Contact Information
Office: Pafford 105A
Email: kfrank@westga.edu
Phone: 679-839-4158
Office Hours: Tuesdays and Thursdays: 8am-9am and 11:00am – noon
Wednesdays: 8:00am – 9:30am and 1:15-4:15pm
Writing Center: Tutoring on Wednesdays 10:00 am – 1:00 pm by appointment

COURSE DESCRIPTION AND LEARNING OUTCOMES

Course Description:
- A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. Required in Core Area A.
- This composition course focuses on skills required for effective writing in a variety of contexts, with special emphasis on narrative, exposition, and analysis.

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

1. Develop close reading skills through the analysis of textual passages.
2. Identify in readings the main purpose, central arguments, and cultural contexts implied by the text in relationship to the course content.
3. Learn to recognize recurring patterns of development and persuasion among course texts.

Writing Process and Rhetorical Objectives

1. Develop an understanding of varied compositional strategies for both revised writing and in-class timed writing.
2. Understand that the composing process is a continuous cycle of invention, drafting, and revising.
3. Survey and practice some of the best-known techniques of invention.
4. Practice techniques for analyzing specific audiences and adjusting one's style and presentation to those audiences.
5. Understand the fundamentals of essay organization and logical argument.
6. Understand persuasion as a fundamental exchange between reader and audience.
7. Demonstrate the writing styles appropriate to academic audiences.

**Minimal Competency Requirements**

**Essay Level**

1. Be able to recognize and generate competent thesis sentences.
2. Write effective introductions and conclusions.
3. Organize essays according to recognizable patterns.
4. Be able to recognize and employ standard expository modes.
5. Develop a logical argument advancing a particular explication or interpretation of a literary text.

**Paragraph Level**

1. Be familiar with the various methods of developing paragraphs.
2. Recognize and generate topic sentences where appropriate.
3. Employ details and examples for concrete paragraph developments.

**Sentence Level**

1. Write coherent sentences that conform to the grammar and usage conventions of Standard Edited English.
2. Avoid short choppy sentences through variety of sentence structure and sentence combining abilities.
3. Effect a clear style of expository prose by using parallelism, clearly placed modifiers, complete predicates, logic and other devices of clear style.
4. Demonstrate the use of a vocabulary appropriate for freshman-level college discourse.

**Documentation Style**
Use the MLA style for documenting sources.

**Technological Objective**
Demonstrate the ability to use word processing and to find and evaluate electronic resources.

---

**COURSE MATERIALS, ASSIGNMENTS, AND GRADING**

**Required Texts and Materials:**
- *The Writer’s Resource*
- Access to Alfred Hitchcock’s film *Psycho* (1960)
- Access to a computer with word processing software, the internet, and a reliable printer
Course Work
All work should be neat, clean, and properly formatted. Essays should be printed on plain white copy paper. Unless otherwise noted, all assignments must be typed in a word processor in standard MLA format including 1” margins on all sides, 12 point font Times New Roman, and page numbers in the top right corner. Assigned essays are text-based works and should closely adhere to the guidelines described in class and in the guideline handouts posted to Course Den.

Grading
All assignments must be completed in order to pass this course. NOTE: You must earn a letter grade of C or better in order to go on to English 1102.

15% ---- **Detail Narrative** (out of class)
*Students will read and analyze texts about place and culture, then read a location of their choosing and analyze it in the same way.*

10% ---- **Compare and Contrast** (in-class)
*Students will compare various themes in a text.*

20% ---- **Illustrative Essay** (out of class)
*Students will illustrate a single concept, a theme, or part of the historical context of a text they have read for class.*

20% ---- **Analysis Paper** (out of class)
*Students will take the Illustrative Essay deeper, focusing their analysis of the text via some preliminary research in preparation of ENGL 1102.*

15% ---- **Final Exam** (in-class)
*Students will answer a question regarding the various themes and ideas we have analyzed in the texts read for this class throughout the semester.*

