



## ENGL 0999-06; ENGL 1101-155 LS: Support for English Composition, Fall 2019

### Instructor Information

Instructor: Pam Murphy

Class Meeting, Time, Location: Section 0999-06: T/TH 2-2:50 in TLC 1106; Section 1101-155 LS: T/TH in TLC 1111

Office Location: TLC 1114B

Telephone (direct): 678-839-4885

Telephone (department): 678-839-6512

Office Hours:

Tuesdays 9:30-11 and 4:20-5:20

Wednesdays: 3-4

Thursdays 9:30-11

Fridays online only: 10 am-12 pm

Also available by appointment

Writing Center Hours this Semester: N/A

### 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 the ethics and presentation of true crime and justice in media. Our class will perform a critical exploration of the contemporary fascination with crime-focused documentaries, as well as with podcasts and traditional texts that allow mainstream audiences a window into the workings of the criminal justice system and related institutions.

## 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 while continuing to practice crafting clear responses to ENGL 1101 assignments.
3. implement a reasonable mastery of the conventions of college-level prose in focused pieces of writing.
4. differentiate between the critical thinking skills necessary for various kinds of writing as well as continue to develop such skills.
5. facilitate the entire writing process effectively.
6. construct various organizational strategies to practice and improve writing.
7. implement writing strategies that effectively support and develop students' ideas and arguments.

## Assignments

Assignment name	Description	Due Date	Weight
Metacognitive Practice	Students will reflect upon specific pieces of their writing that they are workshopping 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.	20%

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 impact your grade.	You'll receive a daily grade tied to your presence in class and your participation in assigned activities.	60%
Online Responses in CourseDen	By the deadline noted in CourseDen on Thursdays, respond to the	You'll receive a weekly grade based on your invested	20%
	Current prompt 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 notes from which to excavate and pull ideas for your primary assignments.	participation in your online responses.	
<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 fourth absence, his/her average will automatically decrease by one letter grade and, upon the fifth, by two letter grades.

## Communication Rules

I prefer that you contact me via westga email, as I rarely check CourseDen email. I will 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		<b>Thursday, August 15:</b> Introduction to course and course expectations.
Week Two	<b>Tuesday, August 20:</b> Read sample writing available via my website during class. Identify and discuss strengths and weaknesses of the writing.  Discussion of assignment trajectory patterns and quality of finished product.	<b>Thursday, August 22:</b> First online CourseDen prompt—respond in class .  Discussion of responses and how to use responses to move toward effective argument and summary.

Week Three	<p><b>Tuesday, August 27:</b></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><b>Thursday, August 29:</b></p> <p>Building analytical reading skills: response to podcast.</p> <p>Practice using tools to move toward critical response.</p> <p>Building a toolbox of writing strategies.</p>
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Week Four	<p><b>Tuesday, September 3:</b></p> <p>Detailed discussion of the “engaging the text” essay.</p> <p>Reviewing and critiquing an example essay.</p> <p>Journaling activity.</p>	<p><b>Thursday, September 5:</b></p> <p>Moving toward effective essay staging.</p>
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Week Five	<p><b>Tuesday, September 10:</b></p> <p>In-class writing: essay one introduction.</p>	<p><b>Thursday, September 12:</b></p> <p>Discussion of Thursday’s writing prompt.</p> <p>Metacognitive readings and exercise. See CourseDen.</p>
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Week Six	<p><b>Tuesday, September 17:</b></p> <p>Metacognition: engage with feedback on intro and body paragraph draft. Revising introduction, post-reflection. In-class writing/drafting.</p>	<p><b>Thursday, September 19:</b></p> <p>Submit revised writing by CourseDen deadline.</p>
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<p>Week Seven</p>	<p><b>Tuesday, September 24:</b></p> <p>In-class writing: revising 2nd body paragraph for essay one. Submit to the dropbox.</p>	<p><b>Thursday, September 26:</b></p> <p>Essay One Due</p> <p>No class: come see me with any questions about your draft as you work toward your final submission.</p>
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<p>Week Eight</p>	<p><b>Tuesday, October 1:</b></p> <p><b>No class.</b></p> <p>Reading day.</p>	<p><b>Thursday, October 3:</b></p> <p><b>No class.</b></p> <p>Fall Break.</p>
<p>Week Nine</p>	<p><b>Tuesday, October 8:</b></p> <p>Group discussion of DTQs.</p> <p>Individual journaling in response to identified questions.</p> <p><b>Last day to withdraw with a grade of W is tomorrow, Wednesday, October 9.</b></p>	<p><b>Thursday, October 10:</b></p> <p>Post to CourseDen: Metacognitive reflection in response to DTQ feedback.</p> <p><b>OR</b>, if you plan to revise essay one: metacognitive reflection in response to essay feedback.</p>

