

English 14.020—English Composition

Instructor: Melissa Antinori

Fall 2013

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Credits: 3

Prerequisites: English 13 or placement test or placement by SAT scores

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Office Hours: MW 12-4, TTh 12-1, and by appointment

Course Description:

The Undergraduate Bulletin describes English 14 like this: In English 14, students develop their reading, writing and formal rhetorical skills. Not only do students learn to read and write about a variety of texts, they also learn to compose rhetorically sophisticated essays that take into account purpose, context, and audience. Students learn strategies for creating effective written arguments.

This semester, we are part of a learning community the theme of which is social media, one of the topics you'll also be covering in your Psychology class this semester. Some of our readings—particularly the longer ones—will be common to both courses as we explore such issues as the effect of social media on our brains, our relationships, and our connection to the world. You'll also learn something about visual rhetoric as you analyze a social media profile or web page, you'll hone your argument skills, and you'll develop a digital portfolio—which you can, if you choose, share with your classmates and your families.

Required Texts/Materials

Articles posted to Blackboard, printed out or accessed on an e-reader

Remarks App (\$1.99)

Evernote (Free)

Course Goals and Objectives

English 14 is a course in reading *and* writing. By the end of the semester, you should be fluent, critical readers of several genres, with strategies for appropriating new language, concepts, and discourses. In order to accomplish this goal, you will:

- build skills of fluency, comprehension, and interpretation, with an increasing emphasis on analysis;
- understand the need to reread and appropriately mark and annotate a text to develop a “reading”;
- become conversant with several genres, including fiction, nonfiction narrative, and the analytical essay;
- practice using texts both as source material and writing models;
- practice close reading strategies such as paraphrasing, summarizing, marginal notation, and locating key words; and
- practice library, Internet, and research skills, including evaluating, analyzing, and synthesizing primary and secondary sources.

In addition, you should be able to write clear, reasonably correct, thesis-driven, expository essays. In order to accomplish this goal, you will:

- learn the importance of purpose, audience, context, and voice
- use writing for inquiry, learning, thinking, and communicating;
- understand writing as a staged process involving invention, drafting, revising, and editing; learn to use rhetorical strategies of definition, division, and classification;
- engage in peer editing and writing workshops;
- learn basic library, Internet, and research skills and concepts, including thesis development, integration of primary and secondary sources, citation, documentation, and how to avoid plagiarism;
- develop control over the conventions of format and writing, including syntax, grammar, mechanics, and punctuation; and
- become acquainted with a variety of writing technologies, including basic word processing and computer skills, Web navigation, and multi-media tools like iBooks.

Course Policies:

1. Reading material. The course readings are listed in the schedule, and you need to download them from the course Blackboard page (or access the links) and print them out or be able to access them on an e-reader. Bottom line: you need some version of the reading for the day to refer to in class, and you need to be able to take notes on it. I can help you with some programs that allow you to annotate text on e-readers.
2. Attendance. You are expected to be here on time for each class period. After your fifth absence, your final grade will be lowered one letter; after your sixth absence, you will lose two letter grades; and after your seventh absence, you will fail the course. Please make an effort to contact me at the number or email address above if you must miss a class (and please do not call the English Department's main number to report absences). I will keep track of the minutes you are late (or leave early), and these will add up to absences.
3. Technology. As almost all the work you hand in must be typed, you will need to be familiar with a word-processing program and have access to a computer and printer. You should activate—and check regularly—your LIU email account, as this is the easiest way for me to send messages to the class through Blackboard. You will also need to learn how to access Blackboard. We will occasionally have Mac laptops in class so that you can write, for example, your in-class essays on them. You may submit papers in hard copy or via email, through GoogleDocs, or through the Blackboard system.
4. Timeliness. Your work must be ready to hand in at the beginning of class on the day on which it is due. Late papers (including drafts) will be penalized 1/3 of a letter grade for each class they are late, and papers will not be accepted more than two weeks after the original due date. If you are submitting a paper electronically, you must have access to a copy on the day it is due in order to use it for in-class activities. **You must complete all writing assignments to pass the course.**
5. Classroom Etiquette. As this is college, I don't expect this to be an issue. However, there are some requests I would like to make:
 - a) Please don't talk while others are speaking or working. If this becomes a problem, I will require you to move your seat.
 - b) Please keep eating in class to a minimum. You may bring a small snack or a drink, but you may not bring hot food or full meals.
 - c) **All cell phones and pagers must be turned off.**
 - d) All headphones must be removed and music players turned off and put away.
 - e) No work for other classes may be done during this class.

