

English 1100 Dr. Matthew Teutsch, Instructor  
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Office Hours: MW 3-4, TTR 11-12, or by appointment

### **Texts and supplies**

Palmquist, Mike and Barbara Wallraff. *Joining the Conversation: A Guide and Handbook for Writers*. 2<sup>nd</sup> ed. Boston: Bedford St. Martin's, 2014.

Auburn email account and memory drive (or cloud storage) to save and store work

Supplementary materials made available online and through AU Canvas

Notebook for in class writing

### **Course Prerequisite**

To enroll in ENGL 1200 students must meet the following criteria:

- A. A grade of "C" or better in English 1100 or its equivalent

### **Course Description and Objectives**

Introduction to Academic Writing is a course designed to introduce you to the critical thinking, reading, and writing skills required in the university and beyond. The course will focus on writing effective, well-argued essays. We will accomplish these objectives through in-class discussion, in-class writing, and several essays. Over the course of the semester, you will write three essays or the equivalent of 15-20 pages of well polished prose. By the end of the course, you will be able to:

- engage in writing as a recursive process
- recognize the structures of argument
- use writing and reading for learning, thinking, and communicating
- respond to the needs of various audiences
- discuss appropriate voice, tone, and level of formality
- integrate your ideas with those of others

In short, this course is set up to help you develop the writing ability that will allow you to succeed in college and in life beyond the university. There is no discipline that does not require writing, so writing well is a fundamental skill.

Along with writing, you should start reading everything you can, from novels to academic journals to magazines to web pages. Aside from practice in writing, which this course employs extensively, reading in many modes and genres is the best way for you to improve your command of the language and to engage in rhetorical conversations. Additionally, reading provides you with a greater breadth and depth of knowledge.

## Major Assignments

You can expect to complete a range of writing assignments throughout the semester, from informal exercises to formal papers to reflective notes. Taken together, these assignments support the philosophy that learning to write is similar to “joining a conversation”: we research and gather information; we listen to and learn from what others have to say; we generate our own ideas; we analyze and develop arguments; and we compose texts that contribute to an ongoing dialogue. Each assignment will take place within the context of three major projects and culminate in a final essay.

### *Project I: Researching a Conversation*

- Writing Exercise: Find a Written Conversation (1-2 pages)
- Major Paper: Writing to Inform (3-4 pages)
- Focal Chapter from *Joining the Conversation*: Chapter 6—“Writing to Inform”

### *Project II: Analyzing a Conversation*

- Writing Exercise: Analyze a Text (1-2 pages)
- Major Paper: Writing to Analyze (4-5 pages)
- Focal Chapter from *Joining the Conversation*: Chapter 7—“Writing to Analyze”

### *Project III: Joining a Conversation*

- Writing Exercise: Map a Conversation (1-2 pages)
- Major Paper: Writing to Persuade (6-7 pages)
- Focal Chapter from *Joining the Conversation*: Chapter 10—“Writing to Convince or Persuade”

### *Continuing the Conversation: Final Exam Essay*

You will compose a brief essay (2-3 pages) in which you reflect on the work you completed throughout the course and explain how you expect to use it beyond the course—in your personal lives, majors, jobs, communities, and any context, generally, where you wish to achieve a rhetorical objective or join a conversation.

### *Author Notes*

You will compose brief notes after each major project that reflects on the work you have completed and anticipate how you will apply my feedback to guide future assignments. Taken together, these notes will also be used to develop and complete the final exam essay.

### *Oral Presentation*

You will present your research to the class based on the work you completed throughout the semester, with particular emphasis on the arguments you developed in Project III.

## Essay Grading Rubrics

Papers will be graded on organization, ideas, format, and other criteria (grammar, word choice, etc).

When turning in rough drafts and final copies, follow these guidelines:

- Rough and final drafts should follow the MLA format. An example of a paper in MLA format can be found at [Purdue University's OWL website](#).
- Essays must be typed, double-spaced, and have standard margins. The font used for your final draft should be 12-point Times New Roman.
- Pages must be numbered with your last name and page number in the upper right-hand corner (ex: Smith, 2)
- Your essays must have a title; however, do not add a title page.
- When you submit a final copy of an essay, upload it to Canvas.

