SYLLABUS
ENGLISH 1101 – COMPOSITION I
Ms. Kelley M. Frank
Spring Semester 2013

Contact Information
Office: Pafford 105-A
Email: kfrank@westga.edu
Phone: 679-839-4158
Office Hours: Mondays: 8:00am – 9:45am and 1:15pm – 4:00pm
Tuesdays and Thursdays: 8:00am – 9:15am and 12:45pm – 1:45pm
Writing Center: Tutoring on Mondays 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*, 4th edition (older editions will not suffice)
- Access to Alfred Hitchcock’s film *Psycho* (1960): This may be accomplished via Netflix, Amazon.com, iTunes, etc.
- 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. Failure to adhere to proper MLA format will result in a lower grade on your assignments.

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% ---- Argument Essay (out of class)
Students will attempt argue for or against an idea raised in one of the texts read for class. This essay is primarily persuasive and relies on concrete evidence and understanding of audience.

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 Essay (out of class)
Students will take the previous essays deeper, focusing their analysis of the text via research in preparation for ENGL 1102.

15% ---- Final Exam (in-class)
Students will answer an essay 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
Activities are tasks, working either with a group or individually, which students must complete in class – this includes Peer Reviews, Assessments, Presentations, and Annotated Bibliographies. Homework is completed in response to each section of the book read for class – these written assignments are due regularly, and should critically examine the homework reading assignment. Quizzes will be administered either during class or via Desire2Learn over the assigned texts.

5% ---- Participation Grade
Students are expected to sign up during the times announced in class and to meet with me three times over the course of the semester. The purpose of these meetings is to discuss student progress on the various assignments. Students who do not show for these meetings will earn a zero for their participation grade.
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.

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 misrepresented 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/](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 written work for this class must be submitted 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. These excuses must be in hard copy.

<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>
• Students have one week grace period to arrange a suitable makeup day and time with me and to deliver any excuse for their absence.
• I do not accept emailed copies of any work except in the event of a documented emergency.

Revision Policy
I allow revision of two out of class essays for a higher grade: the Illustrative Essay and the Argumentative 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.
• Only students who have earned a C or below on the first try are eligible to revise these papers.

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:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Essay Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 5</td>
<td>Argument Essay</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Compare/Contrast Essay</td>
</tr>
<tr>
<td>WEEK 10</td>
<td>Illustrative Essay</td>
</tr>
<tr>
<td>WEEK 15</td>
<td>Analysis Essay</td>
</tr>
<tr>
<td>WEEK 16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Campus-Wide Dates to Remember:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 7 – Jan. 13</td>
<td>Open Drop/Add</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Martin Luther King Day, no classes</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Last day to withdraw with a grade of W</td>
</tr>
<tr>
<td>Mar. 18 – Mar. 24</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Apr. 20 – Apr. 26</td>
<td>Final Instruction/Exam Week</td>
</tr>
</tbody>
</table>

Changes to Drop/Add
Please keep in mind that the registrar has instituted changes to the Drop / Add timeline and process:
1. Late Add, Late Drop, and Reinstatement periods are no longer available. Students who wish to add or drop courses must do so during the scheduled Add and Drop periods. There is no Reinstatement period for students whose schedules are dropped.
2. On Friday, 1/18 at 12:00 Noon, the Drop period (with refund) ENDS. After that date, there is NO adding or reinstatement of classes and NO dropping classes with a refund.
3. Students may withdraw from classes up until Monday, 3/4 with no refund.
CLASSROOM POLICIES

Attendance Requirements
This class moves quickly and we only meet twice per week. If you miss more than a week of class (i.e. two days), you will struggle to catch up whether your absence was excused or not. As a result, students who miss two weeks of class or more often to not pass the course simply because they cannot make up the work in time, do not understand the assignments, and have fallen far behind their peers. Upon the fourth absence from this class, the student should withdraw from the course – students who miss so many days of class will not be able to pass. Be aware that an excused absence simply allows you to turn in the late work; it does not guarantee that you will be able to perform as well as your peers who have faithfully attended class each day.

- 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 in-class activities cannot be made up. In-class essays, 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. Homework submitted late is also subject to the same late policy as all other 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 via 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.
- Students who add this class late: You will still have one week to make up all the work you have missed. Remember that you have begun the course behind everyone else and that you have missed valuable information. If you cannot keep up, you should withdraw from the course.

