English 1101: Literature and Composition I – Fall 2013

Class Syllabus

Instructor: Rod McRae
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URL: http://www.westga.edu/~rmcrae

Office Hours: M 3:30-5:00 p.m.; T 9:00 a.m.-12:00 p.m. (except for off-campus observations); W 11:00 a.m.-12:30 p.m. and TR 12:00 p.m.-3:00 p.m. (except for off-campus observations); available by appointment and email.

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
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.

**Required Texts and Materials**
3. Film: *V for Vendetta*, directed by James McTeigue. (You don’t need to own a copy of the film, but you should plan to have it available to you for repeated viewing. A limited number will be available from the UWG Library on reserve.)
COURSE POLICIES

Rubrics
For out-of-class essays, follow this link for the English Department’s rubric. For in-class essay, follow this link for the English Department’s rubric.

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.

Note: I will 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 a registered disability and require accommodation, please notify me with the applicable paperwork. If you have a disability that you have not yet registered, contact Disability Services in 272 Parker Hall at 678-839-6428. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc.

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.

Plagiarism and Excessive Collaboration Policy
If a student violates this policy, he/she may receive an F for the assignment or an F for the course (at my discretion). For movie about plagiarism, visit http://www.westga.edu/~engdept/Plagiarism/index.html.

Plagiarism & Academic Honesty:
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 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 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.

Attendance Requirements
Your regular participation in this class is a vital part of its success. Each student is allotted up to four absences—no more. Upon the student’s fifth absence, he or she will have two options: 1)
withdraw from the class, which will generate a W if done before October 18, 2013—or a WF if after that deadline; or 2) remain on the roll (still attending classes, if so desired) and receive an F for the course/semester. Therefore, if you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: The English Department draws no distinction between excused and unexcused absences.

Other Important Attendance Points:
- Tardies will also be counted as part of the attendance requirements. A student is considered tardy if he/she arrives to class after I do. **Note: three tardies will equal one absence.**
- Sleeping or disruptive behavior **at any time during the class period** will be treated as an absence.
- In case of absence, you are responsible for keeping up with all assignments, readings, and in-class work. I do not make lecture notes etc. available to students who missed class (so please get in touch with a fellow student).
- I can only accept late work if you discussed the issue with me ahead of time. (All exceptions and acceptance of excuses are completely at my discretion.)
- **October 18, 2013 is the last day to withdraw from class with a W (without incurring a WF).**

Disruptive Behavior
Students will be dismissed from any class meeting during 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, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. Repeated instances of disruptive behavior will result in judicial processing. For more information, refer to UWG’s disruptive behavior policy.

Role of the Writing Center
The Writing Center assists all students in the development of their writing skills. Make an appointment with a UWC tutor (**well in advance of the assignment due date**) and focus on improving your writing. The tutors will not proofread or edit your work, but they will assist you in your endeavor to become a better writer. Become familiar with the Writing Center, check it out, and use it. Its reason for being, its mission, is to work with you and help you become a better writer regardless of your level of ability or proficiency. The Writing Center is located in the Parkman Room, TLC 1201. Or visit the Writing Center online: [UWG Writing Center](#).

Library Instruction Sessions
Students enrolled in 1000-/2000-level courses, inexperienced researchers, and students needing refresher classes in basic research are strongly encouraged to sign-up for the basic
library instruction sessions and online research sessions. Please visit the links below for further information and scheduling:

Online Research:  http://www.usg.edu/galileo/skills/
Basic Library Instruction: http://www.westga.edu/~library/nav/stuinstruct.shtml

Department Paperless Policy
As of 2006, the English Department implemented a "paperless" policy in its classrooms. Therefore, most materials (handouts, assignment sheets, notes, etc.) will be made available online—if possible. Students may print these necessary course documents, including the full syllabus, on their home computers or in the computer labs for individual use.

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 here:  http://www.westga.edu/police/index_2277.php.

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.

