

English 1101: Composition I (Section 104)

Hum 209, T/Th 3:30-4:45

"To the Wilderness: Re-Encountering the Self in the World Out There"

What's the value in stepping outside the boundaries of one's everyday world? What do we think of as wilderness spaces? And what can we learn from the encounters of individuals with these spaces outside the boundaries of what they "know"?

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Course Texts and Materials:

Elaine P. Maimon, et. al., *A Writer's Resource* (campus edition)

Emily Carr, *Klee Wyck*

Tim O'Brien, *The Things They Carried*

Richard Attenborough, *Grey Owl* (DVD)

Werner Herzog, *Grizzly Man* (DVD)

Additional readings, handouts and class exercises available on CourseDen.

Catalog Description and Course Objectives:

A composition course focusing on skills required for both effective writing for various rhetorical situations and critical reading of texts. In writing, students must demonstrate competency in exposition, argumentation, and writing that is strengthened by the use of multiple textual sources. This course will teach students:

- * To read, understand, and interpret a broad range of written and visual texts from a variety of genres.
- * To understand literary principles and use basic terms important to critical writing and reading.
- * To develop facility with the whole writing process from invention through revision.
- * To acquire reasonable mastery of conventions of college-level prose writing.
- * To incorporate and document additional textual materials to strengthen and support argument.

Further information about course and program goals is available online at

<http://www.westga.edu/~engdept/fr/CourseGuid/1101.html>

Requirements:

Essays: The bulk of your course grade will come from four analytical essays, ranging from 750 to 1300 words in length, based on specific prompts distributed to the class. Papers will be graded using the standards set out in the English Department's rubrics for student writing, available in the front matter of *A Writer's Resource* and online [<http://www.westga.edu/~engdept/FirstYearWriting>]. Students will receive specific instructions with each assignment, and all essays, whether in-class or out-of-class, will

be preceded by workshops designed to help students develop ideas and understand the process of critical analysis and revision. For essay three, you will turn in a rough draft for peer editing before submitting your final version of the paper. Essay four will be a revision and expansion of either essay #1 or essay #2; specific guidelines for this revision will be discussed in class.

- ALL out-of-class papers must be typed, double-spaced in 12-point Times New Roman font with 1 inch top/bottom margins and 1-1.25 inch side margins. Big margins, alternate fonts and wider line spacing are pretty easy to spot, so if you're having trouble meeting the minimum page requirements of the assignment, do some more brainstorming to expand your ideas rather than your margins. Papers must be stapled: no paper clips, folded corners or report covers.
- All papers that are due in class must be turned in within the first ten minutes of class in hardcopy. Papers not received by this time will be considered late and penalized according to the policy outlined below. My strictness regarding this particular policy stems from two considerations. First, if you are not in class, you are missing discussion and thus course material. In addition, it is disruptive to the class and distracting for both the instructor and other students to have others straggling in midway through the class period. Plan your schedule so that you can have papers printed and ready by the time class begins, and keep backup copies of your work on a hard drive or separate disk. No papers will be accepted over email.
- Late Policy: Late papers will be penalized one-half of a letter grade for each day they are late. Papers that are more than four days late (including weekend days and holidays) will receive an automatic "F." Extensions will be granted only if you have a verifiable medical or other sufficiently serious ("seriousness" will be determined at the instructor's discretion) excuse and you request an extension (in person, via email or phone) before the paper deadline. Regardless of your situation, no extensions will be granted beyond the four-day late period. Having papers or exams for other classes, a schedule conflict with work or other responsibilities, or simply being "swamped" are not sufficiently serious excuses and will not result in your being granted an extension. Learn to budget your time and arrange your schedule so that you can meet all of your coursework obligations in a timely fashion. Late penalties for papers turned in outside of class will be assessed based on when I receive the paper; unless you hand it to me directly, I cannot verify when you turned it in.

Discussion Board: Part of learning to write well is learning to analyze texts effectively, and the best way to build this skill is to *practice*. Thus, students will participate in an online discussion board, accessible through CourseDen. Some weeks I will post specific questions; in other weeks, you will be able to design your own topics. Postings should be analytical responses, not just expressions of rapture or disgust at some element of the text in question. You may respond directly to comments other students have made, although postings should move beyond agreeing/disagreeing to clearly elaborate your own ideas. Your entries should be grammatically clear but the informal nature of this assignment does not require technical perfection; I'm more interested in the quality of the brainstorming that occurs in these discussions, although if technical problems are

serious enough to obscure your meaning, that will be taken into consideration in my assessment of your performance on this assignment. You will receive feedback on your discussion board postings (Good/Satisfactory/Unsatisfactory/No assignment) three times over the course of the term.