Communication Policy
The official communication method for this class will be through Desire2Learn and campus e-mail (MyUWG). You will be responsible for checking both Desire2Learn and 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.
  - Do not enter the classroom 5 minutes after class has begun. By this point, you are absent.
  - If you must leave class early, inform me before class begins and at the designated time leave quietly to minimize classroom disruption.
  - Do not come and go throughout the class.
- Cell phones and mp3 players should be silenced before you enter the classroom.
  - If you answer your phone in the classroom, I will ask you to leave.
  - 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.
  - 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.
  - 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.
  - Use your tablet or laptop only for class-related activities.
- Do not bring your children to class.
  - 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 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. Students are also required to sign up for and attend individualized conferences regarding class progress.
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, 1/10 calls for students to read Barbara Ehrenreich’s “Introduction” from her book *Bright-Sided* on pages 22-30 and John West’s excerpt from his book *The Last Goodnights: Assisting My Parents with Their Suicides* on pages 32-41. This means a student should read those selections and come to class prepared to discuss them on the following class meet, Tuesday, 1/15. Note too that the homework response (a short essay of 300-500 words) for the reading assignment is due on Tuesday, 1/15 at the beginning of class. You will have homework for every reading assignment unless otherwise noted in class. I will announce in class with questions at the end of the assignments are available for the homework: choose one and write your homework in response. If you miss class that day, you must get the available questions for that night’s homework from one of your classmates.

NOTE: Unless otherwise noted, selections with an author name are from the textbook *Acting Out Culture*. Further, AOC represents the *Acting Out Culture* textbook, while WR represents your *Writer’s Resource* handbook. Use your handbook as a resource for grammatical and stylistic questions.

Week 1
- Tues, 1/8 AOC 1-12 and 15-20; WR 27-33 (4a)
- Thurs, 1/10 Ehrenreich 22-30, West 32-41, WR 264-265 (24c)

Week 2
- Tues, 1/15 Twitchell 43-53, Rosenbaum 56-60
- Thurs, 1/17 Dickerson 86-88, Bronson and Merryman 74-84

Week 3
- Tues, 1/22 WR 274-279 (24e), WR 126-149 (Arguments)
- Thurs, 1/24 TBA

Week 4
- Tues, 1/29 Post drafts on D2L for Peer Review 12:01am Thursday morning
- Thurs, 1/31 Post Peer Reviews by 12:01am Tuesday morning

Week 5
- Tues, 2/5 TBA
- Thurs, 2/7 Argument Essay due
  - Watch Hitchcock’s *Psycho*

Week 6
- Tues, 2/12 “Disturbing Pathways: *Psycho* and the Priming of the Audience,”
  - “Cutting the Flow: Thinking *Psycho,*” and “The Remake of *Psycho:* Creativity or Cinematic Blasphemy?” on reserve from the Library
- Thurs, 2/14 TBA

Week 7
- Tues, 2/19 Comparison/Contrast Essay in-class today
  - AOC 100-103, Bennett 113-116, Honan 106-111, WR 261-265
  - Straube 134-137, Levy 143-146, Cusac 138-141, WR 268-273 (24d)

Week 8
- Tues, 2/26 Dyson 147-157, AOC 169-175
Thurs, 2/28  Johnson 117-132
Week 9  Tues, 3/5  Post drafts on D2L for Peer Review by Thursday at 12:01am
         Thurs, 3/7  Post Peer Reviews by 12:01am Tuesday morning
Week 10  Tues, 3/12  TBA
         Thurs, 3/14  **Illustrative Essay due**
                     AOC 180-185, Goodman 246-249, Pollan 186-204
Week 11  Mon, 3/18-24  **Spring Break**
Week 12  Tues, 3/26  Dickerman 205-209, Prose 212-218, Knapp 232-245
         Thurs, 3/28  TBA
Week 13  Tues, 4/2  TBA
         Thurs, 4/4  Post drafts on D2L for Peer Review 12:01am Tuesday morning
Week 14  Tues 4/9  Post Peer Reviews by 12:01am Thursday morning
         Thurs 4/11  TBA
Week 15  Tues, 4/16  **Analysis Essay due**
         Thurs, 4/18  **Last day of class**
Week 16  Sat, 4/20-26  **Final Exam Week**

Final Exams are administered April 20-26. 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>9:30-10:50am TR</td>
<td>ENGL 1101-13</td>
<td>8:00-10:30am Thursday, April 25th</td>
</tr>
<tr>
<td>11:00-12:20am TR</td>
<td>ENGL 1101-16</td>
<td>11:00am-1:30pm Tuesday, April 23rd</td>
</tr>
<tr>
<td>2:00-3:20pm TR</td>
<td>ENGL 1101-20</td>
<td>2:00-4:30pm Tuesday, April 23rd</td>
</tr>
<tr>
<td>3:30-4:50pm TR</td>
<td>ENGL 1101-22</td>
<td>2:00-4:30pm Thursday, April 25th</td>
</tr>
</tbody>
</table>