**Revision** is a significant part of the writing process. You will be required to write multiple drafts. I highly recommend that you use resources such as my office hours and the Auburn University Miller Writing Center to assist in this stage of your writing.

### Instructional Methods and Activities

1. Lecture/discussion of reading assignments
2. Prewriting and writing activities
3. Research activities and exercises
4. Use of word processing for writing activities; use of Canvas for class syllabi, announcements, assignments, documents, and notes; the Internet, and UA library databases.

### Grading

You will complete a number of assignments throughout the semester, some of which will be weighted differently. Final grades for the course will be determined as follows:

Project	Writing Exercise	Major Paper	Total Percentage
Project I	5%	15%	20%
Project II	5%	20%	25%
Project III	5%	25%	30%
Oral Presentation			5%
Final Essay			10%
Essay Drafts/Online & In-class Writing/Peer Reviews			10%

**Please Note:** You will receive additional instruction and handouts regarding day-to-day writing assignments, major papers, peer review, and other assignments, generally, the completion of

which will be essential to your success as writers in this course and beyond. Should you ever have questions about anything—this syllabus, this class, basic or any other requirements—do not hesitate to ask.

Successful completion of English 1100 requires a grade of C or above. A student who receives a D or an F must repeat the course. Grading will follow the ten-point scale.

100-90 A 89-80 B 79-70 C 69-60 D 59-0 F

### **Miller Writing Center**

The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, when you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together.

### **Open Classroom Policy**

Discussion will be a key part of our class. As an open classroom, we will listen to the ideas of all students with thoughtfulness. You are encouraged to challenge ideas, but not each other. In this classroom, we are equal. We will adhere to a zero tolerance policy on discrimination of any kind. Keep in mind that all writing in this course is public. Other students will read essays, so please choose topics with which you are comfortable.

### **Attendance**

Although I believe that as adults you should have control over your own education, attendance is vital in a writing course. Much of your learning and work will take place in class, and you will be involved in group work and peer review. You will also be introduced to techniques in class that can help you through the stages of the writing process. Simply put, writing cannot be effectively taught or experienced by missing the course.

You will be held accountable to the following attendance policy: 4 or more unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., university-sponsored trip, doctor's visit—you must provide verification to the course instructor, in writing, no later than *one week* after the absence occurs. Tardiness is disruptive and disrespectful to your peers and to the teacher. Every two instances of tardiness (defined as 5 minutes late or more) will be counted as one absence.

### **Make-Up Policy:**

1. Essays and assignments are due on the Due Date.
2. Late daily assignments will be failed if unexcused.

3. Excused daily assignments must be submitted on an alternate due date determined by the instructor and communicated to the student at the time the excuse is granted.

### **Late Essay Policy:**

**You have one week after the due date to turn your essay into me. However, you will not receive any comments or marks on the paper. Instead, you will just receive a grade after I read it. Essays will not be accepted more than a week after the due date.**

### **Academic Honesty**

All regulations outlined in the Auburn University Student Academic Honesty code ([http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)) will apply to this course. As a class, will spend time discussing academic honesty in general with particular emphasis on the issue of plagiarism: what it is, why it matters, and how to avoid it. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. You will receive a “0” for the assignment for the first instance of plagiarism. For a second instance, you will fail the course.

There are two major types of plagiarism:

1. Word-for-word copying, without acknowledgement, of the language of another writer. (Almost needless to say, having another person write or dictate all or part of one’s composition is plagiarism of this kind and clearly forbidden. But in addition students should copy no printed passages, no matter how brief, without acknowledging its source and either placing it in quotation marks or setting it aside as a blocked quotation.)
2. The unacknowledged paraphrasing of an author’s ideas. (The student should no more take credit for another writer’s thoughts than for another writer’s language. Any distinctly original idea taken from another writer should be credited to its author. If the student does not know whether another writer’s idea is distinctly original, he or she should incline to believe that it is; no fault attaches to over-acknowledge, but under-acknowledgement is plagiarism.)

### **Classroom Conduct**

Students should conduct themselves in a manner respectful of themselves, their classmates, and me. While we may discuss controversial or potentially offensive issues, and class discussions may well involve differences of opinion, students are to conduct themselves in a professional manner.