Writing Assignments and Portfolio: You will do a number of writing assignments this semester, including:

- Three formal essays (4-6 pages in length), with at least two drafts
- In-class essays and the English Department Exit Exam
- Meta-text for each formal essay (in class)

- Informal writing (notebook entries, reading response, peer review, blog posts, etc.)
- Reflective letter

At the end of the semester, you will submit a portfolio that contains the following:

- Your self-assessment
- Two of the three formal essays, revised, with at least two drafts and the in-class meta-texts
- The English Department Exit Exam

If you fail to submit a *complete* portfolio by the due date on this syllabus, you will fail the course.

Revision Policy: If you earn a grade with which you are not satisfied, you may revise the paper for a higher grade, following this procedure: 1) Meet with me within ten days of receiving a grade to discuss the essay and come up with a revision plan; 2) Turn in the revision on the date we agree on, usually about two weeks after the appointment. Revisions must be significant to earn a higher grade; simply correcting typos and grammar/mechanics is not enough! You may **not** wait until the end of the semester to decide to revise all your papers. These revisions are in addition to the revisions required for the portfolio. You may not revise any individual essay more than twice.

Grades: At the end of the semester, you will receive one of the following grades: A/A-/B+/B/B-/C+/C/C-/D/F//U/W/WF/UW/I. The U (Unsatisfactory Progress) grade is given to students who have completed all of the coursework but who have not made sufficient progress to move on to English 16. Students may only get one U grade per course. The W (Withdraw) grade indicates that a student has officially withdrawn from the course, while a WF (Withdraw Failing) indicates that a student has officially withdrawn with a failing grade. The UW (Unofficial Withdraw) indicates that a student did not officially withdraw but stopped attending classes. The I (Incomplete) indicates that a student did not complete the requirements of the course and must complete them before the end of the next semester, at which time the grade will become an F. Please note that I reserve the Incomplete for students who have kept up with their work and who have good attendance records but who experience some emergency at the end of the semester that prohibits them from completing the coursework. In other words, don't disappear in, say, October and then come to me in December expecting to be able to make up the work.

Your final grade will be determined by the following scale: final portfolio 45%, formal papers 45%, reading journals and discussion board posts 10%.

Writing Center: You are not required to attend the Writing Center, but it is highly recommended. It is located on the second floor of the H building. Enrollment is free, and you'll meet for one hour/week with a tutor. In addition, students enrolled for weekly tutoring have

access to the Writing Center's computer lab and printers. Drop in hours are also available on a limited basis.

Plagiarism: Plagiarism is the use of another person's ideas or words as your own—and it will not be tolerated. The English Department has instituted a plagiarism program, which we will be completing early in the semester. In these workshops, we will be discussing the correct way to quote, paraphrase, and cite texts, and I will expect you to follow these guidelines carefully. While I will be understanding of honest mistakes (e.g. punctuating quotes and citations), I will not excuse blatant acts of plagiarism (such as copying a paper or part of a paper from another student or from a website or websites). If you plagiarize once, you will fail that paper (even if you are caught at the first draft stage), and, although you may still choose to complete the assignment for the writing practice, this paper will not be eligible for inclusion in the final portfolio. If you plagiarize a second time, you will fail the course.