15% ---- **Homework, Quizzes, and Activities**

5% ---- **Participation Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

COURSEWORK POLICIES

The Writing Center
I encourage you to visit The Writing Center at various points in the writing process. Regardless of writing skill level, one may always benefit from an intelligent discussion with knowledgeable peers. The Writing Center is located in TLC 1-201. To make an appointment, call (678) 839-6513.
The Regents’ Examination
The Regents’ Examination is a two-part test of minimum-level reading and writing proficiency. Students must take this examination after passing English 1102 or after 30 hours of coursework. In the hour-long written portion of the Regents’ Exam, students are required to write an essay based on personal experience and a general understanding of current events. The essay is expected to be clearly focused, well articulated, and relatively free from patterns of error; however, no particular studying should be necessary for the exam besides a few general rehearsals, a general cognizance of current events, and close attention to the lessons of English 1101 and 1102. Students who do not pass the Regents’ Exam by the time they have completed 45 hours of coursework are automatically placed in classes which provide additional writing support.

General Info:  http://www.gsu.edu/rtp
Sample Topics:  http://www.gsu.edu/~wwrtp/topics.htm

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. Any student who plagiarizes will receive a zero for the assignment.
• The University policies for handling Academic Dishonesty are found in the following documents:
  o Student Uncatalogue: "Rights and Responsibilities"; Appendix J.
    http://www.westga.edu/handbook/

Excessive Collaboration
By the end of the term, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows a level of competency in both ENGL 1101 and 1102. 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.

Format for All Papers
All papers and documentation should be in MLA format.

Late Work
Whether caused by an absence or a lack of preparation, an unexcused late out-of-class assignment will be penalized by 10 points if submitted more than 5 minutes after the beginning of class on the due date.
• I will not accept any late work after the due date without a verifiable, documented excuse.
• Missed quizzes and/or in class essays may only be made up on receipt of a documented excuse for the missed class day.
• I do not accept emailed copies except in the event of a documented emergency.
Revision Policy
I allow revision of two out of class essays for a higher grade: the Detail Narrative and the Illustrative Essay. You are not required to revise these essays, but I strongly suggest you take advantage of this opportunity.

- Revisions are due one week after the paper has been returned to the class. If you missed this class day, it is your responsibility to contact me, arrange to pick up the paper, and complete your revisions by the due date.

Extra Credit and Previous Work Policy
- There is no opportunity for extra credit work in this course.
- Work completed for another class will not be accepted for fulfilling the requirements of this course.

IMPORTANT DATES

Due Dates:

| WEEK 6 | Detail Narrative |
| WEEK 9 | Compare/Contrast |
| WEEK 10 | Illustrative Essay |
| WEEK 15 | Analysis Paper |
| WEEK 16 | Final Exam |

Campus-Wide Dates to Remember:

| Sept. 3. | Labor Day: Campus Closed |
| Nov. 19 - Nov. 23 | Thanksgiving Break |
| Oct. 12 | Last day to withdraw with a grade of W |
| Dec. 1 - Dec. 7 | Final Instruction/Exam Week |

CLASSROOM POLICIES

Attendance Requirements
Students will 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 will be withdrawn. For classes that meet twice a week, a student is allowed three absences. Upon the fourth absence, the student will be withdrawn. Be aware that no distinction exists between excused and unexcused absences.

- Unless an assignment requires special materials that are available only from the instructor, the student is expected to be fully prepared on the day he returns to class. The student is responsible for getting assignments from a group member or the instructor.
- Work done in class or due by a specific time such as group work, quizzes, and homework cannot be made up unless you have a documented excuse. Additionally, arriving late to class does not earn you extra time to complete the in-class work.
- Phoned or emailed explanations will not excuse your absences. Notes from parents, friends, or guardians do not count.
• Only when an absence is excused, i.e. the student has an emergency documented in a manner acceptable to the instructor, will he or she be allowed to make up missed work.
• Whether caused by an absence or a lack of preparation, I do not accept late work without sufficient documentation to excuse the absence. This documentation must be received no more than 1 week following the due date. Furthermore, papers that are turned in more than 5 minutes after the beginning of class on the due date will lose 10 points for tardiness.

