

**ENGL 111: Composition I**  
**Fall 2021**  
**Section 20: 11:30 a.m.-12:50 p.m.**  
**Tuesdays: B 216**  
**Thursdays: B 213 (computer lab)**

**Professor:** Dr. Kim Lacey (please, call me Kim!)  
**Online office hours:** Tu/Th 9:30-11:00 a.m.  
and by appointment

**Office:** B 358  
**E-mail:** [krlacey@svsu.edu](mailto:krlacey@svsu.edu)

**Required text to purchase**

This text has been ordered at the bookstore, but feel free to shop around online for the cheapest price.

Andrea Lunsford, *Let's Talk: A Pocket Rhetoric*  
ISBN: 978-0-393-42718-9

**Course goals<sup>1</sup>**

In this course, we will work to address rhetorical challenges in your writing and the writing of your peers. The projects you will undertake will help you learn to write and revise effectively in a range of genres; to read and analyze texts of all kinds rhetorically; and to gather, evaluate, analyze, and integrate a range of sources into your writing.

**Course theme**

Every major assignment will be focused on the theme “food.” We will explore a wide variety of perspectives on this topic, from food insecurity to COVID-19 related food shortages. Please make sure that you keep this theme in mind all semester.

**Course materials**

- Let's Talk...: A Pocket Rhetoric (LT), available for purchase in the bookstore, or at [digital.wwnorton.com/letstalk](http://digital.wwnorton.com/letstalk)
- InQuizitive for Writers (IQW), included with new book purchase or available at [digital.wwnorton.com/letstalk](http://digital.wwnorton.com/letstalk)
- Selected texts from the LetsTalkLibrary (LTL), located at [letstalklibrary.com](http://letstalklibrary.com)

**Assignments and Grading**

*Assignment details are on Canvas under the “Assignments” and “Files” tabs:*

Your final grade will be based on the following assignments:

- Rhetorical Analysis: 10%
- Annotated Bibliography: 8%
- Research Paper Proposal: 8%
- Research Paper: 15%
- Multimedia Project: 10%
- In-Class Presentation: 6%
- Reflective Essay: 7%

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<sup>1</sup> This syllabus is adapted from Andrea Lunsford, author of our textbook.

- In-class work, including responses to Reflect! prompts from the book, InQuizitive for Writers assignments, and other assignments: 36% (2% each)

### **Grading Scale**

↑95%: A  
↑90%: A-  
↑87%: B+  
↑83%: B  
↑80%: B-  
↑77%: C+  
↑73%: C  
↑60%: D  
0%: F

All grades will be posted on Canvas. I will not share grades on social media.

### **A note on the grading scale**

SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a F.

### **A note about extra credit and extensions**

I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time. However, I'm not a robot. If there are extenuating circumstances, please talk to me.

### **Late work is unacceptable**

Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. I will send a confirmation e-mail by 9 am the next morning. If you do not receive a confirmation e-mail, I did not receive your paper.

### **A note about potential online course meetings**

Unless the university closes, we will have class. If I "cancel" an in-person meeting, you will have some obligation for class in the form of an online activity or Teams' meeting, the details of which I will circulate via email. If I know I must cancel in advance, I will also discuss the activity in class. If you do not complete that online activity on time, you will be marked absent for that day. These instances are rare, if they occur at all, but it is your responsibility to check your e-mail (at least once before class starts each day) for instructions.

### **Attendance**

Beginning the second week of class, attendance will be taken during each class meeting. You are allowed two excused absences. On your third absence, your grade will be reduced by one half of a grade. For example, if you had an A, on your third absence it would become an A-. On your fourth absence, your grade will be lowered by a full grade. For example, if you had an A, on your fourth absence it would become a B. On your fifth absence, you will be asked to drop the class. Use your excused absences wisely. Once they are gone, they are gone.

### **A note about self-care**

I understand that for many of you, this is your first experience back in a “traditional” classroom in some time. It might take some getting used to again. I’ll be conscious of your educational experiences over the last several years, but if there is any way I can support you in our learning environment, please let me know. I’m here to help!

### **Technology Policies**

I encourage you to use whatever note taking system you prefer. If, however, you choose to use a laptop or tablet, you are asked that it be used for class work and not for homework for your other classes or social activities. **Phones must be turned to silent during class time.** You are required to be an active member of our learning community. Be aware that I will call on people at random if the discussion is dead. If you are not prepared to participate because you are distracted by technology, this may affect your final grade.

I also strongly encourage you to use some sort of cloud storage in which you can store and access your work from multiple locations. I recommend Dropbox or Google Drive. Additionally, as SVSU students, you have access to Microsoft One Drive. Not having access to your work is not an excuse for late work. Be prepared for all possibilities.

