

Note to teachers: highlighted portions are required policy statements (cut and paste)

English 1001-032
Introduction to Academic Writing

9:10 – 10:30 a.m. TR
Classroom: 32 Allen

Instructor: Candice Hale
Office: 2 Allen
Phone: 578-4370
Office Hours: 10:30-11:30 TR or
by appointment
email: chale5@lsu.edu

Course Rationale

Two semesters of first-year composition are required because strong writing skills will help you succeed in most of your courses at LSU. As well, we are mindful of the frequent complaint from employers that new graduates do not write well. These two semesters are designed to help you meet the kinds of writing expectations you may meet in your professions. These courses alone cannot guarantee successful workplace writing skills (you have to continue to practice your writing for the rest of your academic career to graduate with strong workplace writing skills), but we can at least set you on the road to the kind of competency that will be necessary for a successful professional career. And finally, learning more about writing will help you express yourself in your world of personal relationships. Like it or not, writing in our culture is our primary medium of exchanging ideas, and people who know how to write well get along better than people who don't. We want you to be the people who do. That's why completion of a year of first-year composition is a requirement for graduation at LSU.

Course Strategy

English 1001, the first of the two required courses, will focus on strategies for generating ideas, organizing them, getting them down, getting feedback from others, and revising and editing on the basis of that feedback. We will focus on three genres of writing which will give you experience in narrative development, analysis, and research. We will work on understanding how different genres of writing have different features, different audiences, and different purposes. We will also work to understand how these different genres are related according to the different ways in which the writer gathers and communicates information, moving from our own descriptions, through primary research, and toward secondary research. Finally, we will focus on conventions – the general rules for writing observed in academic and workplace environments.

Course 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.

Course Materials

- Richard Bullock, Maureen Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. Second Edition (2010).
- Gerald Graff and Cathy Birkenstein. *They Say/I Say*. Second Edition (2010).

Both texts can be found at the campus bookstore as a bundle. In addition to the required texts, I will be posting several articles in MOODLE. These are to be read for the day they are assigned. Always bring a printed copy of readings to class.

Course Requirements and Grading

Your final grade will be calculated as follows:

Literacy Narrative	15%
Rhetorical Analysis	10%
Literary Analysis	10%
Annotated Bibliography	10%
Issue Analysis	20%
Oral Presentation*	10%
(*Rhetorical Analysis or Issue Analysis)	
Moodle Discussion Blog	10%
Participation*	15%
(*In-class writing/activities/grammar)	
Total	100%

Letter grades are based on a 10-point scale (A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 59 or below). More generally, grades reflect the following criteria:

- A = a lot of effort; excellent work in class; excellent writing.
- B = significant effort; good work in class; good writing.
- C = reasonable effort; fair work in class; fair writing.
- D = not very much effort; poor work in class; poor writing.
- F = you didn't try.

Revisions

You will have the opportunity to revise your literacy narrative and rhetorical analysis papers for a new grade, if you would like to—it is not a requirement. If you do choose to revise, the revision will be due two class periods following when the paper was handed back.

Here is a schedule with **tentative*** due dates for final drafts of the major essays:

<i>Literacy Narrative</i>	
Rough Draft	Due: Tuesday, September 6
Final Draft	Due: Thursday, September 8
<i>Rhetorical Analysis</i>	
Rough Draft	Due: Thursday, September 15
Final Draft	Due: Thursday, September 22
<i>Literary Analysis</i>	
Rough Draft	Due: Tuesday, October 4
Final Draft	Due: Thursday, October 6
<i>Annotated Bibliography</i>	Due: Tuesday, November 4
<i>Issue Analysis</i>	
Rough Draft	Due: Tuesday, November 29
Final Draft	Due: Thursday, December 1

Late Instructor Policy

Please wait for me for at least 10 minutes before you leave. Please have your next class assignment ready at that time and report my absence to the English office in Allen 219.

Conferences

Twice during the semester, we will schedule individual conferences to discuss your performance. It is mandatory that you register for and attend your conference appointment. Of course, if you ever have questions and concerns or want to discuss the draft you are working on, you are welcome to visit me during office hours or schedule another appointment.

Essays: Format

Please turn your essays in using Microsoft Word format. Microsoft Word is available in all computer labs. If you use a different word processor with your computer, you should be able to save your text in Microsoft Word. If you cannot save or convert to Word, please convert to rtf (rich text file) format.