For immediate severe weather situations, especially when classes are in session, faculty, staff, and students are advised to follow the emergency procedures identified below:

1. Direct occupants to remain in the building and to seek shelter immediately on the lowest level of the building in interior rooms (closet, interior hallway) away from corners, windows, doors, and outside walls;
2. Instruct occupants to not leave the building;
3. Evacuate all offices, rooms or hallways with windows and glass or with exterior walls;
4. Provide assistance to persons with disabilities;
5. Accompany occupants to the nearest designated shelter area in the building;
6. Comply with departmental severe weather policies/procedures;
7. Wait for an “all clear” signal” before resuming activity;
8. Occupants will
   a. proceed to the nearest designated shelter area in the building by the closest route;
   b. move quickly but in an orderly manner so that all will arrive safely;
   c. will not attempt to vacate the premises, drive, or seek shelter in cars;
   d. take a seat in the shelter area;
   e. remain cooperative with those in charge; and
   f. wait for an “all clear” signal before resuming activity.

In the event that classes are cancelled or disrupted for less than one calendar week, each professor, at his or her discretion, will make adjustments as needed to cover material missed during those cancelled sessions. This may or may not involve the use of rescheduled or online classes. If the closures exceed a single calendar week, students should contact the Chair of the Department of English and Philosophy at 678-839-6512 or the professor of the class for updated information regarding changes to the schedule in the Department. It is the intention of
the Department of English and Philosophy to handle every concern seriously and as effectively as possible.

Paper Format
All out-of-class essays must be submitted according to current MLA format standards. Please see A Writer's Resource and the UWC website for additional information.

Penalties for Late Work
Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the assigned due date, five points (1/2 of letter grade) will be deducted from the overall grade of the assignment for each calendar day (not class period) that the work is late. If a student finds it necessary to miss class on a day work is due, then the material should be emailed to me on the day work is due in order to avoid any penalty.

Important Points:
- An essay is late when it is not submitted to me by the beginning of the class period, unless otherwise stated in the prompt.
- All late Essays will be penalized half of a letter grade per day late (= 5 points).
- Unless otherwise stated in the prompts, essays will no longer be accepted for grading past two weeks of the deadline (unless you make arrangements with me in advance—and you must have a legitimate medical reason.)
- Technological issues are never acceptable excuses for failing to turn essays in on time.
- If you arrive to class late and miss a quiz, or if you miss a quiz, workshop, or in-class assignment due to an absence, you cannot make it up.
- I do not accept assignments sent to me via email unless approved by me in advance.
- I do not accept any other late work.
- Failure to submit an essay will result in receiving an F for the course.

Extra Credit and Previous Work
With all of the above in mind, your best method for getting the best grade available to you should be dependent upon your doing all of the essays and work assigned to the best of your ability. Accordingly, remember the following:
- Do not ask for extra credit. There will be none.
- Any work completed for another course will not be accepted in this course.

Discussion of Work
I will not discuss an individual’s grade during a class session or in front of other students. Please visit me during my office hours or make an appointment to discuss your work—or other questions you have. For several reasons, I refuse to discuss any work until the day after I have handed back the assignment. This interval gives you the opportunity to look at my comments and to generate specific questions about improving your essay. On your graded essays, you will see my notes in the margins to help you—make sure you read what I’ve written before you come to see me!
Office Consultations
Students who seek help outside of class, either from me or the Writing Center, are usually the most successful. An office consultation, whether it are conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very specific issues, (i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc.) When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to “go over it.” In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down exactly what concerns you, (i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc.) This list will give us some guidelines during our consultation and will help to generate discussion. Be aware that an email asking questions about an essay cannot replace an actual meeting with me during office hours. It is very difficult to respond to your questions and your needs by only responding to an email, especially if your questions are general. I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very specific question that doesn’t require an extended discussion.

Other Important Points:
• I will not proofread an essay for you; that step is part of your writing process.
• I will not review entire drafts that are emailed to me; instead, you must schedule an appointment during office hours to discuss specific issues with your draft.
• The official email communication method will be through campus e-mail (MyUWG) or through CourseDen D2L.
• You remain responsible for checking your MyUWG e-mail regularly.
• You are also not allowed to meet with me about an essay on the day it is due; thus all office consultations must occur prior to the essay due date.

