Subculture Analysis	1200 words	Due Oct 10	25%
Annotated Bibliography	600 words	Due Oct 28	10%
Issue Analysis**	1500 words	Due Nov 28	30%
Quizzes			5%
Participation/In-class writing/Homework			5%
<b>TOTAL:</b>			<b>100%</b>

\*\*Assessed Document

The University Plus/Minus Policy indicates these standards for the letter grades when used in undergraduate courses:

- The letter grade A, including A+ and A-, denotes distinguished mastery of the course material.
- The letter grade B, including B+ and B-, denotes good mastery of the course material.
- The letter grade C, including C+ and C-, denotes acceptable mastery of the course material.
- The letter grade D, including D+ and D-, denotes minimally acceptable achievement. □ F denotes failure

Plus/Minus Grading is required for all undergraduate, graduate, and professional courses using the A through F letter grading system. The letter grades A, B, C, and D have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of these letter grades. The letter grade F does not include the plus/minus distinction.

For individual assignments in this course, the following grade scale will apply: A+, A, A-=100, 95, 92; B+, B, B-=88, 85, 82; C+, C, C-=78, 75, 72; D+, D, D-=68, 65, 62; F=59 and below

For determining mid-term and final grades, the following grading scale will be used:

100-97=A+	89-87=B+	79-77=C+	69-67=D+	59 and below=F
96-93=A	86-83=B	76-73=C	66-63=D	
92-90=A-	82-80=B-	72-70=C-	62-60=D-	

## GUIDELINES FOR FORMATTING

1. Double-space (MS style), Times New Roman, 12 Point Size, 1-inch margins for all essays, including drafts.
2. When prompted, turn in source materials for your research (print outs of web-site materials) plus Works Cited for drafts and finals.
3. When prompted, turn in everything that you or I write for each assignment: the assignment sheet, all notes, brainstorming, outlines, drafts, etc.
4. Number pages: upper right.

COURSE SCHEDULE (subject to change)				Homework (due next class meeting)
Aug	22	M	<ul style="list-style-type: none"> <li>- Introduction to the course/texts</li> <li>- Overview of Syllabus</li> <li>- Discussion of plagiarism form</li> <li>- Letter of Introduction</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Writing Analytically</i> pp.24-35 (on Moodle)</li> <li>- Read <i>FY</i> pp. vii-x</li> <li>- Sign syllabus and return</li> <li>- Sign plagiarism form and return</li> </ul>
	24	W	<ul style="list-style-type: none"> <li>- Discussion of <i>FY</i> p. vii-x</li> <li>- Discussion of <i>WA</i> pp. 24-35 (on Moodle)</li> <li>- Summary vs. Analysis lecture/activity</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>FY</i>: pp. 51-59</li> <li>- Read “Student example Visual Analysis”, on Moodle</li> </ul>
	26	F	<ul style="list-style-type: none"> <li>- Discussion of Visual Analysis handout</li> <li>- Discussion of <i>FY</i>: 51-59 and student paper</li> <li>- Lecture on Rhetorical Appeals and Rhetorical Situation</li> <li>- Class practice using advertisements</li> </ul>	<ul style="list-style-type: none"> <li>- Watch Taylor Swift’s Blank Space music video (yes, I’m serious), link on Moodle</li> <li>- Watch TeachArgument’s Visual Analysis of “Blank Space”, link on Moodle.</li> </ul> <p>What do you think about this analysis? Be prepared to offer your analysis of the analysis (haha) and of the original music video in class!</p>
	29	M	<ul style="list-style-type: none"> <li>- In-class writing assignment</li> <li>- Discussion of “Blank Space” and TeachArgument’s analysis</li> <li>- Practice Visual Analysis activity</li> </ul> <p>August 30<sup>th</sup> ; Final date for dropping courses without receiving a grade of “W”, 4:30 p.m. deadline</p>	<ul style="list-style-type: none"> <li>- Submit Visual Analysis topics to Moodle forum</li> <li>- Watch Sia’s “Elastic Heart”, link on Moodle</li> <li>- Bring headphones to class</li> </ul>
	31	W	<ul style="list-style-type: none"> <li>- Visual Analysis topics due to Moodle forum</li> <li>- Practice “Notice and Focus” and Rhetorical appeals with “Elastic Heart” in groups;</li> <li><b>bring headphones to class</b></li> <li>- Discussion of class results</li> <li>- If time permits, students may begin homework assignment in class</li> </ul>	<ul style="list-style-type: none"> <li>- Complete “Notice and Focus” worksheet using your music video on Moodle. Type or write your answers on a separate sheet of paper and bring it with you to class.</li> <li>- <i>Writing Analytically</i> pp. 227-229, 231, 225-260, 264, on Moodle</li> </ul>
Sept	2	F	<ul style="list-style-type: none"> <li>- Discussion of <i>Writing Analytically</i> reading</li> <li>- Crafting thesis statements.</li> <li>- Example thesis statements from former students.</li> <li>- Discussion of “Notice and Focus” assignment</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>FY</i>: pp. 15-23</li> <li>- Write your thesis statement in-progress. Bring a copy with you to class on Wed., Sept 7<sup>th</sup>.</li> <li>- Begin writing your Visual Analysis draft, if you haven’t already. Consider answering the questions in <i>FY</i>: pp. 51-66 to get you started, or some of the techniques in <i>FY</i> pp. 15-23</li> </ul>
	5	M	- <b>Labor Day holiday, no class</b>	-(see above)