Please put your name, the course, my name, and the assignment name in the upper left corner. Skip two lines and center your title above the essay proper. Please request a return receipt or delivery confirmation for any assignments you e-mail to me, and be sure to keep a hard copy as a backup. Computer glitches are not accepted as excuses for late assignments.

We will go over MLA formatting, and you will be expected to cite sources using MLA conventions. **Final copies of essays must be submitted electronically to me. These should be emailed to me as a .doc or .docx file (either through Moodle email or directly to chale5@lsu.edu) by class time on the day it is due.**

Moodle Discussion Posts

In lieu of a journal, I will ask you to write short responses of at least **150 words** to be turned in at **10 p.m. on the previous day (for example, if it is posted for Thursday, respond by Wednesday night at 10 p.m.)**. At the end of the response, I want you to ask one question that you would like to present to the class concerning the reading or prompt. I will use these responses and questions to help generate class discussion, but these assignments are primarily designed to help you think more deeply about the reading assignments and sharpen your writing skills. The responses will make up the majority of your homework grade and will be graded as either pass or fail. **Late responses will not be accepted, and the blog will publish the exact time that the post goes up.**

Grammar Shots

Throughout the semester, I will test your grammar skills and will quiz you on the most common problems freshman writers experience in first-year composition courses. While grammar and mechanics are only a low-order concern in the area of composition, it is still very important to master the conventions of grammar and mechanics. These grammar shots will serve as a stepping stone to you understanding how and why grammar is important for your overall competency as a writer.

Attendance

Attendance matters! Students cannot expect to do their best in class if they do not attend and participate. Students with valid reasons for absence (see [PS-22](#)) 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 extremely difficult to make up.

Plagiarism & Student Conduct

"Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student..." (Sec. 5.1, C. of the [LSU Code of Student Conduct](#)).

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 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 our *General Catalogue*, "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.

Diversity Statement

English 1001 is a combined lecture and discussion course. This means that, in part, all students are responsible for contributing to both their own learning experience and the learning experience of others. Because the contribution of ideas from each student is critical to the learning process, any behavior that makes other students feel uncomfortable in their learning environment will not be tolerated. This includes interrupting others while they are talking, carrying on conversations separate from the class discussion, or making comments that could be perceived as offensive in terms of race, gender, sexual orientation, religion, ethnicity, nationality, disability, etc. Please make every effort to maintain an atmosphere where everyone feels comfortable sharing and responding to ideas.

Class Contacts:

If you miss class, it is your responsibility to 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.

- 1.
- 2.
- 3.

** The daily plan below is subject to change, and any changes will be announced in class. Please check Moodle daily. You are responsible for noting these changes and for turning in all assignments on time to avoid penalization.

Course Schedule

August 2011	
<p>Week 1 August 22-26</p>	<p>8/23: <u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Icebreaker Game – “Six-Word Memoir” • Overview of Syllabus & Course Information • Writing Sample – Diagnostic Essay <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read <i>Norton</i> p. 3-17: What is the Rhetorical Situation? • Read <i>Norton</i> p. 21-37: Introduction to Literacy Narratives • Moodle Post #1 Due (Wed 8/24 @ 10pm): What is your favorite book and why? <p>8/25: <u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss Literacy Narrative Genre & Class Readings • Read and discuss in-class: (excerpt) Frederick Douglass’ <i>The Narrative of the Life of Frederick Douglass: An American Slave</i> (PDF on Moodle – print and bring to class) • In-class writing #1 – Are reading and writing important to you? Why or why not? <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read Malcolm X’s “Literacy Behind Bars” – <i>Norton</i> p. 577 • Moodle Post #2 Due (Mon. 8/29 @ 10pm): Respond to question on Malcolm X’s “Literacy Behind Bars” • Read Writing Strategies – “Dialogue” – <i>Norton</i> p. 333-336 – “Narrating” – <i>Norton</i> p. 343-350 • Read Handbook HB7-HB10 – “Sentence Fragments” HB10-HB11 – “Comma Splices & Fused Sentences”
September 2011	
<p>Week 2 August 29-September 2</p>	<p>8/29: <i>Last Day to Drop w/o a grade of “W”</i></p> <p>8/30: <u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss Class Reading & Writing Strategies • Discuss Handbook • Grammar Shots #1 • Assign Paper #1: Literacy Narrative <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read Amy Tan’s “Mother Tongue” (<i>Norton</i> p.564) • Writing Strategies: “Beginning and Ending” (<i>Norton</i> p. 261-271) & “Guiding Your Reader (272-277) • Writing Strategies: “Techniques That Will Hook Your Reader” (Moodle) • Read in <i>Norton</i> handbook – HB 18-19 – “Active and Passive Voice” – HB 20-24 – “Subject and Verb Agreement” <p>9/1: <u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Grammar Shots #2 • Discuss Class Readings • In-class writing activity #2: Hooking Your Reader with Your Introduction – Narrate 1)the experience of being lost, 2)being away from