**I require all students to turn off or silence all cell phones, tablets, and computers. We will use these in class, at certain points. However, when we are not using them for classroom activities, they must be put away.**

**Early Alert Grade Statement**

You will receive an “Early Alert Grade” one week prior to midterm (31<sup>st</sup> class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. If your Early Alert Grade is a “D,” “F,” or “FA,” you will receive an email from the AU Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access, opening the “tiger i” tab, selecting “Student Records,” and opening the “Midterm Grades” window from the drop down box. If the grade appears inaccurate, please contact the instructor.

**Withdrawal from the Course**

No grade penalty will be assigned for dropping a course on or before midterm. A student who withdraws from a course prior to the 15<sup>th</sup> class day during Fall or Spring semester will receive no grade assignment; however, after the first 15 days, a “W” (Withdrawn Passing) grade will be recorded for the course. A course may be dropped with a “W” after midterm only under unusual conditions (e.g., serious illness of the student, serious illness or death of a member of the student’s immediate family). When approval for dropping the course under such circumstances is granted by the student’s dean, a “W” may be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise, a grade of “WF” (Withdrawn Failing) will be assigned.

**Accessibility Statement**

Students who need accommodations are asked to submit their approved accommodations electronically through AU Access and to make an individual appointment with the course instructor during the first week of classes—or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096. For more information, you can also visit the website for the Office of Accessibility: <<https://cws.auburn.edu/accessibility>>.

# Tentative Schedule

(Subject to change)

Date	Class Focus	Assignment Due
<b>Week 1</b>	•	•
8/17	Discuss course syllabus and expectations.	Class introductions.
8/19	Discuss the metaphor of writing as a conversation and the concept of writing situations.	Read pp. 4-18 in <i>JTC</i> .  <i>Class Activity</i> : inventory your writing life ( <i>JTC</i> , p. 5).
<b>Week 2</b>	•	•
8/22	Discuss the process of finding and listening in on conversations. Start generating ideas for Project I.  <b>Introduction to Project I.</b>	Read pp. 32-48 in <i>JTC</i> (on finding conversations).  <i>Class Activity</i> : exploring a topic and finding a written conversation (see <i>JTC</i> , pp. 9 & 39).
8/24	Discuss the process of starting an inquiry.	Read pp. 435-447 in <i>JTC</i> (on beginning a research project).  Consult pp. 453-478 in <i>JTC</i> (on locating sources).  <i>Class Activity</i> : using digital media for research. Review RBD tutorial on Academic Search Premier (see Canvas for link).
8/26	<u>Focus on process</u> : writing to inform.	Read Chapter 6 in <i>JTC</i> : Writing to Inform (pp. 162-164 & pp. 180-188).  <i>Class Activity</i> : develop draft for Exercise I.
<b>Week 3</b>	•	•
8/29	Discuss writing to inform: conversations about digital media.	Read Turkle: "The Flight from Conversation" (Canvas).  Read pp. 49-65 in <i>JTC</i> (on reading to write).  <i>Class Activity</i> : develop strategies for reading actively (including quoting, summarizing, and paraphrasing).  <b>Due: Exercise I. Submit to Canvas.</b>
8/31	Discuss writing to inform: conversations about digital media.	Read Carr: "Is Google Making Us Stupid?" (Canvas).

