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.

By the end of the semester, if I’ve done my job and you’ve done yours, you should be better—and, what’s more, know you’re better—at:

(1) putting your thoughts and opinions into words on a page in a way that others can understand and
(2) understanding what others mean(t) by the words that they put on a page, so that you can form your own evaluations of/opinions about it.
To this end, you will read and discuss a variety of texts, complete a variety of writing exercises, and write four major out-of-class essays. In addition, you will write an in-class essay for your final exam.

**Technology**
This is a technology-enhanced course. This semester, many of the required materials and assignments for this course will be available exclusively online. We will also conduct peer critique exercises online. If you feel you’ll have trouble with this aspect of the course, please see me during the first week of class.

**To access the general and specific learning outcomes of this course, please visit:**
[http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/English1101CourseDescription.htm](http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/English1101CourseDescription.htm)

Below is my information about the course and how it operates. Make sure you understand what's expected of you and what the outcomes of the course are.

Course policies mean the same rules apply to all students at all times. Please do not ask for exceptions—in the name of fairness for the entire class, your request can't be accommodated.

Familiarize yourself with the major assignments, grading criteria, and course policies. Once you've done this, you'll be ready to start the semester.

**REQUIRED TEXTS**
- *Everyone's an Author, with Readings*
- *A Brief Guide to Writing from Readings, 6th edition*
- Additional readings available weekly in D2L (print, read, and bring to class with you)

**Other Required Texts**
Many of the REQUIRED course materials will be available online through our course website. You will be required to PRINT OUT materials each week and you may also be asked to bring multiple copies of papers at various points in the semester. One of your responsibilities in this course is to bring the required materials. You will need to prepare for this by having consistent access to a computer, an internet connection, and a printer. I would also recommend purchasing an ink cartridge now, especially if you have other courses that require printing. If you do not have your own printer, please be sure your card has adequate funds for printing at the library, etc.

**Additional Required Course Materials**
- ** Three-ring binder (or folder, etc.) for course materials and notes**
- ** Clean notebook paper**
- ** Paper clips and small binder clips (for turning in essays; please note: essays will not be accepted unclipped)**
- ** Access to a good dictionary (online or otherwise)**
- ** Blue or black pens**

Come to class each day with the appropriate texts, assignments, materials, paper, and a pen.
Department Paperless Policy
In Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their own.

PLAGIARISM INFORMATION

Students who turn in plagiarized material will earn an “F” for the course.

Plagiarism & Academic Dishonesty Policies
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:
The Faculty Handbook, sections 207 and 208.0401
http://www.westga.edu/~vpaa/handrev/
Student Uncatalog: "Rights and Responsibilities"; Appendix J.
http://www.westga.edu/handbook/

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.

RESOURCES

UWG 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.

Writing Center Contact Info: TLC 1201; 678-839-6513; Writing@westga.edu;
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 123 Row Hall at (770) 839-6428. 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 Disability Services at the University of West Georgia.

**Severe Weather Guidelines for Department of English and Philosophy**

The University of West Georgia is committed to the personal safety of its students, faculty, and staff in the event of severe weather. University policy regarding severe weather and emergency closings is posted at [http://www.westga.edu/police/index_2277.php](http://www.westga.edu/police/index_2277.php) and official announcements about class and/or examination cancellations will be made only by the President and/or the Department of Public Relations. Although it is not possible to develop policy to address every weather-related emergency, these guidelines are intended to provide some general direction about such situations.

**Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her e-mail.

**Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**University of West Georgia 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.

My Contact Information
My office is 105 Pafford—I share an office with Prof. Kelley Frank. My office phone number is (678) 839-6512.

Feel free to come by during my office hours with any questions that you might have. This is your chance to get more one-on-one attention than is possible in class. If you’re struggling in class, or if you’re confused by something, please come see me sooner, rather than later, so we can get you caught up. You are also encouraged to come by if you just want to talk about an assignment, or if you have other questions about the course.