	<p>home for the first time, or 3) your first day of college.</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read Tanya Barrientos' "Se Habla Español" in <i>Norton</i> – p.560 • Moodle Post #3 Due (Mon. 9/5 @ 12 am): Respond to question on Tanya Barrientos' "Se Habla Español" • Read Anne Lamott's "Shitty First Drafts" (on Moodle)
<p>Week 3 September 5-9</p>	<p>9/5: <i>Labor Day Holiday – No Class</i></p> <p>9/6: Rough Draft – Literacy Narrative Due Workshop Day</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss Class Readings • In-class writing #3: Write about your writing process. How has it worked or failed you in the past? • Workshop Drafts <p><u>Homework:</u></p> <ul style="list-style-type: none"> • View/Print Ethos, Logos, Pathos handout (on Moodle) • View/Print "The Rhetorical Triangle" (on Moodle) • Skim "Analyzing a Text" in <i>Norton</i> p. 38, 49-54 • Read Preface: "Demystifying Academic Conversation" in <i>They Say/I Say</i> pgs. xvi-xxvi • Read Martin Luther King's "Letter From the Birmingham Jail" (on Moodle) <p>9/8: Final Draft – Literacy Narrative Due *Submit electronically by 9:10 am to receive full credit Begin Rhetorical Analysis Genre</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss the "Rhetorical Triangle" – Ethos, Pathos, & Logos • Discuss King's essay • Discuss Preface in <i>They Say/I Say</i> • In-class activity #4: Group work – Locating the 3 Rhetorical Appeals in King's essay • Assign Paper #2 Rhetorical Ad Analysis • Sign up for Rhetorical Ad Presentation (only 1/2 of students can participate; other 1/2 will present on Issue Analysis) <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read Charles Blow's "Welcome to the Club" (on Moodle) • Read Scott Keyes' "Stop Asking Me My Major" (on Moodle) • Patricia Bauer's "A Movie, A Word, and My Family's Battle" (on Moodle) • Moodle Post #4 Due (Mon. 9/12 @ 10 pm): Respond to question on readings • Read Introduction: "Entering the Conversation" in <i>They Say/I Say</i> pgs. 1-14, 141-144 • Choose print advertisement and bring to class 9/13
<p>Week 4 September 12-16</p>	<p>9/13:</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss Class Readings • Grammar Shots #2 • Discuss In-Class Handouts – "Advertising Techniques," "Using the Rhetorical Triangle To Analyze Media/Visual" (on Moodle) • In-class writing #5 – What primary rhetorical appeal is used in your ad? <p><u>Homework:</u></p> <ul style="list-style-type: none"> • View Commercial – Halls Refresh Cough Drops Ad • Moodle Post #5 Due (Wed 9/14 @ 10pm): "Can Cougars Sell Cough

