

ENGLISH 1001

SECTION 100 FALL 2017 TTh 12:00-1:20pm // Allen 128

Instructor: Taylor Orgeron

Office Hours: W 11:30am-12:30pm, TTh 11:00am-12:00pm
and by appointment

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TEXTS AND SUPPLIES Required

The Little Bengal Handbook, Norton, ISBN: 978039362248

American Dreams, Pearson, ISBN: 9780205520794

Microsoft Word: all essays (unless noted otherwise) must be written on and turned in using Microsoft Word, which is available for free from Tigerware <https://tigerware.lsu.edu/Software/16/Microsoft-Office-for-Students>

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.**

COURSE DESCRIPTION

English 1001 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. To meet these objectives, we will learn a variety of rhetorical strategies for reading and constructing arguments in both print and digital environments. You will learn to read texts critically, to recognize the different purposes of arguments, and to construct your own analyses and argumentative texts based on course lectures and the primary and secondary sources we read and discuss in class. The writing assignments of the course will allow you to practice writing in various academic modes, and develop your own writing toolbox to use throughout your years at LSU.

LEARNING OUTCOMES

1. RHETORICAL KNOWLEDGE

Know that the world is rhetorical, as are we. Cultivate a generalized **rhetorical knowledge** that allows insightful responses to different situations. This insight gives writers a reflective ethos that can engage in sound claims for a variety of audiences, texts, and purposes.

2. CRITICAL THINKING

Understand and apply **critical thinking** by discussing and writing in response to a wide-range of texts that express multiple perspectives.

3. PROCESSES

Develop and implement a personalized set of useful, flexible, and self-aware writing **processes** that can help through a series of steps and drafts. Learn that the craft of writing takes **time and practice**. Work **individually** and **collaboratively** to arrive at workable drafts of different writing projects.

4. CONVENTIONS & INVENTION

Practice and clarify the use of generalizable **writing conventions** for multiple purposes, using a range from informal writing to Standard Edited English. Consider where and when it is appropriate to invent and apply different creative strategies to generate more interesting, engaging texts.

5. EXPLORATION

See writing as a way of knowing. Experiment and **explore** with how writing helps us understand our world. Read and discuss a variety of texts.

6. MULTIMODALITY

Think about the different available tools we use to compose with. Compose in and reflect on different **media** toward a variety of ends

PLAGIARISM & CONDUCT

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).” See attached plagiarism form for more information.

DISABILITY SERVICES

According to our *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 1001 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, homework, and in-class writing are 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.

DIVERSITY STATEMENT

I want us all to be committed to fostering a positive learning environment based on inclusion, open communication, mutual respect, and appreciation of diversity. Please use this opportunity to learn from one another, respecting others' opinions, experiences, beliefs, values, and differences. Refrain from personal attacks or demeaning comments. Our goal is thoughtful and courteous intellectual dialogue. This is an interactive, discussion-oriented course. This means that all students are responsible for contributing to both their own learning experience and the learning experience of others. There is room for vigorous discussion, and sometimes even heated intellectual disagreement in this classroom; however, it is expected that each person treat others with the utmost care and respect. Conflict between ideas does not need to become conflict between people.

DESCRIPTION OF ASSIGNMENTS AND GRADING

Visual Analysis	750 words	Due Sep 19	15%
Multimodal Argument	500 words	Due Oct 3	15%
Rhetorical Analysis of a Written Text	1000 words	Due Oct 26	20%
Annotated Bibliography	500 words	Due Nov 7	10%
Issue Analysis	1500 words	Due Nov 28	25%
Quizzes			5%
Participation/ In-class writing/Homework			10%
TOTAL:			100%

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 a failure to complete the course successfully.

PLUS/MINUS GRADE POLICY

According to the Office of the University Registrar, “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 determining mid-term and final grades, the following 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, and include your last name.
5. For more information on formatting, see the links to the Purdue OWL MLA 8 Guide on Moodle.