If the scheduled office hours don’t work for you and you need to meet with me, let me know so we can arrange a meeting via Skype or CourseDen Chat.

Email vs. Office Consultations
Both email and office visits are important and useful. I welcome visits and emails from students.

Please use CourseDen email for all class-related messages. For communication not related to English 1101, follow UWG policy and use your myUWG email address. Federal law and UWG policy prevents me from responding to emails sent from non-UWG email addresses. This protects your educational privacy.

I encourage you to use all of your resources in the most effective way possible. To this end, emails should include a subject, greet the recipient, identify the sender, and ask a specific question. I will not reply to any email that does not follow these guidelines.

The questions you ask via email should be ones that don’t require much conversation, or that can be answered yes or no. Questions like “Is my citation right in this paragraph?” or “Is this topic sentence argumentative?” will be happily answered over email.

Likewise, office consultations should be based around specific concerns, though these concerns might require more conversation. Topics like, “I’m concerned about the development of my ideas in paragraph two” or “I’m having trouble citing poems” are great topics for an office consultation. Please be sure to have your concerns written down ahead of time. Simply asking, “Does this paper look okay?” will not do in either case.

I will NOT meet with you about your paper on the day it is due.

NOTE: During our office consultations, come prepared to take notes. I will dismiss any student who simply sits passively while I make suggestions on his/her paper.
Class Syllabus
In this course, we will use CourseDen. The syllabus (this document) posted there is the official syllabus for this course. I will make changes to it throughout the semester. Please note that if you print the syllabus out during the first week of class, it will soon be outdated. Check the online syllabus regularly.

General Assignment Information
*At least 5000 words of graded writing.
*All papers and documentation should be in MLA format.
*All major assignments (i.e.: essays) must be completed in order to pass this course.
*You must earn a letter grade of C (70%) or better in order to go on to English 1102.

Final Exam Schedule
You must attend the final exam, which will take place in our regular classroom. Please make travel plans accordingly. See the end of this syllabus for specific final exam dates and times (not the same as our normal class time).

GRADING INFORMATION
Written work will be evaluated in three general areas: content, organization, and presentation.

Grading (out-of-class essays):
A+ = 100-97 B+ = 89-87 C+ = 79-77 D+ = 69-67 F=59 and below
A = 93-96 B = 83-86 C = 73-76 D = 63-66
A- = 90-92 B- = 80-82 C- = 70-72 D- = 60-62

Grading (in-class essays):
4=95% (A) 3/4=88% (B+) 2/3=78% (C+) 1/2=68% (D+) 0=50% (F)
4/3=92% (A-) 3=85% (B) 2=75% (C) 1=65% (D)
3/2=82% (B-) 2/1=72% (C-) 1/0=62% (D-)

Grading Rubrics
Specific criteria for each essay will be discussed, but you can access the general out-of-class grading rubric and in-class grading rubric at the following links:
**Assessment of In Class Writing:**
**Assessment of Out of Class Writing:**

Late Essays
These will be accepted, but will be penalized 10% for each day—including weekend days!—overdue. Five (5) points will be deducted from your essay grade if your essay is turned in on the due date, but after the in-class collection. The in-class collection will take place at the very beginning of the class period. (We will discuss the protocol for essay collection in class.) Given this requirement, please make appropriate arrangements (i.e., do not wait until right before class to print the essay).

Revising Essays
If you are unhappy with the grade you have earned on one of the first three essays, you may revise and resubmit ONE of them. Your revision grade and original grade will be averaged for your new grade.

A word of caution:
Your revision will have to be *substantial*. A revision that merely corrects the grammar errors or formatting mistakes will not be graded. If you wish to revise your essay, you will need to meet with me to discuss your plan for revision within one week of the original paper being handed back. Do not revise without talking to me first. Revised papers that we have not discussed will not be graded.

**Recycled papers**
I will not accept essays that you’ve completed for another class or that you’ve completed in one of my previous classes. Please see me if you have any questions about this.

