

ENGL 1101L-01: English Composition Lab, Spring 2019

Instructor Information

Instructor: Pam Murphy

Class Meeting, Time, Location: Section 1101L-01: T/TH 3:30-4:20 in TLC 1106

Office Location: TLC 1114B

Telephone (direct): 678-839-4885

Telephone (department): 678-839-6512

Office Hours: Monday-Thursday: 10-11 am

Fridays online only: 10 am-12 pm

Also available by appointment

Writing Center Hours: Tuesdays and Thursdays, 12-1:30 pm, by appointment.

Course Information

Course Description

In this class, we will practice building skills as writers and critical thinkers, with the goal of producing writing that clearly expresses your ideas about and responses to readings from your main ENGL 1101 course. We will think about and implement workable trajectories for completing coursework that you can feel confident about. Part of our time together will be spent discussing and implementing not only time-management strategies, but also emphasizing how to prioritize workload components and to realize connections between investment in writing and the quality of that writing.

Section Description

This section, just like your main ENGL 1101 course, takes as its theme ideas related to the ethics of psychology and behavioral research. We will spend generous amounts of time on your assignments, thinking about and writing about our course themes while we build and revise your out-of-class essays.

Texts, Readings, Instructional Resources, and References (Same as ENGL 1101-L01—no additional texts are required)

No books for this course! You'll be using the same materials for this course as you are using in your main ENGL 1101 course.

*Course Objectives and Learning Outcomes

As a result of smaller-group discussions about and critical engagement with course texts and the assignments based on those texts, students will

1. practice a continuation of rhetorical mode strategies in smaller, scaffolded versions of assignments;
2. implement specific techniques of persuasion as they continue to practice crafting clear responses to ENGL 1101 assignments;
3. implement a reasonable mastery of the conventions of college-level prose writing in focused pieces of writing;
4. differentiate between the critical thinking skills necessary for certain kinds of writing as well as continue to develop such skills;
5. facilitate the entire writing process effectively;
6. construct various organizational strategies in their writing;
7. and implement writing strategies that effectively support and develop students' ideas and arguments.

Assignments

Assignment name	Description	Due Date	Weight
Metacognitive Journals	These journal entries will ask students to reflect upon specific pieces of their writing that they are workshoping during the course of the semester. Students will respond to focused self-reflective questions as they complete these specific assignments.	In-class work, completed as assigned.	15%
Class Participation	The majority of your grade in this course is tied to participation. This means that you're expected to be present and to actively engage in the activities assigned during each class period. See the attendance policy for details about how absences effect your grade.	You'll receive a daily grade tied to your presence in class and your participation in assigned activities.	70%
Online Responses in CourseDen	Once a week, by 11:59 p.m. on Wednesday night, respond to the prompt available in CourseDen about the text(s) under investigation in your main 1101 course. This gathering and documenting of thoughts will help you focus on and think critically about the major writing assignments, as well as give	You'll receive a weekly grade based on your invested participation in your online responses.	15%

	you notes from which to excavate and pull ideas for your primary assignments.		
<i>TOTAL</i>	--	--	100%

Grading Information and Policy

Grading structure and point scale

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
700 points - 799 points	70% - 79%	C
600 points - 699 points	60% - 69%	D
< 600 points	< 60%	F

Policies and Expectations

The policies and expectations of this course will mirror those of the main ENGL 1101 course. Please read those policies carefully in regard to late work, missed work, and general expectations.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Attendance Policy

Your regular participation in this class is a vital part of your success. Each student is allotted up to four absences—no more.

Upon the student's fifth absence, his/her average will automatically decrease by one letter grade and, upon the sixth, by two letter grades.

If your absences put you at risk of failing the class, you will have two options: 1) withdraw from the class, which will generate a W if done on or before Wednesday, February 27th—or a WF if after that deadline or 2) remain on the roll (still attending classes, if so desired) and receive your earned score minus penalties for the course/semester. If you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: There is no distinction between excused and unexcused absences. Wednesday, February 27 is the last day to withdraw from class with a W (without incurring a WF).

Communication Rules

Communication Rules:

I prefer that you contact me via westga email, as I rarely check CourseDen email. I will do my best to respond to all emails within 24 hours during the week and generally within 48 hours over the weekends. If you don't hear back from me within that timeframe, please write to me again.

Tentative Class Schedule*

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week One	<p>Tuesday, January 8:</p> <p>Introduction to course and course expectations.</p>	<p>Thursday, January 10:</p> <p>Pre-course journaling assignment.</p>
Week Two	<p>Tuesday, January 15:</p> <p>Read sample writing available via my website during class. Identify and discuss strengths and weaknesses of the writing.</p> <p>Discussion of assignment trajectory patterns and quality of finished product.</p>	<p>Thursday, January 17:</p> <p>First online CourseDen prompt—respond in class (future prompts to be completed prior to class on Thursdays).</p> <p>Discussion of responses and how to use responses to move toward effective argument and summary.</p>
Week Three	<p>Tuesday, January 22:</p> <p>Review of common FYW issues. Journaling activity.</p> <p>Practicing effective pre-writing and discussion about how to use pre-writing as a resource.</p>	<p>Thursday, January 24:</p> <p>Building analytical reading skills: response to Milgram Experiment.</p> <p>Practice using tools to move toward critical response.</p> <p>Building a toolbox of writing strategies.</p>
Week Four	<p>Tuesday, January 29:</p> <p>Detailed discussion of the summary and response essay.</p> <p>Reviewing and critiquing a summary and response paper.</p> <p>Journaling activity.</p>	<p>Thursday, January 31:</p> <p>Discussion of Wednesday night’s writing prompt.</p> <p>Moving toward effective essay staging.</p>
Week Five	<p>Tuesday, February 5:</p> <p>In-class revision: essay one introduction.</p> <p>Submit revised draft to CourseDen dropbox at the end of class.</p>	<p>Thursday, February 7:</p> <p>Discussion of Wednesday night’s writing prompt.</p>

