



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Standard Course Syllabus

COURSE NAME Composition I
COURSE NUMBER ENGL 1101
COURSE DESCRIPTION A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition and argumentation, and also including introductory use of a variety of research skills. Fall, Spring, Summer.
PRE-REQUISITES / CO-REQUISITES Prerequisite: Exemption from or successful completion of READ 0099 and ENGL 0099.
STUDENT LEARNING OUTCOMES – COMMUNICATION SKILLS <ul style="list-style-type: none">• Students are able to analyze the rhetorical situation and choose the appropriate genre and writing strategies• Students follow the academic conventions of organization and standard written English• Students select and employ multiple research methods, such as interpreting, evaluating, and explaining sources, and document sources ethically. Course Outcomes Students who successfully complete English 1101 will be able to: <ul style="list-style-type: none">• Write competently with a sense of audience and purpose.• Write with a clear central idea supported effectively and organized appropriately.• Analyze the rhetorical situation and choose the appropriate genre and writing strategies.• Produce writing with an effective command of standard written English grammar, usage, and punctuation.• Practice the collaborative and social aspect of the writing process and demonstrate an ability to critique their writing and the writing of others.• Employ basic research methods and document sources ethically.
INSTITUTIONAL ABSENCE A student who serves as an official representative of the college is defined as one who: <ol style="list-style-type: none">1. is authorized to use the college name in public relationships outside the institution;2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);3. represents the college as a part of a group and not as an individual;4. represents the college under the direct supervision of a college faculty or staff member; and5. is authorized in writing, in advance, by the President of the college. Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

ACADEMIC CONDUCT CODE

A. Honor Code

Students are responsible for following ABAC's Honor Code:

An ABAC Stallion conducts themselves with honor and integrity at all times and expects their fellow Stallions to do so as well. A Stallion does not lie, steal, cheat or allow others to do so.

Academic integrity is the responsibility of all ABAC faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi.

B. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

C. Disciplinary Procedures

The following procedures are designed to adjudicate situations involving alleged academic misconduct, recognizing the interest of each of the parties involved:

- In any situation in which an instructor suspects academic dishonesty, the instructor should facilitate a conversation with the student
- If a student admits responsibility in a case of suspected academic dishonesty which does not involve a grade penalty significant enough to alter the student's final grade in the course, the faculty member may handle the case on an informal basis by talking with the student and the student acknowledging the penalty to be imposed, if any.
 - The instructor should fill out an Academic Integrity statement on the website of the Dean of Students. The incident will be documented.
 - Faculty should notify their Department Head or academic Dean about the incident
- In all cases of suspected academic dishonesty in which the student does not admit responsibility or in which the student requests a hearing, the faculty member will contact the Dean of Students. The Office of the Dean of Students will conduct a hearing. The purpose of the meeting will be to provide a facilitated discussion about what may have occurred. The student(s) believed to have engaged in academic dishonesty, and the designee are the only participants in the meeting. No Audio or video recordings of these proceedings will be permitted. Following the discussion, the designee will submit a form summarizing results of the proceedings to the Office of the Provost and Vice President for Academic Affairs.
 - The faculty member and student(s) may reach an agreement about the matter and,

if dishonesty is involved, may determine the appropriate consequences.

- If no resolution is agreed upon, the Dean of Students will make a decision. The alleged dishonesty could lead to suspension or expulsion, the matter will be resolved according to the process outlined in Section IV above (Investigation and Disciplinary Proceedings)
- Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
- A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.
- If a student is found not responsible of academic misconduct, the hearing body will refer the paper, assignment, or test to the appropriate department head/school dean who will facilitate a resolution concerning a fair grade for the work in question.
- Upon a finding or acceptance of responsibility, the following sanction will be imposed:
 - If the instructor has published a minimum academic sanction for academic dishonesty in the course or in a written syllabus or other document distributed to members of the class, this minimum sanction will be followed.
 - In the absence of a published minimum sanction, the student will receive, at a minimum, a grade of zero for the work involved.
 - The offense will be documented with the Office of Student Affairs

D. Multiple Offenses

- If a student is found responsible for academic misconduct as a second offense, the minimum sanction will be:
 - A minimum grade of “F” in the course
 - Student Conduct Probation for a defined period of time, by the Dean of Students.
- If a student is found responsible for academic misconduct as a third offense (or more), the minimum sanction will be:
 - A minimum grade of “F” in the course
 - Suspension from the College
 - Other sanctions greater than those listed, recommended to the Vice President of Academic Affairs or her/his designee

E. Appeals

- Should this procedure fail to resolve the issue, a student must provide a written appeal to the Provost and Vice President for Academic Affairs within ten (10) working days from the date of the decision. If the Provost believes the appeal to have merit, it will be forwarded to the Academic Review Committee where further hearings may be conducted.