**Paper Return Policy**
Major papers will be returned to you, with grades, before the next major paper is handed in.

**Additional Grading Notes**
1. On Peer Review Days: If you are absent, 10 points will be deducted from your essay grade. If you arrive after Peer Review has started (or have to leave to print out your essay or worksheet) – approximately 5 minutes after class starts – 5 points will be deducted from your essay grade. If you do not come back within 15 minutes with both of your required items, 10% will be deducted from your essay grade.

2. On Essay Due Dates: 5 points will be deducted from your essay grade if your essay is turned in on the due date, but after the in-class collection. The in-class collection will take place at the very beginning of the class period. Given this requirement, please make appropriate arrangements, e.g.: do not wait until right before class to print the essay.

3. Final Drafts of essays turned in without the student having completed peer review and without including the peer preview worksheet will be penalized -10 points. If you are absent on Peer Review day, you will still need to talk with your review partners, post your essay for review, and complete your peer review activities.

**Essay Collection Policy**
Essays are due at the beginning of class. If you arrive to class after the in-class collection, your essay will be penalized 5 points. (After that, your essay will be penalized 10 points for each day it is late.)

At the end of the class period on days essays are due, I will quickly look through the stack of essays before you leave. If your essay contains any of the errors listed below, it will not be accepted. The essay will be given back to you as you leave the classroom. You will need to find and correct the errors and turn in your corrected essay as soon as possible. Your essay will be penalized 5 points for being late if you turn it in (to my office) that same day by 5:00pm. (After that, your essay will be penalized 10 points for each day it is late.) Your essay will NOT be counted as “turned in” until I receive the corrected version. (If you turn your essay in again without ALL the problems corrected, an additional 10% penalty will be added to the late penalty.)

- MLA formatting problems (margins, heading, header, spacing, title, font)
- Printed on both sides (all assignments MUST be printed on one side only)
- Does not meet length requirement
- Plot summary and/or quotes not cited and/or no (separate) Works Cited page at end of essay
- Missing materials (rough draft—with peer review comments, completed peer review worksheet, grading rubric, and any supplemental materials, as announced in class)
- Packet not properly assembled (Individual materials must be paper-clipped, if they are more than one page long. All materials must be fastened together with a small binder clip. Materials must be in the order requested.)
The problems listed above are indicative of an unwillingness to follow instructions. EVERYONE can format a paper correctly, meet a length requirement, cite correctly, collect required materials, and correctly assemble a packet. If you have any questions about this policy, please come and see me during the first week of class.

**Attendance**

You get four absences. Use them wisely. Save them until you actually need them. Please be aware that there is no distinction between excused and unexcused absences.

**Improper/Rude Use of Technology**

All electronic devices should be turned OFF at the start of class, unless a specific situation requires that you are immediately reachable (please let me know if you’re in such a situation before class starts).

During the first few weeks of class, I will ask you to put phones, iPods, earbuds, etc., away if I see them out, and I’ll ask you your name when I do so. This isn’t meant to embarrass you. It’s meant to help us cultivate a focused, useful environment. As long as you quickly and politely put them away, you’ll simply lose Miscellaneous points. If it happens twice in a class period or if your response to my request is rude, then you and I will need to meet after class to discuss the situation. My hope is that after the first week or so, this sort of distracting, rude behavior will have stopped.

To clarify, if I see the phone (or other gadget) out, I will deduct **100 Miscellaneous points**. (This includes using the phone to check the time; since your phone is required to be OFF during class, you should not be using it as a watch. I will let you out on time each day.) To minimize the disruption your behavior is causing, I will not always stop class to tell you I’m deducting points. If at any point you’d like to see how many deductions you have, let me know.

**In-class Discussion**

Because a productive classroom depends on solid participation from all students, your daily contributions and participation are important to the class as a whole. I expect everyone to contribute to class discussion regularly, but I do not expect you to fill a certain “quota” of talking.