	7	W	<ul style="list-style-type: none"> <li>- Visual analysis thesis statement in-progress due</li> <li>- Discuss <i>FY</i> pp. 15-23: outlining, organizing, and transitions.</li> <li>- Operation Organization lecture and activity</li> <li>- In-class writing of Visual Analysis</li> <li>**bring laptops!!!!</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>FY</i> pp. 24-29</li> <li>- Continue working on Visual Analysis draft</li> </ul>
	9	F	<ul style="list-style-type: none"> <li>- Discuss <i>FY</i> pp. 24-29</li> <li>- Review the structure of an essay: intros and conclusions (student papers)</li> <li>- MLA style (Purdue OWL) and class activity</li> <li>- In-class writing of Visual Analysis</li> <li>**bring laptops!!!!</li> </ul>	<ul style="list-style-type: none"> <li>- Complete Visual Analysis draft. **Draft must, at the very least, include a completed word count in order for you to get participation points for the day!</li> <li>- Read <i>How to Write Anything</i> pp. 423-433 on Moodle. There will be a quiz, so you better read!</li> </ul>
	12	M	<ul style="list-style-type: none"> <li>- Discuss <i>How to Write Anything</i></li> <li>- Notes on how to be a good peer reviewer and get great feedback</li> <li>- <b>Visual Analysis first draft due</b></li> <li>- Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>- Revise Visual Analysis draft using feedback from Peer Review session</li> </ul>
	14	W	<ul style="list-style-type: none"> <li>- Office 365 installation tutorial (Mac and PC)</li> <li>- <b>Revised Visual Analysis due</b></li> <li>- Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>- Revise Visual Analysis draft using feedback from Peer Review session</li> </ul>
	16	F	<ul style="list-style-type: none"> <li>- <b>Revised Visual Analysis due</b></li> <li>- Common grammar mistakes worksheet</li> <li>- Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>- Finalize Visual Analysis paper</li> </ul>
	19	M	<ul style="list-style-type: none"> <li>- <b>Final Visual Analysis paper due</b> (hardcopy and Moodle)</li> <li>- Self-assessment of Visual Analysis</li> <li>- Introduction to Subculture Analysis</li> <li>- Discussion of possible Subculture Analysis topics</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Writing Today</i> pp. 67-75 &amp; “Assignment pages” on Moodle</li> <li>- Read example student Subculture Analysis paper on Moodle.</li> <li>- Begin searching the internet for possible Subculture Analysis topics</li> </ul>
	21	W	<ul style="list-style-type: none"> <li>- Discussion of <i>Writing Today</i> pp. 67-75 &amp; “Assignment pages”</li> <li>- Discussion of student paper</li> <li>- Discuss any questions about possible topics.</li> <li>- Example Subculture Analysis vid: Bronies?!</li> <li>- Brainstorming our class Bronies paper thesis statements</li> </ul>	<ul style="list-style-type: none"> <li>- Submit Subculture Analysis topic to Moodle forum</li> <li>- Read <i>Writing with Style</i> pp. 101-103, 109-112</li> </ul>
	23	F	<ul style="list-style-type: none"> <li>- Subculture Analysis topics due to Moodle forum</li> <li>- Discussion of <i>Writing with Style</i></li> <li>- Lecture on making your writing more interesting</li> </ul>	<ul style="list-style-type: none"> <li>- Write your thesis statement in-progress. Bring a copy (handwritten or typed) with you to the Library on Monday. <b>Be ready to turn in the thesis statement at the beginning of class.</b></li> </ul>
	26	M	<ul style="list-style-type: none"> <li>- <b>LIBRARY DAY, Meet in Middleton 230A</b></li> <li>- Subculture Analysis thesis statement in-progress due</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Everything's an Argument</i> Ch. 18, on Moodle.</li> <li>- Begin working on Subculture Analysis paper</li> </ul>