	<p>Drops?" – Respond to questions about ad.</p> <ul style="list-style-type: none"> • Read in <i>Norton</i> handbook – HB 20-24 – “Parallelism” HB 31-33 – “Coordination and Subordination” <p>9/15: Rough Draft Paper #2 – Rhetorical Ad Analysis Due Workshop Day</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Grammar Shots #3 • Discuss Halls Refresh Commercial • Workshop Drafts <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Moodle Post #6 Due (Mon. 9/19 @ 10 pm): Write briefly about a time when you were persuaded to buy something through an advertisement or describe a memorable advertisement (print or commercial).
<p>Week 5 September 19-23</p>	<p>9/20: Class Presentations</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Intro to Literary Analysis: Read in <i>Norton</i> pgs. 143-152 • Skim Writing Strategies – “Arguing” – in <i>Norton</i> pgs. 283-300 • Skim Writing Strategies – “Reading Strategies” – in <i>Norton</i> pgs. 352-366 <p>9/22: Final Paper #2 Due – Rhetorical Ad Analysis *Submit electronically by 9:10 am to receive full credit Begin Literary Analysis Genre</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss Literary Analysis • In-class writing #6: What has been your experience with reading and writing about literature? Explain your strengths and weaknesses. <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read William Faulkner’s “A Rose for Emily” in <i>Norton</i> p. 787-796 • Read Student Example Analysis of “A Rose for Emily” in <i>Norton</i> p. 781 • Moodle Post #7 Due (Mon. 9/26 @ 10 pm): Respond to Faulkner’s “A Rose for Emily” • Read in <i>Norton</i> handbook – HB 36-38 – “Appropriate Words” HB 46-48 – “Unnecessary Words”
<p>Week 6 September 26-30</p>	<p>9/27:</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Grammar Shots #4 • Discuss class readings • In-class handout: “Basic Tips for Writing a Literary Analysis” (on Moodle) • Assign Paper #3 Literary Analysis <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read Kate Chopin’s “The Story of an Hour” (PDF on Moodle) • Read Student Example Analysis of “The Story of an Hour” (on Moodle) • Moodle Post # 8 Due (Wed. 9/28 @ 10pm): Respond to Chopin’s “The Story of an Hour” • Read in <i>Norton</i> handbook – HB 50-51 – “Modifier Placement” HB 53-55 – “Building Common Ground” <p>9/29:</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Grammar Shots #5 • Discuss Class Readings • Sign up for student conferences – 10/6 & 10/11

October 2011	
Week 7 October 3-7	10/4: Rough Draft Paper #3 – Literary Analysis Due Workshop Day 10/6: No Class Final Draft Paper #3 – Literary Analysis Due *Submit electronically by 9:10 am to receive full credit Student Conferences – Meet in Room 2 Allen Hall
Week 8 October 10-14	10/11: No Class Student Conferences – Meet in Room 2 Allen Hall 10/12: Assign Issue Analysis #4 Essay/Research Assignment (on Moodle) 10/13: <i>Fall Break Holiday – No Class</i> <u>Homework:</u> <ul style="list-style-type: none"> • Read in <i>Norton</i> – “Writing as Inquiry” – p. 211-214 • Read in <i>Norton</i> – “Generating Ideas and Texts” – p. 219-225 • Research Checkpoint #1: Post (2) general topics to Moodle by Monday, 10/17 @ 10pm
Week 9 October 17-21	10/18: Begin Issue Analysis/Research Genre Research Checkpoint #2: Library Day – Come Prepared W/Topics for Library Assignment <u>Homework:</u> <ul style="list-style-type: none"> • Read in <i>Norton</i> – “Developing a Research Plan” – pgs. 375-383 • Read in <i>Norton</i> – “Finding & Evaluating Sources” – pgs. 384-403 • Read in <i>Norton</i> – “Synthesizing Ideas” – pgs. 404-407 Bring in a source from your on-going research to class on Thursday 10/20 <ul style="list-style-type: none"> • Read example LSU student essay “Why Vote?” by Ashely Busada (on Moodle) 10/20: <u>Daily Plans:</u> <ul style="list-style-type: none"> • Introducing the Issue Analysis Essay • Discuss class readings • In-class writing #7: What types of issues are most important to you and why? <u>Homework:</u> <ul style="list-style-type: none"> • Read LSU student essay “The Controversy of 2003” by Brandon Borque (on Moodle) • Read “They Say”: Starting with What Others Are Saying” in <i>They Say/I Say</i> – pgs. 19-28 • Moodle Post # 9 Due (Mon. 10/24 @ 10pm): Do you believe what they are saying in <i>They Say/I Say</i> will be helpful to your writing in this class? Explain why or why not?
Week 10 October 24-28	10/24: Midterm Grades Due 10/25: Research Checkpoint #3: Research Question Due <u>Daily Plans:</u> <ul style="list-style-type: none"> • Discuss class reading • Discuss progress with research <u>Homework:</u> <ul style="list-style-type: none"> • Read in <i>Norton</i> – “Research Proposals” – pgs. 177-179 • Read “Yes/No/Okay, But” in <i>They Say/I Say</i> – pgs. 55-67 • Bring in LSU’s <i>The Daily Reveille</i> and find an article you agree or disagree with for a class activity

