ENGL 1101: Composition I (Sections B/P4/L)
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The defined goal of English 1101 at Georgia Tech is to improve students’ communication skills by focusing on the discipline of cultural studies. Students learn how to read critically and write effectively as they develop a deeper understanding of audience and the social contexts that inform communication. Because most social contexts require spoken as well as print communication, students in English 1101 learn how to expand and support their written work with oral presentations. Additionally students learn how to improve their writing through their engagement with a variety of educational technologies. Working within collaborative learning environments, both conventional and electronic, students learn how to communicate effectively, while exploring the dynamic rhetorics of their own and others' social interactions.

Because it stresses the interdependence of reading and writing, this section of English 1101 requires careful reading of challenging texts, frequent writing on those texts, and regular revision of that writing. Rather than revolving around a single theme, this class will use four units that are distinct but that also ask related questions about how we interact with the world around us. The first unit consists of three essays that try to think about what it means to participate actively in your own education. For the second unit, we will read three essays by historians who are interested in how stories of America are told and understood. The third unit will pair Foucault’s essay on the Panopticon with Francis Ford Coppola’s film The Conversation. We’ll spend the rest of the class on the main text for the fourth unit, Jonathan Swift’s Gulliver’s Travels. Because this class serves several purposes, we will look at these readings for their own sake and use them to improve your own writing skills, spending as much time on the latter as on the former. I have scheduled certain activities for certain days, but throughout the semester we will regularly take time to work on writing in class.

Required Texts:
Bartholomae and Petrosky, eds., Ways of Reading (Sixth Edition)
Jonathan Swift, Gulliver’s Travels, ed. Christopher Fox (Bedford-St.
Martin’s “Case Studies in Contemporary Criticism” series)

All of these are available in the campus bookstore. Along with the writing handbook for the semester, we will use different resources on the web, including the website associated with the handbook (http://occawlonline.pearsoned.com/bookbind/pubbooks/hult2_awl/) and sites like Emory University’s Writing Center (www.emory.edu/ENGLISH/WC/).
Writing
2 formal papers (each 4-5 pages / 1200-1500 words) make up the largest component of the required writing for this course. All of you will write a paper for assignment #1 (draft due 9/6, final version due 9/13). For your second paper, you will be able to choose between assignment #2 (draft due 9/27, final version due 10/11) and assignment #3 (draft due 10/25, final version due 11/8).

As detailed on the schedule below, the process for each assignment will begin when you post your thesis for the upcoming paper to our WebX site. Without attaching any names to these statements, we will then discuss them as a group, asking what they do well and what they need to improve. Next, you will exchange a full draft of the paper with your peer reviewers and do in-class peer reviews, after which you will revise your draft before turning it in. When you turn it in, you will include the original draft as well as a 1-page typed summary of the peer reviews it received and of how you chose to address those comments. Although you will each do only two of the three essays, everyone will still participate in all three peer review exercises. We will discuss the details of this process more fully in class as the first due date approaches. We will also discuss possible topics in class, but you will be strongly encouraged to develop your own topics.

Finally, all essays must be computer printed and double-spaced in a reasonable font like Times or Palatino. I will not accept late papers.

Journals/WebX Postings: These responses will serve a number of purposes. Most importantly, they will keep you writing on a regular basis and they will help everyone focus on the discussion for the day. Your responses will have two stages:

1) By 7 p.m. the evening before we discuss a new essay or a new section of Gulliver's Travels, you will post 2 specific, detailed questions of your own about the reading, along with two passages from the text (the quotation and the page number) that inspired your questions.

2) By 7 p.m. the evening before the following discussion, you will make a short post (200-300 words) in response to your classmates' questions, or to their comments during class discussion, or to their short posts.

These journals will serve several purposes:

1) They will help you prepare for class discussion, and they will also give you a concrete basis from which you can begin your essays. In this sense, these journals are a key part of the process of writing that this course presents, one that emphasizes both the place of revision in writing and the ability to read consciously and actively. Instead of posting a comment and moving on, you will build your papers for this course from your WebX postings.