I take attendance at the beginning of each class meeting, whether via roll call or an attendance sheet. If you fail to sign the attendance sheet or communicate to me that you are present, then you will be counted absent.

Communication Policy
The official communication method for this class will be through campus e-mail (MyUWG). You will be responsible for checking your MyUWG email, since I will be using that address to correspond with you. You should also look under “My Courses” on your MyUWG for relevant files, announcements and so on.

Class Cancellations
In the rare event of inclement weather or some other such dire emergency, I may need to unexpectedly cancel class. Check your email regularly for announcements.

Disruptive Behavior
Students will be administratively withdrawn from class for exhibiting 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 video devices.

Class Behavior Policy
Remember that college helps you become a professional, and there is nothing more unprofessional than goofing off instead of advancing your college career. Students who are asked to leave have missed the class discussion and are therefore counted absent for the day.

• Belligerent or violent students will be asked to leave the class.
• It is rude to arrive late to class or to leave early.
  o Do not enter the classroom 5 minutes after class has begun. By this point, you are absent.
  o If you must leave class early, inform me before class begins and at the designated time leave quietly to minimize classroom disruption.
  o Do not come and go throughout the class.
• Cell phones and mp3 players should be silenced before you enter the classroom.
  o If you answer your phone in the classroom, I will ask you to leave.
  o The first time I notice you are wearing earbuds or listening to music during class, I will ask you to turn off your mp3 player. The second time I will ask you to leave.
  o If you have an emergency and absolutely must answer your phone, inform me before the beginning of class that you are waiting for a phone call (i.e. an impending birth or death). When that call comes, gather your belongings and exit the classroom quietly.
  o Be aware that if your phone rings during a quiz or an in-class essay, I will ask you to leave and you will earn a zero for that assignment.
• Computer use is allowed but only under certain conditions.
  o Use your tablet or laptop only for class-related activities.
• Do not bring your children to class.
  o No matter how well-behaved you hope they will be in class, there are still topics under discussion that may not be appropriate for young ears. Students and the instructor may use colorful language at times. Bringing children to this environment is distracting and causes unconscious self-censorship that impedes discussion.
• If you plan to sleep in class for any reason, I will ask you to leave.

Note that this class uses group work. I allow students to choose their own groups and, if they like, move from one group to another. A person who shows little interest in class by texting, arriving late and leaving early, and fiddling with her computer will not likely be a strong candidate for any group. Respect for your peers is crucial for successful collaboration.

**Participation**
Students are expected to attend each class meet fully prepared for discussion and class activities. This means bringing basic materials to class each day and of course preparing for the day by completing the assigned homework, but it also means taking notes, asking questions, responding to questions from classmates and/or the instructor, and engaging meaningfully with class activities.

**Special Needs**
If you have a registered disability that will require accommodation, please see me at the beginning of the semester. If you have a disability that you have not yet registered through the Disabled Student Services Office, please contact Dr. Ann Phillips in 137 Parker Hall at (770) 836-6428.

**TENTATIVE COURSE CALENDAR**
Be aware that this represents a tentative schedule and as such is subject to change based on the needs and pace of the class. This is a general plan for the course; deviations may be necessary.

READING THE SYLLABUS: Unless otherwise noted, homework assignments are listed alongside the day they are to be read. For example, Thursday, 8/30 calls for students to read James Twitchell’s “Two Cheers for Materialism” on pages 43-53, Ron Rosenbaum’s “In Defense of Obama’s Patriotism: A Dissent on the Pledge” on pages 56-60, and a general section in *Acting on Culture* (AOC) on pages 54-55. This means a student should read those selections and come to class prepared to discuss them on the following class meet, Tuesday, 9/4. Note too that the homework response (a short essay of 200-400 words) for the reading assignment is due on Tuesday, 9/4 at the beginning of class. **You will have homework for every reading assignment unless otherwise noted in class.** When two readings are assigned, you must address ideas from both pieces, even if only in passing. Use the writing questions at the end of each selection as prompts to guide your process.