MIDTERM ADVISORY GRADES

Midterm Advisory Grades will be reported on Banner Web to any student who has a “C,” “D,” or “F” in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student’s permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second

half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

Students requiring classroom accommodations or modifications because of a documented disability must discuss this need with the instructor at the very beginning of the semester and must provide the proper documentation. Such students must be registered with Dr. Maggie Martin/Dr. Annie Simms' office, The Student Development Center, in Branch Hall. Students with Learning Disabilities must also register with that office and must notify the instructor. Notification to the instructor must consist of an official letter of accommodations.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student (see the following pages for this information).



ENGL 1101

MWF, 9:00-9:50 AM

CONGER HALL 220

INSTRUCTOR INFO

Dr. Andrea Krafft
andrea.krafft@abac.edu
Conger 324



OFFICE HOURS

MWF, 11:00 AM-1:00 PM
TR, 12:30-2:30 PM
and by appointment



COURSE WEBSITE

<https://engl1101fall2018.wordpress.com/>

COURSE DESCRIPTION

This course emphasizes effective writing and focuses on issues relating to the environment. Ecology examines and strives to understand the dynamic and interconnected relationships between animals, plants, and countless forces. Likewise, writing interacts with a complex network of spaces, places, people, technologies, and entities. This course celebrates writing as an organic process that intersects with numerous audiences, a variety of purposes, and multiple modes and media.



PARTICIPATION AND PREPAREDNESS



Ask questions



Listen



Collaborate respectfully



Take notes



Do the readings



Schedule your time

ABSENCES AND LATENESS

4

Allowed absences

5

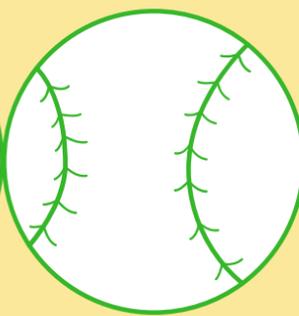
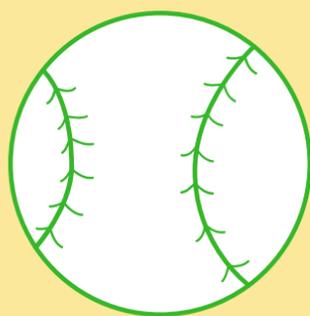
5% off final grade

6

10% off final grade

8

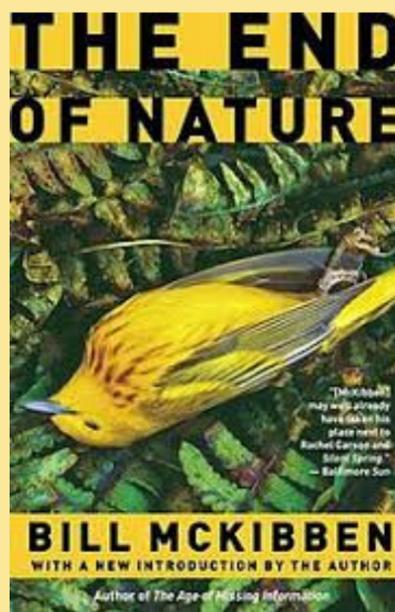
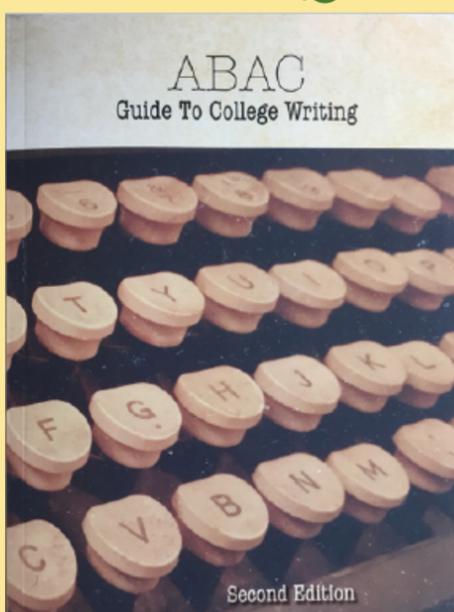
Course failure



