

GORDON STATE COLLEGE
ENGL 1101: English Composition I – Syllabus and Course Policy – Fall 2019

Part I – Introduction and Course Outline

ENGL 1101 – CRN 307 – 8:00 AM – Rm IC 205 – MW
ENGL 1101 – CRN 309 – 9:30 AM – Rm IC 205 – MW
Office: IC 218

Office Hours: - By appointment
MW: 7:00-7:50; 10:50-11:40
Phone: 678-359-XXXX
Email: jcorley@gordonstate.edu

English Composition I is often called a “gateway course” for entering freshmen. This designation says much about the course’s importance. In an access institution such as Gordon State College, many students, even those who have attained “college-ready” status, either have not fully experienced or not fully mastered the conventions of Standard Academic English (S.A.E). A primary goal of this course is to lead you in acquiring and employing S.A.E. skills and attitudes.

To enroll in English 1101, you must have completed or must have been exempted from Learning Support courses in Reading and English.

You are required to attend the class and hour for which you registered. See Registrar to change your class time. The Registrar is the final authority in this matter.

Required Course Resources

- Rosa, Alfred, and Paul Eschholz. *Models for Writers: Short Essays for Composition*. 13th Ed. Boston: Bedford/St. Martin’s, 2018 (No sharing of text books in class)
- King, Mark, and Wesley Venus. *Gordon State College Writing Handbook*. Accessed at <http://www.gordonstate.edu/successcenter/writing-handbook.html>
No hard copy available, must be downloaded
- Hard copy of syllabus. Digital copy is not acceptable.

Title IX

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters. Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator. If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center. The licensed counselors in the Counseling Office are able to provide confidential support. Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

ADA and 504

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

House Bill 280

For information regarding House Bill 280, see the University System of Georgia at the following link:
<http://www.usg.edu/hb280>

Religious Holidays

Gordon State College acknowledges that the academic calendar can sometimes conflict with major holidays from among our diverse religious traditions. If a student must miss class due to the observance of a religious holiday, that absence may be excused. To be excused, the student must inform his/her instructors before the absence and make alternate arrangements for any work due at the time of the absence. An excused absence for the observance of a religious holiday does not excuse student from responsibility for required course work.

Hightower Collaborative Learning Center & Library

The Hightower Collaborative Learning Center & Library offers Gordon State students specialized library research assistance. Students can meet with their personal librarians for one-on-one help in each discipline, major, or course to search and evaluate information sources effectively. Go to <http://libcal.gordonstate.edu/> to schedule an appointment by clicking the **Personal Librarian** tab or click on the **Presentation Practice Room** tab to make a reservation. For immediate help, call **678-359-5076** or stop by the Circulation/Check-Out Desk. You can also or drop by the Circulation/Check-Out Desk. Check the library's for , , and (subject- or class-specific research guides).

#	Day	Date	Course Outline: Daily Homework Assignments and In-class Activities
1	M	8/19	Homework: (1) From my faculty web page, print hard copy of syllabus; bring to class daily, beginning on Day 3; grade penalty for non-compliance (see Day 3 below). Read syllabus carefully. (2) Quiz on Day 3 over "Part II - Course Policy" of Syllabus. (3) On Day 2, Wednesday, 8/21, meet in the Library in the first study area just past the entrance. Class time will consist of a Library Orientation presentation led by one of our Librarians. A quiz over the material will follow the presentation. (4) Display Library Orientation sign. In class: Special "First Day" instructions.
2	W	8/21	Homework: (1) Bring hard copy of syllabus to class next time and on all days. (2) Prepare for quiz on Day 3 over "Part II - Course Policy" of Syllabus, = pp. 8, 10, and 11. In library: Meet in Library, not class room. We will meet at regular class time in the first study area of the Library, just past the entrance. (1) Take roll from filled-in roll sheets;

			make adjustments to Summary Class Lists for first-time students . (2) Make available instructions for accessing web page. For Day 3 and all days, follow instructions in syllabus. (3) Beth Pye or another of GSC's librarians will conduct a Library Orientation Presentation and give a brief quiz over the material.
3	M	8/26	Homework: (1) Read chapter 1, <i>The Writing Process</i> , pp. 9-38 in textbook (no quiz over the material). (2) Read pp. 636-641 in preparation for ENGLISH 1101 GRAMMAR QUIZ # 1, a 50-question, multiple-choice quiz next time. (3) Bring two # 2 pencils and a SCANTRON card for the quiz. Failure to bring to the college classroom pre-announced required materials will result in grade penalty for unsatisfactory classroom participation/ preparation on the affected assignment. A life lesson: carry your own weight. In class: (1) Quiz over "Part II – Course Policy" of syllabus. (2) Pass around seating chart. (3) Check for syllabus. (4) Discuss Standard Academic English, pp. 635-641 in preparation for quiz next time. (5) Display punctuation patterns. (6) On some days we will finish early. This presents a conference opportunity for anyone who wishes it.
4	W	8/28	Homework: Begin study for ENGL 1101 GRAMMAR QUIZ # 2 over common grammar weaknesses. Go to my Web Page and print out ENGL 1101 Grammar Notes . Bring to class next time. We will continue to focus on survey results revealing the most common grammar weaknesses of college freshmen. You will be judged for the rest of your life on how well (or how poorly) you speak and write in your language of choice – Standard Academic English (S.A.E., = clear and descriptive grammar). In class: (1) Quiz over pp. 636-641 = ENGLISH 1101 GRAMMAR QUIZ # 1. (2) Announce and display under "My Gordon" regarding D2L.
			SEPTEMBER 2 = LABOR DAY CLASS DOES NOT MEET
5	W	9/4	Homework: (1) Go over "ENGL 1101 Grammar Notes" from Web Page to prepare for ENGL 1101 GRAMMAR QUIZ # 2 to be given next time. (2) Bring two # 2 pencils and a SCANTRON card for the quiz. Failure to bring to the college classroom pre-announced required materials will always incur a 10-point grade penalty (see Day 3 above). In class: (1) Discuss from ENGL 1101 Grammar Notes the catalog of common grammar weaknesses of college freshmen. (2) Go over answers to ENGL 1101 GRAMMAR QUIZ # 1 as needed (after class, strictly voluntary).
6	M	9/9	Homework: None. In class: (1) ENGL 1101 GRAMMAR QUIZ # 2 over common grammar weaknesses.
7	W	9/11	Homework: None In class: (1) Today and through Day 9 will be given to a further review of grammar, focusing still on grammatical weaknesses commonly discovered among college freshmen. This focus on grammar will include a Comprehensive Grammar Exam to be given on Wed., Day 9, 9/18. This grammatical focus will be on: Capitals Punctuation = commas, apostrophes Look-alikes/Sound-alikes (e.g., their vs. there vs. they're) Pronoun case and antecedent/referent Sentence clarity = fragments, comma splices, run-ons Dangling/misplaced modifiers