Class Participation: Students are expected to attend class, to bring the materials they need for class discussion and to participate in in-class activities, workshops and peer editing sessions. Doing well in class participation means that you are not just present but actively engaged in the work of the class: students are expected to have read assigned material carefully before class meetings, to listen attentively both to the instructor and to the comments other students make during discussions, to ask questions and offer ideas about the material and to respond thoughtfully to ideas presented both by the instructor and the other students.

- I will keep a record of attendance, in keeping with First Year Writing policies (see First Year Writing Program Policies below for allowed absences). You do not need to explain your absences to me; I understand that sometimes illnesses, child care issues, uncooperative automobiles or other unforeseen emergencies may keep you from attending. However, use your absences wisely, as First Year Writing Policy allows students with too many absences to be administratively withdrawn from the course. If you are in danger of exceeding the absence limit, you will need to provide documentation to justify your absences.
- Students are expected to bring their books to class on days when reading assignments are due. You are allowed to forget once. After that, you will receive no credit for class participation for days when you are supposed to have the book but do not bring it.

You must earn a “C” in English 1101 to enroll in English 1102. Your grade will be determined based on how well the finished work you turn in for this course meets the standards set out by the department, not by external factors such as your HOPE or other scholarship status. I do not give ‘extra credit’ or ‘makeup’ assignments; everyone will be assessed by the same methods on the same assignments, all of which are designed to help you build a particular set of skills that you will need in your University career. If you are having trouble with the course material, you are welcome to come to my office hours for help -- that’s what office hours are for! -- or make an appointment at the Writing Center to talk with a tutor (for more information, see First Year Writing Policies Section).

Schedule of Assignments:

Students are expected to have completed the assignments below by the day they are listed on the syllabus; the same applies whether your text is printed material or video material. Video materials are available on DVD; students may rent or purchase the DVDs, and a limited number of copies are also available on reserve in Ingram Library for student use. This schedule represents my initial plan for the course; as the course progresses, circumstances may necessitate some adjustments to this plan. Any alterations to this schedule will be announced in class and posted on CourseDen page.

T	Aug 23	Introduction: Out There and In Here
W	Aug 24	Posting #1 due by 7 pm (CourseDen)
Th	Aug 25	Rory Stewart, "Fare Forward" from <i>The Places In-Between</i> and Bill Buford, "Lions and Tigers and Bears" (CourseDen)
F	Aug 26	Syllabus Quiz due (CourseDen): students need to complete this assignment in order to gain access to the Week 2 readings.
Su	Aug 28	Last day of add/drop
T	Aug 30	Writing workshop: Details and argumentation
W	Aug 31	Posting #2 due by 7 pm
Th	Sep 1	Angela Carter, "The Courtship of Mr. Lyon" and "The Tiger's Bride" (CourseDen)
T	Sep 6	Tim O'Brien, <i>The Things They Carried</i> ("The Things They Carried" through "The Dentist") Writing workshop: Plagiarism and academic honesty Assignment: Do some background research on Tim O'Brien and write a 200 word paragraph about him based on your research. Document your sources (at least three outside sources) and make sure your paragraph is in your own words. Post your paragraph to the discussion board <u>by 7 pm on Monday (9/5)</u> and bring copies of your source material to class.
W	Sep 7	Posting #3 due by 7 pm
Th	Sep 8	Tim O'Brien, <i>The Things They Carried</i> ("Sweetheart of the Song Tra Bong" through "Style") Essay #1 Assigned (3-4 pages)
M	Sep 12	Posting #4 due by 7 pm
T	Sep 13	Tim O'Brien, <i>The Things They Carried</i> ("Speaking of Courage" through "The Lives of the Dead")
Th	Sep 15	Writing Workshop: Thesis statements and structure
T	Sep 20	finish discussion of Tim O'Brien, <i>The Things They Carried</i>
Th	Sep 22	Workshop Essay #1 due at the beginning of class; papers received after the first 10 minutes of class will be considered late and penalized accordingly.
M	Sep 26	Posting #5 due at 7 pm
T	Sep 27	Emily Carr, <i>Klee Wyck</i> ("Ucluelet" through "The Stare")
Th	Sep 29	Emily Carr, <i>Klee Wyck</i> ("Greenville" through "Cha-Atl")
T	Oct 4	Preliminary essay assignment
Th	Oct 6	Emily Carr, <i>Klee Wyck</i> ("Wash Mary" through "Canoe")
M	Oct 10	Posting #6 due by 7 pm