Lateness = 3 strikes, then 5% off participation per additional late

10 minutes late = absent

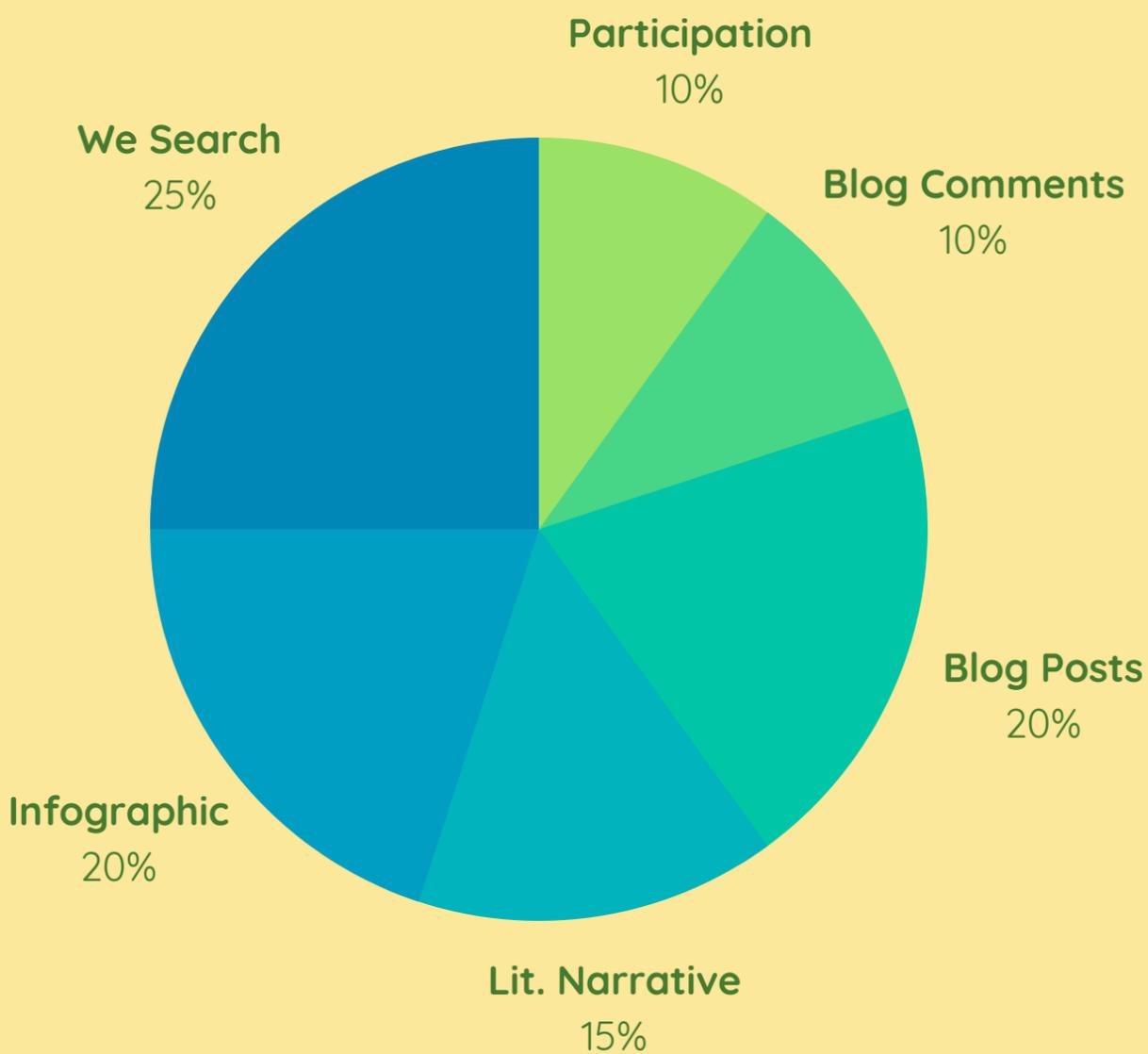
REQUIRED TEXTS



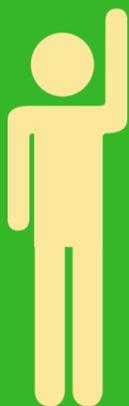
REQUIRED MATERIALS



GRADE DISTRIBUTION

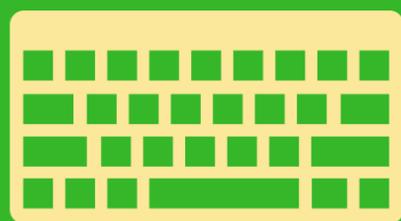


MAJOR ASSIGNMENTS



Participation: Throughout the course, you will reflect on the quality of your participation through a log that I will collect periodically.

Blog Posts: You will create blog posts about a variety of topics. Each post will have a set topic and guidelines.



Blog Comments: You will post blog comments on specific dates. Each comment should offer feedback, advice, or constructive criticism that can help the original poster.

Literacy Narrative: You will write a brief paper in which you tell a true story about a specific and important encounter that you have had with reading, writing, or communication. You will then revise this into a multimodal blog post.



Infographic: You will identify an important issue from McKibben's book and translate it into an educational infographic for an audience that isn't familiar with *The End of Nature*. You will also compose an artist's statement to explain and justify the design choices of your infographic.

"We-Search" Website: In a group, you will generate a research question relating to a contemporary environmental problem that you all identify as important or interesting. Each group will develop a team contract, project proposal, annotated bibliography, and a paper in which you summarize your findings and articulate strategies for how people might help to resolve the proposed problem. You will then transform your paper into a public-facing website.



GENERAL ASSIGNMENT POLICIES



Due dates are in the course calendar



