

University of Tennessee at Martin  
English 111  
Summer 2012  
M-F, 11:00 – 12:30  
3 Hours Credit  
Humanities 312

Governor's School for the Humanities  
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### **English Composition: Learning to Live with Each Other**

**Required Text:** Austin, Michael, ed. *Reading the World: Ideas that Matter*. Norton, 2010.

#### **Introduction:**

This class has a threefold focus. The first goal is to teach you basic essay-writing skills: the use of drafts and peer review, proper organization, mechanics, documentation, using sources effectively, and editing. The second goal is to provide you with multiple opportunities for writing, since the only way to become a comfortable, competent writer is to write a lot. The final goal is to read multiple texts examining two broad areas of inquiry: the role and shape of law, and the proper ends and means of education. Our reading selections will come from all over the map, and will range from ancient to modern writers, including Hobbes, Machiavelli, Lao Tzu, Plato, and Rousseau (among several others).

Though we will be reading a good deal, the main activity will be writing, both formally and informally. To work on our writing, we will use writing groups and multiple drafts. This means that you will work with a writing group all term, and will work on your various writing assignments in bits and pieces while bringing samples to review with your writing group. This means that you can expect very little in the way of traditional 'lecturing,' and very much in the way of open discussion.

#### **Student Outcomes:**

*Students in this section of ENGL 111 will demonstrate the ability to:*

- A. recognize, identify, and employ a variety of discourses that make up expository writing (e.g., narration, causal analysis, comparison, argumentation); demonstrate writing abilities from process to product; and distinguish among opinions, facts, and inferences.
- B. produce thesis-directed writing that develops major points in a logical and convincing manner, in a process that involves reading, writing, and revising through which students discover ideas and develop those ideas into coherent sentences, paragraphs, and essays using standard American edited English diction, syntax, usage, grammar, and mechanics.
- C. write in a variety of situations including those they are likely to encounter in other classes (e.g., journals, timed essays/exams, out-of-class writing), and those that involve writing beyond the university experience.
- D. engage with ideas through multiple sources (e.g., essay, fiction, film, hypertext, poetry, and drama) and use these sources, particularly essay and fiction, as a basis for analysis, reflection, and writing.
- E. analyze and evaluate written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view through explorations of style, organization, logic, rhetoric, and grammar.
- F. synthesize and organize into a piece of writing information gathered from multiple sources.

### **Course Requirements:**

**1. Writing.** You will submit five graded assignments over the course of the term, in addition to informal (ungraded) writing assignments. See the separate sheet for details. You will also submit several informal essays. Any assignment may be revised at any time for a chance at an improved grade. Since the writing and revision of multiple drafts is the focus of this course, you should expect to be working actively on your assignments during class time.

**2. Reading.** We will read several excerpts from your textbook *Reading the World*. All reading will be directly used in your writing assignments, and you should plan on discussing many of the assigned readings in class and on using them as resources for your writing assignments.

**3. Participation.** Because this is a discussion-based class, we (your writing group especially) depend on the input of all class members. Your participation will be evaluated according to the following criteria: coming to class prepared and on time, participation in class discussions & activities, timely completion of all assignments, and the quality of your involvement in draft workshops (your responses to peers' writing, etc.).

**4. Attendance.** Attendance is mandatory. Please be on time. If you miss more than five class meetings—for any reason—you can expect to fail the course. Plan ahead: if you must be absent, it is your responsibility to make arrangements for submitting assignments, completing reading, and so on. Remember: your instructor is not responsible for your completion of course requirements as laid out in this syllabus.

### **Your Grade:**

The above requirements will determine your grade in the class. Each assignment will carry its own set of criteria for success, and they will be discussed thoroughly in class.

<p><i>Percentages:</i></p>
<p><i>4 Written assignments (20% each):</i> 80%</p>
<p><i>Participation:</i> 20%</p>

### **Academic Integrity:**

We will thoroughly discuss what plagiarism is and how to avoid it, but each student should realize that there is no excuse for plagiarism or any other kinds of academic dishonesty, which includes any attempt to pass another's work off as your own. Plagiarism consists in the unattributed or unacknowledged use of another person's words or ideas and is in direct violation of the university's Standards of Conduct. I will actively look for and vigorously penalize plagiarism. It is your responsibility to clarify any apparent ambiguities, and to ask questions if you have trouble determining the right thing to do. I want to help, but I can do so only before you submit your work.

### **Office Hours:**

I have office hours mainly so that you can come see me; please make use of them. I frequently check my e-mail, but you cannot expect an immediate answer. If you want me to look over an assignment with you in detail, you must come to my office.

**Other Comments:**

1. *Since* the University of Tennessee is committed to appreciating and understanding cultural diversity, the members of the English Department wish to confirm our conviction that the university must be a safe place for the discussion of ideas. We expect all students and faculty members to tolerate ideas discussed from a variety of perspectives, even (especially) when different from our own. We respect the inherent dignity of every person, and will not discriminate against persons on the basis of religion, age, disability, ethnicity, race, class, gender, marital status, or sexual orientation.

*That Said*, I wish to affirm that due to the provisions of the First Amendment of the United States Constitution, the right to free speech is absolute. This instructor will in no way censor or inhibit free expression.

*Furthermore*, on a day-to-day basis, I ask that while in class, each student turn off and stow mobile phones, MP3 players (and earbuds), racy novels, newspapers, etc. I expect that students will maintain courtesy in speech and action. We're going to have a lively classroom, but it goes without saying that you'll be polite to your fellow students (and to your teacher) by listening when others are trying to speak.

2. Please keep up, particularly with the reading. If you fall behind, you're just going to be causing yourself extra work—you are responsible for the material no matter what.

3. I'm going to provide plenty of time in class to work on the writing assignments, so I expect that you will use the time wisely. The more you get done in here, the less you'll have to do in the evening.

4. Remember that the Writing Center is always available to help with your writing assignments. See them online at <http://www.utm.edu/organizations/wcenter> or call 881-7277.

5. It is to your advantage to learn how to use the university library's online resources and physical holdings.