As far as in-class work is concerned: We’ll do lots of writing and group work during class (much of which will be linked to your bigger writing projects). I’ll expect all of you to actively participate in these activities.

**Other Distracting Behavior**

- Talking while a classmate (or the professor) has the floor.
- Coming in consistently late.
- Leaving and returning during class.

Ultimately, if you’re worried about this aspect of your grade, please see me.

**Extra Credit**

There is no extra credit in this course. Don’t even ask.

Note that you must have a C or higher to progress to the next course.

**ATTENDANCE INFORMATION**

*Attendance (FYW Department Policy)*
Students will earn a failing grade for the 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. Be aware that no distinction exists between excused and unexcused absences.”

**I allow four absences. The fifth absence will result in an F in the course.**

**A Clarifying Note on Attendance**

As a result of the above, I don’t need to know why you missed any particular class. As far as the daily work goes, there are no excused or unexcused absences, and there is no make-up work. I’m fully aware that this class isn’t the only thing going on in your life this semester, and that there may be an occasion where you need to be absent. That said, though, you should know that attendance problems will hurt your grade in other ways. What we do in class every day will have a significant impact on that grade, aside from even the daily work and participation points missed. We’ll discuss the readings and go over helpful strategies for writing your essays; you’ll know better what I expect; etc. There is no replacement for class time missed.

So keep that in mind, and come and talk to me, if necessary, before absences become a problem. If you are absent three (3) times, you will need to schedule a meeting with me immediately upon your return to class. It will be important for us to discuss the best course of action for your particular situation.

It will be up to you to use these absences wisely. If you miss class during the semester because you just don’t feel like coming, etc., that’s your choice. But if a more important situation arises later and you need to miss class, please understand that you will NOT be granted additional absences. Please see me if you are unclear about this policy.

If you miss a class, please get the notes and announcements from a classmate before coming to me with questions. If you have specific questions after that, I’ll be happy to answer them.

I will not, however, answer these questions: “Did I miss anything?” (Yes, you did.) OR “What did I miss?” (In order to answer that one, I’d have to re-teach the class session.)

**Tardiness**

You’re expected to be in class on time, every time. Again, if you’re chronically tardy, your grade will likely suffer due to missed class work/quizzes.

Late arrivals lose 50 Miscellaneous points. You may not have extra time to complete a quiz or in-class assignment if you arrive after it begins.

It is your responsibility to check with me after class to be sure that you weren’t counted absent. I will take attendance only once, and usually at the start of each class, so it’s in your best interest to be diligent about this. **Whatever I have in my grade book at the end of the semester will stand.**

Also note: While I encourage you to come to class, even if you’re late, if you come in after the class is half over, you will still be counted absent.

**Leaving Early & Leaving During Class**
I will deduct 50 points from your Miscellaneous grade if you leave during class. Obviously, there are emergencies that might make that necessary, and that would be worth losing points. Consider, though, if going to get a Coke justifies this loss.

**Missed Appointments**
My schedule, like yours, is jam-packed. Therefore, I ask that students schedule meetings with me ahead of time, via ClickBook, so I’m ready to help students when they walk through my door.

When students know ahead of time that they’ll be meeting with me, they’re more likely to arrive prepared and ready to make our meeting as productive as possible. I know at the start of the day what my schedule is like, and students do, too. Additionally, students who are proactive in asking for my feedback tend to improve their writing as the semester progresses.

Sometimes, though, emergencies happen. And other times, despite text message reminders and early wake-up calls, people forget about our meeting time. If you happen to miss an appointment with me, call or email as soon as you can to reschedule (or visit ClickBook). Not following up on your missed appointment 1) looks very unprofessional on your part, and 2) will result in your having to meet with me at a time of MY choosing, not yours.