			Other grammar emphases and quizzes may be given as deemed appropriate. (2) Hand out and begin to go over Diag A study notes.
8	M	9/16	Homework: None. Bring two # 2 pencils and a SCANTRON card for the Comprehensive Grammar Exam to be given next time. Failure to bring to the college classroom pre-announced required materials will always incur a 10-point grade penalty (see Day 3 above). The Day 9 Comprehensive Grammar Exam counts 10% of final grade. In class: (1) Continue and finish grammatical review of Diag A for Comprehensive Grammar Exam to be given next time. (2) Optional: Remain after class to go over any unclear matters (= a conferencing opportunity).
9	W	9/18	Homework: No quiz. Having completed an intensive grammatical review, you are now ready for your first writing assignment. In preparation for this: (1) Review <i>The Writing Process</i> , pp. 9-38, for essential writing guidelines. (2) Read from your syllabus Addendum A, "The Writing Process for an Essay Done Outside of Class," p. 13; and Requisites and Grading Criteria for the Narration Essay, p. 16. (3) In textbook, read chap. 14, <i>Narration</i> , pp. 340-343, 349-352. (4) Bring textbook next time and for all essay-related classes. In class: (1) Display syllabus showing conference information and alphabetical assignment days. Display Student Conference Requirements, p. 24. Students attending should come prepared to discuss areas of personal difficulty/interest. Students not coming for conference have two days off. All students counted present both days. Display conference notice. Conference notice will be posted outside classroom door during conference days. (2) Class takes Comprehensive Grammar Exam. This exam is a Major Assignment which counts 10% of final grade (see syllabus, p. 9).
10	M	9/23	Day 1 of voluntary student conferences = for 1 st half of class. Alphabetically = students with last names beginning with A-L Conferences are in room IC-218, not in the classroom. Bring required materials. Strictly voluntary. All students counted present both days.
11	W	9/25	Day 2 of voluntary student conferences = for 2 nd half of class. Alphabetically = students with last names beginning with M-Z Conferences are in room IC-218, not in the classroom. Bring required materials. Strictly voluntary. All students counted present both days.
12	M	9/30	Homework: (1) Bring to class next time for peer editing purposes (1) the first draft of your Narration Essay, (2) cover page, (3) clustering diagram, and (4) 5 copies of the peer-editing rubric which was emailed to you. Your degree of preparation will earn a quiz-level grade. (2) A quiz next time over Paragraphs, pp. 162-164, and essay, pp. 349-352. (3) In textbook, REVIEW pp. 9-38, 340-343, and 349-352. Note: these readings were originally assigned on Day 9. In class: (1) Discuss in class pp. 162-164 in preparation for quiz over Paragraphs. (2) Display and REVIEW Requisites and Grading Criteria for the Narration Essay in syllabus, p. 16. (3) REVIEW Addendum A in syllabus, p. 13.
13	W	10/2	Homework: (1) Edit and revise Narration Essay to reflect peer editing. (2) Final draft of Narration Essay is due at beginning of class next time. In class: (1) Quiz over pp. 162-164 and 349-352. (2) Assign groups of four/five for peer editing. In groups students will discuss and edit one-on-one each other's essay and

			clustering diagram. The filled-in P. E. rubrics will be turned in along with the essay to which they pertain. (3) Check on degree of participation/preparation. (4) Review essay guidelines and field questions for the Narration Essay as needed. (5) Display students' sample essays as time permits.
14	M	10/7	Final draft of Narration Essay is due at beginning of class. Homework: Read chapter 15, <i>Description</i> , pp. 361-363, in preparation for Description Essay. In class: Explain regarding SSC and Comprehensive Grammar Exam. Class completes ECSC survey.
15	W	10/9	Homework: (1) Bring to class next time for peer editing purposes your cover page, first paragraph, clustering diagram, and 5 copies of the peer-editing rubric. (2) A quiz next time over chapter 6, <i>Beginnings and Endings</i>, pp. 136-144 and essay, pp. 364-367 In class: (1) Discuss in class pp. 136-144 in preparation for quiz over <i>Beginnings and Endings</i> . (2) Display and discuss Requisites and Grading Criteria for the Description Essay in syllabus, p. 17. Go over chapter 15, <i>Description</i> , pp. 361-363. Failing courses dropped after today receive an automatic grade of WF.
16	M	10/14	Homework: Continue study and preparation for Description Essay, to be written in class next time. In class: (1) Quiz over pp. 136-144 and 364-367. (2) In assigned groups, students will discuss and edit one-on-one each other's cover page, first paragraph, and clustering diagram. The filled-in P. E. rubrics will be turned in along with the essay to which they pertain. (3) Display syllabus, p. 15 , "General Guidelines for Essays Written in Class." (4) Field questions for the Description Essay as needed.
17	W	10/16	Homework: Read chapter 16, <i>Process Analysis</i> , pp. 381-383, in preparation for Process Analysis Essay. In class: Class writes Description Essay.
18	M	10/21	Homework: (1) Bring to class next time for peer editing purposes your cover page, first paragraph, clustering diagram, and 5 copies of the peer-editing rubric. (2) A quiz next time over <i>Thesis</i>, pp. 71-74 and today's lecture over revealed grammar weaknesses. In class: (1) Discuss in class pp. 71-74 in preparation for quiz over <i>Thesis</i> . (2) Display and discuss Requisites and Grading Criteria for Process Analysis Essay in syllabus, p. 18. Go over chapter 16, <i>Process Analysis</i> , pp. 381-383 in textbook. (3) Grammar lecture.
19	W	10/23	Homework: Continue study and preparation for Process Analysis Essay, to be written in class next time. In class: (1) Quiz over <i>Thesis</i>, pp. 71-74, and grammar lecture. (2) In assigned groups, students will discuss and edit cover page, first paragraph, and clustering diagram. The filled in P. E. rubrics will be turned in along with the essay to which it pertains. (3) Display syllabus showing conference information and alphabetical assignment days. (4) Display conference requirements. Students choosing conferencing should come prepared to discuss areas of personal difficulty/interest. Students not coming for conference have 2 days off. All students are counted present both days. (5) Display conference notice. (6) Review essay guidelines and field questions for Essay 3, Process Analysis, as needed.
20	M	10/28	Day 1 of voluntary student conferences = for 1 st half of class. Alphabetically = students with last names beginning with A-L