Ask for clarification and help



Back your work up and save drafts



I'll provide assignment sheets



Check your work



Cite sources



See OWL Purdue for MLA help



Late work is better than no work

GRADING POLICY



Outstanding work that demonstrates strong awareness of audience and purpose. Well-organized and exceptionally designed, with few to no issues in grammar and mechanics.



High-quality work that demonstrates above-average rhetorical awareness, organization, and / or design. May have minor flaws that could be improved upon revision.



Competent work that meets minimum assignment requirements, but lacks the rhetorical awareness, organization, and proficiency in design of A- and B-level assignments.



Less than competent work that does not demonstrate comprehension or engagement. Attempts to complete assignment criteria, but may have missing, erroneous, or rhetorically inappropriate elements.



Unacceptable work that does not meet expectations or misunderstands assignment criteria.

REVISING ASSIGNMENTS

You can revise **1** individually-produced assignment, if it:

Received a grade of 85% or below, was on time, and met minimum requirements. You cannot revise plagiarized work.

85%

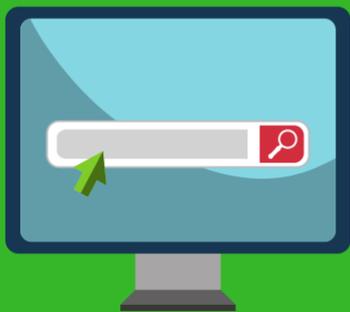
To request a revision, email me or meet with me no later than 3 days after I return the grade and lay out your revision plan in detail.

Your revision is due no later than 7 days after this meeting or email.

The revised assignment will receive an entirely new grade (not an average of the old and new grade).



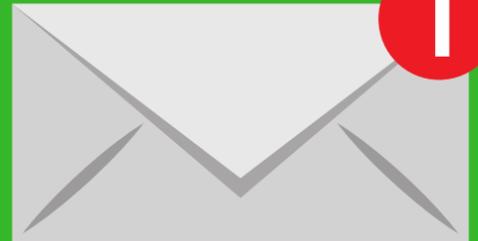
HOW I COMMUNICATE WITH THE CLASS



Important course info is always on GeorgiaVIEW

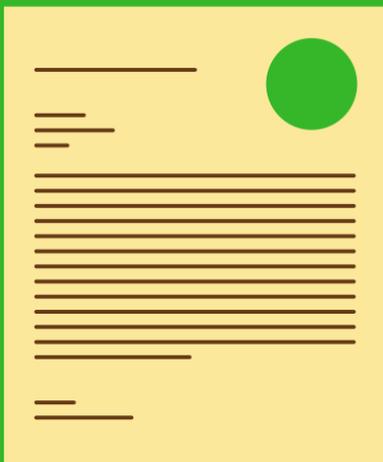


I won't discuss grades over email (that's best left to office hours)