T	Oct 11	Emily Carr, <i>Klee Wyck</i> and selected artworks
Th	Oct 13	Workshop
F	Oct 14	Last day to withdraw with a "W"
M	Oct 17	Posting #7 due by 7 pm
T	Oct 18	Richard Attenborough, <i>Grey Owl</i>
Th	Oct 20	Richard Attenborough, <i>Grey Owl</i> Essay #2 due
M	Oct 24	Posting #8 due by 7 pm
T	Oct 25	Richard Attenborough, <i>Grey Owl</i>
Th	Oct 27	Workshop
M	Oct 31	Posting #9 due by 7 pm
T	Nov 1	Werner Herzog, <i>Grizzly Man</i>
Th	Nov 3	Werner Herzog, <i>Grizzly Man</i>
T	Nov 8	Werner Herzog, <i>Grizzly Man</i>
Th	Nov 10	Draft workshop
T	Nov 15	Revision assignment and workshop Essay #3 due
Th	Nov 17	No class meeting: online assignment
T	Nov 29	Revision Workshop
Th	Dec 1	Course wrap-up

Final exam week: Paper #4 (revision of Paper #1 or #2) due with annotations.

Grading Breakdown:

Essay 1 and 2: 15% each

Essay 3: 20%

Revision essay: 15%

Online assignments: 20%

In-class work and participation: 15%

First Year Writing Program Policies:

Attendance: Students may be administratively withdrawn from class based on the following attendance policy: For classes that meet three times a week, a student is allowed four absences. Upon the fifth absence, the student may be withdrawn. For classes that meet twice a week, a student is allowed three absences. Upon the fourth absence, the student may be withdrawn. **Be aware that no distinction exists between excused and unexcused absences.** If the withdrawal occurs prior to October 14, the student will receive a grade of W. If the withdrawal occurs after October 14, the student will receive a grade of WF. (*FYW Department Policy*)

Disruptive Behavior Policy: Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. **Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.** (*Department Policy*)

Department Paperless Policy: As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

Plagiarism & Excessive Collaboration Policy (also include your planned course of action, i.e. any student turning in plagiarized material will receive an F for the course)

Plagiarism & Academic Dishonesty

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course.

See also, excessive collaboration.

The University policies for handling Academic Dishonesty are found in the following documents:

The Faculty Handbook, sections 207 and 208.0401

<http://www.westga.edu/~vpaa/handrev/>

Student Uncatalog: "Rights and Responsibilities"; Appendix J.

<http://www.westga.edu/handbook/>

Excessive Collaboration

By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that

shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, *excessive collaboration* (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

Role of the Writing Center

The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center online at <http://www.westga.edu/writing>.

Disability Statement: I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Student Development in 272 Parker Hall. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law! I will do my part to arrange accommodation for students who require it, but it is also your responsibility to keep in contact with me and to make accommodation requests in a timely manner, using the guidelines provided by the Student Development office.

Information on the Writing Center:

TLC 1201 678-839-6513
Writing@westga.edu www.westga.edu/writing

The University Writing Center works with students and other members of the UWG community to improve writing skills.

What We Do:

- Discuss ideas, read drafts, and work through revisions of essays; we do not proofread
- MLA, APA, Chicago/Turabian, and other citation formats

Policies:

- Please make appointments in advance. We accept walk-ins, but we cannot guarantee that a tutor will be available.
- If you cannot keep your appointment, you must call or email us 24 hours in advance to cancel. If you do not notify us 24 hours in advance, you will be counted as a No Show.
- Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.

- If you have 3 No Shows in one semester, you will not be able to have any more appointments for that semester.

Hours:

Monday, Tuesday, Wednesday 10:00am-7:00pm

Thursday 10:00am-3:00pm

Friday 10:00am-12:00pm

Letter Grade to Numeric Conversion for Essays: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50%