English 1101 (Section 06, CRN 10507)

Mon & Wed, 12:30pm-1:50pm, TLC 1110
Prof. R.S. Williams
Spring 2012

Office: Pafford 304-B
Hours: Mon & Wed, 9:00-12:00; Tue & Thu, 9:00-10:30
E-mail: rswillia@westga.edu
(MyUWG and CourseDen are the only legitimate modes of electronic correspondence for this course.)
Phone: (678) 839-6512
Reserve an appointment with Prof. Williams via the ClickBook link on our CourseDen home page.

All course materials, including this syllabus, are posted in CourseDen. It is each student’s responsibility to check CourseDen regularly and make note of all changes to this and other course documents.

This syllabus is a “living document”—it can and will change frequently. I reserve the right to make changes at any time, and without prior notice.

COURSE DESCRIPTION & LEARNING OUTCOMES

Catalogue Description
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 argumentation, and writing that is strengthened by the use of multiple textual sources.

General Learning Outcomes
To read, understand, and interpret a broad range of written and visual texts from a variety of genres (including but not limited to nonfiction, fiction, poetry, drama, and film).
To understand literary principles and use basic terms important to critical writing and reading.
To develop skills in all the tools necessary for effective argumentation.
To develop facility with the whole writing process from invention through revision.
To understand and employ a variety of rhetorical modes and techniques of persuasion.
To acquire reasonable mastery of conventions of college-level prose writing.
To incorporate and document additional textual materials to strengthen and support argument.

Specific Learning Outcomes
Critical Reading and Analysis
Develop close reading skills through the analysis of textual passages.
Identify in readings the main purpose, central arguments, and cultural contexts implied by the text in relationship to the course content.
Learn to recognize recurring patterns of development and persuasion among course texts.
Writing Process and Rhetorical Objectives
Develop an understanding of varied compositional strategies for both revised writing and in-class timed writ-
ing.
Understand that the composing process is a continuous cycle of invention, drafting, and revising.
Survey and practice some of the best-known techniques of invention.
Practice techniques for analyzing specific audiences and adjusting one’s style and presentation to those audi-
dences.
Understand the fundamentals of essay organization and logical argument.
Understand persuasion as a fundamental exchange between reader and audience.
Demonstrate the writing styles appropriate to academic audiences.
For the full course description and learning outcomes for English 1101, please visit

REQUIRED TEXTS
• Foster, Thomas C. How to Read Novels Like a Professor. ISBN 978-0-06-134040-6.
• A Writer’s Resource (custom UWG edition)

OTHER REQUIREMENTS
• Working MyUWG e-mail account that you check before each class meeting
• Computer (either at home or on campus) from which you check CourseDen for updates and changes
  before each class meeting
• Portable Flash/USB drive for storing your essays, peer critiques, and other coursework (students are
  responsible for saving their own work!)
• Microsoft Word, or other word processing program in which you can save your work as a .doc or
  .docx file (I cannot open documents in .wps or .odt file format)
• Familiarity with uploading documents to CourseDen
• Familiarity with attaching files to e-mail messages
• Notebook and pen/pencil for taking notes
• College dictionary and/or ready access to Dictionary.com
• A willingness to work hard and learn
• A sense of humor

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.

There is no distinction between excused and unexcused absences. If the withdrawal occurs prior to October 14, the stu-
dent will receive a grade of W. If the withdrawal occurs after October 14, the student will receive a grade of
WF (First-Year Writing 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 (listening to music with headphones, texting, etc.).

*Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above (First-Year Writing 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 available online. Students may print these necessary course documents, including the syllabus, on their home computers.

**Late Work Policy**

Due dates on this syllabus are present from the very first day of class. Everyone has access to and is aware of these dates, even from our very first class meeting. Ideally, no one should submit their work late, since we have all known the due dates for weeks. However, I have placed several restrictions on late work in this course: I will accept work UP TO 72 HOURS—that’s three *days*, not class periods—late. Any later than that, and I will not accept the assignment.

*First late assignment: -10% of essay grade.*
Example: A student’s late essay earns a 75.
Minus 10%, essay grade = 67.5.

*Second late assignment: -20% of essay grade.*
Example: Another student’s late essay earns an 80.
Minus 20%, essay grade = 64.

