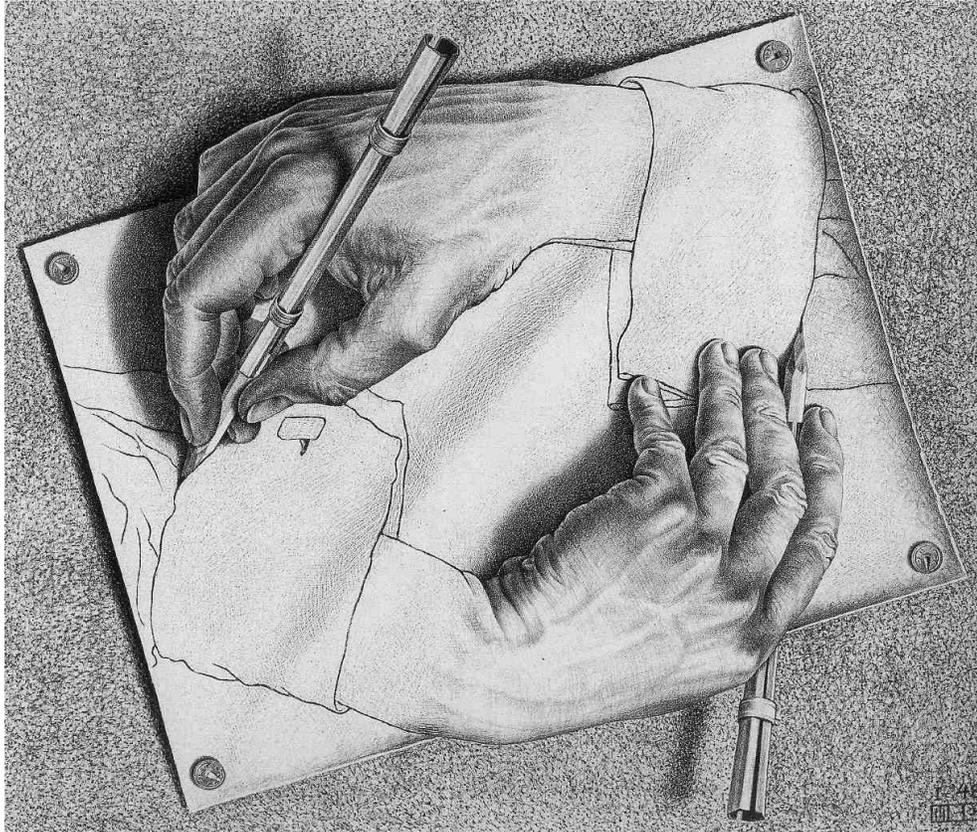


COMPOSITION I

ENGL 1100 – 3
Haley Center 3226
Mon., Wed., Fri. 2:00–2:50 pm
Spring 2022

Dr. Adam Abraham
Office hours: by appointment via Zoom
email: asa0047@auburn.edu
adamabraham.info



The university says:

ENGL 1100: Composition I is designed as a broad yet focused introduction to the fundamentals of college-level writing, research, and argumentation. Toward that end, students enrolled in the course can expect to participate in a range of activities that will assist them in developing their craft as writers throughout the semester.

I say:

It is difficult to be a good writer unless you are first a good reader. Toward that end, this course will provide you with examples of solid writing: nonfiction, plays, poetry, maybe some songs. In order to develop your writing, we will move from the micro to the macro, from sentences to paragraphs to full-length essays. Then we will explore two key skills: summary and analysis. For a final project, each student will choose a contemporary public issue and “join the conversation” in the form of a research essay.

REQUIRED READING:

Fish, Stanley. *How to Write a Sentence and How to Read One*. 2011. New York: Harper, 2012.

New and/or used copies can be purchased at the Auburn University Bookstore. All other readings will be made available online.

COURSE AIMS:

Rather than teach “how to write” (which may or may not be possible), the course will ask you to *study, learn, and think about* writing. These activities will occur in three forms:

WRITING as object
 practice
 reflection

Writing as object refers to the reading assignments that will comprise some of your homework. In all cases, read the texts carefully and critically. Be prepared to discuss in class. Writing as practice is, of course, the central aim of Composition I. You will develop strategies for planning, drafting, revising, and editing your work. Finally, writing as reflection asks that you comment on the work that you have completed and demonstrate awareness of the writing process.

Student learning outcomes include composing essays that are responsive to audience, genre, and context; using reading and writing to develop critical-thinking skills; demonstrating proficiency in grammar, punctuation, and academic citation.