### **Campus mask guidelines (these guidelines are subject to change at any point)**

Maintaining the health and safety of the SVSU campus is a shared responsibility that requires all students to engage in daily health self-screening, to wear masks/face coverings (until at least September 15), to maintain physical/social distancing when possible, to hand wash/sanitize, and to be considerate of others. Details of these responsibilities, including specifics regarding masks/face coverings, can be found at <https://svsu.edu/nestplan/sharedresponsibility/>. If you are ill, have any signs or symptoms related to COVID-19, or fail the daily self-screening, you must not attend class in-person. You must contact your instructor immediately for details regarding how to manage the class content, class assignments and/or other activities you will miss.

### **Accessibility and Non-Discrimination Clause**

Students who need accommodations are encouraged to meet with the instructor or contact the SVSU Office of Accessibility Resources and Accommodations (phone: 989-964-4168). SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

### **Academic Integrity Policy**

According to the *SVSU Student Handbook*, “Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process and will be reported to the Academic Conduct Board for further sanctions. Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution. I reserve the right to use Turn It In. In ENGL 111, deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment.

The full Academic Integrity Policy can be found here:

<http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/>

## Writing Center Information

One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available on a first come, first serve basis. Please stop by the Writing Center anytime you need additional help.

Writing Center Hours: M-Th 11 a.m.- 6 p.m.

Location: Zahnnow 250 (2<sup>nd</sup> floor of the library)

## Course Calendar

### A note on the reading

**All readings must be completed before that day's class.** Regularly not coming prepared with the reading completed will affect your final grade. You will have a reading assignment almost every day. Make sure you plan time in your homework schedule for reading. Have access to your textbook every class meeting, even when there isn't a reading from it. We will use it at different times for various in-class activities.

This calendar is subject to change. If it does, I will notify you in writing via email.

Abbreviations:

LT = *Let's Talk*

LTL = *Let's Talk Library*

IQW: InQuizitive for Writers

<b>Date</b>	<b>Topic, Reading, Due Dates, etc.</b>
Tuesday, August 31	<b>Topic:</b> Welcome to ENGL 111! <b>Reading:</b> Syllabus on Canvas
Thursday, September 2	<b>Topic:</b> Introduction to our class and to one another; Introduce Paper 1 <b>Reading:</b> LT Introduction (Stop! Look! Listen! and Write!) <b>Reflect!</b> LT p. xxxviii
Tuesday, September 7	No Class: Labor Day
Thursday, September 9	<b>Topic:</b> What is a "rhetorical approach" and why is it important? <b>Reading:</b> LT Chapters 1 (Listening) and 2 (Thinking Rhetorically) <b>Reflect!</b> LT p. 24
Tuesday, September 14	<b>Topic:</b> Joining conversations <b>Reading:</b> LT Chapters 3 (Engaging Respectfully with Others) and 4 (Developing Academic Habits of Mind) <b>Reflect!</b> LT pp. 41, 49
Thursday, September 16	<b>Topic:</b> Rhetorical analysis project—narrow topics <b>Reading:</b> LT Chapters 7 (Writing Processes) and 9 (Analyzing) <b>Reflect!</b> LT pp. 98, 133
Tuesday, September 21	<b>Topic:</b> Rhetorical analysis, continued <b>Reading:</b> LTL "Metaphors Matter in a Time of Pandemic," by Virginia Heffernan
Thursday, September 23	<b>Topic:</b> Rhetorical analysis, continued <b>Reading:</b> LT Chapter 5 (Reading to Understand, Engage & Respond)