*Third late assignment: -30% of essay grade.*
Example: A student’s late essay earns a 90.
Minus 30%, essay grade = 63.

It is your responsibility to back up all your written work! Computer failure or lost/incorrectly formatted/non-working files do not excuse late papers.

NOTE: You must complete ALL essays in order to pass this course.

**Plagiarism & Excessive Collaboration Policy**

*I follow the departmental Plagiarism & Excessive Collaboration Policy.* Plagiarism of ANY KIND will result in expulsion from this course, a final grade of F, and the distinct possibility of expulsion from UWG after a trial before Student Judiciary.

**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:
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 Pledge
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 Disability Services 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! For more information, please contact UWG Disability Services.

Revision Policy
Each out-of-class essay includes a polished draft that will receive feedback from not only your instructor, but also from at least two of your classmates. This draft and the Peer Critique process are your opportunity to revise and improve your essay as much as possible before submitting it. The final grade on an out-of-class essay is exactly that: final.

All students must submit a polished draft for Peer Critique. Those who fail to do so will earn a deduction of five (5) points from the assignment grade. Students who do not complete Peer Critique of their classmates' drafts earn a zero (0) for Peer Critique (which, along with in-class writing and homework, makes up 5% of the overall course grade).

In-Class Essays are not eligible for revision.

Make-Up Work Policy
If you know that you will be absent in advance of a due date, please submit any essays, peer critiques, or other assignments due that day in advance of your absence. If you are absent from class, you are still expected to read all assignments. Get any notes from a classmate in case you miss class, and check CourseDen before every class for the worksheets, handouts, and other assignments scheduled for each class day. For specifics on late assignments, please refer to the section above titled “Late Work Policy.”
**Extra Credit Policy**
There is NO extra credit work in this course. Every student has the same number of opportunities in this class; I keep it this way to make the course fair to everyone. Every assignment on this syllabus has been designed as a small portion of your final grade; therefore, it is very important that you keep up with and submit all assignments.

Every essay, every peer critique, every annotation exercise—in short, everything you turn in, all semester long—goes toward your progress in this class. In this way, you determine your final grade. If you fail to turn in all the work, or if you fail to revise your work during Peer Critique and drafting, or if you fail to prepare for our In-Class Essays, then your grade will suffer.

You are paying for the opportunity to earn a grade. There is no relationship between your tuition dollars and your grade in this course. The grade you earn is the grade you earn. It’s as simple as that.

**“Recycled Papers” Policy**
Students may NOT submit work submitted for another professor or course. All submissions in this course are expected to be original and written specifically for this course, and for the assignment in question.

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**UWG WRITING CENTER**

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

**What the Writing Center Does**
The University Writing Center works with students and other members of the UWG community to improve writing skills. Tutors discuss essay ideas, read drafts, and work through revisions of essays—but they do not proofread. They also help students with formatting their essays in MLA, APA, Chicago/Turabian, and other citation formats.

**UWG Writing Center 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 three (3) No Shows in one semester, you will not be able to have any more appointments for that semester.

**Writing Center Hours**
Monday, Tuesday, Wednesday 10:00am-7:00pm
Thursday 10:00am-3:00pm
Friday 10:00am-12:00pm

**Grading Summary with the Letter-to-Numeric Scale**

**In-Class Essay:**
4=95%; 4/3=92%; 3/4=88%; 3=85%; 3/2=82%; 2/3=78%; 2=75%; 2/1=72%; 1/2=68%; 1=65%; 1/0=62%; 0 =50%

**Out-of-Class Essay:**
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%
Rubrics are available on our CourseDen homepage, as well as on the UWG First-Year Writing website. Note that students must earn a C or higher to progress to the next course.

**IMPORTANT THINGS TO KNOW**

*How you do in this class is UP TO YOU, based on the quality of YOUR WORK.*

Please refrain from telling me, “I need a ______ in this class to keep my scholarship.” Whether or not you mean it this way, I hear such requests as passive and subtle manipulation, which interferes with my honest evaluation of your work. Therefore, keep all requests for specific grades to yourself.