		<i>Class Activity:</i> practice strategies for reading actively (including quoting, summarizing, and paraphrasing).
9/2	Discuss writing to inform: conversations about digital media.	Read Shirky: “Does the Internet Make you Smarter?” (Canvas).  <i>Class Activity:</i> practice strategies for reading actively (including quoting, summarizing, and paraphrasing).
<b>Week 4</b>	●	●
9/5	<b>Labor Day: <u>No Class.</u></b>	
9/7	Discuss writing to inform.  Bring all sources for Paper I to class.	Read pp. 506-516 in <i>JTC</i> (on principles of organization).  Read pp. 66-80 in <i>JTC</i> (on working with source material).  <i>Class Activity:</i> working with source material and developing an outline for Paper I.
9/9	<u>Focus on process:</u> working with source material and drafting an informative essay.  Bring all sources for Paper I to class.	Read pp. 191-200 in <i>JTC</i> (on drafting an informative essay).  <i>Class Activity:</i> develop draft for Paper I.
<b>Week 5</b>	●	●
9/12	<u>Group conferences:</u> no class meeting. Bring draft of paper, notebook, and list of questions to conference.	Read pp. 483-494 in <i>JTC</i> (on source use and how to avoid plagiarism).
9/14	<u>Group conferences:</u> no class meeting. Bring draft of paper, notebook, and list of questions to conference.	Read pp. 483-494 in <i>JTC</i> (on source use and how to avoid plagiarism).
9/16	<u>Focus on Process:</u> peer review. Bring complete draft of Paper I to class.	Read pp. 88-96 in <i>JTC</i> (on strategies for peer review).  <i>Class Activity:</i> peer review workshop.
<b>Week 6</b>	●	●
9/19	Discuss writing to analyze and principles of rhetorical inquiry.  <b>Introduction to Project II.</b>	Read pp. 216-218 & 223-231 in <i>JTC</i> .  <i>Class Activity:</i> free-writing for Author Note I; begin strategizing for Project II.  <b>Due: Paper I. Submit to Canvas.</b>
9/21	Discuss writing to analyze and principles of rhetorical	Read Foss: “The Nature of Rhetorical

	inquiry.	Criticism” (Canvas).  Consult pp. 232-241 in <i>JTC</i> .  <i>Class Activity</i> : start developing a framework for rhetorical analysis.
9/23	<u>Focus on process</u> : developing and applying techniques for rhetorical analysis.	Read pp. 241-250 in <i>JTC</i> .  <i>Class Activity</i> : practice applying framework for rhetorical analysis.
<b>Week 7</b>	●	●
9/26	Discuss writing to analyze: conversations about digital media.	Read Prensky: “Digital Natives, Digital Immigrants” (Canvas).  <i>Class Activity</i> : in-class research and analysis. Bring an electronic device to class (if you have one).  <b>Due: Author Note I. Submit to Canvas.</b>
9/28	Discuss writing to analyze: conversations about digital media.  <b>Early Alert/Midterm Grade Deadline.</b>	Read Wong: “Digital Natives, Yet Strangers to the Web” (Canvas).  <i>Class Activity</i> : group analysis of a textual artifact.
9/30	<u>Focus on Process</u> : developing a rhetorical analysis. Bring source text for Exercise II to class.	Consult web resources on rhetorical analysis (Canvas).  OR: Read Selzer: “Rhetorical Analysis: Understanding How Texts Persuade Readers” (Canvas).  <i>Class Activity</i> : analyze source text and develop draft for Exercise II.
<b>Week 8</b>	●	●
10/3	Discuss Writing Exercise II and strategies for developing Paper II.	Read Richtel: “Technology is Changing how Students Learn, Teachers Say” (Canvas).  <i>Class Activity</i> : applying framework for rhetorical analysis.  <b>Due: Exercise II. Submit to Canvas.</b>
10/5	Discuss writing to analyze: conversations about digital media.  <b>Mid-semester. Last day to withdraw from course with no grade penalty. “W” assigned to transcript.</b>	Read Synder op-ed: “Why Laptops in Class are Distracting America’s Future Workforce” (Canvas).  Read Reich op-ed: “Laptops in the Classroom: Mend It, Don’t End It”

