Course Description:

Prerequisite: In order to enroll in ENGL 1010, you must make a score of 18 or higher on the English portion of the ACT, a score of 420 or higher on the critical reading portion of the SAT, or a score of 35 or higher on the English Placement Test. You can also enroll in ENGL 1010 if you successfully pass ENGL 0100/0101 or have permission from the Director of English Composition.

This class concerns the essentials of composition and rhetoric. Throughout the semester, we will explore how the act of writing is dynamic, social, and constantly requires self-reflection and evaluation. The semester will be comprised of four major units all connected to the idea that effective writing, no matter the context, requires planning, reflection, revision, and even collaboration at times. By the end of the semester, students will not only become familiar with writing in an academic setting but with writing for a variety of audiences, in a variety of mediums, and for a variety of purposes.

Writing is a powerful way to connect your story with the stories of others. We will work together to help you share your story purposefully in Unit 1 and to think more critically about the stories and information you read, hear, and see in the subsequent units. The skills you gain here will help you to not only become more critical readers and thinkers but more purposeful communicators with the world around you. In short, as a class, we will reinforce the skills necessary to engage in the act of participating in a larger conversation by writing every day individually, alongside classmates, in private spaces, and in public forums online. My goal is to prepare you to write anywhere, for any reason, for any audience in an effective and original way.

Each component of our class corresponds with the WPA Outcomes Statement for First-Year Composition (v 3.0) adopted in July 2014. I have attached a modified version of this document to the syllabus. Get to know the information in this document as we will refer to it often during the semester as we move through individual assignments.
Course Objectives:
The students will:

> Identify a variety of writing process strategies and implement these skills in their own writing.
> Analyze, interpret, and evaluate different genres of writing that will inform their own writing (syntax, organization, etc.)
> Write to tell a story, to analyze, to evaluate, and to solve a problem.
> Collaborate with peers during the pre-writing, drafting, and revision process. Recognize the value of conversation in the pre-publication process.
> Write for a variety of audiences and purposes in both multimodal and digital spaces. Appreciate the power of his or her choices as a writer as it relates to meaning and reception.
> Edit their writing for fragments, run-ons, comma splices, subject-verb agreement, and verb tense errors as it relates to rhetorical efficacy.
> Compose coherent and unified essays while respecting the process and valuing the work in progress.

Required Texts:


Required Technology:

- A WordPress Blog
- An AUM Email (to be checked daily)
- A Blackboard Account (to be checked daily)

Email:

Please send me a short email using your AUM email account. I will then add you to my address book. All correspondence from me will be sent to your AUM account. I encourage you to email me with any and all questions but realize it may take me up to 24 hours to respond.
### Grade Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>91-100</td>
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<tr>
<td>B</td>
<td>81-90</td>
</tr>
<tr>
<td>C</td>
<td>71-80</td>
</tr>
<tr>
<td>D</td>
<td>61-70</td>
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<tr>
<td>F</td>
<td>60 and below</td>
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</table>

### Grade Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Literacy Narrative</td>
<td>15%</td>
<td>2/2 by midnight</td>
</tr>
<tr>
<td>Unit 2: Ad Analysis</td>
<td>20%</td>
<td>3/2 by midnight</td>
</tr>
<tr>
<td>Unit 3: Evaluation</td>
<td>20%</td>
<td>3/30 by midnight</td>
</tr>
<tr>
<td>Unit 4: Argument</td>
<td>25%</td>
<td>5/2 by 8:00 am</td>
</tr>
<tr>
<td>Blogs/Hwk</td>
<td>10%</td>
<td>As indicated by instructor</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>5/2 8:00-10:30 am</td>
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</tbody>
</table>

You must make a C or higher in English Composition 1 to receive credit for the class and move on to English 1020.
Assignment Descriptions:

**Literacy Narrative:** This assignment asks you to look inward and discuss a formative experience for you as a writer and a student. Our focus here will be on a personal experience as it relates to the way you view learning, reading, or writing, elements that make up an effective narrative, and the role that storytelling plays in our lives as we grow as thinkers, learners, and communicators.