*How you do in this class is IN YOUR HANDS.*

When we learn *any* new skill, it takes us a long time to become really good at it. Whether it’s a sport, or something artistic (painting, photography, drawing), or sewing, or preparing a gourmet meal, or driving—anything, really—we benefit from hours and days and years of practice. We learn every time we practice that new skill, and gain new insights as we progress. It is in *our* power alone to learn how to do it better.

Writing works this way, too.

As an instructor, I’m here to *guide* students in improving their writing skills. Ultimately, though, all I can do is show students the practices, the path(s), to becoming stronger writers. Students are free to follow the path(s) I point out—or not. I cannot force any student to become a better writer.

Students cannot become better writers if they fail to ask for help, or if they remain stuck in the reassurances that easy A’s or a kindly high school English teacher once gave them: “I’m an awesome writer! My AP Lit teacher said so! I never made lower than an A in high school English!”

*The difference between high school writing and college writing is similar to the gap between high school sports and college sports.*

Even a mediocre college football team would crush the best high school football team in the state. While there are some great players on the high school squad, not all of them are great players. Most of them are of average high-school-athletics ability.

On the other hand, the entire college team is made of the very best players from the very best high school teams. Even if this college team won only two games last season in their collegiate conference, they are still exponentially stronger than their high school counterparts. The college players play at a much higher, much more focused level than do a bunch of 9th, 10th, 11th, and 12th graders.

The same thing goes for college-level writing. You’ve practiced and practiced and practiced in high school, and you’ve finally made it to college. The habits, topics, and generalities from high school writing cannot keep students afloat in college. Often, what’s considered “good writing” in a high school setting earns C’s and D’s in college. And with college writing, the stakes are much, much higher.

I expect my students to bring their very best to the classroom. I also expect my students to be willing to reshape their old writing habits, and to learn from their college writing mistakes.

*On drafts, revision, and taking ownership of one’s work*

Sometimes, students fail to look back at their work at all until they hear from me: “Tell me what I need to change! I can’t do anything on my paper until I hear from you!” This attitude is a sham—it takes all responsibility for the quality of the work away from students, relieving them of any responsibility for the quality of their work. While such thinking may make students feel better, it hinders their learning and does nothing to make them strong writers. *Every writer owns full responsibility for his or her own progress and improvement.*
It is up to you (and only you!) whether you set up an appointment with me and/or the Writing Center to discuss your writing. I will make note of any such visits on the rubric when I grade each finished essay. I am here to help, but by no means can I do this exceptionally difficult and important work for you.

**IMPORTANT DATES FOR SPRING 2012**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 9</td>
<td>First day of class</td>
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<tr>
<td>Jan 13</td>
<td>Registration ends</td>
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<tr>
<td>Jan 16</td>
<td>Martin Luther King, Jr. Holiday (no classes)</td>
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<td>Mar 2</td>
<td>Withdrawal deadline (with a grade of “W”)</td>
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<tr>
<td>Mar 17-25</td>
<td>Spring Break (no classes)</td>
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<tr>
<td>Apr 17-27</td>
<td>Final examinations</td>
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<tr>
<td>Apr 30</td>
<td>Grades due (12:00 noon)</td>
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**GRADE BREAKDOWN**

There is no “busy work” in English 1101. Every assignment is designed to develop your writing skills. Treat every assignment as if it’s important—because it is!

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<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>15%</td>
<td>Essay 1</td>
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<tr>
<td>20%</td>
<td>Essay 2</td>
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<tr>
<td>25%</td>
<td>Essay 3</td>
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<tr>
<td>15%</td>
<td>In-Class Essay</td>
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<tr>
<td>15%</td>
<td>Final Exam</td>
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<tr>
<td>5%</td>
<td>Homework, In-Class Writing (including Peer Critique)</td>
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<tr>
<td>5%</td>
<td>Quizzes</td>
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**100% TOTAL**

Figure 1: Chart illustrating comparative English 1101 assignment values.
COURSE CALENDAR

While I’ve carefully planned this syllabus, occasionally I will change some parts of it (for example, readings). I will announce changes in class AND will change our online CourseDen syllabus and calendar to reflect these changes.

You are responsible for checking the online syllabus in CourseDen before every class meeting for modifications, particularly if you have been absent.