			Conferences are in room IC-218, not in the classroom. Bring required materials. Strictly voluntary. All students counted present both days.
21	W	10/30	Day 2 of voluntary student conferences = for 2 nd half of class. Alphabetically = students with last names beginning with M-Z Conferences are in IC-218, not in the classroom. Bring required materials. Strictly voluntary. All students counted present both days.
22	M	11/4	Homework: Read chapter 13, <i>Illustration</i> , pp. 321-324, in preparation for Illustration Essay. In class: Class writes Process Analysis Essay.
23	W	11/6	Homework: (1) Bring to class next time for peer editing purposes your cover page, first paragraph, clustering diagram, and 5 copies of the peer-editing rubric. (2) A quiz next time over <i>Transitions</i>, pp. 182-185 and essay on pp. 325-328 In class: (1) Discuss in class pp. 182-185 in preparation for quiz over <i>Transitions</i> . (2) Display and discuss Requisites and Grading Criteria for Illustration Essay in syllabus, p. 19. Go over chapter 13, <i>Illustration</i> , pp. 321-324. (3) Class does QEP Process Survey.
24	M	11/11	Homework: Continue study and preparation for Illustration Essay, to be written in class next time. In class: (1) Quiz over pp. 182-185 and 325-328. (2) In assigned groups, students will discuss and edit one-on-one each other's cover page, first paragraph, and clustering diagram. The filled-in P. E. rubrics will be turned in along with the essay to which it pertains. (4) Review essay guidelines and field questions for Illustration Essay as needed.
25	W	11/13	Homework: None. The next three class days will be given to an essay-level (counts 10% of final grade) group project. Any student who is not present all three days will have no choice but to write Essay X (see syllabus, p. 25) in class on 11/18, 11/20, or 12/2. Let me know TODAY if you already know that you will not be able to participate fully ALL THREE DAYS so that group assignments can be fairly made from the start. This is important, for if you drop out midway, another student will have to double up and do your share as well as his own. A student who neither does his FULL share of the THREE-DAY in-class project nor writes Essay X timely must of course receive a zero for the assignment. In class: Class writes Illustration Essay.
26	M	11/18	Day 1 of Project – Details under Addendum I: Essay-Level Group Project, pp. 21-22 Homework: (1) Bring to class next time your typed ¶ (130 words minimum). Handwritten ¶ not accepted. Group leader, bring clustering diagram for unified essay. Five responsibilities affect your project grade (p. 22). (2) A quiz next time over <i>Effective Sentences</i>, pp. 203-208. In class: (1) Discuss in class pp. 203-208 in preparation for quiz over <i>Effective Sentences</i> . (2) Follow Day 1 guidelines for group project (display on screen). (3) A group may suggest an alternative assignment, subject to approval. But two essential criteria must be met: first, the project must cover three class periods, for this was standard for essays, and second, the project must require individual accountability for grading purposes.
27	W	11/20	Day 2 of Project – Details under Addendum I: Essay-Level Group Project, pp. 21-22. Homework: (1) Email finalized typed ¶ (130 words minimum) to your group leader. (2) Bring typed ¶ to be turned in next time for grade. (3) Work on individual presentations.

			In class: (1) Quiz over <i>Effective Sentences</i>, pp. 203-208. (2) Follow Day 2 guidelines for group project (display on screen). Check for student homework.
			NOVEMBER 25-29 = THANKSGIVING HOLIDAYS CLASS DOES NOT MEET
28	M	12/2	Day 3 of Project – Details under Addendum I: Essay-Level Group Project, pp. 21-22. Final form individual ¶s, unified essay, Essay X (as applicable), and all revisions for upgrade are due. Homework: Students with a course average of 95 or above are exempt from the final exam and further classroom attendance. Remaining students: Read chapter 17, <i>Definition</i> , pp. 402-404, in preparation for Final Exam Essay, = Definition Essay, p. 20 in syllabus. In class: (1) Presentation of individual ¶s. (2) Critique of presentations.
29	W	12/4	Homework: Bring to class next time for peer editing purposes your cover page, first paragraph, clustering diagram, and 5 copies of the peer-editing rubric. In class: Display and discuss Requisites and Grading Criteria for Definition Essay = Final Exam, p. 20 in syllabus. Go over chapter 17, <i>Definition</i> , pp. 402-404.
30	M	12/9	Homework: Continue study and preparation for Definition Essay/Final Exam, to be written in class on day of the final. In class: (1) In assigned groups, students will discuss and edit one-on-one each other's cover page, first paragraph, and clustering diagram. The filled-in P. E. rubrics will be turned in along with the essay to which it pertains. (2) Review essay guidelines and field questions for Definition Essay (= Final Exam,) as needed.
31	W	12/11	Final Exam for CRN 307 = 8:00-10:00 in regular classroom – A-205 Final Exam for CRN 309 = 10:15-12:15 in regular classroom – A-205
			Grades due by noon, Saturday, 12/14
			If you wish to take the exam at a time other than the one designated, you will need to petition the Vice President for Academic Affairs. Do so as early as possible. http://www.gordonstate.edu/pdf/StudentPetition-Oct2014.pdf

GORDON STATE COLLEGE
ENGL 1101: English Composition I – Syllabus and Course Policy – Fall 2019

Part II – Course Policy

I reserve the right to amend this syllabus and class schedule at my discretion. Therefore, other statements of *Course Policy*, carrying the same authority as this document, may be given in class at any time; taking notes is required and assumed.

Miscellaneous Materials Needed

Two blue or black pens	Three SCANTRON cards (purchase @ bookstore)
Two # 2 pencils	Dictionary (optional) for in-class writing assignments
Loose-leaf paper for in-class writing	(Hard-copy dictionary only. No sharing in class)

Written assignments not done in class must be typed. Handwritten papers not accepted. All essays written in class must be in ink. Pencil not accepted. Failure to bring to class pre-announced required materials such as pen, pencil, paper, SCANTRON card will result in grade penalty for unsatisfactory classroom participation/preparation.