MAJOR ASSIGNMENTS:

Students can expect to complete a variety of assignments throughout the semester. Most of the writing will contribute toward one of three major essays:

Essay no. 1: SUMMARY

- Rough draft
- Final draft

Essay no. 2: ANALYSIS

- Rough draft
- First draft
- Final draft

Essay no. 3: RESEARCH

- Proposal
- First draft
- Final draft

ASSESSMENT:

- I. Attendance: 10 points
- II. Preparation and participation: 10 points
- III. Essay no 1: 10 points
- IV. Essay no. 2: 20 points
- V. Essay no. 3: 30 points
- VI. In-class presentation: 10 points
- VII. Final reflection: 10 points

TOTAL = 100 points

EXPECTATIONS:*Attendance*

Marshall Brickman once told a reporter that 80 percent of success is showing up. In this course, attendance will count for 10 percent of your final grade. Attendance, for our purposes, means showing up for all scheduled classes. Each student is permitted up to five *unexcused* absences. It's five for free, no questions asked. However, if you miss six or more classes, then your attendance grade will be calculated as a percent (e.g. you attend 25 out of 35 classes = 71 percent or 7.1 points). An *excused* absence is one for which someone—not you—writes to the instructor to explain your absence.

Preparation

One goal of this course is to get students to read and think critically. You should read each assigned text in its entirety before the class session listed. Be an *active* reader: underline words, scribble in the margins, write down questions, and make note of passages that you want to discuss. You should purchase a paper notebook, with lined pages, and a pen or pencil for in-class writing exercises.

Participation

We learn by articulating ideas and refining those ideas in conversation with others. Try to be a lively participant in each class discussion. Raise points, ask questions. Listen carefully and respectfully to what others are saying. It is okay to disagree with one another: disagreement does not mean disrespect. An important part this course will be a series of peer-review workshops in which you will exchange ideas with a fellow student. Your writing will be evaluated by the other student, and you will offer your insights in return.

Essay Submission

Students should be prepared to submit writing assignments electronically or in hard copy, as required. Rough drafts will need to be printed in *hard copy* for the process of in-class peer review. Handwritten essays are difficult to read. Please type your rough

drafts. The first draft for Essay no. 2 must also be printed in *hard* copy. Make plans to access a printer this semester.

Late Work

Because the assignments are scaffolded—one building toward another—late submission for one assignment may negatively impact the next. Rough drafts and first drafts will be accepted late *at the discretion of the instructor*, and it is the student's responsibility to seek permission. One point will be deducted for each draft that is late. Any work submitted more than one week after the deadline may be marked without the benefit of comments and corrections. Final drafts will be accepted until the end of the semester. Note that any work submitted after Monday 2 May will receive a score of zero.

Public Notice

Your work in this course is always public. Please do not submit any writing that you would not want other students in class to read. Also note that I may use copies of your work, anonymously, as samples in future classes. If you would like to opt out of this, please send an email with the subject heading "OPT OUT" before the semester is over.

Conferences

During one week, classes will be canceled so that we can hold one-on-one instructor-student conferences. These sessions will be held via Zoom. Each student will arrange a fifteen-minute meeting. The scheduled meeting time becomes the deadline for that draft. Any student who misses his or her session without sufficient notice will be marked with an unexcused absence.

Additional Help

The Miller Writing Center is free and available for students who desire feedback on their writing. It is located in the second floor of the Ralph Brown Draughon (RBD) Library.

Learning Needs

You are welcome to schedule a one-on-one meeting (via Zoom) to discuss anything related to the course. If you require accommodation for a diagnosed disability, please notify me privately at the beginning of the semester.

Academic Integrity

It is the assumption that the work you present in this course will be your own. If you incorporate someone else's words or ideas, you must cite that person, text, or source. If you do not know how to cite sources, read chapter 14 of *The Chicago Manual of Style* or ask me for guidance. If you submit someone else's work as your own, you may be in violation of the Student Academic Honesty Code.

SCHEDULE:

Reading assignments must be completed by the start of the class period mentioned.
Items marked with an infinity sign (∞) will be found on the website adamabraham.info.

JANUARY

Wed. 12 Introduction to the Course

Fri. 14 Writing Lives

- Tan, “Mother Tongue” ∞
- Caro, “Turn Every Page” ∞

Mon. 17 NO CLASS (Martin Luther King, Jr.’s Birthday Observed)

Wed. 19 The Sentence

- *How to Write a Sentence*, chapters 1–4 (pp. 1–44)

Fri. 21 • *How to Write a Sentence*, chapters 5–6 (pp. 45–88)

Mon. 24 • *How to Write a Sentence*, chapters 7–8 (pp. 89–118)

Wed. 26 The Lyric

- Poems and Songs ∞

Fri. 28 The Paragraph

- Paragraphs (good) ∞

Mon. 31 • Paragraphs (bad) ∞

FEBRUARY

Wed. 2 Sentence and Paragraph Review

Fri. 4 NO CLASS (Reading Day)