**Make-up Work**
There is no make-up work for this class. If you miss a quiz or an in-class assignment due to an absence or a tardy, you are not permitted to make it up. If homework is due and you’re not there to turn it in, you are NOT permitted to turn it in late. You can, however, get it to me before class by email or hard copy. If you email it, I will count it as turned in on time PROVIDED you bring me a hard copy (with a print out of the email stapled to the front) the next time you’re in class. An emailed copied merely provides a time stamp showing that your work was submitted BEFORE class started. Emailed work will NOT be graded.

To clarify: If you are absent, and you email work to me before class starts but don’t bring a hard copy (with a print out of the email stapled to the front) to the next class, you will NOT earn any credit for the assignment. If you are absent, you can also send your assignment to class with someone else. (Please be aware that this second strategy carries a certain amount of risk. If your proxy fails to get the work to me, you will not be permitted to turn it in at a later time.)

**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, leaving the classroom during the class session, sleeping in class, not being prepared for class (lack of materials, assignments, etc.), 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 (i.e., texting, listening to iPod or other music device, etc.).

Please also note: Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.

**IMPORTANT DATES**
- Aug. 26: Semester Begins
- Oct. 18: Last day to drop course with a grade of W
- Nov. 25-29: Thanksgiving Break (campus closed)
- Dec. 5: Last day for our class
GRADE BREAKDOWN

5%  Grammar exercises
10%  Miscellaneous (homework, quizzes, in-class activities, peer critique, and other assignments)
10%  Essay 1
15%  Essay 2
20%  Essay 3
25%  Essay 4
15%  Final Exam (Part 1 completed outside class and turned in at start of exam; Part 2 completed during exam period)

Course Evaluation/Grading Procedures

Over the course of the semester, each student will be responsible for completing at least 5,000 words of formal writing. This requirement will take the form of four out-of-class essays, one in-class essay, an Outlook Assignment, and various other smaller writing assignments. Please see the links in CourseDen for grading criteria for both out-of-class and in-class essays.

***A Note about Averages***

Because you are aware at the beginning of the semester the percentage each assignment counts and you will also have the grade for each assignment when the assignment is returned, it is your responsibility to keep track of your average during the course of the semester.

COURSE CALENDAR

- Assignments are due on the day they are listed, at the start of class.
- All readings/handouts must be printed off and brought to class.
- Read/view any video or web links prior to class on the day they are listed.
- All writing assignments should be MLA format, typed, printed, brought to class in hard copy format, AND submitted as .doc files via the appropriate CourseDen assignment portal (unless otherwise noted).
- Note: I reserve the right to make changes to this syllabus at any time, and without prior notice. Students are responsible for keeping up with all changes.

Week 1

Tue 27 Aug  First day of class. Discuss policies and procedures.

Thu 29 Aug  University Writing Center: An Introduction (starts promptly at class time). Discuss Outlook Assignment.
From CourseDen: “How to Mark a Book,” “Critical Reading,” and “Plagiarism” (see Week 01 folder). Print & bring with you to class.
Critical reading & annotating as you read.

Week 2

Tue 3 Sep  Bring your name card today (and every day).
Read: “Summary” and Milgram’s “The Perils of Obedience” (CourseDen).
Writing Assignment (can be handwritten) — Using Wilhoit’s strategies for critical
reading, annotate “The Perils of Obedience,” using both marginal and end annotations (there should be lots of marginal annotations on every page and end annotations should be about 1/2 page long).

**Print and Bring:** E1 Pre-Draft Checklist.

**Thu 5 Sep**

**Outlook Assignment due at beginning of class.**

**Syllabus Quiz today.**

**Read:** “Quotations” (CourseDen).

**E1 Pre-draft** — Write a page-and-a-half summary of Milgram’s essay that correctly integrates and cites one quotation.

**Read:** AWR, “Quotation Marks,” Tab 11, Section 61, (ps. 525-537).

**Grammar Exercises:** Quotation Marks (Please print the Worksheet out as it’s formatted when you open it, fill it out, and bring it to class. You will do this with ALL Grammar Exercise assignments this semester, unless otherwise noted.)