Course Description

ENGL 1101 is a composition course focusing on skills required for effective writing in a variety of contexts. Emphasis will be on (1) developing a constructive writing process (see below), (2) mastering Standard Academic English, and (3) organizing your thoughts by means of standard organizational patterns and maps.

A winning writing process (pp. 9-38 in textbook) = prewriting, writing the first draft, revising, editing, proofreading, and writing the final draft. It is readily apparent when you do not proofread and revise.

A grade of “D” is a fail, meaning you did not earn a grade of 70 or above. A “D” will not transfer for credit to any other academic institution and will require you to retake and pass 1101. To receive credit for the course and advance to ENGL 1102, you must demonstrate ability to do 1102-level work.

Course Objectives

1. You will demonstrate the ability to produce written communication that conforms to Standard Academic English, organized into a series of coherent, unified paragraphs.
2. You will demonstrate the ability to assimilate, analyze, and organize information by composing in various organizational patterns and writing with a clearly developed thesis and effective support.
3. You will demonstrate the ability to adapt written communication stylistically to suit a variety of circumstances and audiences.

Course Requirements

You will be required to finish five major writing assignments (essays), developing the following *organizational patterns*, (aka, *methods of development*):

- Narration
- Description
- Process analysis
- Illustration
- Definition

A sixth major assignment, carrying the same weight as an essay, will consist of a group project that will include an individual oral presentation. A seventh major assignment, carrying the same weight as an essay, is a Comprehensive Grammar Exam, focusing on grammatical weaknesses common to college freshmen.

All but the first of the essays will be written in class. We will not cover the Argument essay (pp. 496-567), the Division and Classification essay (pp. 421-444), the Comparison and Contrast essay (pp. 445-472), "Writing with Sources" (pp. 225-270), or "A Brief Guide to Writing a Research Paper" (pp. 595-634). Therefore, you will not be required to do Library research for your papers; neither will it be necessary to learn MLA guidelines. These disciplines are reserved for ENGL 1102.

In addition to conferencing opportunities given in class and when a class is dismissed early, two weeks will be given for one-on-one conferencing during the course of the semester.

A final exam will be given at the scheduled time (see class schedule, page 7, of syllabus). If you need to take the exam at a time other than the one designated for your class, you will need to petition the Vice President for Academic Affairs. The responsibility is yours.

Announced quizzes will be given over assigned topics at my discretion. No unannounced (pop) quizzes.

Grade Breakdown

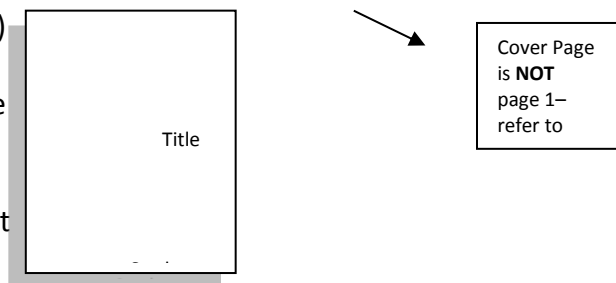
Seven Major Assignments (six for exempted students; see Day 28) constitute 70% of the course grade:

- Five papers (essays) at 10% each = 50%
- A sixth "paper" (= group project) = 10%
- A 75-question Comprehensive Grammar Exam = 10%

Quizzes (includes classroom participation/preparation/conduct and other in-class exercises) = 30%

Paper Format

Out-of-class papers must be word-processed (i.e., typed) and double-spaced. Number the pages. Set your margin at "1" for all four sides. Use font **Times New Roman**, size **12**. Submit paper with a cover page (as shown →), identifying title, your name, course title, CRN #, assignment title, and instructor's name. The pages must be stapled together. (Hint: Save cover page as a separate document and change only title and assignment title as needed.)



Letter Grade Equivalent

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Your grades will be available on Brightspace by Desire2Learn (D2L), an online gradebook, under "My Gordon." It is your responsibility to keep track of your grades as posted on Brightspace by Desire2Learn.

English 1101 Course Policies – Spring 2019

1. This syllabus is a contract between you and me. You are responsible for printing out, knowing, and following syllabus instructions. When you are in doubt about something related to the course, the syllabus is your first resource for information about what is expected of you. Your syllabus lists all assignments and due dates. Bring hard copy of syllabus to class every day. **I reserve the right to ignore emails that ask questions that are answered in the syllabus. Always give your CRN # when contacting me.**
2. Always read the entire chapter that is assigned. Take notes on all assigned readings.
3. Electronic toys will not be tolerated in the college classroom. Please silence your cell phone, remove ear buds, and silence music devices before class-start time. Put these safely away in your book bag to avoid distraction. Cell phone/music discourtesy will result in grade penalty for unsatisfactory classroom participation/preparation. The same applies for distractions caused by private conversations during class time.
4. Should you arrive late for class, enter as quietly as possible, sign the attendance record, and take your regular seat. Habitual tardiness (= three or more) will result in grade penalty for unsatisfactory classroom participation/preparation. Three tardies will count as one absence.
5. Written homework assignments (one this semester) are due at class-start time of the due date (8:00, 9:30, 11:00, and 12:15 respectively).
6. When you must be absent, email any paper that is due in time to reach me by class-start time of the due date. This will prevent penalty for a late paper. **You will then turn in your hard copy the first day you return to class.**
7. Late work: an email copy or hard copy received no more than one week late will receive a grade of 50. No credit is given for work received after the one-week grace period.
8. You are responsible for material covered in classes you miss. Check your syllabus. Call a class mate.
9. I will not provide make-up for quizzes or other non-essay in-class exercises. To offset a missed quiz, your lowest quiz grade is automatically dropped by D2L. For excused absences on essay day, see items 6 & 7 above.
10. Prompt and regular attendance is expected. A by-date tracking of attendance is required for all Gordon State College courses. Date last attended must be reported for all grades of W, WF, or F. **Three points will be added to your final grade for perfect attendance. No exceptions – a miss is a miss.** It is inevitable that repeated absences will affect your course grade. Showing up is an indispensable part of passing ENGL 1101.
11. You are required to bring to each class your syllabus, textbook, and required writing materials. Non-compliance will result in grade penalty for unsatisfactory classroom participation/preparation. You should be taking notes in every class. No cell phone photos during class of anything on the board or screen.
12. I will not tolerate any act of incivility, rudeness, discourtesy, or bullying in my classroom. You are a member of a community when you are in the college classroom and must behave accordingly. Your conduct must be respectful toward every person.