Unless otherwise noted, all readings and assignments are due the day they are listed on the syllabus. When you come to class, be sure to have read each reading/selection at least twice, and to have a printed/paper copy that you can annotate (mark up) with your own notes. These notes will serve you well as you write your essays!

Abbreviations

AWR
Novels
Heart
Things
A Writer’s Resource
How to Read Novels Like a Professor
Heart of Darkness
The Things They Carried

WEEK 1

Mon 9 Jan
First class meeting. Discuss syllabus, texts, policies, and procedures.

Wed 11 Jan
Discuss “Shitty First Drafts” and “How to Mark a Book” (download from CourseDen), as well as Annotation Assignment.
Note: I will post topics for Essay #1 in CourseDen by 10:00pm on Fri 13 Jan.

WEEK 2

Mon 16 Jan
Martin Luther King, Jr. Holiday (UWG closed).
To get a head start on Wednesday’s class, read Chapters 1-5 of How to Read.

Wed 18 Jan
Annotation Assignment due by 11:59pm (upload your properly named file to CourseDen).
Discuss Outlook Assignment.
Discuss “Soldier’s Home” by Ernest Hemingway (download from CourseDen).

WEEK 3

Mon 23 Jan
Students should have their textbooks in hand and in class by today.
Constructing strong thesis statements and analytic paragraphs.
AWR: Discuss sample essays in “SE” section of book (links provided on CourseDen, for those still waiting on textbooks).
Discuss “How to Write an Argument: What Students and Teachers Really Need to Know” (download from CourseDen).

Wed 25 Jan
Outlook Assignment due by 11:59pm (upload your properly named file to CourseDen).
Heart, pp. 31-77 (Parts II and III) and pp. 119-160.
Novels, Chapters 6-10.

WEEK 4

Mon 30 Jan
Heart, pp. 171-207, and 336-349.
Novels, Chapters 11-16.
Wed 1 Feb    Heart, pp. 208-241 and 376-386.  
             Novels, Chapters 12-16.

**WEEK 5**

*Mon 6 Feb*    Peer Critique of Essay #1 (in class today).  
                Novels, Chapters 17-22.  
                Heart, additional readings TBA.

*Wed 8 Feb*    Further work on Essay #1.  
                Heart, additional readings TBA.

**WEEK 6**


                Essay #1 due by 11:59pm (upload your properly named file to CourseDen).  
                Discuss Essay #2.

**WEEK 7**

*Mon 20 Feb*    Things, pp. 82-110.  
                Discuss In-Class Essay.


**WEEK 8**


*Wed 29 Feb*    In-Class Essay today (post your properly named file in CourseDen by the end of class).

*Fri 2 Mar*    Last day to withdraw from course with a grade of W.

**WEEK 9**


*Wed 7 Mar*    Peer Critique of Essay #2 today in class. Have your polished draft posted in CourseDen by class time.

**WEEK 10**

*Mon 12 Mar*    Further work on Essay #2.  
                Things—post-O’Brien readings (from CourseDen).

*Wed 14 Mar*    Essay #2 due by 11:59pm (upload your properly named file to CourseDen).  
                Post-O’Brien readings (from CourseDen).

**Sat 17 Mar-Sun 25 Mar – SPRING BREAK 😊**

**WEEK 11**

*Mon 26 Mar*    Poems by Rottman, Komunyakaa, and others (CourseDen).  
                Discuss Essay #3.
**Wed 28 Mar**  “A Good Man Is Hard to Find” and excerpts from “Here, Bullet” (from CourseDen).

**WEEK 12**

**Mon 2 Apr**  “A Rose for Emily” (from CourseDen).
Additional readings TBA.

**Wed 4 Apr**  Peer Critique of Essay #3 (in class today).
Have your polished draft posted in CourseDen by class time!

**WEEK 13**

**Mon 9 Apr**  Further work on Essay #3.

**Wed 11 Apr**  “Desiree’s Baby” (from CourseDen).
Additional readings TBA.

**WEEK 14**

**Mon 16 Apr**  Essay #3 due by 11:59pm (post your properly named file in CourseDen).
Connections between works—readings TBA.

**Wed 18 Apr**  Last class meeting.
Discuss final exam.

**FINAL EXAMS**

**Dates and times TBA.**