2) Because you are required to use the second, longer posting to respond to your classmates, these postings will not be a series of isolated posts. Instead, they will take the form of a threaded discussion community that will at once enrich our classroom discussions and extend those discussions beyond the limited time we have in class.
At the end of the semester, you will gather a 3-part portfolio of your class postings:

1) An explanation (300-500 words) of what you see as the qualities that make for a good, productive post. In defining and discussing those qualities, you should refer to examples drawn from your classmates’ posts.

2) 5 postings that you choose to represent your best WebX work for the semester. These should also reflect the criteria you define in part 1.

3) The rest of your WebX postings.

50% of the grade for your portfolio will come from parts 1 and 2. The remaining 50% will reflect the completeness of part 3. For every posting that is missing or that doesn’t meet the criteria for a posting, I will deduct proportionate points from this 50%.

WebX criteria
To receive any credit, these postings must be appropriately on-topic. Postings that are not substantially on-topic will not count as complete and will not receive credit in part 3 of the portfolio. For part 2 of the portfolio, the grade will equally reflect clarity, substance, and engagement with the text (i.e., it must do more than paraphrase my comments or those of your classmates).

Individual Presentation
As our class reads *Gulliver’s Travels*, you will each give a brief presentation on a small section (1-2 chapters) of the book. This presentation will offer several questions and a brief response to the reading with the goal of supporting the discussion that follows.

Group Presentation
Two weeks before Thanksgiving, we will set up the groups for the group presentations on critical approaches to *Gulliver’s Travels*. Before your group goes home for break, you must have posted to the entire class a series of talking points for your presentation. These will give everyone else a sense of your focus before the presentation, and they will help each group gain a specific sense of how they might engage with the other presentations. In the final week of class, after Thanksgiving Break, your groups will give your presentations. During these presentations, you will use WebX as a means of leading the class through your response to the critical approach. We will discuss the expectations and format for these presentations after we have started *Gulliver’s Travels*.

Participation
This class runs as a seminar which will require both careful reading and regular participation in the discussion. Throughout the semester you will engage in several peer editing exercises, where you will exchange your work with other students. After Thanksgiving, you will also participate in group presentations on the critical essays about *Gulliver’s Travels*. On occasion, we will begin class in small groups before coming together for a full-class discussion. Although you receive a separate grade for WebX postings, I consider those postings as part of your participation, and to do well on your participation grade you must also do well on your WebX grade. All four of these activities – discussion, peer-reviews, postings, and group presentations – are part of the collaborative community that this class requires: the more everyone participates, the more everyone learns. In this sense, your consistent participation in these activities is an obligation to the classroom community.

There will be no quizzes or exams in this class, unless it becomes apparent from the lack of substantive discussion that people have not been doing the reading.
Grades

Essay #1 (9/6 and 9/13)  15%
Essay #2 (9/27 and 10/11) or Essay #3 (10/25 and 11/8)  25%
Participation (includes discussion and peer review)  25%
WebX portfolio  25%
Group Presentation  10%

The grade descriptions here are not formulas: because every essay is different, every grade reflects the balance of strong and weak elements in a particular essay. One B paper may have a good argument weakened by awkward or unclear writing, while another may have very engaging writing but a weak argument, and a third might have a slightly less challenging argument but fewer formal problems. The argument in a C+ paper may have more potential than that in a B- paper, but the C+ paper may also have other more serious problems. A grammatically flawless but essentially empty essay will not get an A, nor will a brilliant argument obscured by weak grammar. The argument won’t be clear without the correct grammar, and the grammar serves no real purpose if it doesn’t help communicate anything. Finally, isolated mistakes usually won’t detract from your grade as much as the general appearance of carelessness will. You should be able to spell every word you use independently of any machine, but spelling errors in the age of the spell-checker are simply rude.

A: This essay is excellent. The argument is substantive, effectively and efficiently made, subtle, and original. The writing is clear, engaging, and direct. This essay has no significant grammatical, typographical, or spelling errors.