13. Regarding SSC Workshops and Tutoring services, up to ten points will be added to the grade of **seriously revised** papers rewritten with SSC assistance. This includes SSC assistance on your Comprehensive Grammar Exam. Revisions/rewrites must reflect a serious attempt to correct and learn from marked errors. The accepted procedure is to turn in to me the original work with marked errors along with your rewritten work. **Revisions and late work will not be accepted after Day 28 = Mon. December 2.** SSC Workshops on commas, pronouns, and other grammatical subjects are highly recommended and proven effective. You may also avail yourself of the SSC tutoring service when working on a paper or grammar exercise. Make sure your SSC tutor records your visit. It is essential that you log in properly using your GSC ID. The SSC tutor will inform me of your participation to ensure that you get full credit for your SSC visits.
14. Laying your head on your desk or against the wall will be viewed as lack of interest and/or consciousness and is not acceptable posture in the college classroom. If you are sleepy, it is always permissible to stand quietly in back of the classroom. This never incurs a grade penalty.
15. Properly identify all papers with first and last name. A paper or quiz with only a first name or nickname will be returned ungraded. Ten points will be deducted when the resubmitted paper with the proper identification is graded.
16. **Check your Gordon State email daily.** You are responsible for all information sent to your Gordon State email account.
17. I will not tolerate cheating. Keep your eyes on your own work during in-class testing. Acts of cheating may result in a zero for the assignment, failure of the course, or referral to the Dean at my discretion.
18. Plagiarism will not be tolerated. Representing another's words or ideas as your own is plagiarism. Plagiarism includes wholesale copying of texts as well as paraphrasing from other writers' works without proper citation. If you didn't write the material yourself, don't use it without citing your source. Consult any outside source you wish; research is encouraged, but you must cite the source; you must not pretend another's material is your own. **Acts of plagiarism, as with cheating (above) may result in a zero for the assignment, failure of the course, or referral to authorities at my discretion.** Plagiarism is more than unethical; it is criminal and may result in expulsion from the class and banishment from all schools in the University of Georgia system. Additionally, there is a condition known as collusion, which translates into receiving excessive help. For example, your English teacher aunt essentially writes your paper for you. If I suspect a submitted work to be the result of collusion, I reserve the right to withhold credit for that work. Please refer to the Academic Dishonesty Policy outlined in the Gordon State College Academic Catalog found on the My Gordon link on the Gordon State website.
19. I will promptly respond to questions asked in emails during the normal business hours of 8:00 a.m. to 6:00 p.m., Monday through Friday. When I don't, it's because your question is answered in the syllabus. These hours do not apply to semester breaks or holidays.
20. I will discuss your performance in my class only with you and Gordon State College personnel who have an obvious need to know. For example, I will of course inform the Registrar (and, when applicable, your other professors) of your course performance. If you wish me to inform others (family?), you must sign a waiver to that effect.
21. Remain in class the entire class period or until dismissed. You will of course be allowed to leave class to accommodate emergencies. You never need to ask permission to visit the restroom. Leaving class early without emergency or pre-excused reason will result in grade penalty for unsatisfactory classroom participation/preparation and will be counted as an absence. You must be present for 50% or more of the class period to be counted present.
22. By remaining in this class after receiving this syllabus, you are consenting to compliance with Syllabus and Course Policy content.

ACCESS TO FACULTY WEB PAGE

1. Go to gordonstate.edu
2. Click on "My Gordon"
3. Scroll down under "Resources"
 - Click on "Faculty Credentials and Web Pages"
4. On the left, click on "Part-time Faculty Web Pages"
5. Click on "Dr. Jerry Corley"
 - Select and print out desired document(s)

The direct link is

<https://www.gordonstate.edu/part-time-faculty-web-pages/index.html>

GORDON STATE COLLEGE
ENGL 1101: English Composition I – Syllabus and Course Policy – Fall 2019

Part III – Addenda Regarding Essays

A. The Writing Process for an Essay done Outside of Class
(Note: bring Peer Editing Rubrics for all peer-editing exercises)

1. Paper must be typed. See "Paper Format" on page 9 of syllabus.
2. Organize all essays into ¶s, generally one ¶ per cluster diagram bubble.
3. Begin by reading your assignment thoroughly to make sure you understand it.
4. Thesis not required for autobiographical, narrative, and some other essays
5. Jot down ideas, information, facts, examples, anecdotes in a cluster diagram, textbook, pp. 13, 31.
6. Write your first draft, pp. 23-24 of textbook.
7. Revise your draft, pp. 26-27 of textbook.
8. Edit for grammatical and mechanical accuracy, pp. 27-28.
9. Proofread (pp. 28-29) and correct as indicated.
(repeat steps 6-8 as needed)
10. Submit cover page in correct format.
11. Submit paper for grading.

(B. Sample Cover Page)

Essay Title

Student Name
English 1101
CRN # XXX
XXXXXXXXX Essay
Dr. J. L. Corley
Word Count XXX

C. General Guidelines for Essays Written in Class
(Note: bring Peer Editing Rubrics for all peer editing exercises)

1. Submit cover page in correct format.
2. Organize all essays into ¶s, generally one ¶ per cluster diagram bubble.
3. Heed beginnings and endings guidelines (pp. 136-144).
4. As needed for clarity, relate ideas within sentences, between sentences, and between paragraphs by
 - using transition words/expressions
 - repeating key words and ideas
 - using pronoun references(Note: do not force transitions)
5. Use blue or black pen. Pencil not acceptable for college essays.
6. Use lined paper.
7. Skip every other line.
8. Write only on front for college papers.
9. Tear off jagged edges of spiral notebook pages (please!).
10. To facilitate in-class writing, you may bring to class your:
 - clustering diagram
 - first paragraph (give word-count, 130 words maximum, grade penalty if more)
 - cover page with essay title
 - dictionary (hard copy, not electronic – no sharing)
 - textbook
 - syllabus
11. It is very important that you understand that it is mandated by the GSC curriculum committee that in-class essays must be written **IN CLASS**. This, when abused, will disqualify the paper for acceptance or result in severe grade reduction. You cannot write the essay out of class and turn it in on the day the essay is due. You cannot write the essay out of class and then copy it or more than 130 words of it in class. The in-class essay is a timed exercise which must be done in the classroom within the time allotted. You must pull your own thoughts out of your own head, express them in your own words, and handwrite them on your own paper with your own pen in the classroom. It is the responsibility of anyone who does not understand this to ask questions now.
12. Give word-count on cover page – 600 words minimum. The grade for any short paper is precisely proportional. Thus, a paper with 300 words (one half the required length) will receive one half the credit, or a grade of 50, minus deductions for errors. A paper with 444 words will receive a grade of 74, minus deductions for errors. And so forth.
13. Appropriate grade reduction will be assessed for not following the above instructions.