COURSE SCHEDULE (subject to change)			Homework (due next class meeting)	
Aug	22	T	<ul style="list-style-type: none"> - Introduction to the course/texts - Overview of Syllabus - Discussion of plagiarism form - Letter of Introduction: What do you know? - Introduction to the rhetorical situation, LBH pp. 2-8, reading strategies pp.83-86 	<ul style="list-style-type: none"> - Sign syllabus and return - Sign plagiarism form and return - Read Introduction to writing in <i>The Little Bengal Handbook</i> (LBH) pp. LSU-3 to LSU-17 - Read Preface to <i>American Dreams</i> (AD) xi-xii and the preface to Chapter 1 p. 1
	24	Th	<ul style="list-style-type: none"> - Discussion of LBH: What do you write? - Discussion of AD: What is rhetoric? - Discuss how people use rhetoric (NPR Tweets) - Summary vs Analysis lecture and activity: short story and Genius 	<ul style="list-style-type: none"> - Read “This Land is Your Land” p52-53 in AD - Read “Superman is an Illegal” pp. 227-229 in AD - Choose either text: write first a summary of the text, and then write an analysis using the tips from Thursday’s lecture (150 words, post to Moodle forum)
	29	T	<ul style="list-style-type: none"> - Discuss “This Land is Your Land” (use class summary/analysis examples) - Discuss “Superman is an Illegal” (use class summary/analysis examples) - Introduction to Visual Analysis essay - Watch “Formation”, summary/analysis practice <p>Final date for dropping courses without receiving a grade of “W,” 4:30 p.m. deadline</p>	<ul style="list-style-type: none"> - Read excerpt from the <i>First-Year Student Writing Guide</i> pp. 51-59 (on Moodle) - Pick a topic for your Visual Analysis paper; submit topic to Moodle forum (include link to video): In a short paragraph (100 words), brainstorm about the argument the video is trying to make, and how it makes that argument, using the tips from the reading. (Hint: this brainstorm could be the foundation for your paper!)
	31	Th	<ul style="list-style-type: none"> - Visual Analysis topics due to Moodle - Discuss FY Writing Guide reading - Crafting thesis statements. - Example thesis statements from former students. - If time permits, share brainstorming ideas. 	<ul style="list-style-type: none"> - Read example Visual Analysis essay on Moodle. - Find the thesis statement from the example essay. Write 100 words about this thesis statement. Is it good? Why/why not? How would you make it better? (Submit to Moodle forum by Tues., Sept. 5 at 1:20pm) - Write your thesis statement in progress for your Visual Analysis essay