**Print and Bring:** Basic Quotation Integration, MLA Format Handout, Practice Peer Review, E1 Assignment Sheet, FYW Grading Rubric, (Completed) E1 Pre-draft Checklist (staple completed checklist to E1 Pre-draft before coming to class).

**Week 3**

**Tue 10 Sep**

**PEER REVIEW DAY** (Please review the Peer Review Day Policy).

**E1 Rough Draft** — Write a page-and-a-half to two-page summary of Milgram’s essay (E1 Assignment Sheet).

**Print and Bring:** E1 Peer Review Worksheet.

**Read** AWR: “Comma Splices and Run-on Sentences,” Tab 10, Section 52 (ps. 453-459) AND “Fragments,” Tab 10, Section 51 (p. 446-452).

**Complete Grammar Exercises:** Run-on Sentences, Comma Splices, and Fragments.

**Thu 12 Sep**

**ESSAY ONE DUE TODAY** (Please review the Essay Collection Policy).

**For Essay 1** — Bring submission packet to class, AND e-mail correctly named E1 file to Prof. Williams via CourseDen email by 11:59 pm tonight.

**Editing Resource:** “20 Most Common Errors” (see link in CourseDen under Week 3)

**Week 4**

**Tue 17 Sep**


**Have Read:** AWR: “Glossary of Usage,” Tab 9, Section 50 (pp. 432-440).

**Complete & Bring Grammar Exercises:** Commonly Mixed-up Words.

**Thu 19 Sep**

Annotation Assignment #2: Discussion and practice in class

**Week 5**

**Tue 24 Sep**


**Have read:** “Response Essays” and AWR: “Commas,” Tab 11, Section 57 (pp. 501-514) AND “Spelling,” Tab 11, Section 68 (ps. 555-559).
Print & Bring: E2 Assignment Sheet.
Complete & Bring: Grammar Exercises: Commas and Spelling.
Complete & Bring: Annotation Exercise #2 (see Week 05 module & “News” section for this assignment).
NO EMAILED ANNOTATION ASSIGNMENTS ACCEPTED!

Thu 26 Sep  Writing in preparation for Discussion Groups: To be announced in class.
Complete & bring: Thesis statement writing in preparation for Discussion Groups: Come up with two possible thesis statements that you'd like to use for E2. If you need a reminder about what constitutes a response thesis, look at the Wilhoit readings and consult your class notes.
Have Read: AWR, “Problems with Pronouns,” Tab 10, Section 55 (ps. 478-489); additional readings TBA.
Complete & Bring Grammar Exercises: Problems with Pronouns (CourseDen).
Print & Bring: E2 Assignment Sheet.

Week 5 note: Watch CourseDen for Discussion Group assignments. Have these assignments printed, completed, and ready to go when you come to class next Tuesday!

Week 6
Tue 1 Oct  Group Discussions for E2.
Complete & bring: E2 Group Discussion Assignment.
Print & bring: E2 Group Discussion worksheets.
Have read & bring: Printed copies of ALL articles in this unit (Kozol, Jordan, and Naylor). You will need them to successfully complete and get credit for today’s discussion activities.
Get to class on time—discussions will begin promptly after I take roll.
Your late arrival directly affects how well you AND your group members prepare for Essay 2.

Thu 3 Oct  E2 PRE-DRAFT DUE TODAY
Complete, Print, & Bring:
-- E2 Pre-Draft Checklist (see Week 06 Module).
-- Thesis statement, summary paragraph, and three (3) body paragraphs.
NOTE: (You don’t yet need to worry about an intro or a conclusion.) Remember that each body paragraph should include a topic sentence that states your response, a specific example from the book that caused that response, and an explanation of HOW or WHY that example caused that reaction (that is, why did you, personally, react this way). You should have a lot of this work already finished, if you did the homework and group discussions. It should mostly be a matter of revising/refining that work.
Print & Bring: Introductions & Conclusions Handout.
Have read: Lunsford, “Grading Introduction.”