[FEBRUARY cont'd]

ESSAY NO. 1

Mon. 7 Introduction to Essay no. 1: Summary

- Didion, “John Wayne: A Love Song,” “7000 Romaine, Los Angeles 38”

Wed. 9 • Didion, “Marrying Absurd,” “Goodbye to All That” ∞

Fri. 11 The Art of Quotation

- Didion, “Some Dreamers of the Golden Dream” ∞

Mon. 14 Peer Review Day

- **ESSAY NO. 1** ROUGH DRAFT in hard copy

Wed. 16 Revising in Class

- Bring Essay no. 1 work-in-progress

Fri. 18 • Dickens, “A Dinner at Poplar Walk” ∞

- **ESSAY NO. 1** FINAL DRAFT via email by 4:30 pm

ESSAY NO. 2

Mon. 21 Introduction to Essay no. 2: Analysis

- “The Case against Free College,” “Why Free College Is Necessary” ∞

Wed. 23 Opening Gambits

- Reading TBD ∞

Fri. 25 Polemic

- Orwell, “Politics and the English Language” ∞

Mon. 28 Drafting in Class

- Bring Essay no. 2 work-in-progress

MARCH

Wed. 2 Peer Review Day

••• **ESSAY No. 2** ROUGH DRAFT in hard copy

Fri. 4 NO CLASS (Reading Day)

Mon. 7 NO CLASS (Spring Break)

Wed. 9 NO CLASS (Spring Break)

Fri. 11 NO CLASS (Spring Break)

Mon. 14 On Stage

• Wilde, *The Importance of Being Earnest*, Acts I and II ∞

••• **ESSAY NO. 2** FIRST DRAFT in hard copy by 4:30 pm

Wed. 16 • Wilde, *The Importance of Being Earnest*, Act III ∞

ESSAY NO. 3

Fri. 18 Introduction to Essay no. 3: Research

Mon. 21 Brainstorming & Planning

• Be prepared to discuss your chosen topic

Wed. 23 Library (NOTE: Meet at PANERA BREAD in RBD Library)

Fri. 25 Online Databases (NOTE: Meet in Gibbs Lab, RBD Library 2031)

••• **ESSAY NO. 2** FINAL DRAFT via email by 4:30 pm

Mon. 28 Citing Sources

••• **ESSAY NO. 3** PROPOSAL via email by 4:30 pm

Wed. 30 Citing Sources (continued)

APRIL

Fri. 1 The History of Plagiarism

Mon. 4 Drafting in Class

- Bring Essay no. 3 work-in-progress

Wed. 6 Drafting in Class

- Bring Essay no. 3 work-in-progress

Fri. 8 NO CLASS (Conferences)

- **ESSAY NO. 3** FIRST DRAFT due

Mon. 11 NO CLASS (Conferences)

- **ESSAY NO. 3** FIRST DRAFT due

Wed. 13 NO CLASS (Conferences)

- **ESSAY NO. 3** FIRST DRAFT due

Fri. 15 NO CLASS (Reading Day)

Mon. 18 Preparing for Presentations

Wed. 20 Reflecting on Writing

- Rosenblatt, “An Inspirational Letter to My Students” ∞
- Edmundson, “Who Are You and What Are You Doing Here” ∞

Thu. 21 ••• **ESSAY NO. 3** FINAL DRAFT via email by 4:30 pm

Fri. 22 ••• **STUDENT PRESENTATIONS:** Nos. 1–9

Mon. 25 ••• **STUDENT PRESENTATIONS:** Nos. 10–17

Wed. 27 ••• **STUDENT PRESENTATIONS:** Nos. 18–25

Fri. 29 NO CLASS (Reading Day)

••• **FINAL REFLECTION** via email
Monday 2 May by 4:30 pm

UNIVERSITY BOILERPLATE:

Academic Honesty

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the *Student Policy eHandbook* at http://www.auburn.edu/student_info/student_policies/ will apply to this class. 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.

Accessibility Statement

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If a student has not established accommodations through the Office of Accessibility, but need accommodations, the student should make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Early Alert Grade

You will receive an Early Alert Grade one week prior to mid semester (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. Check the grading scale for this course so that you are aware of what percentage of the total points is represented by your Early Alert Grade. If your Early Alert Grade is a "D", "F", or "FA" you will receive an email from the Retention Coordinator.

Early Alert Grades can be viewed by logging into AU Access and opening the *tiger i* tab. Select "Student Records" and open the "Midterm Grades" window from the dropdown box. If the grade seems inaccurate, please contact the instructor.

Emergency Contingency

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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 15th 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. The last day to withdraw with no grade penalty is 22 April.