I'll email you about missed work or other concerns

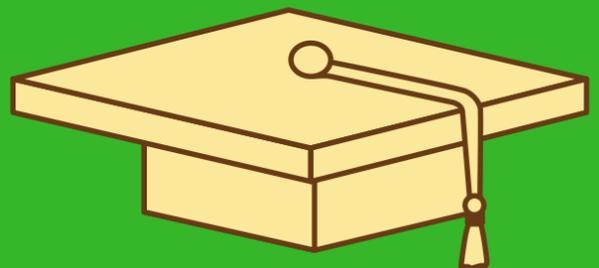
COMMUNICATING WITH THE CLASS



Make sure that all emails send to me and your classmates reflect proper spelling and etiquette.

Include a subject line (mentioning ENGL 1101), a salutation, and provide your name.

Address your recipient respectfully and with consideration. My correct title is Dr. Krafft or Professor Krafft.



It can take me up to 24 hours to reply to emails, potentially longer on the weekend. I may not respond immediately to emails sent after 9 PM.

UNIVERSAL DESIGN FOR LEARNING



My goal is that our class will accommodate the needs of all learners. This class does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. I hope that all students will join me in creating an inclusive environment where we can all engage and learn. Alternative viewpoints are welcome; however, they should be stated in a way that respects the personhood and value of all other human beings.

If you believe that you have a disability, contact ABAC's Student Development Center (located in Branch Hall) and get in touch with me to make necessary arrangements.

PLAGIARISM

Plagiarized assignments will receive a 0. I will report plagiarism to the Dean of Students.



PLAIN SYLLABUS

Scan the QR code for the plain-text syllabus (also available on the blog and GeorgiaVIEW).

COURSE CALENDAR

- Readings and assignments are listed on the date they are due (by the start of class unless otherwise specified)
- Readings that are not in *AG* or McKibben are available on GeorgiaVIEW
- Abbreviations
 - *AG* = *ABAC Guide to College Writing*
 - *CS* = Class Summary. You only have to do one of these. These are due by 11:59 PM on the days listed.
 - *AB* = Analysis Blog. You only have to do one of these.
 - *BC* = Blog Comments. These are due by 11:59 PM on the days listed. You can skip 3 of these on days that you choose.
- Blank activity / discussion areas mean that we're continuing a topic from the previous day
- Minor aspects of this calendar may change throughout the semester

RHETORIC, LITERACY, AND MULTIMODALITY

Week	Day	Date	Reading	Activity or Topic	Assignment Due
1	W	8/15		Syllabus review and introduction to the course	
	F	8/17	Recommended: <i>AG</i> 9-12	Principles of rhetoric and communication	
2	M	8/20	<i>AG</i> 59, 62-63; Selection from <i>The Bedford Book of Genres</i>	Mindset survey; About literacy narrative	Statement of understanding
	W	8/22	Deborah Brandt, "Sponsors of Literacy"	Literacy narrative, continued; Sign up for class summary	
	F	8/24	Selections from <i>Writer / Designer</i> ; locate and read a multimodal example in the DALN	Understanding multimodal literacy; WordPress crash course	
3	M	8/27	Ann Lamott, "Shitty First Drafts"; Richard Straub, "Responding – Really Responding – to Other Students' Writing"; <i>AG</i> 141-144	Workshop and peer review	Literacy narrative draft BC 1 by 11:59 PM
	W	8/29	Selections from <i>Writer / Designer</i> and <i>The Bedford Book of Genres</i>	How to revise your work	CS 1 by 11:59 PM
	F	8/31	Selection from <i>The Bedford Book of Genres</i>	How to remix your work	CS 2 by 11:59 PM
4	M	9/3	NO CLASS		
	W	9/5		Revisiting WordPress; Tutorials for A/V tools; Workshopping	CS 3 and 4 by 11:59 PM
	F	9/7	Selection from <i>Writer / Designer</i>	Reflection and assignment debrief; About reflection and the end of semester reflection blog	Final literacy narrative BC 2 by 11:59 PM