Social Media Policy: Given the theme of the course, it won't come as a surprise that I use social media. However, I have a very strict policy: I don't "friend" students on Facebook or follow them on Twitter. Ever. This isn't because I don't like you, or because I post anything I wouldn't want you to see (I'm Facebook friends with my mother, after all) but because I think it is important to keep a professional distance, especially while you are in my class. If you keep in touch—and I hope you will—over your four years here and want to send me social media invitations when you graduate, I will gladly accept them. But until then, please don't ask.

That said, there may be times when you need to share social media with me when you're writing an essay. We'll talk about how to take screen shots on your iPads—or how to use an aggregator like Storify—so that you can show me what I need to see without compromising your privacy.

Schedule

All of the readings listed here will be posted to Blackboard. When possible, I will also provide links so that you can access them on the Internet. It is your responsibility to have the reading material in class on the day it is due, either in hard copy or on an e-reader. You should also bring your iPads to class every day.

Date	Class	Reading Due	Writing Due
Th 9/5	Introductions/Diagnostic		
T 9/10	TED Talk: "How Cognitive Surplus Will Change the World" Reading Strategies Remarks App	Clay Shirky, "Does the Internet Make You Smarter?"	Discussion Board 1
Th 9/12	TED Talk: "The Hidden Influence of Social Networks." Assign essay 1 and Reading Journals Evernote	Nicholas Carr, "Does the Internet Make You Dumber?"	
T 9/17	Introduction to Rhetoric Facebook and Twitter	Losh, et. al "Understanding Rhetoric" "Writing Rhetorical Analysis"	Begin Reading Journals
Th 9/19	Visual Rhetoric Vine	"Rhetoric of Visual Design"	Discussion Board 2
T 9/24	Reading Strategies Goodreads	"Picturing Texts" "The Internet and Social Life"	
Th 9/26	Workshop essay 1 Instagram	"The Internet and Social Life"	Essay 1 draft
T 10/1	Workshop essay 1	In-Class Essay	Reading Journals Due
Th 10/3	TED Talk: "ZeFrank's Web Playroom" Pinterest Assign essay 2	Room for Debate: "Has Facebook Ruined Love?"	
T 10/8	Tumblr	Room for Debate: "Has Facebook Ruined Love?"	Essay 1 due
Th 10/10	TED Talk: "The Future of Lying" Highlight	Guadango, et al. "Dating Deception"	
T 10/15	Toulmin Model Path	"Toulmin Model of Argument" Guadango, et al. "Dating Deception"	Discussion Board 3
Th 10/17	Foursquare	Baker, "What Makes Online Relationships Successful?"	
T 10/22	Video: I Forgot my Phone	Bilton, Disruptions: More Connected, Yet More	

	Yelp	Alone”	
Th 10/24		LUNCH WITH LEARNING COMMUNITY	
T 10/29	TED Talk: Connected But Alone Workshop Essay 2 Reddit	Turkle, “The Flight from Conversation”	Draft of essay 2
Th 10/31	Workshop Essay 2 Upworthy	Rubin, “Why Facebook Can Make You Happier”	Discussion Board 4
T 11/5	Assign essay 3— Integrated Assignment		
Th 11/7			Essay 2 due
T 11/12	Wordpress and Blogger	Norris, “Holy Use of Gossip”	
Th 11/14	Nextdoor	Marcotte, “Facebook Creates Virtual Small Towns”	
T 11/19	Workshop Essay 3		Draft of essay 3
Th 11/21		In-Class Essay	
T 11/26	Watch the second half of <i>The Social Network</i> Work on iBooks (3-4:30)		Discussion Board 5
Th 11/28	Thanksgiving	No Class	
T 12/3	Workshop Essay 3 Work on iBooks (3-4:30)		
Th 12/5	Reflective Letter Work on iBooks (3-4:30)		Essay 3 due
T 12/10	Reflective Letter Work on iBooks (3-4:30)		
Th 12/12	Exit Exam		Portfolio Due (Accepted through 12/15 at midnight)