	<p>10/27:</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss class reading • In class activity #8: Using the article you have chosen from <i>The Daily Reveille</i>, I want you to use the templates available in <i>They Say/I Say</i> (p. 55-67) to agree, disagree, or both to the author's main argument. • Discuss upcoming research proposals <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read in <i>Norton</i> – “Annotated Bibliographies” – pgs. 116-124 • Read in <i>They Say/I Say</i> – David Zinzenko’s “Don’t Blame the Eater” – pgs. 195-197
November 2011	
<p>Week 11 October 31 – November 4</p>	<p>11/1: Research Checkpoint #4: Research Proposal Due</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Introduction to Annotated Bibliographies – “Descriptive vs. Evaluative” • In-class writing activity #9: Write an example annotated bibliography entry, either descriptive or evaluative, on Zinzenko’s essay. <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Read in <i>They Say/I Say</i> – “So What? Who Cares?” – pgs. 92-101 • Bring to class either a copy of your literacy narrative or rhetorical analysis for class activity. <p>11/3:</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss class readings • In-class writing activity #10: In your literacy narrative or rhetorical analysis, consider if you included the “so what?” and “who cares?” factor. Use the template provided on page 101 to get started. <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Skim in <i>Norton</i> – “Quoting, Paraphrasing, and Summarizing” – pgs. 409-419 “Acknowledging Sources, Avoiding Plagiarism” – pgs. 420-424 • Read in <i>They Say/I Say</i> – “The Art of Summarizing” – pgs. 30-41 <p>11/4: <i>Last day to drop w/a grade of “W”</i></p>
<p>Week 12 November 7-11</p>	<p>11/8: Annotated Bibliography Due</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss class readings • In-class writing activity #11: Write two different summaries of David Zinzenko’s “Don’t Blame the Eater.” (Look to p. 41 (<i>They Say/I Say</i>) for more details). <p><u>Homework:</u></p> <ul style="list-style-type: none"> • Skim “MLA Style and Documentation” – in <i>Norton</i> – pgs. 428-476 • Read in <i>They Say/I Say</i> – “The Art of Quoting” – pgs. 42-51 • Moodle Post # 10 Due (Wed. 11/9 @ 10pm): After reading in both <i>Norton</i> and <i>They Say/I Say</i>, what method of using sources in your paper is most effective for your writing style? Do you prefer quoting, summarizing, or paraphrasing? Explain why? <p>11/10: Research Checkpoint #5: Working Intro/Thesis Due</p> <p><u>Daily Plans:</u></p> <ul style="list-style-type: none"> • Discuss class readings • In-class writing #12: What will be your biggest challenge in completing your researched Issue Analysis essay? What are your immediate concerns?

	<p><u>Homework:</u></p> <ul style="list-style-type: none"> Read in <i>They Say/I Say</i> – “Connecting the Parts” – pgs. 105-120
<p>Week 13 November 14-18</p>	<p>11/15: No Class Research Checkpoint #6: Conferences About Research/Progress Student Conferences – Meet in Room 2 Allen Hall</p> <p>11/17: No Class Student Conferences – Meet in Room 2 Allen Hall</p> <p><u>Homework:</u></p> <ul style="list-style-type: none"> Read LSU student essays – “All Hands on Deck” – Rebecca Jacobs and “Rights or Red Lights” – Bennett Loup (on Moodle)
<p>Week 14 November 21-25</p>	<p>11/22: <u>Daily Plans:</u></p> <ul style="list-style-type: none"> Discuss student essay examples Paper concerns <p>11/23: <i>Thanksgiving Holiday Break</i> 11/24: <i>No class</i></p>
<p>Week 15 November 28- December 2</p>	<p style="text-align: center;">*Last Week of Classes*</p> <p>11/29: Research Checkpoint #7: Rough Draft/Peer Review Workshop</p> <p>12/1: Final Draft Due Issue Analysis *Submit electronically by 9:10 am for full credit</p> <p>Class Presentations (remaining ½ students will present on Issue Analysis essay)</p>
December 2011	
<p>Week 16 Dec. 6 – Dec. 8</p>	<p style="text-align: center;">*Finals Week*</p> <p>12/6: TBA 12/8: TBA</p>