**NOTE:** Unless otherwise noted, all selections are from the textbook *Acting on Culture*. Use your handbook as a resource for grammatical and stylistic questions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday, 8/28</th>
<th>AOC 1-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thurs, 8/30</td>
<td>AOC 16-19,AOC 20-21</td>
</tr>
</tbody>
</table>

**Week 2**
| Tuesday, 8/28 | TBA |

---

Page 7 of 8
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Thurs, 8/30</td>
<td>Twitchell 43-53, Rosenbaum 56-60, AOC 54-55</td>
</tr>
<tr>
<td></td>
<td>Tues, 8/30</td>
<td>TBA</td>
</tr>
<tr>
<td>4</td>
<td>Thurs, 9/6</td>
<td>Observation Journal due Tuesday</td>
</tr>
<tr>
<td>5</td>
<td>Tues, 9/13</td>
<td>Read sample essays on CourseDen, post drafts for peer review</td>
</tr>
<tr>
<td>6</td>
<td>Tues, 9/25</td>
<td>Type and submit process Reflection on Detail Narrative</td>
</tr>
<tr>
<td></td>
<td>Thurs, 9/27</td>
<td>AOC 100-103, Bennett 113-116, Levy 143-146, Dyson 147-157, AOC 169-175</td>
</tr>
<tr>
<td>7</td>
<td>Tues, 9/27</td>
<td>TBA</td>
</tr>
<tr>
<td>8</td>
<td>Tues, 9/18</td>
<td>Post peer reviews by 12:01am Thursday morning</td>
</tr>
<tr>
<td></td>
<td>Thurs, 9/20</td>
<td>TBA</td>
</tr>
<tr>
<td>9</td>
<td>Tues, 9/20</td>
<td>Post drafts on CourseDen for peer review</td>
</tr>
<tr>
<td></td>
<td>Thurs, 9/20</td>
<td>Post peer reviews by 12:01am Thursday morning</td>
</tr>
<tr>
<td>10</td>
<td>Tues, 9/23</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Thurs, 9/25</td>
<td>AOC 270-275, AOC 210-211</td>
</tr>
<tr>
<td>11</td>
<td>Tues, 9/30</td>
<td>AOC 180-185, Goodman 246-249, Pollan 186-204</td>
</tr>
<tr>
<td></td>
<td>Thurs, 10/1</td>
<td>Dickerman 205-209, Prose 212-218, Knapp 232-245</td>
</tr>
<tr>
<td>12</td>
<td>Tues, 10/6</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Thurs, 10/8</td>
<td>Post drafts on CourseDen for peer review</td>
</tr>
<tr>
<td>13</td>
<td>Tues, 10/13</td>
<td>Post peer reviews by 12:01am Thursday morning</td>
</tr>
<tr>
<td></td>
<td>Thurs, 10/15</td>
<td>TBA</td>
</tr>
<tr>
<td>14</td>
<td>Mon, 10/19</td>
<td>Thanksgiving Break: No classes</td>
</tr>
<tr>
<td>15</td>
<td>Tues, 11/27</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>Thurs, 11/29</td>
<td>Last day of class</td>
</tr>
<tr>
<td>16</td>
<td>Sat, 12/1-7</td>
<td>Final Exam Week</td>
</tr>
</tbody>
</table>

**Final Exams are administered December 1-7. The day and time of our final exam is as follows:**

<table>
<thead>
<tr>
<th>If your class meets at…</th>
<th>then you are in…</th>
<th>so your final is on…</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-3:20pm TR</td>
<td>ENGL 1101-143</td>
<td>2:00-4:20pm Tuesday, December 4th</td>
</tr>
<tr>
<td>9:30-10:50am TR</td>
<td>ENGL 1101-131</td>
<td>8:00-10:30am Thursday, December 6th</td>
</tr>
<tr>
<td>12:30-1:50pm TR</td>
<td>ENGL 1101-142</td>
<td>11:00am-1:30pm Thursday, December 6th</td>
</tr>
<tr>
<td>3:30-4:50pm TR</td>
<td>ENGL 1101-133</td>
<td>2:00-4:30pm Thursday, December 6th</td>
</tr>
</tbody>
</table>