		(Canvas). <i>Class Activity:</i> develop strategies for comparative analysis.
10/7	<u>Focus on Process:</u> developing a rhetorical analysis.	Reading TBA. <i>Class Activity:</i> in-class research and analysis. Bring an electronic device to class (if you have one).
<b>Week 9</b>	●	●
10/10	<u>Focus on process:</u> composing a rhetorical analysis. Bring source texts for Paper II to class.	Read 519-540 in <i>JTC</i> (on drafting an essay). <i>Class Activity:</i> analyze and compare source texts.
10/12	<u>Focus on process:</u> composing a rhetorical analysis. Bring source texts for Paper II to class.	Read pp. 251-259 in <i>JTC</i> (on drafting a rhetorical analysis). <i>Class Activity:</i> develop draft for Paper II.
10/14	<b>Fall Break: <u>No Class.</u></b>	
<b>Week 10</b>	●	●
10/17	<u>Group conferences:</u> no class meeting. Bring draft of paper, notebook, and list of questions to conference.	Read pp. 693-710 in <i>JTC</i> (on style and writing confidently).
10/19	<u>Group conferences:</u> no class meeting. Bring draft of paper, notebook, and list of questions to conference.	Read pp. 693-710 in <i>JTC</i> (on style and writing confidently).
10/21	<u>Focus on Process:</u> peer review. Bring complete draft of Paper II to class.	<i>Class Activity:</i> peer review workshop.
<b>Week 11</b>	●	●
10/24	Discuss writing to convince or persuade. <b>Introduction to Project III.</b>	Read pp. 380-382 & pp. 398-412 in <i>JTC</i> . <i>Class Activity:</i> free-writing for Author Note II; begin strategizing for Project III. <b>Due: Paper II. Submit to Canvas.</b>
10/26	Discuss writing to convince or persuade: conversations about digital media.	Read Gladwell: "Small Change: Why the Revolution will not be Tweeted" (Canvas). <i>Class Activity:</i> focusing research problem and question.
10/28	Discuss writing to convince or persuade: conversations	Read Pell: "The Revolution will not be

	about digital media.	Tweeted (Unless it Is)" (Canvas).  <i>Class Activity:</i> focusing research outcomes and what you hope your research/writing will accomplish.
<b>Week 12</b>	●	●
10/31	Discuss writing to convince or persuade: conversations about digital media.	Read Shirky: "The Political Power of Social Media" (Canvas).  <i>Class Activity:</i> in-class research and analysis. Bring an electronic device to class (if you have one).  <b>Due: Author Note II. Submit to Canvas.</b>
11/2	Discuss writing to convince or persuade: conversations about digital media.  Bring in research sources to analyze and discuss.	Read Carr: "How Social Media is Ruining Politics" (Canvas).  <i>Class Activity:</i> analyzing source material for Paper III.
11/4	<u>Focus on Process:</u> mapping a conversation. Bring in research sources to analyze and discuss.	Read 609-632 in <i>JTC</i> (on using sources effectively).  <i>Class Activity:</i> working with sources and mapping a conversation.
<b>Week 13</b>	●	●
11/7	Discuss writing to convince or persuade.	Reading TBA.  <i>Class Activity:</i> share and discuss Exercise II; group work on Paper III.  <b>Due: Writing Exercise III. Submit to Canvas.</b>
11/9	Research day: bring copies of sources and/or electronic device to facilitate research and writing.	Read pp. 497-505 in <i>JTC</i> (on developing a thesis statement).  <i>Class Activity:</i> focusing your research and crafting a rhetorical stance.
11/11	<u>Focus on Process:</u> integrating sources and creating a research space (i.e., joining the conversation).	Read pp. 413-420 in <i>JTC</i> .  <i>Class Activity:</i> develop draft for Paper III.
<b>Week 14</b>	●	●
11/14	<u>Focus on process:</u> drafting and revision workshop.	Read pp. 633-646 in <i>JTC</i> (revising and editing).
11/16	<u>Focus on process:</u> drafting and revision workshop.	Read pp. 633-646 in <i>JTC</i> (revising and editing).

11/18	<u>Focus on process</u> : oral presentation workshop.	Read pp. 583-608 in <i>JTC</i> .  <i>Class Activity</i> : develop presentation.
<b>Week 15</b>	•	•
11/21-25	<b>Thanksgiving Break: <u>No Class</u>.</b>	
<b>Week 16</b>	•	•
11/28	Oral presentations (including deliverable).	<b>Due: Paper III. Submit to Canvas.</b>
12/30	Oral presentations (including deliverable).	
12/2	Oral presentations (including deliverable).	<b>Due: final copy of presentation deliverable. Submit to Canvas.</b>  <b>Due: Author Note III. Submit to Canvas.</b>
<b>Week 17</b>	•	•
12/5-12/9	<b><u>Final Exam Week</u>: Meeting Time TBA.</b>	<b>Due: Final Exam Essay. Submit to Canvas.</b>