ANALYSIS, MCKIBBEN, AND INFOGRAPHIC DESIGN

Week	Day	Date	Reading	Activity or Topic	Assignment Due
5	M	9/10	AG 14-15, 87; Selection from <i>The Bedford Book of Genres</i>	How to rhetorically analyze texts	CS 5 by 11:59 PM
	W	9/12	Rachel Carson, "A Fable for Tomorrow"; AG 22-31	How to use textual evidence; About infographic, analysis blog, and issue identification blog; McKibben date sign-ups	CS 6 and 7 by 11:59 PM
	F	9/14	McKibben, "A New Atmosphere" (3-39)	Rhetorical analysis, continued	CS 8 by 11:59 PM
6	M	9/17	McKibben, "The End of Nature" (40-78)	Analyzing McKibben	AB 1 CS 9 and BC 3 by 11:59 PM
	W	9/19	McKibben, "A Promise Broken" (81-113)		AB 2 CS 10 and BC 4 by 11:59 PM
	F	9/21		Continued discussion; brainstorming	
7	M	9/24	McKibben, "The Defiant Reflex" (118-144)		AB 3 CS 11 and BC 5 by 11:59 PM
	W	9/26	McKibben, "A Path of More Resistance" (144-end)	Brainstorm for issue identification and wrap up discussion	AB 4 BC 6 by 11:59 PM
	F	9/28		Peer review	Issue identification blog BC 7 by 11:59 PM
8	M	10/1	Selections from <i>Writer / Designer</i>	Principles of visual design	CS 12 by 11:59 PM
	W	10/3	Selections from <i>Writer / Designer</i>	Infographic design crash course; about mockups	CS 13 by 11:59 PM
	F	10/5	Selections from <i>The Bedford Book of Genres</i>	About artist's statements	CS 14 by 11:59 PM
9	M	10/8		Peer review	Infographic draft BC 8 by 11:59 PM
	W	10/10		Assignment troubleshooting	
	F	10/12		Reflection and assignment debrief	Final infographic BC 9 by 11:59 PM

GROUP RESEARCH PROJECT

Week	Day	Date	Reading	Activity or Topic	Assignment Due
10	M	10/15	NO CLASS		
	W	10/17	AG 97; Selections from <i>Writer / Designer</i>	About “we search” project; best practices for collaboration; split into teams	CS 15 by 11:59 PM
	F	10/19		Team contracts	CS 16 by 11:59 PM
11	M	10/22	Selection from <i>The Bedford Book of Genres</i>	How to brainstorm a topic and develop a proposal	CS 17 by 11:59 PM
	W	10/24		How to ethically use sources for learning more	CS 18 by 11:59 PM
	F	10/26	AG 31-35, 212-234	MLA review	CS 19 by 11:59 PM
12	M	10/29		Library tutorial	CS 20 by 11:59 PM
	W	10/31		How to annotate sources	
	F	11/2	NO CLASS – Teams meet		
13	M	11/5		Peer review	Proposal and annotated bibliography BC 10 by 11:59 PM
	W	11/7	Selection from the Norton Writing Toolbar	Organizing an argument	CS 21 by 11:59 PM
	F	11/9	Selection from the Norton Writing Toolbar	Clarifying your thesis	CS 22 by 11:59 PM
14	M	11/12	NO CLASS – Teams meet with Dr. Krafft		
	W	11/14	NO CLASS – Teams meet with Dr. Krafft		
	F	11/16		Peer review	“We Search” Paper BC 11 by 11:59 PM
15	M	11/19		Web design tutorials	CS 23 by 11:59 PM
	W	11/21	NO CLASS		
	F	11/23	NO CLASS		
16	M	11/26		Web design and analysis; revisiting mockups	CS 24 by 11:59 PM
	W	11/28		Workshop for web development	
	F	11/30		Peer review	“We Search” mockup BC 12 by 11:59 PM

Week	Day	Date	Reading	Activity or Topic	Assignment Due
17	M	12/3		Reflection and assignment debrief	Final “We Search” website BC 13 by 11:59 PM
	W	12/5		Final class meeting; advice for end-of-semester reflection; wrap-up	

FINAL EXAM – SUBMIT END OF SEMESTER REFLECTION

	F	12/7			End of semester reflection due no later than 10 AM
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