**Analysis:** You will analyze the content of an advertisement for its meaning, rhetorical purpose, and use of rhetorical appeals. We will be exploring these components of visual rhetoric as it relates to advertising while also considering how we can employ these same appeals in our own compositions.

**Evaluation:** In this assignment, you will evaluate the rhetorical effectiveness of various movie trailers for a particular genre based on criteria we discuss in class. In particular, you will identify the purpose, message/story, and audience of the films and whether or not the trailers are rhetorically effective based on the rhetorical elements and appeals we have discussed.

**Argument:** You will seek to enter into a conversation using different resources about an important issue that matters to you by explaining your point of view and deploying the tools you have learned in this class to accomplish a rhetorical purpose. You must control the narrative in such a way that you draw your reader in and persuade them to agree with your stance on a particular topic or to see the value in your problem proposal.

**Blogs:** You will write at least 20 blogs throughout the semester. These are an opportunity to explore the course topic and to collaborate with other students as we work together to become better writers. I will post the blog question at least 1 class period in advance of the due date, and we will often use your posts for class discussion. Blogs are an exercise in thinking and writing, and I will not be grading them for grammar and punctuation. However, please stay on topic in your blog posts and answer the prompts provided to you. Each blog should be at least 150 words. You will need to email me the address for your blog by the beginning of the second class period.

**Final Exam:** The final exam will be a reflective essay that will concern the course. You will write about what you learned, how you will use what you have learned, and how you know you learned. It is a low stakes grade that is not meant to be perfect. It is an opportunity for both you and I to reflect on our growth.

**Revisions:**

You will have the opportunity to revise each of the first three assignments for a higher grade. Revisions are due one week from the time that you receive the grade on the assignment. Each revision must include a 125-150 word paragraph that details the changes that you made to the paper.

**Late/Incomplete Work:**

Late assignments will be accepted up to a point. It will cost a letter grade every day the assignment is late. After three days, the grade will be zero, and the assignment is not revisable. In case of a legitimate problem, please contact me at least 24 hours before the assignment is due. I am here to work with you, but I need notice.

If one’s paper does not meet the requirements of due dates, length, or format, the assignment will be assigned a failing grade.
**Plagiarism/Cheating:**

All work submitted to this class **must be your own and must be written exclusively for this class**. Any use of quotations, paraphrases, or ideas from outside sources, including Internet sources, must be properly documented. (In this case an “outside source” means anything other than your own unique creation.) We will discuss plagiarism further as the course progresses, but it is assumed that as an AUM student, you know what constitutes cheating and understand the general rules for appropriately using and documenting secondary and primary sources. **Please see me if you have any questions about plagiarism or your use of sources.**

If you have any ideas from previous classes that you would like to explore, please let me know and we can discuss how to compose your ideas in our class. However, please do not simply recycle work from other classes. I am happy for you to continue pursuing a train of thought, but you will need to work to make sure it fits in our class appropriately.

**In cases where plagiarism or another academic dishonesty is clearly established, the instructor reserves the right to penalize the assignment or to give a failing grade for the course.** Students who have plagiarized will also be reported to the AUM Committee on Discipline, which may choose to impose additional sanctions. An “F” for plagiarism in a course is clearly noted on your transcripts, and this grade cannot be forgiven. Should you ever need to share your transcripts to be eligible for employment or for an application to graduate school, there will be no question that you failed because you cheated.

You can find additional information about plagiarism in the *Student Handbook*.