D. Requisites and Grading Criteria for the Narration Essay

1. Incorporating the general information given about narration essays (pp. 340-343) and using as a model Kate Chopin's essay, "*The Story of an Hour*," pp. 349-352, write a narration essay (600 words minimum) following the instructions found on page 353 under *Suggested Writing Assignments, exercise 1*. For all essays, you do not have the option of writing off-topic. The piece of news could be anything at all, good or bad, or something you make up. Some likely news events might be finding out that you were accepted at Gordon State College; learning that the results of your mom's breast cancer tests were favorable (or not); learning that your girlfriend or boyfriend has agreed to go to the prom with you (go steady with you, marry you – or not); learning that you had a new brother or sister born into your family; learning that a friend or family member had been killed in an auto accident. Whatever your imagination suggests to you.
2. Express the narrative in chronological order
3. You may use first-person point of view (I, me, we, us, my, mine, our, ours) freely
4. Use past tense verbs except where present tense is logically required.
5. Use the Clustering Diagram (pp. 13, 31) for brainstorming ideas.
6. Thesis not required for autobiographical, narrative, and some other essays
7. Heed beginnings and endings guidelines (pp. 136-144).
8. Paper must be typed. See "Paper Format" on page 9 of syllabus.
9. Give word-count on final page – 600 words minimum. The grade for any short paper is precisely proportional. Thus, a paper with 300 words (one half the required length) will receive one half the credit, or a grade of 50, minus deductions for errors. A paper with 444 words will receive a grade of 74, minus deductions for errors.
10. For peer-editing exercise, bring to class:
 - cover page with title
 - clustering diagram
 - first draft of essay
 - a sufficient number of Peer Editing Rubrics (most commonly, 5)

E. Requisites and Grading Criteria for the Description Essay

1. Incorporating the general information given about description essays (pp. 361-363) and using as your model essay Eudora Welty's essay, "*The Corner Store*," pp. 364-367, write in class a description Essay (600 words minimum) following the instructions found on **page 368 under *Suggested Writing Assignments*, exercise 1**. If you wish, you may substitute the place where your family celebrates Thanksgiving or someone's home place in lieu of a store or supermarket. As you gather details, rely not only on what the eyes see but on the other sense impressions as well – touch, taste, feel, and hearing. Choose from the details selected those that will create a dominant impression – the single mood or atmosphere you wish to emphasize. Make a conscious effort to incorporate touch, taste, feel, and hearing. Use your imagination and actual experience to include these. For example, the cooking smells and the taste of good food at Thanksgiving; the smell of coffee in a specialty store such as Fresh Market; the smell of candles in some stores; the smell and feel of hay in a barn; the sound of children playing; the ring of a cash register, a kind or not-so-kind voice, the mooing of a cow, barking of a dog; the feel of cold weather or of standing near a fireplace. The focus will need to include the people involved, not just the place.
2. You may use first-person point of view (I, me, we, us, my, mine, our, ours) freely.
3. Use past tense verbs except where present tense is logically required. No unnecessary tense shifts.
4. Use the Clustering Diagram (pp. 13, 31) for Brainstorming ideas.
5. Thesis is optional. If used, develop appropriately (pp. 13-19).
6. Give word-count on final page – 600 words minimum. The grade for any short paper is precisely proportional. Thus, a paper with 300 words (one half the required length) will receive one half the credit, or a grade of 50, minus deductions for errors. A paper with 444 words will receive a grade of 74, minus deductions for errors.
7. Heed beginnings and endings guidelines (pp. 136-144).
8. For peer-editing exercise, bring to class:
 - cover page with title
 - clustering diagram
 - first paragraph
 - a sufficient number of Peer Editing Rubrics

F. Requisites and Grading Criteria for Process Analysis Essay

1. Incorporating the general information given about process analysis essays (pp. 381-383) and using as a model Marie Kondo's essay, "*Designate a Place for Each Thing*," pp. 391-393, write in class a process analysis essay (600 words minimum) following the instructions found on **page 395 under *Suggested Writing Assignments*, exercise 1**. Use the Directional Process Analysis approach discussed on pages 381-382. You might wish to share an effective time-management approach you have discovered to balance school, study, social media, family, social activities, church, physical fitness, whatever. You might wish to give directions on how to prepare some food or drink (coffee?) that you particularly enjoy. Make it more than just a recipe; build it into a story. You could mention the first time you experienced this dish. Was it at your grandmother's house, for example? Perhaps talk about collecting the ingredients, your first attempt at cooking it? Or an effective way to diet. How to handle a bully. A good way to break off a relationship. An effective way to handle being dumped. Betrayed.
2. Use a chronological order of events
3. You may use first-person point of view (I, me, we, us, my, mine, our, ours). You may also use second-person point of view (the "you" words), as long as they clearly refer to the reader of your directions. For example, "First, you make up your mind that you do not care what a mindless bully thinks about you."
4. Use past tense verbs except where present tense is logically required. No unnecessary tense shifts.
5. Use the Clustering Diagram (pp. 13, 31) for Brainstorming ideas.
6. No thesis is needed for this informal, directional essay.
7. Heed beginnings and endings guidelines (pp. 136-144).
8. Give word-count on final page – 600 words minimum. The grade for any short paper is precisely proportional. Thus, a paper with 300 words (one half the required length) will receive one half the credit, or a grade of 50, minus deductions for errors. A paper with 444 words will receive a grade of 74, minus deductions for errors.
9. For peer-editing exercise, bring to class:
 - cover page
 - clustering diagram
 - first paragraph
 - a sufficient number of Peer Editing Rubrics

G. Requisites and Grading Criteria for Illustration Essay

1. Incorporating the general information given about illustration essays (pp. 321-324) and using as a model Russell Baker's essay, "*Becoming a Writer*," pp. 325-328, write in class an illustration essay (600 words minimum)

following the instructions found on **page 329 under *Suggested Writing Assignments, exercise 2***. Choose one of the following suggested topics as your thesis.