Week 7
Tue 8 Oct  E2 PEER REVIEW DAY (Please review the Peer Review Day Policy).
Complete & Bring Essay 2 Rough Draft — Write a minimum two-page response to one article from our readings (Kozol, Naylor, or Jordan).
Bring to class:
-- A printed, clean copy of your rough draft, and
-- Your printed copies of the articles (all three).

Have read: AWR, “Wordy Sentences,” Tab 9, Section 38 (ps. 392-395) AND “Mixed Construction,” Tab 9, Section 40 (ps. 397-399) AND “Confusing Shifts,” Tab 9, Section 41 (ps. 399-403).

Complete & Bring Grammar Exercises: Wordy Sentences, Mixed Constructions and Confusing Shifts;
BRING: AWR (you'll need this for Peer Review).

Print & Bring:
-- E2 Peer Review Worksheet (stapled, printed on one side only), and
-- E2 Rough Draft Checklist

Thu 10 Oct
ESSAY TWO DUE TODAY (Please review the Essay Collection Policy).
For Essay 2 — Bring submission packet to class, properly paper-clipped, in correct order, and fastened with a small binder clip.

ALSO: Email correctly named E2 file to Prof. Williams via CourseDen email by 11:59 pm tonight (see Syllabus & E2 Assignment Sheet for Essay Collection Policy). NO UWG E-MAILS ACCEPTED—as stated in the syllabus, this class uses CourseDen for ALL class-related discussions and documents.

Have Read: “Rhetorical Analysis” (p.122-124 -- start at "Persuasive Appeals" towards the bottom of page 122 and stop at "STRUCTURE" at the top of page 124) AND King, “Letter from Birmingham Jail.”

Week 8
Tue 15 Oct
Have Read & Bring: “Critiques,” “The Elements of Argument,” “Argument and Persuasion” (in CourseDen), and AWR: “Analyzing Appeals” and "Recognizing common logical fallacies" (pp.31-35).

Complete & bring Writing HW: Find your own example of an ethos, logos, or pathos appeal in a text, image, or video (this can be an example of a good appeal or an example of a bad appeal). Type out an explanation of what the appeal is, who the audience likely is, and why the appeal is likely to be successful or unsuccessful. If applicable, name the fallacy demonstrated in the text, image, or video. Bring this explanation to class. Be ready to talk about your examples in class.
Post your link/image on our CourseDen discussion board by class time Thu 28 Feb.

Have Read: AWR, “Colons,” Tab 11, Section 59 (ps. 518-520) AND “Semi-colons,” Tab 11, Section 58 (ps. 514-517).

Complete & Bring Grammar Exercises: Colons and Semi-colons.

Thu 17 Oct
Have Read: Buckley, “Why We Don’t Complain” and Chesterton, “On Running After One’s Hat.”

Complete & bring Writing HW (can be handwritten): Mark all the examples you see of ethos, logos, pathos appeals (or the other approved criteria) in each text. Make a note to yourself about whether this appeal is successful or not. (Remember: Wilhoit explains how to figure out if the appeals and/or other criteria are doing their jobs.)

Print & Bring: E3 Three Assignment Sheet and Sample Critique Essay (please print the sample out in color).

Fri 18 Oct
Deadline to withdraw from course with a grade of W
**Week 9**

**Tue 22 Oct**  
**Complete & Bring E3 Pre-draft:** Bring your Essay 3 thesis statement and *at least three (3) full body paragraphs* to class.  
**Complete & bring Grammar Exercises:** Problems with Pronouns 2 (if you missed 2 or fewer on the first pronoun worksheet, you don't have to do this one)  
**Print & Bring:** Reminders for your Critique Essay handout.  
**Study for:** Semester Grammar Test.