**Attendance:**

In registering for classes at the University, undergraduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussions and exploration of ideas. A faculty member may excuse absences and allow students to make up work if the faculty member deems the absence legitimate. **A faculty member is not expected to provide make-up opportunities for a student without a legitimate excuse.**

A considerable portion of the work for this class will be completed in the classroom, making attendance vital. **One may not have more than 5 unexcused absences and pass the course. After 2 unexcused absences, you will lose 10 points off your final average. After the fifth absence, you will receive an FA for the course.** Every time you are absent, you will miss important information. It is important, then, that you communicate with me early and often about attendance conflicts, giving me the opportunity to work with you on possible options.
Student Resources:

Writing Assistance:

Students are encouraged to visit the Learning Center for assistance with your revisions and/or when you do not understand a concept we discuss in class. The Learning Center (LC) in the WASC on second floor Library. The LC offers writing consulting as well as tutoring in almost every class through graduate school. The LC may be reached at 244-3470 (call or walk-in for a session. In addition to these visits, I encourage you to meet with me by appointment any time you have any concerns or questions about the course or your work. For more information about the AUM Learning Center, please visit http://www.aum.edu/academics/warhawk-academic-success-center/learning-center-isl.

The Counseling Center:

The Counseling Center provides trained stress-management professionals to help AUM students deal with problems beyond the academic sphere. Don’t wait until you’re at a crisis point to seek help; these kind and understanding folks can help you figure out techniques to manage your time, stay focused on your schoolwork, get through a personal difficulty, or simply help you determine a major that works for you. All services are confidential and free of charge to current AUM students. Please don’t let a stressful situation get the better of you—ask for help as soon as you think you need it. The Counseling Center is located in 319 Taylor Center; their phone number is 244-3469. See the Counseling Center’s website for more information: http://www.aum.edu/campus-life/student-services/counseling-center.

Students with Disabilities:

Students who need accommodations are asked to arrange a meeting during office hours to discuss your accommodations. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not registered for accommodation services through the Center for Disability Services (CDS), but need accommodations, make an appointment with CDS, 147 Taylor Center, or call 334-244-3631 or e-mail CDS at cds@aum.edu.

Technological Assistance:

Students may seek technology assistance from the ITS Help Desk located in the computer lab on the first floor of the Taylor Center. You may also call 334-244-3500 or email helpdesk@aum.edu. There are also computer labs in each academic building and in the Taylor Center that you may utilize in order to work on classroom assignments for any class. For more information on lab hours and locations please visit http://www.aum.edu/information-technology-services/computer-labs.
**Course Schedule:**