Week	Topic/Reading Assignment	Topic/Reading Assignment
		Metacognitive journaling one: responding to feedback on introduction draft.
Week Six	<p>Tuesday, February 12:</p> <p>Discuss revising introduction, post-reflection. In-class writing/drafting: topic sentences.</p>	<p>Thursday, February 14:</p> <p>Workshop based on your responses to Wednesday night's prompt: topic sentence and thesis development/revision.</p> <p>Revising first body paragraph.</p>
Week Seven	<p>Tuesday, February 19:</p> <p>In-class writing: drafting 2nd body paragraph for essay one.</p> <p>Submit first and second body paragraph drafts/revisions to CourseDen dropbox by end of class.</p>	<p>Thursday, February 21:</p> <p>Discussion of Wednesday night's prompt.</p> <p>Metacognitive response to feedback on body paragraphs.</p> <p>Workshopping.</p> <p>Conclusion practice.</p>
Week Eight	<p>Tuesday, February 26:</p> <p>Revisit: Journal writing in response to Manhunt, episode three. Identifying emerging themes/arguments.</p> <p>Group introduction work, prepping for second essay.</p> <p>Last day to withdraw with a grade of W is tomorrow, Wednesday, February 27.</p>	<p>Thursday, February 28:</p> <p>No class.</p> <p>Reading day.</p>

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week Nine	<p>Tuesday, March 5:</p> <p>Group discussion of DTQs.</p> <p>Individual journaling in response to identified questions.</p>	<p>Thursday, March 7:</p> <p>Metacognitive reflection in response to DTQ feedback.</p> <p>Revision activity.</p>
Week Ten	<p>Tuesday, March 12:</p> <p>Discuss intro development and draft your intro.</p> <p>Discuss drafting claims and thesis: focusing on value-judgements about the text, including WHY the text is effective or persuasive.</p> <p>In-class writing.</p> <p>Submit drafting work to CourseDen dropbox prior to end of class.</p>	<p>Thursday, March 14:</p> <p>Discussion of Wednesday night's prompt.</p> <p>Metacognitive reflection in response to intro and claims work.</p> <p>In-class revision work.</p>
Week Eleven	<p>Tuesday, March 19:</p> <p>SPRING BREAK</p>	<p>Thursday, March 21:</p> <p>SPRING BREAK</p>
Week Twelve	<p>Tuesday, March 26:</p> <p>In-class thesis and body paragraph building based on revised topic sentence work.</p> <p>Submit thesis and body paragraph draft prior to end of class.</p>	<p>Thursday, March 28:</p> <p>Draft second body paragraph and submit to CourseDen at the end of class.</p>
Week Thirteen	<p>Tuesday, April 2:</p> <p>Assessing a synthesis essay.</p>	<p>Thursday, April 4:</p> <p>Reading day: no class.</p>
Week Fourteen	<p>Tuesday, April 9:</p> <p>In-class journaling about interests regarding emerging patterns/themes/arguments across the semester.</p> <p>Evaluating argumentative synthesis paper.</p>	<p>Thursday, April 11:</p> <p>In-class writing: Introduction development for synthesis paper.</p>

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week Fifteen	Tuesday, April 16: Revise intro based on feedback and submit to CourseDen by the end of class.	Thursday, April 18: Draft body paragraph and submit to CourseDen by the end of class.
Week Sixteen	Tuesday, April 23: Developing/strengthening topic sentences for third essay. Evaluate essay two revision progress.	Thursday, April 25: Self-reflection based on body paragraph submissions for third essay.
Week Seventeen	Tuesday, April 30: No Class: Monday, April 29 is the last day of regular classes this semester.	Thursday, May 2: No Class.
Finals Week	Tuesday, May 7: Multimodal Presentations: 2-4pm : No lab!	Thursday, May 9: No class! Essay Three due in CourseDen only by 11:59 p.m.

****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.

Expectations of Students

Course Structure:

I expect you to:

- Display a working knowledge of the syllabus
- Attend all classes, arriving on time with relevant materials in hand
- Participate fully and respectfully in class discussions
- Remain attentive and engaged throughout the class period
- Respond graciously to constructive criticism
- Improve your writing during each step of the process
- Avoid repeating mistakes addressed in feedback
- Submit quality work, complete and on time
- Communicate promptly with me about any questions or concerns

Ultimately, your success depends on how much time, energy, and effort you are willing to put into the class. I am only in control over one-hundred percent of my own effort, but I promise you will always receive my full effort. I hope to have the same from you.

Course and UWG Policies

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this class, students are required to be present in class during week one, in order to be considered as attending class. Students who do not attend in the first three days may be dropped from the class for non-attendance.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

HB 280 (Campus Carry):

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

Course Support

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

Additional Support Information

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)

<http://uwgonline.westga.edu/students.php>
online@westga.edu

- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>

- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>