	28	W	<ul style="list-style-type: none"> <li>- Discussion of class errors from Visual Analysis paper</li> <li>- Evaluating Sources lecture and activity</li> <li>- In class writing Subculture Analysis draft, if time permits **bring laptops!!!!</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Everything's an Argument</i> Ch. 19, on Moodle.</li> <li>- Continue working on Subculture Analysis paper</li> </ul>
	30	F	<ul style="list-style-type: none"> <li>- Integrating Sources lecture</li> <li>- In-class writing of Subculture Analysis draft</li> <li>**bring laptops!!!!</li> </ul>	<ul style="list-style-type: none"> <li>- Complete Subculture Analysis draft</li> </ul>

Oct	3	M	<ul style="list-style-type: none"> <li>- <b>Subculture Analysis first draft due</b></li> <li>- Discussion of rubric for Subculture Analysis essay</li> <li>- Peer review</li> </ul>	<ul style="list-style-type: none"> <li>- Revise Subculture Analysis draft using feedback from peer review</li> </ul>
	5	W	<ul style="list-style-type: none"> <li>- <b>Revised Subculture Analysis draft due</b></li> <li>- Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>- Schedule a conference meeting with Ms. Orgeron, if needed</li> <li>- Finalize Subculture Analysis</li> </ul>
	7	F	<ul style="list-style-type: none"> <li>- <b>Fall Break, no class</b></li> </ul>	<ul style="list-style-type: none"> <li>- (see above)</li> </ul>
	10	M	<ul style="list-style-type: none"> <li>- <b>Final Subculture Analysis paper due</b> (hardcopy and Moodle)</li> <li>- Self-assessment of Subculture Analysis</li> <li>- Introduction to Annotated Bibliography and Issue Analysis assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>FY</i> pp. 4-7</li> <li>- Read pp.67-77 (you don't have to do the Middleton Scavenger Hunt thing)</li> </ul>
	12	W	<ul style="list-style-type: none"> <li>- Discussion of <i>FY</i> pp. 4-7, pp.67-77</li> <li>- Topic Workshop/Free-Write</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>FY</i> pp. 79-86</li> </ul>
	14	F	<ul style="list-style-type: none"> <li>- Discussion of <i>FY</i> pp. 79-86</li> <li>- <b>Issue Analysis topics due</b></li> <li>- In-class peer review of student paper</li> </ul>	<ul style="list-style-type: none"> <li>- Reading TBA, will be on Moodle.</li> </ul>
	17	M	<ul style="list-style-type: none"> <li>- Discussion of reading</li> <li>- Practice Annotated bib entry with reading</li> <li>- Game Day prep</li> </ul>	<ul style="list-style-type: none"> <li>- Reading TBA, will be on Moodle.</li> </ul>
	19	W	<ul style="list-style-type: none"> <li>- Practice Annotated bib entry in groups</li> <li>- Game day</li> </ul>	
	21	F	<ul style="list-style-type: none"> <li>- Discussion of Game Day</li> <li>- Evaluating Sources review</li> <li>- Research and in-class writing day</li> <li>**bring laptops!!!!</li> </ul>	
	24	M	<ul style="list-style-type: none"> <li>- <b>Source list due</b></li> <li>- Research and in-class writing day</li> <li>**bring laptops!!!!</li> </ul>	<ul style="list-style-type: none"> <li>- Complete Annotated Bibliography first draft</li> </ul>
	26	W	<ul style="list-style-type: none"> <li>- <b>Annotated Bibliography first draft due</b></li> <li>- Peer review</li> </ul>	<ul style="list-style-type: none"> <li>- Finalize Annotated Bibliography with feedback from Peer Review</li> <li>- Read <i>FY</i> pp. 103-107</li> </ul>
	28	F	<ul style="list-style-type: none"> <li>- <b>Final Annotated Bibliography due</b> (hardcopy and Moodle)</li> <li>- Discussing of <i>FY</i> pp.103-107</li> </ul>	<ul style="list-style-type: none"> <li>- Read sample student papers <i>FY</i> ppg, and on Moodle</li> <li>- Read <i>How to Write Anything</i> pp. 272-281</li> </ul>

