

**English 1102—Kennesaw State University: A Course in the General Education Program**  
**“Researching & Composing Communities”**  
**Linda Hadley Stewart, Instructor**

English 1102-21 TT 11:00 a.m. – 12:15 p.m. Hu132 TTh
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Writers’ Reflections:

*“You must have a story to tell and you must be able to tell your story to an audience in a clear and understandable manner.”—AK*

*“Hearing everyone’s points of view has helped me to try to look at every angle of my research to create a truly great paper.”—DB*

*“I no longer saw the ideas from a student’s point of view, but from a genuinely interested researcher’s point of view.”—RD*

*“Reading is understanding, and understanding requires concentration and focus.” – AO*

*“English 1102 has changed the way I look at things, for example, suburbia.” --JB*

*“This course has taught me that my voice, although unrefined at present, has validity. I now enjoy writing. What once was an annoyance has now become a treat—thanks to this course.” --BP*

Instructor Availability:

If you want to talk about your writing or the class, we’ll find the time to meet. If you prefer a conference to talk about your work or feedback via email, I am more than happy to respond to your questions or insights.

Conferences: Tuesdays and Thursdays, 8:30 – 10:00 a.m. or 4:00 – 6:00 p.m.—meeting place t/b/a.  
English Department Office: 770-423-6297—leave a message.  
Email: Lhastew@aol.com

Course description:

English 1102 is a continuation of English 1101 which focuses on writing in a workshop/seminar format as we develop reading, listening, speaking and researching skills. However, understanding and practicing various research activities become more central to the course. We will generate our own research and evaluate and critique other sources. We will continue to write in different rhetorical modes: reflecting, reporting, and arguing (or persuading) while deepening our understanding of these forms. Developing a controlling idea with appropriate evidence and thorough research is one of our main goals.

The activities in 1102 are collaborative and process oriented. Small group work, peer conferences, and whole class discussions provide feedback for written or verbal work. This process emphasizes revision as a way of thinking and writing. Your essay or presentation will benefit from talking with your classmates, taking time and finding distance to become a good reader of your own work, and caring enough to produce **polished drafts of nonfiction prose.**

While writing is at the center of our semester-long inquiry, other activities are emphasized as well. We will read (in the broadest sense of the word) essays, photographs, newspapers, film clips, advertisements, student-selected works, and student essays. We will also “read” our surroundings through site observations. We’ll practice listening through notetaking, interviewing, and audiotapes. We’ll give informal talks and PowerPoint presentations to improve our speaking skills, and we’ll continue our multi-tiered research practices.

This class meets in a computer classroom where we will **develop our technology skills** using MS Word, PowerPoint, a discussion board, and email. We'll use Galileo and the Internet to locate and evaluate research materials. We'll also engage in writing process activities developed for computer writing classes.

This section of composition is grounded in the practices and principles of an NEH-funded grant "Keeping and Creating American Communities" (KCAC). We will approach our topics by focusing on how American communities are created, sustained, and sometimes, dissolved. Focusing on Suburban and Rural Georgia, we will recover, interpret, define, and analyze evidence of American culture and community, both past and present. The writing and reading drawn from this model include narratives, reports, and essays. Because storytelling and image-making are important aspects of communities, we will engage in analyzing and creating these texts to better understand our personal and public histories. Through writing, we will shape the discoveries we make during the semester, in effect, composing our own communities.

The basic tenets of KCAC are described as follows: 1) Local communities continually redefine themselves in relation to national, international, (and sometimes virtual) communities; 2) Writing is a crucial tool for creating communities; 3) Many factors contribute to the formation of community cultures (e.g., festivals, public policies) and the production of material culture (e.g., parks, public exhibits, print publications); and 4) As citizens, we should recover and critique community "texts" reflecting the dynamic values of local and larger (imagined) communities and create new "texts" that represent the kinds of communities to which we want to belong. In my view, there is inherent tension in these tenets that provides grist for dynamic discussion within and outside the classroom. Let's join the conversation about what is worth preserving and what needs reshaping in our American communities by turning our lens inside and outside America.