**Thu 24 Oct**  
**PEER REVIEW DAY (Please review the Peer Review Day Policy).**  
**Complete & bring E3 Rough Draft:** Write a three-to five-page critique of either Buckley’s or Chesterton’s essay (Bring a hard copy of your essay and the Peer Review Worksheet to class).  
**Print & Bring:** E3 Peer Review Worksheet.  
**Study for:** Semester Grammar Test.

**Week 10**

**Tue 29 Oct**  
**ESSAY THREE DUE TODAY (Please review the Essay Collection Policy.)**  
For Essay 3—Bring submission packet to class. Review the Essay Collection Policy and E3 Assignment Sheet for details.  
**Semester Grammar Test in class—no notes, no books.**  
**Print & Bring:** Synthesis Chart. (You don't have to fill it out; just bring it.)

**Thu 31 Oct**  
**Have Read:** “Argumentative Synthesis” (CourseDen).  
**Complete & Bring Writing HW:** Brainstorm (on your chart) possible solutions for the two problems you wrote about in class the other day. Come up with as many as possible. Don’t worry too much about the logistics at this point; just try to figure out how to fix/help the issue.  
**Print & Bring:** E4 Assignment Sheet; CGW Synthesis Handout

**Week 11**

**Tue 5 Nov**  
**Have Read:** TBA  
**Brainstorming Assignment:** TBA  
**Update chart**

**Thu 7 Nov**  
**Have Read:** TBA  
**Brainstorming Assignment:** TBA  
**Update chart**

**Week 12**

**Tue 12 Nov**  
**Fill out & bring:** Argument outline sheet.  
**Complete & bring your revised thesis statement to class.**  
**Print & Bring:** Outside Sources Handout, Sample Synthesis Essay, One Way to Approach the Synthesis Essay Sheet (all in CourseDen).
During this unit, bring ALL the texts we’ve read so far in the unit to class each day.

Thu 14 Nov  
**Complete & bring E4 Pre-draft** (see Pre-Draft Instructions on CourseDen).
Print & Bring: Pre-draft self-edit sheet (you don’t have to do anything with it before class; just bring it) AND Works Cited Handout.
**During this unit, bring ALL the texts we’ve read so far in the unit to class each day.**

**Week 13**

Tue 19 Nov  
**PEER REVIEW DAY** (Please review the Peer Review Day Policy)
**Complete & bring Essay 4 Draft** — Write a four-and-a-half to five-page (4 ½ - 5) argument based on two texts from this unit. Bring a copy of your finished draft to class.
Print & Bring: E4 Peer Review Worksheet.
**Bring ALL texts.**

Thu 21 Nov  
**ESSAY 4 DUE TODAY** (Please review the Essay Collection Policy).
**Bring to class along with your final Essay 4:** pre-draft, pre-draft editing worksheet, rough draft (with peer review comments), peer review worksheet, E4 Checklist, and Grading Rubric. (All will count toward final paper grade.)
**Bring ALL texts.**

**Thanksgiving Break: 25-29 November**

**Week 14 (Last week of class)**

Tue 3 Dec  
**Bring ALL texts.**
Print & Bring: Final Exam Prep Sheet.
Materials for Part 1 & Part 2 of Final Exam.

Thu 5 Dec  
**Last day of class.**
Complete course evaluations.
Final Exam Q&A.

**Week 15**

*No office hours this week. Final exams take place in our regular classrooms. Please note special dates and times for exams!*

Tue 10 Dec  
**Final Exams (bring completed Part 1 of final with you to exam period)**
1101-120 (11:00 class) – 11:00-1:30
1101-141 (2:00 class) – 2:00-4:30

Thu 12 Dec  
**Final Exams (bring completed Part 1 of final with you to exam period)**
1101-107 (9:30 class) – 8:00-10:30
1101-137 (3:30 class) – 2:00-4:30

**End-of-Semester Reminders**

- Grades posted in BanWeb by 12:00 noon on Mon 29 Apr 2013.
- Check BanWeb for your final grade.
- I will not release grades via email or phone. Please do not ask.