	<b>Reflect!</b> LT p. 67
Tuesday, September 28	<b>Topic:</b> Choosing a topic for a research-based essay <b>Reading:</b> LT Chapter 14 section on “Starting with Questions,” pp. 243–44
	<b>DUE: Rhetorical Analysis</b>
Thursday, September 30	<b>Topic:</b> Research-based essay <b>Reading:</b> LT Chapters 8 (Arguing) and 10 (Reporting); LTL: Argument: “Let’s Talk, Longhorns,” by Morgan Pace Report: “Trees of Knowledge,” by Sue Burke
Tuesday, October 5	Library Session: Meet in Z 111 (computer lab on first floor of the library)
Thursday, October 7	<b>Topic:</b> Researching sources and coming up with a working thesis <b>Reading:</b> LT Chapter 14 section on “Finding Sources,” pp. 248–62; Chapter 7 section on coming up with a thesis, pp. 84–85, and Chapter 8 section on formulating an explicit position, pp. 103–5 <b>Practice:</b> IQW “Finding Sources”
Tuesday, October 12	<b>Topic:</b> Looking for support for your thesis <b>Reading:</b> LT Chapters 6 (Recognizing Facts, Misinformation & Lies) and 15 (Evaluating Sources, Checking Facts) <b>Practice:</b> IQW “Evaluating Sources” and “Fact-Checking Sources” <b>Reflect!</b> LT p. 262
Thursday, October 14	<b>Topic:</b> Writing Center Presentation <b>Reading:</b> LT Chapters 12 (Summarizing & Responding) and 16 (Building an Annotated Bibliography)
Tuesday, October 19	<b>Topic:</b> Workshop on writing an introduction xvi <b>Reading:</b> LT pp. 85 on “Ways of Beginning”; Chapter 8 section on presenting your position as a response to what others say, pp. 116–18; and Chapter 22 section on starting strong, pp. 410–12 <b>Reflect!</b> LT p. 98
	<b>DUE: Research Paper Proposal</b>
Thursday, October 21	<b>Topic:</b> Drafting the research-based essay <b>Reading:</b> LT Chapter 7 section on writing a draft, pp. 85–93; and Chapters 17 (Synthesizing Ideas), 18 (Quoting, Paraphrasing, Summarizing), and 21 (APA Style) <b>Practice:</b> IQW “Synthesizing Ideas”
Tuesday, October 26	<b>Topic:</b> Oral/multimedia project introduction <b>Reading:</b> LT Chapters 13 (Writing in Multiple Modes) and 28 (Oral); and Chapter 22 section on starting strong, pp. 410–12 <b>Practice:</b> IQW “Documenting Sources: APA Style”
Thursday, October 28	<b>Topic:</b> Building your bibliography <b>Reading:</b> LT Chapter 7 sections on getting responses to your writing and revising/editing, pp. 93–97; Chapter 19 (Giving Credit, Using Sources Ethically), and student research essay, “Free at Last . . .” pp. 347–56

	<b>Practice:</b> IQW “Integrating Sources”
Tuesday, November 2	<p><b>Topic:</b> Example multimedia projects</p> <p><b>Reading:</b> LT Chapters 25 (Designing What Your Write), 26 (Using Visuals), and 29 (Digital)</p> <p>LT “A Multimodal Project in Three Media,” pp. 235–39, “Writing While Disabled . . .” blog post, pp. 497–98, and “College 101: Choosing a Major” <i>YouTube</i> vlog post, pp. 501–3</p> <p><b>Reflect!</b> LT p. 229</p>
	<b>Due: Annotated Bibliography</b>
Thursday, November 4	<p><b>Topic:</b> Writing to be heard and listened to xvii</p> <p><b>Reading:</b> Review LT Chapter 28 (Oral), with particular attention to student oral presentation “Sign and Design . . .,” pp. 482–87, and podcast “On Being First-Gen Students,” pp. 488–91</p> <p>LTL Michael Jordan’s “Eulogy for Kobe Bryant”</p>
Tuesday, November 9	<p><b>Topic:</b> Drafting oral/multimedia project</p> <p><b>Reading:</b> LT Chapter 22 (Getting &amp; Keeping Attention) Review LT Chapter 7 section on writing a draft, pp. 85–93; and Chapters 13 (Writing in Multiple Modes), 25 (Designing What You Write), and 26 (Using Visuals)</p> <p><b>Reflect!</b> LT p. 418</p>
Thursday, November 11	<p><b>Topic:</b> Peer workshop on visuals</p> <p><b>Reading:</b> Review LT Chapter 26 (Using Visuals)</p> <p><b>Reflect!</b> LT p. 229</p>
Tuesday, November 16	<p><b>Topic:</b> Introduction and conclusion to oral/multimedia project</p> <p><b>Reading:</b> LT Chapter 13 sections on beginning and ending, pp. 232–33 and Chapter 24 (Mixing Languages &amp; Dialects) Review Chapter 22 (Getting &amp; Keeping Attention)</p>
	<b>DUE: Research Paper</b>
Thursday, November 18	Self-guided research (no class meeting): Kim will be available for conferences in B 358!
Tuesday, November 23	<b>Topic:</b> In-class studio time to work on multimedia projects
Thursday, November 25	No Class: Thanksgiving
Tuesday, November 30	<b>Topic:</b> In-class presentations of Multimedia Projects
Thursday, December 2	<p><b>Topic:</b> In-class presentations of Multimedia Projects, continued</p> <p><b>DUE: Multimedia Project</b></p>
Tuesday, December 7	<p><b>Topic:</b> Reflecting on your writing</p> <p><b>Reading:</b> LT Chapter 4 section on reflection as an academic habit of mind, p. 48; and Chapter 7 section on reflecting on your writing process, p. 98</p> <p><b>Reflect!</b> LT p. 98</p>

Thursday, December 9  
Last day of class!