Week Ten	<p><b>Tuesday, October 15:</b></p> <p>Free writing: focusing on value-judgements about the text, including WHY the text is effective or persuasive in PARTICULAR passages of your choosing.</p> <p>In-class writing.</p>	<p><b>Thursday, October 17:</b></p> <p>Submit drafting work from previous class to CourseDen dropbox by the deadline.</p>
Week Eleven	<p><b>Tuesday, October 22:</b></p> <p>In-class writing: metacognition and revision for essay two introduction.</p>	<p><b>Thursday, October 24:</b></p> <p>Submit a clean draft from your work on Tuesday to CourseDen dropbox by the deadline.</p>
Week Twelve	<p><b>Tuesday, October 29:</b></p> <p>In-class essay revision work.</p>	<p><b>Thursday, October 31:</b></p> <p>Essay Due Today:</p> <p><b>No class: get your writing done; stop by my office if you need to chat.</b></p>
Week Thirteen	<p><b>Tuesday, November 5:</b></p> <p>Free writing: themes / emerging patterns across the semester / contradictions: move toward a focus for your third essay.</p> <p>Discuss essay three proposal.</p>	<p><b>Thursday: November 7:</b></p> <p>Post a proposal for essay three by the CourseDen deadline.</p>
Week Fourteen	<p><b>Tuesday, November 12:</b></p> <p>Evaluating argumentative synthesis paper.</p> <p>Brainstorm and research potential secondary sources for your third paper.</p> <p>Post a list of three potential secondary sources along with a brief synopsis of each source by the CourseDen deadline.</p>	<p><b>Thursday, November 14</b></p> <p><b>Individual conferences in lieu of class:</b></p> <p>Portfolio Meetings: Sign up for a mandatory one-on-one discussion of your portfolio and essay three.</p>

Week Fifteen	<p><b>Tuesday, November 19:</b></p> <p>Drafting essay three.</p> <p>Portfolio Meetings: Sign up for a mandatory one-on-one discussion of your portfolio and essay three.</p>	<p><b>Thursday, November 21:</b></p> <p><b>Individual conferences in lieu of class:</b></p> <p>Portfolio Meetings: Sign up for a mandatory one-on-one discussion of your portfolio and essay three.</p>
Week Sixteen	<p><b>Tuesday, November 26:</b></p> <p><b>No class—Thanksgiving Break</b></p>	<p><b>Thursday, November 28:</b></p> <p><b>No class—Thanksgiving Break</b></p>
Week Seventeen	<p><b>Tuesday, December 3:</b></p> <p><b>ETA: course evals!!</b></p> <p>Make progress on essay three/portfolios.</p>	<p><b>Thursday, December 5:</b></p> <p><b>No class!</b></p>
Finals Week	<p><b>Tuesday, December 10:</b></p> <p><b>Finals Week: No class.</b> Individual conferences are available in my office to discuss your third essay/portfolios.</p>	<p><b>Thursday, December 12:</b></p> <p><b>Finals Week: No class.</b> Individual conferences are available in my office to discuss your third essay/portfolios.</p> <p><b>Portfolios, including Essay Three, due in CourseDen only by 11:59 p.m.</b></p>

**\*\*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 nonattendance.

### 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](http://www.usg.edu/hb280/additional_information) You

may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campuscarry.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, 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](mailto: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](mailto: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](mailto: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](mailto: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-languagecoursesyllabi.php>
- **UWG Cares**  
<http://www.westga.edu/UWGCares/>
- **Center for Disability** <https://www.westga.edu/student-services/counseling/accessibilityservices.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/16Ri1XqaXiGx28ooOzRvYPraV3Aq3F5ZN\\_JYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1XqaXiGx28ooOzRvYPraV3Aq3F5ZN_JYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f)