- Religion is (or is not) alive and well in the United States.
 - Today's college students are (or are not) serious about academics.
2. You may use first-person point of view (I, me, we, us, my, mine, our, ours) freely.
 3. Use past tense verbs except where present tense is logically required. No unnecessary tense shifts.
 4. Use the Clustering Diagram (pp. 13, 31) for Brainstorming ideas.
 5. Thesis is already given, = one of the above.
 6. Heed beginnings and endings guidelines (pp. 136-144).
 7. Give word-count on final page – 600 words minimum. The grade for any short paper is precisely proportional. Thus, a paper with 300 words (one half the required length) will receive one half the credit, or a grade of 50, minus deductions for errors. A paper with 444 words will receive a grade of 74, minus deductions for errors.
 8. For peer-editing exercise, bring to class:
 - cover page
 - clustering diagram
 - first paragraph
 - a sufficient number of Peer Editing Rubrics

H. Requisites and Grading Criteria for Definition Essay

1. Incorporating the general information given about definition essays (pp. 402-404) and using as a model Eduardo Porter's essay, "*What Happiness Is*," pp. 416-419, write in class a definition essay (600 words minimum) following the instructions found on **page 420 under *Suggested Writing Assignments, exercise 1, defining love***.

2. You may use first-person point of view (I, me, we, us, my, mine, our, ours) freely.
3. Use past tense verbs except where present tense is logically required. No unnecessary tense shifts.
4. Use the Clustering Diagram (pp. 13, 31) for Brainstorming ideas.
5. Thesis is optional. If used, develop appropriately (pp. 13-19).
6. Heed beginnings and endings guidelines (pp. 136-144).
7. Give word-count on final page – 600 words minimum. The grade for any short paper is precisely proportional. Thus, a paper with 300 words (one half the required length) will receive one half the credit, or a grade of 50, minus deductions for errors. A paper with 444 words will receive a grade of 74, minus deductions for errors.
8. For peer-editing exercise, bring to class:
 - cover page
 - clustering diagram
 - first paragraph
 - a sufficient number of Peer Editing Rubrics

I. Essay-level Group Project

1. For group project (aka Paper 5) the class will break up into Project groups; each group will work collectively to write one essay. Each student in the group will write one 130-word (minimum) ¶ to form the introduction ¶, body ¶s, and conclusion ¶ of the single essay. The group will determine who writes what portion of the essay.
2. Students will work in assigned groups of five or six with a group leader selected by the group.

3. Each essay will contain at least five ¶s, as follows:
 - one intro ¶
 - at least three body ¶s
 - one concluding ¶
4. Each ¶ will contain at least 130 words. This is of course a much shorter writing assignment than for the full essays written earlier. Each student will give a word count at end of his individual ¶. A group with six members will have 6 ¶s of 130 words, but this will not increase any individual's responsibility.
5. Any student who is not present for the three days required will have no choice but to follow normal essay procedure and write Essay X (Comparison and Contrast) by Wednesday, day 28, 4/24. Information regarding this essay may be found on page 25 of the syllabus and in chapter 19, pp. 445-472, of the textbook. That student should let me know as soon as possible if he cannot participate fully so that group assignments can be responsibly made from the start. This is important, for if a student drops out midway, another group member will have to fill his shoes (getting extra credit of course). A student who neither does his share of the project nor writes Essay X timely must get a zero for not completing this essay-level assignment.
6. Use of first person versus third person will be logically determined at the discretion of the group, taking into consideration the nature of the project.
7. On day one of the project (Day 26, Wednesday, 4/17), each group will:
 - elect a group leader
 - brainstorm for ideas
 - choose a topic/story to develop
 - assign the ¶s.
 ¶s are to be typed (keyed in) outside of class and brought to class on day two of project, = Day 27, Monday, 4/22. Handwritten ¶s will not be accepted.
8. On day two of project, = Day 27, Monday, 4/22, each group will:
 - proofread, critique, edit, and finalize the individual ¶s
 - fit the ¶s into a single unit
 - plan presentations.

Transitions may be especially important since multiple writers are involved.

Each student will email his finalized ¶ to the group leader no later than 8:00 PM on this day and bring the **typed** hard copy of the finalized ¶ to class the following day. Bring Peer Critique Form, p. 23.

All editing, revision, and transitions should be complete at this point so that the only activity left for the group leader is to merge the ¶s into an essay. Group leader will then email the essay to me, indicating the time the individual ¶s were received, and bring hard copy of the finalized essay to class the next day.

9. On day three of project, = Day 28, Wednesday, 4/24:
 - Each student will orally present his individual ¶.
 - Teacher and a class member (each one do one) will critique each individual presentation on key features. Each group will critique one group in this one-on-one fashion.
 - For your written critiques, use the PEER CRITIQUE FORM on the following page (page 23). Each student is responsible for bringing one copy of the P.C. form to class. Grade penalty for not using prescribed form.

The filled-out PEER CRITIQUE FORM is to be given to the individual presenter to be stapled to that presenter's ¶. The filled-out P.C. form contributes to that individual's project grade. Each student will give his ¶ and attached P.C. form to Group Leader. Form must include name of critiquer.

Oral critique, discussion of strengths/weaknesses, questions for more information, and suggestions for improvement will follow for the benefit of the individual presenter.

Group leader will turn in the multi-paragraph essay with a clustering diagram and standard cover page.

The cover page will identify the group leader and give full name of all the group's members.

Individual ¶s must be identified with full name, word count (130 words minimum), and CRN # (no cover page required).

Handwritten ¶s and essays will not be accepted.

10. Each student will be graded on 5 responsibilities: (1) timeliness, (2) presentation as critiqued by a fellow student, (3) critique of a fellow student's presentation, (4) written ¶, and (5) group participation. Group leader, give your assessment of student's work next to his/her name.