### **Course Objectives:**

The prose, nonfiction essays you write will include reflections, reports, and arguments composed within the framework of community, context, and audience. Blending outside voices and information with your emerging views into your writing as you develop your research skills, will strengthen your abilities in the following areas:

- Written communication
- Critical thinking and analysis
- The use of technology
- Understanding connections among disciplines
- Collaborative problem solving
- Oral proficiency and presentation
- Reading comprehension

### **Course Assignments: (80%)**

Four Essays (5 – 8 pages) informed by researched sources.

Journal entries

Impromptu writing assignments

Discussion board entries

Peer Reviews

Reading and responses

Essay #1—Reflection: *Artifact Narrative*. Final Draft due:

Essay #2—Report: *Site Observation & I-Search Report*. Final Draft due:

Essay#3—Argument: *Images of Suburban or Rural Georgia*. Final Draft due:

Essay#4—Revision. Final Draft due:

PowerPoint Presentation: \_\_\_\_\_

\*\*\*Handouts explaining each essay assignment are attached.

### ***Requirements for ALL essays (drafts & final): Save everything on disk!!!***

All essays are five - eight pages, typed (12 pt font or smaller), double-spaced, and stapled. Rough drafts and supporting materials should accompany the final draft. Standard documentation is Modern Language Association (MLA). All drafts must be complete on the date they are due for peer review. **Essays must be completed on time and in full.** Late papers lower your grade substantially.

### **Evaluation:**

Keep in mind that writers, like pitchers, cellists, mechanics, or potters, need practice without judgment to improve. Consequently, some of the in-class writing assignments and those assigned as homework are not graded. Completion of the assignments is noted, but the writing is not always evaluated. All four major essays are graded when turned in as final drafts. Because we develop our essays through the writing process, the **initial emphasis is on exploring the topic fully. Close attention to editing and proofreading** takes place during the final stages of the draft.

The attached Essay Evaluation grid details all the components that comprise your essay grades: content; organization/structure; style/voice; research; grammar; revision and process.

### **Class Participation & Attendance: (20%)**

In addition to essay grades, your class participation is 20% of your grade. During class you will be expected to demonstrate, in writing or through class participation, that you have completed the homework assignments. You are expected to have completed the reading assignments for class and be ready to participate in small and whole group discussions.

The workshop/seminar format of this class depends upon your attendance and participation. Comments and questions to further our inquiry and understanding of the material are essential to this community of writers.

If you anticipate a problem or know in advance about a class you must miss, please make arrangements with me. Missing classes usually results in low grades, so avoid this pitfall--attend class and be ready to participate. In most cases, five absences ensure failure. Three or more absences lower your grade substantially.

### **Course requirements:**

Texts:

1. *The Curious Researcher*. Bruce Ballenger. Allyn & Bacon.
2. *Seeing & Writing*. McQuade/McQuade. Bedford/St. Martin's.
3. *The New Century Handbook*. Hult, Christine A. and Thomas N. Huckin. (or comparable handbook)

Journal/notebook

Several 3.5 HD (high-density) disks (formatted)

Email address (available free through KSU)

Discussion board registration

### **Important Dates and Information:**

You must pass English 1102 with a C or better.

The last day to withdraw without Academic Penalty is **OCTOBER 19, 2001**.

Last day of classes is **December 6, 2001**

Final Exam is **Thursday, December 13, 11:00 a.m. – 1:00 p.m.**

### **Writing Center:**

423-6380. Located on the second floor of the Humanities Building. The Writing Center professionals are available to help you at any stage of your writing process. Appointments are preferred, but early in the semester you may stop in to become acquainted with their services. I encourage ALL of you to visit the Writing Center. The individual writing conference is particularly helpful in understanding sentence-level error patterns.

*"No method nor discipline can supersede the necessity of being forever on the alert. What is a course of history, or philosophy, or poetry, or the most admirable routine of life, compared with the discipline of looking always at what is to be seen? Will you be a reader, a student merely, or a seer?" -- Thoreau*