Sept	5	T	No class	<ul style="list-style-type: none"> - Read chapters on the writing process in LBH pp. 9-12 - What is your writing process? Which of the techniques discussed by LBH have you used, and how did it work for you? What is your plan for beginning the first draft of your Visual Analysis paper? (100 words; Submit to Moodle forum by Thurs., Sept. 7 at 12:00pm) - Write your thesis statement in progress for your Visual Analysis essay (Submit to Moodle forum by Thurs., Sept. 7 at 12:00pm)
	7	Th	<ul style="list-style-type: none"> - Visual Analysis thesis statement in progress due (bring to class, either digital or print) - Practicing peer review with student example essay - Discussing the thesis statement and creating an outline - Discuss your writing process - Thesis statement workshop 	<ul style="list-style-type: none"> - Complete Visual Analysis first draft - Read LBH editing advice on pp. 12-15
	12	T	<ul style="list-style-type: none"> - Visual Analysis first draft due - Common grammatical mistakes - How to be a Great Peer Reviewer - Peer review 	<ul style="list-style-type: none"> - Begin revising your Visual Analysis paper using the advice from your peer review session. - Skim through LBH developing paragraphs pp.17-29 and LBH editing advice pp.269-298 - Based on your peer review session and your prior experiences with writing, what do you think are your writing weaknesses? (100 words; Submit to Moodle forum by Thursday's class time)
	14	Th	<ul style="list-style-type: none"> - Operation Organization lecture and activity - Editing advice - Discussion of how to use LBH - In class revision: ***bring laptops!! 	<ul style="list-style-type: none"> - Edit your Visual Analysis paper using feedback from Peer Review, advice from LBH, and today's lecture - Schedule meeting with Ms. Orgeron if needed.
	19	T	<ul style="list-style-type: none"> - Visual Analysis due (hard copy and Moodle) - Introduction to Multimodal Assignment - Discuss: making a rhetorical argument, discussion of remixes and sampling (The Clash) 	<ul style="list-style-type: none"> - Pick topic for Multimodal Argument, and submit to Moodle forum - Read lyrics to "Little Boxes" in AD pp. 185-186
	21	Th	<ul style="list-style-type: none"> -Using multimodal tools: demonstration and practice (Prezi, Word/PP, ThinkMap) - Discuss "Little Boxes", practice making a multimodal argument -Sign-up for Multimodal presentation 	<ul style="list-style-type: none"> - Brainstorm ideas for Multimodal Argument: what argument do you want to make using the text? How will you get your argument across to viewers? Submit brainstorming ideas to Moodle forum. - Read presentation advice in LBH pp. 37-42
	26	T	<ul style="list-style-type: none"> -Presentation advice -Group work: share brainstorming ideas and ideas about how to accomplish your project goals -In-class writing ***bring laptops!! 	<ul style="list-style-type: none"> - Finish Multimodal Argument first draft - Prepare Multimodal presentation, if applicable

	28	Th	<ul style="list-style-type: none"> - Multimodal Argument first draft due - Peer Review (30 mins) - Multimodal presentations 	<ul style="list-style-type: none"> -Finalize Multimodal Argument -Prepare Multimodal Argument presentation, if applicable
Oct	3	T	<ul style="list-style-type: none"> - Multimodal Argument Due on <u>Moodle only</u> -Introduction to Rhetorical Analysis of a Written Text -Multimodal presentations 	<ul style="list-style-type: none"> - Read LBH on Rhetorical Analyses pp. 48-53 - Listen to/read the lyrics of “Hamilton”, link on Moodle - Look through <i>American Dreams</i> to find potential topics for your Rhetorical Analysis
	5	Th	<ul style="list-style-type: none"> - Discussion of “Hamilton”’s rhetorical moves -Looking at example Rhetorical Analysis essays - Practice writing a Rhetorical Analysis essay using “Hamilton” 	<ul style="list-style-type: none"> - Read “The Day an Immigrant Refugee...” in AD pp. 180-183 - Read Rhetorical Analysis sample student essay on Moodle - Continue looking through <i>American Dreams</i> to find a topic for your Rhetorical Analysis
	10	T	<ul style="list-style-type: none"> - Discuss and practice editing sample student essay - Discuss “The Day an Immigrant...”, in class group practice rhetorically analyzing the text in a mini-essay 	<ul style="list-style-type: none"> - Choose a topic for your Rhetorical Analysis, submit to Moodle forum - Read “Little Black Sambo” on Moodle
	12	Th	<ul style="list-style-type: none"> - Rhetorical Analysis topic due to Moodle forum - Discuss “Little Black Sambo” - More info on Rhetorical Analysis essay, practice using “Little Black Sambo” 	<ul style="list-style-type: none"> - Complete Rhetorical Analysis Brainstorming Worksheet and submit to Moodle assignment block. -Write thesis-statement in progress for Rhetorical Analysis, submit to Moodle forum.
	17	T	<ul style="list-style-type: none"> - Rhetorical Analysis thesis statement in-progress due to Moodle forum - Outlining with Prezi activity using brainstorming notes, if time permits - Thesis statement workshop 	<ul style="list-style-type: none"> - Complete Rhetorical Analysis draft using your Prezi outline and your revised thesis statement - Schedule an appointment with Ms. Orgeron to talk about your Rhetorical Analysis paper, if needed.
	19	Th	Fall break, No class	- see above
	24	T	<ul style="list-style-type: none"> - Rhetorical Analysis first draft due - Integrating Quotes lecture - Peer review - Reminder of editing advice (Mid-semester grades due, 9:00 a.m. deadline) 	- Finalize Rhetorical Analysis draft using the advice from your peer review partner
	26	Th	<ul style="list-style-type: none"> - Rhetorical Analysis due (hard copy and Moodle) - Introduction to Annotated Bibliography and Issue Analysis -How to Choose a Great Topic lecture 	- Think about possible topics for your Issue Analysis paper. Once you’ve thought of something great, complete the “Topic Workshop Activity” (on Moodle) bring printed/handwritten version to class (in Middleton!!)
	31	T	<ul style="list-style-type: none"> - Library Day! Meet at Middleton - SCARY Annotated Bib/Issue Analysis topics workshop - SppoKeyword workshop 	<ul style="list-style-type: none"> -Using the LSU library’s search features, find at least 1 source for your Annotated Bib -Using Google (NOT the library) at least 1 source for your Annotated Bib