	31	M	- Discussion of <i>How to Write Anything</i> pp. 272-281 - Class synthesizing lecture and activity	- Read assigned articles for activity and answer worksheet questions on Moodle
Nov	2	W	- Practice synthesizing thesis statement activity	- Write thesis statement in-progress for Issue Analysis - Begin, or continue, working on Issue Analysis draft using the suggestions from <i>FY</i> pp. 103-107
	4	F	- <b>No class!</b> Beat Bama! (Final date for dropping courses, 4:30 p.m.)	- (see above)
	7	M	- Thesis statement in progress due - Thesis statement workshop - Sign up for individual conference meetings - In class writing Issue Analysis draft **bring laptops!!!	- Continue working on Issue Analysis draft
	9	W	- Integrating Quotes Review - MLA formatting review - In class writing Issue Analysis draft **bring laptops!!!	- Continue working on Issue Analysis draft
	11	F	- <b>Issue Analysis first draft due</b> - Reminder of conference meeting times - Tips for conference meetings - Peer review	- Revise Issue Analysis draft using feedback from peer review. Bring <b>revised draft</b> to conference with Ms. Orgeron, along with list of talking points.
	14	M	- Individual conference meetings	- Revise draft using suggestions from conference meeting.
	16	W	- Individual conference meetings	- (see above)
	18	F	- Individual conference meetings	- (see above)
	21	M	- <b>Issue Analysis revised draft due</b> - Discussion of presentations - Presentation sign-up - Peer review	- Revise Issue Analysis essay using feedback from peer review
	22	W	- <b>No class!</b> Revise your Issue Analysis essay and have a Happy Thanksgiving!	- Finalize Issue Analysis essay (almost done!)
	28	M	- <b>Final Issue Analysis due</b> (hardcopy and Moodle) - Presentations on Issue Analysis	
	30	W	- Presentations on Issue Analysis	
Dec	2	F	- Presentations on Issue Analysis - Conclusion; reflection on semester	

**Finals week: NO FINAL.**

**Final Grades Due (for non-degree candidates): Wednesday, December 14, 9:00 a.m.**

## Syllabus Agreement

I, \_\_\_\_\_, have read and understood the policies on this  
(PRINT NAME)

document and I agree to abide by the terms of this syllabus: including policies on cell phones, conferences, attendance, participation, no plagiarism, academic integrity, and student conduct, etc.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_



## PLAGIARISM

Certain misconceptions about plagiarism are common. This explanation is intended to dispel such misunderstandings.

To plagiarize is, according to *Webster's Third New International Dictionary*, "to commit literary theft." Writers (or speakers) plagiarize if they use the words, ideas, arguments, etc. of another and make it appear that these materials are their own. To avoid the charge of plagiarism when using materials derived from another, the writer should follow accepted conventions of punctuation, indentation, and documentation. A handbook of composition will provide a list of these conventions.

Plagiarism includes but is not limited to:

1. Quoting material from a particular source, such as a text, article, Internet or e-mail, without indicating the source and without placing the directly quoted material within the quotation marks;
2. Taking the ideas of arguments of another person without acknowledging the source of the ideas or arguments;
3. Substituting synonyms for an author's words but preserving his or her sentence structure or mixing the author's words or phrases with your paraphrasing and failing to put the author's words in quotation marks. Citing the source does not excuse you from the charge of plagiarism.
4. Using a theme or portion of a theme written by someone else. For example, you plagiarize if you purchase an essay from an Internet service or use someone's essay from a previous semester.

Plagiarism cases are reported to the Office of Student Advocacy and Accountability for action. According to section 10.1 of the *LSU Code of Student Conduct*, "A student may be charged with Academic Misconduct" for a variety of offenses, including the following: unauthorized copying, collusion, or collaboration; "falsifying" data or citations; "assisting someone in the commission or attempted commission of an offense"; and plagiarism, which is defined in section 10.1.H as a "lack of appropriate citation, or the unacknowledged inclusion of someone else's words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the instructor(s)."

I have read the above statement, and I understand it.

(Signed) \_\_\_\_\_

(Print name) \_\_\_\_\_

(Date) \_\_\_\_\_