B: This essay has some relatively minor problems, but no major structural weaknesses. The argument is characterized by all of the same things that characterize an A argument, but to a lesser extent, or perhaps with one element weaker than the others. The writing is clear and engaging, with minor exceptions, but may not flow as well or may have passages of summary and description that do not contribute directly to the argument. There are scattered grammatical, typographical, or spelling errors.

C: This essay has more serious problems, perhaps even at a structural level. The argument may be inconsistent and, despite some stronger sections, too often vague, unclear, simplistic, or disorganized. The writing may be clear, effective, or engaging in passages, but it is not consistently so. This, in turn, is probably due to an excessive number of errors or other problems.

D: This essay has extensive problems, at both surface and structural levels. The argument is unclear and ineffective to an extent that overwhelms any strong points. The writing is vague and even confusing. There may be enough serious errors that they obscure other elements of the essay, making the argument and the writing hard to evaluate.

F: This essay may have potential, but it has too many serious problems to be acceptable. The argument is unclear or weak enough that it may be hard to make out. The writing is unclear and confusing. It has serious and frequent grammatical, typographical, and spelling errors.

A+ = 98%  B+ = 88%  C+ = 78%  D+ = 68%
A = 95%  B = 85%  C = 75%  D = 65%
A- = 90-92%  B- = 80-82%  C- = 70-72%  D- = 60-62%
F = 1-59%  Incomplete = 0%
Attendance: You are expected to attend all classes -- participation counts heavily, and you can hardly participate without attending. After three absences you will lose 3% from your final grade for each further absence. If extraordinary circumstances arise, contact me as soon as possible.

Office Hours and Conferences: My office hours are Monday and Wednesday from 12-1, but I am also available to meet by appointment, and I will make time to meet with you. I strongly encourage you to come by my office or to ask in class if you are unsure about how to address the comments on your papers. If you contact me by e-mail, I will respond as soon as possible.

Plagiarism: All of the work that you submit for this class must be entirely your own, and must not be work that you have submitted or are going to submit for another class. All quotations, references, and sources must be fully and clearly cited according to MLA guidelines (see pages 123-156 in New Century). We will discuss plagiarism and citation in detail before you submit any written work for this course. As part of a departmental policy, all written assignments for this course will be turned in through the anti-plagiarism program “Turn It In” (www.turnitin.com).

This course will follow the definition of plagiarism in the Georgia Tech Honor Code (www.honor.gatech.edu). The "Student Conduct Code of the Rules and Regulations" (Georgia Institute of Technology General Catalog, Section XIX) states, “Academic misconduct is an act that does or could improperly distort student grades or other student academic records” and offers the following descriptive list:

- Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
- Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
- False claims of performance or work that has been submitted by the claimant;
- Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
- Forgery, alteration, or misuse of any institute document relating to the academic status of the student.

The Code continues, “While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor.” Consult the Honor Code online or in the General Catalog to remember your primary commitment to academic honesty. Students who engage in academic dishonesty may receive a 0.0 on the assignment or fail the course. In addition, the instance will be reported to the Dean of Students who may take further action.
Computing Resources and Requirements
We will meet regularly in a multimedia computer lab, and we will make use frequent use of Internet applications in the lab and from remote locations (i.e. your home or dorm room). Because this course assumes that all students will meet the technology requirements for incoming freshmen at Georgia Tech, you must have access to your own computer with Internet capabilities to complete the work in this class. We will use e-mail applications, Web browsers, and online conferencing applications (including Web Crossing) both in- and out-of-class. During the first few weeks, we will meet in the computer lab for a session to introduce you to the central applications for the course. Previous experience with Internet research, e-mail, and conferencing software is not a prerequisite for this course, but it will be a significant advantage. If you have doubts about your ability to work with these programs, let me know as soon as possible.

Students with Disabilities
Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me during office hours. Students with disabilities should also contact Access Disabled Assistance Program for Tech Students (ADAPTS) to discuss reasonable accommodations. For an appointment with a counselor call (404) 894-2564 (voice) / (404) 894-1664 (voice/TDD) or visit Suite 210 in the Smithgall Student Services Building. For more information, see adapts.gatech.edu.