This is a tentative course schedule. I may make changes during the semester. I will inform you of any changes to the schedule and due dates by email. I will also post updated materials to the course blog. The readings and work should be completed before the date listed on the syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/8</td>
<td>Introduction and Class Objectives</td>
<td></td>
<td>Email Assignment</td>
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<tr>
<td></td>
<td>1/10</td>
<td>Writing as a Conversation</td>
<td>“Why do We Need to Know This”</td>
<td>Journal 1</td>
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<td></td>
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<td>BB: Bloom’s Taxonomy</td>
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<tr>
<td>2</td>
<td>1/15</td>
<td><strong>MLK Holiday</strong></td>
<td></td>
<td><strong>No Class</strong></td>
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<tr>
<td></td>
<td>1/17</td>
<td>The Literacy Narrative Genre/Writing as a Process</td>
<td>“Entering the Academic Conversation”</td>
<td>Journal 2</td>
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<td></td>
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<td>“There’s a Reason Due Dates are Called Deadlines”</td>
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<tr>
<td>3</td>
<td>1/22</td>
<td>The Literacy Narrative Genre</td>
<td>“Scaffolding Steps to Writing”</td>
<td>Journal 3</td>
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<tr>
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<td>1/24</td>
<td>The Literacy Narrative Genre</td>
<td>BB: Sample Essay</td>
<td>Journal 4</td>
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<tr>
<td>4</td>
<td>1/29</td>
<td>The Literacy Narrative Genre</td>
<td>Work Day</td>
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<td></td>
<td>1/31</td>
<td>The Literacy Narrative Genre: Peer Review</td>
<td>“Peer Review and Collaborative Writing”</td>
<td>Bring a complete draft to class.</td>
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<td>Literacy Narrative due 2/2 by midnight</td>
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<tr>
<td>5</td>
<td>2/5</td>
<td>The Analysis Genre</td>
<td>BB: “Why am I Studying Ads if I Want to be a Nurse”</td>
<td>Journal 5</td>
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<tr>
<td></td>
<td>2/7</td>
<td>The Analysis Genre: Rhetorical Appeals</td>
<td>“Saving the City Again”</td>
<td>Journal 6</td>
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<td>Week</td>
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<td>2/12</td>
<td>The Analysis Genre: Rhetorical Appeals Cont.</td>
<td>BB: Links to Ads</td>
<td>Journal 7</td>
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<tr>
<td>2/19</td>
<td>The Analysis Genre</td>
<td>“Rhetorical Awareness and Genre Understanding”</td>
<td>Journal 9</td>
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<td>8</td>
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<td>2/26</td>
<td>The Analysis Genre</td>
<td>Work Day</td>
<td>Journal 11</td>
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<tr>
<td>2/28</td>
<td>The Analysis Genre: Peer Review</td>
<td>Bring a Complete Draft to Class</td>
<td>Ad Analysis due 3/2 by midnight</td>
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<td>9</td>
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<tr>
<td>3/5</td>
<td>The Evaluation Genre</td>
<td>“Reviews and Recommendations” “Writing Commons”</td>
<td>Journal 12</td>
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<tr>
<td>3/7</td>
<td>The Evaluation Genre: Evaluative Criteria</td>
<td>Roger Ebert/Online Readings</td>
<td>Journal 13</td>
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<tr>
<td>3/12</td>
<td>No Class</td>
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<tr>
<td>3/14</td>
<td>No Class</td>
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<tr>
<td>3/26</td>
<td>The Evaluation Genre</td>
<td>BB: Sample Essay</td>
<td>Journal 16</td>
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<tr>
<td>3/28</td>
<td>The Evaluation Genre: Peer Review</td>
<td>Bring a Complete Draft to Class</td>
<td>Evaluation paper due 3/30 by midnight</td>
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<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Notes</td>
<td>Assignments</td>
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<tr>
<td>13</td>
<td>4/2</td>
<td>The Argument Genre</td>
<td>“Classical Argument”</td>
<td>Journal 17</td>
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<td><em>Writing Commons</em></td>
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<tr>
<td>4/4</td>
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<td>The Argument Genre: Supporting an Argument</td>
<td>“Rhetoric Inside and Outside the University”</td>
<td>Journal 18</td>
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<tr>
<td>4/11</td>
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<td>The Argument Genre</td>
<td>“Avoiding Logical Fallacies”</td>
<td>Journal 20</td>
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<tr>
<td>15</td>
<td>4/16</td>
<td>The Argument Genre</td>
<td>Organizing Your Argument MLA Workshop</td>
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<tr>
<td>4/18</td>
<td></td>
<td>The Argument Genre</td>
<td>BB: Sample Essay</td>
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<tr>
<td>16</td>
<td>4/23</td>
<td>The Argument Genre</td>
<td>Work Day</td>
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<td></td>
<td></td>
<td>The Argument Genre</td>
<td>Peer Review</td>
<td>Bring a completed draft to class</td>
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<td>Argument due by exam period</td>
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<tr>
<td>Finals Week</td>
<td>5/2</td>
<td>Final Exam</td>
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1010 Course Objectives:

The Council of Writing Program Administrators designates four specific sets of skills that students should learn and practice in first-year writing courses: rhetorical knowledge, critical thinking and composing, processes, and knowledge of conventions. This course begins the process of developing these skills that you will continue to use in English 1020 and throughout your academic and professional careers.¹

In *Rhetorical Knowledge*, by the end of English 1010, students should

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers’ and writers’ practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Understand and use a variety of technologies to address a range of audiences
- Match the capacities of different environments (e.g. print and electronic) to varying rhetorical situations.

In *Critical Thinking, Reading, and Composing*, by the end of English 1010, students should

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical concepts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations.

In *Processes*, by the end of English 1010, students should

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, reviewing, collaborating, revising, rewriting, rereading, and editing.
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence their work

In *Knowledge of Conventions*, by the end of English 1020, students should

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work