Nov	2	Th	<ul style="list-style-type: none"> -Evaluating Sources Lecture/Activity -Discussion of fake news -Practice evaluating sources -Checking on homework -In class writing of Annotated Bibliography <p>(Nov. 3 Final date for dropping courses, 4:30 p.m. deadline)</p>	<ul style="list-style-type: none"> - Finalize Annotated Bibliography - Begin thinking about how you will incorporate your four sources into one essay
	7	T	<ul style="list-style-type: none"> - Final Annotated Bibliography due (hardcopy and Moodle) - Self-assessment of Annotated Bibliography - Synthesis and Analysis Lecture/Activity 	<ul style="list-style-type: none"> - Read the articles under “Synthesizing Thesis Statement Activity” on Moodle -Take notes on each article (summary/analysis/etc.) so that you are ready to talk about each article in class on Thursday (you will turn in these notes at the end of class)
	9	Th	<ul style="list-style-type: none"> - Writing a synthesizing thesis statement activity/workshop - In class writing Issue Analysis draft **bring laptops!!!! 	<ul style="list-style-type: none"> - Write thesis statement in-progress for Issue Analysis - Begin, or continue, working on Issue Analysis
	14	T	<ul style="list-style-type: none"> - Issue Analysis thesis statement in progress due - Thesis statement workshop - Sign up for individual conference meetings - Integrating Quotes Review - MLA formatting review - Lecture on making your writing more interesting: using rhetorical moves wisely, why words matter - In class writing Issue Analysis draft **bring laptops!!!! 	<ul style="list-style-type: none"> - Continue working on Issue Analysis draft
	16	Th	<ul style="list-style-type: none"> - Issue Analysis draft due - Reminder of conference meeting times - Tips for conference meetings - Peer review 	<ul style="list-style-type: none"> - Revise Issue Analysis draft using feedback from peer review. Bring revised draft to conference with Ms. Orgeron, along with list of talking points.
	21	T	<ul style="list-style-type: none"> - Individual conference meetings 	<ul style="list-style-type: none"> - Revise draft using suggestions from conference meeting.
	23	Th	Thanksgiving, No class	-(see above)
	28	T	<ul style="list-style-type: none"> - Final Issue Analysis due (hardcopy and Moodle) - Self-assessment of Issue Analysis 	
	30	Th	<ul style="list-style-type: none"> - Schedule final paper pick up - Course evaluations - Course conclusion discussion 	

Finals week: Schedule paper pick up; final exam time Wed, Dec 6, 5:30-7:30pm

Final Grades Due (for non-degree candidates): Wednesday, December 13, 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) _____