Course Schedule
The reading schedule is subject to change, but the due dates for paper assignments will not change. I will try to let you know of any significant changes at least two weeks in advance. All of the individual essays are from Ways of Reading. Swift’s “A Modest Proposal” will be a handout, and the rest of our reading will be in the edition of Gulliver’s Travels that you purchase.

Week 1
1) M Aug 19: introduction
2) W Aug 21: reading/writing background
electronic resources at Georgia Tech
3) F Aug 23: Rodriguez (651-670)

Week 2
4) M Aug 26: Rodriguez
   Thesis Statements (H&H Ch.6 and 53-55)
   Assessment exercise
5) W Aug 28: Freire (258-270)
6) F Aug 30: Freire
   Thesis Exercise

Week 3
7) M Sep 2: NO CLASS
8) W Sep 4: Percy (587-601)
   Plagiarism and Citation (H&H 109-110 and Ch. 12, esp. 126-132)
9) F Sep 6: Percy
   Using Sources (H&H Ch. 9-10)
   Paper #1, Draft Due
Week 4
10) M Sep 9: Limerick (469-504)
   Paper #1 Peer Review (in class)
11) W Sep 11: Limerick
    Revision (H&H Ch. 4)
12) F Sep 13: Limerick
    Paper #1, Final Due

Week 5
13) M Sep 16: Pratt (604-619)
14) W Sep 18: Pratt
15) F Sep 20: Pratt

Week 6
16) M Sep 23: Tompkins (717-735)
   Paper #2 Thesis Exercise/Consistent Problems
17) W Sep 25: Tompkins
18) F Sep 27: Tompkins
   Paper #2, Draft Due

Week 7
19) M Sep 30: Foucault (223-253)
20) W Oct 2: Foucault
21) F Oct 4: Foucault, wrap-up
   Paper #2 Peer Review (in class)

Week 8
22) M Oct 7: The Conversation
23) W Oct 9: The Conversation
24) F Oct 11: The Conversation
   Paper #2, Final Due

Week 9
25) M Oct 14: NO CLASS
    sign-up for individual presentations on Gulliver’s Travels
27) F Oct 18: Swift, Gulliver’s Travels, “Introduction” and preface materials (3-32)

Week 10
28) M Oct 21: Swift, Gulliver’s Travels, Book 1, Ch. 1-3 (39-61)
    Paper #3 Thesis Exercise/Consistent Problems
29) W Oct 23: Swift, Gulliver’s Travels, Book 1, Ch. 4-5 (61-70)
30) F Oct 25: Swift, Gulliver’s Travels, Book 2, Ch. 6-8 (70-89)
    Paper #3, Draft Due
Week 11
32) W Oct 30: Swift, *Gulliver’s Travels*, Book 2, Ch. 6-8 (125-147)
33) F Nov 1: Swift, *Gulliver’s Travels*, Book 3, Ch. 1-2 (149-160)
   **Paper #3 Peer Review (in class)**

Week 12
34) M Nov 4: Swift, *Gulliver’s Travels*, Book 3, Ch. 3-6 (160-182)
36) F Nov 8: Swift, *Gulliver’s Travels*, Book 3, Ch. 10-11 (193-203)
   **Paper #3, Final Due**

Week 13
38) W Nov 13: Swift, *Gulliver’s Travels*, Book 4, Ch. 5-7 (224-240)
39) F Nov 15: Swift, *Gulliver’s Travels*, Book 4, Ch. 8-10 (240-255)
   Assign groups for critical presentation

Week 14
40) M Nov 18: Swift, *Gulliver’s Travels*, Book 4, Ch. 11-12 (255-266)
41) W Nov 20: Swift, *Gulliver’s Travels*, wrap-up

Week 15
43) M Nov 25: workshop group presentations
44) W Nov 27: workshop group presentations
45) F Nov 29: THANKSGIVING BREAK

Week 16
46) M Dec 2: critical readings and group presentations
47) W Dec 4: critical group presentations, cont.
48) F Dec 6: Final Class