Some Topics Chosen in Previous Semesters

- Abortion
- Causes of College Stress
- The Effects of Divorce in a Family
- The Effects of Social Media on the Millennial Generation
- Goldilocks (be creative)
- Gray Wolves
- Hate Crimes
- How Technology Affects Relationships
- Manatees
- Obsession With Thinness
- Pet Peeves
- The Second Amendment (Gun Control)
- Teen Pregnancy
- Suicide
- Teen Suicide
- Texting and Driving (include statistics)
- Double Standards
- What Professors Need to Know about How Students Cheat
- Bengal Tiger
- The Effect of Music on Human Emotions

PEER CRITIQUE FORM FOR GROUP-PROJECT PRESENTATIONS

I. Rate performance using the following criteria

A = 90-100; B = 80-89; C = 70-79; F = below 70

1. Group topic _____
2. Grabbed and held my attention _____

3. Exhibited enthusiasm _____
4. Eye contact _____
5. Comfortable versus ill at ease _____
6. Volume and pace of presentation _____
7. Grasp of material _____
8. Grammatical correctness _____
9. Evidence of proofing, editing, rewriting _____
10. Overall grade on presentation, based on what was learned this semester about introductions, conclusions, and body ¶s _____

II. For future projects

1. You did a great job with the following:

2. Improvement is needed with the following:

Name of student being evaluated _____

Name of evaluator _____

J. Student Conference Requirements

I will be happy to meet with you in conference session "to go over your grades," provided that you bring the following:

1. All class notes

2. The course textbook and your statement that you have purchased it, not just borrowed it for our counseling session
3. Your syllabus
4. Your statement that you are spending two hours outside of class for every one hour in class for study and class assignments
5. A written description of your current study practices
6. Your statement regarding participation in SSC for workshops and for assistance with papers and other assignments
7. A record of your attendance
8. A list of your grades from D2L

With items 1-8 taken care of, we can work together to discover the reason for any unsatisfactory performance and discuss the additional assignments and papers you will need in order to increase performance. This will, of course, require more time than you are now spending, not less.

If you are not performing in accordance with 1-8 above: (1) you already know why you are not making good grades, (2) the conference session would consist of my advising you that you must begin by taking care of items 1-8, and (3) it would be pointless to add items 9, 10, 11, and any others when items 1-8 are not being taken seriously. There are no shortcuts. And there are no Grade Enhancement programs at schools in the University of Georgia system. Consider college a full-time job. Consider each college course a marathon, not a sprint. Begin on day one the pace and performance that will get you to the finish line in one run.

Requisites and Grading Criteria for Comparison and Contrast Essay (Essay X)

(Not assigned this semester. To be written in class by anyone prohibited by absence(s) from participating fully in the Group Project described on pp. 21-22

1. Incorporating the general information given about comparison and contrast essays (pp. 445-449) and using as a model Mark Twain's essay, "*Two Ways of Seeing a River*," pp. 450-452, write in class a comparison and

contrast essay (600 words minimum) following the instructions found on page 453 under *Suggested Writing Assignments*, exercise 2.

2. You may use first-person point of view (I, me, we, us, my, mine, our, ours) freely.
3. Use past tense verbs except where present tense is logically required. No unnecessary tense shifts.
4. Use the Clustering Diagram (pp. 13, 31) for Brainstorming ideas.
5. A thesis may be used for this essay. If used, develop according to pp. 13-19, 71-74.
6. Heed beginnings and endings guidelines (pp. 136-144).
7. Give word-count on final page – 600 words minimum. The grade for any short paper is precisely proportional. Thus, a paper with 300 words (one half the required length) will receive one half the credit, or a grade of 50, minus deductions for errors. A paper with 444 words will receive a grade of 74, minus deductions for errors.
8. For peer-editing exercise, bring to class:
 - cover page
 - clustering diagram
 - first paragraph
 - a sufficient number of Peer Editing Rubrics

Requisites and Grading Criteria for Cause and Effect Essay
(Not assigned this semester)

1. Using as a guide the general information and suggestions found in chapter 20 and the Cause and Effect essays in that chapter, write in class a Cause or Effect essay (600 words minimum; give word count on final page) on one of the following:

- (1) The most significant reasons (causes) for your going to college. You may wish to

discuss such matters as your high school experiences, people and events that influenced your decision, your goals in college (sports?) as well as goals in later life.

(2) The effects of your smart phone on your daily routine and happiness. How does it help you connect with others, follow your interests, become more informed? How does it isolate you, make you more dependent on your phone, make you less involved in physical activities with others? Would you say the net effect on you is positive or negative?

2. Use the Cause and Effect organizational method presented and modeled in chapter 20. (Organizational methods often overlap. You may end up using Narration.)
3. You may use first-person point of view (I, me, we, us, my, mine, our, ours)
4. Use past tense verbs except where present tense is logically required.
5. Use the Clustering Diagram (pp. 13, 39) for Brainstorming ideas.
6. Thesis for this essay is optional. If used, develop appropriately (pp. 13-19).
7. Heed beginnings and endings guidelines (pp. 150-152).
8. For peer-editing exercise, bring to class:
 - cover page
 - clustering diagram
 - first paragraph
 - a sufficient number of Peer Editing Rubrics

Samples of Good Cause Essays

1. Why We Crave Horror Movies, pp. 521-524.
2. Why and When We Speak Spanish in Public, pp. 527-529.

Samples of Good Effects Essays

1. Does Trying to be Happy Make Us Unhappy? pp. 531-535.
2. Black Men and Public Space, pp. 537-540.

Requisites and Grading Criteria for Division/Classification Essay (Not assigned this semester)

1. Using as a guide the general information and suggestions found in chapter 18 and the Division/Classification essays in that chapter, write in class a Division/Classification essay (600 words minimum; give word count on final page) on one of the following. Use Martin Luther King, Jr.'s essay, "The Ways of Meeting Oppression," pp. 467-470, as your primary model.

- (1) Choose three of your college professors/coaches as your divisions. Classify and discuss each as MLK did, giving descriptions, teaching philosophy, methodology, volume of homework, in-class activities, use of technology, use of humor, approachability, serious-versus-casual, differences made by age or gender, or other similar matters.
 - (2) Music can be classified into many different types (jazz, country, pop, rock, soul, rap, classical, big band, western, blues, gospel). Identify your favorite type and as at least three sub-categories or artists. Describe, discuss, and explain your three sub-categories, giving examples of each.
2. You may use first-person point of view (I, me, we, us, my, mine, our, ours) if you choose.
 3. Use verb tense as logically required. No unnecessary tense shifts.
 4. Use the Clustering Diagram (pp. 13, 39) for Brainstorming ideas.
 5. Thesis is optional. If used, develop appropriately (pp. 13-19). See MLK's thesis as a model.
 6. Heed beginnings and endings guidelines (pp. 150-152).
 7. For peer-editing exercise, bring to class:
 - cover page
 - clustering diagram
 - first paragraph
 - a sufficient number of Peer Editing Rubrics

Best Sample Essay

The Ways of Meeting Oppression, pp. 467-470

Mother Tongue, pp. 478-484, may also prove helpful