**Topic:** Reflecting on your learning

**Reading:** Reread LT Chapters 1 (Listening), 2 (Thinking Rhetorically), 3 (Engaging Respectfully with Others), and 4 (Developing Academic Habits of Mind)

**Reflect!** LT p. 49

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Thursday, December 16

**DUE: Reflective Essay**

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111 Rubric	Content	Organization	Style	Conventions
"A" Papers	<ul style="list-style-type: none"> <li>•The paper engages its intended audience, demonstrating insight and complexity.</li> <li>•The paper convincingly, richly, and logically develops and supports a single focus and purpose.</li> <li>•When appropriate, the paper effectively integrates relevant outside sources.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is appropriate to the audience and purpose.</li> <li>•Paragraphs are thoughtfully and logically related and sequenced.</li> <li>•The opening effectively establishes the relationship between the reader and the paper's purpose, and the paper closes effectively.</li> <li>•Connections within and between paragraphs create cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>•The sentences are consistently clear, coherent, and syntactically varied.</li> <li>•Precise word choice and an appropriate tone support the paper's purpose and display a command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•The grammar, spelling, punctuation, and usage conform to conventions of academic writing and lend credibility to the writer.</li> <li>•References to sources are accurately cited and documented according to the appropriate style manual.</li> <li>•Format is consistently correct and appropriate.</li> </ul>
"B" Papers	<ul style="list-style-type: none"> <li>•The paper engages its intended audience.</li> <li>•The paper develops/supports a single focus and purpose, with some richness of detail or evidence.</li> <li>•When appropriate, the paper correctly incorporates relevant outside sources.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is appropriate to the audience and purpose.</li> <li>•Paragraphs are logically related.</li> <li>•The opening establishes the relationship between the reader and the paper's purpose, and the paper comes to closure.</li> <li>•Connections within and between paragraphs usually create cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>•Sentences are usually clear, coherent, and syntactically varied.</li> <li>•Word choice and tone support the paper's purpose and usually display a command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•The paper is free of serious errors in grammar, spelling, punctuation, or usage.</li> <li>•References to outside sources are usually accurately cited and documented according to the appropriate style manual.</li> <li>•Format is correct and appropriate.</li> </ul>
"C" Papers	<ul style="list-style-type: none"> <li>•Although adequate in content, the paper may not fully engage its intended audience.</li> <li>•The paper generally develops/supports its focus and purpose, but may occasionally wander from its central idea.</li> <li>•The paper has adequate support but lacks some richness of detail.</li> <li>•When appropriate, the paper includes relevant outside sources, although they are not always purposeful or integrated.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is generally easy to follow and appropriate to the audience and purpose.</li> <li>•At times, paragraphs may lack internal coherence or may be mis-sequenced or slightly off track.</li> <li>•The paper's opening or closing may be mechanical or trite.</li> </ul>	<ul style="list-style-type: none"> <li>•Sentences are generally clear and correct; however, some may be basic, choppy, or lack syntactic variety.</li> <li>•Word choice and tone generally support the paper's purpose but may less consistently display a command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility.</li> <li>•References to outside sources are generally cited and documented, but not always in the appropriate style.</li> <li>•Format is generally correct and appropriate.</li> </ul>



		<ul style="list-style-type: none"> <li>•Connections within and between paragraphs are evident, but may be awkward, mechanical, or ineffective.</li> </ul>		
<p>“D” or “F” Papers (depending on severity of concerns)</p>	<ul style="list-style-type: none"> <li>•The paper does not engage its intended audience.</li> <li>•The paper fails to develop/support its focus and purpose or wanders from its central idea.</li> <li>•The paper contains limited, irrelevant, or no supporting details.</li> <li>•Necessary outside sources are lacking or, if used, are not relevant, purposeful, clearly introduced or integrated.</li> </ul>	<ul style="list-style-type: none"> <li>•The overall organizational structure is illogical, unclear and/or inappropriate. Paragraphs frequently seem unrelated or repetitive or are poorly constructed.</li> <li>•The opening is overly general, missing, or misleading. The closing is weak or missing.</li> <li>•Connections between and within paragraphs are missing or ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>•Sentences are frequently basic, choppy, or repetitive in structure and may display lapses in clarity or coherency.</li> <li>•Inappropriate word choice or tone detracts from the paper’s purpose and frequently displays a lack of command of the conventions of academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>•Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility.</li> <li>•References to outside sources are not clearly cited; documentation style is generally inappropriate.</li> <li>•Format is not consistently correct or appropriate.</li> </ul>