Course Assessment
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>10</td>
<td>Process Work</td>
</tr>
<tr>
<td>20</td>
<td>Key Skills Assignments</td>
</tr>
<tr>
<td>50</td>
<td>Analytical Essays</td>
</tr>
<tr>
<td>10</td>
<td>Analytical Presentation</td>
</tr>
<tr>
<td>10</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Note: Failure to submit one or more essays will result in a failing grade for the course.

Scoring and Grading
The following chart will be used when calculating your numerical grade at the end of the semester with regard to letter grades received on out-of-class essays (and I will, at times, split grades to indicate work that falls between two categories. For example, a B+/A- on an out-of-
class essay translates numerically to an 89, while an A-/B+ translates to a 91; or for in-class essay, a 3/2 translates to an 82, while a 2/3 translates to a 78.

<table>
<thead>
<tr>
<th>Out-of-class Writing Grade Equivalents</th>
<th>In-class Writing Grade Equivalents</th>
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</thead>
<tbody>
<tr>
<td>A+ = 98</td>
<td>Writing Grade</td>
</tr>
<tr>
<td>B+ = 88</td>
<td></td>
</tr>
<tr>
<td>C+ = 78</td>
<td>4</td>
</tr>
<tr>
<td>D+ = 68</td>
<td>3</td>
</tr>
<tr>
<td>F = 55</td>
<td>2</td>
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<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Communication and E-mail Policy and Etiquette**

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 email.

Thus, according to university policy and the Family Educational Rights and Privacy Act, I can only accept and answer emails you send me from either your official West Georgia email account (you can access this remotely through webmail or through “MyUWG”) or your CourseDen account (if applicable to this class).

Also, I expect you to be a professional by following email etiquette and observing the basic rules of politeness and formality in email messages:

- Any message must include an address line (e.g. “Dear Mr. McRae”)
- Use polite and appropriate language, as well as reasonably edited prose (i.e. complete sentences, correct spelling, no text-messaging lingo, etc.)
- Always sign off your email your name, followed by your class and section number.

**Communication and Feedback Expectations for this Class**

This chart outlines communication protocols for this class.

<table>
<thead>
<tr>
<th>Course Email</th>
<th>My Response</th>
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</thead>
<tbody>
<tr>
<td>Contact me primarily via at rmcr <a href="mailto:ae@westga.edu">ae@westga.edu</a> from your MyUWG account. This will allow us to maintain security and keep a credible record for correspondence. However, you may also email me through the CourseDen D2L email account in this course. Note: As per federal law, I cannot respond to emails from any other accounts or addresses.</td>
<td>For email: If you ask direct questions via email, I will get back with you</td>
</tr>
<tr>
<td>Time to You</td>
<td>within one business day (so response times will be longer on the weekend). For graded material: All assignments and quizzes will return to you within one week; essays will return between one and two weeks.</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Emergencies</td>
<td>If you have an emergency, you can contact me via email. Please explain the nature of the emergency and its application to class. If the emergency is of a technical nature (i.e. can't log-in to CourseDen, etc.), please contact Distance Education's Student Support.</td>
</tr>
<tr>
<td>Communication in General</td>
<td>Online communication takes special consideration. In a professional environment, the use of acronyms and text-message abbreviations in discussions and emails is unwise and unprofessional. Also, be careful what you say to someone on any discussion boards because everyone in the class will see it, and it cannot be retracted! Please abide by netiquette when talking to your classmates online.</td>
</tr>
</tbody>
</table>

**Classroom Etiquette:**
I expect everyone to be ready to work at the beginning of class. This means in particular having all reading materials assigned for that day on hand and ready to use, as well as any tools for note-taking. You may use laptops, but you may not use wireless connections to surf the Internet or email. Please turn off or silence all cell-phones or other electronic communication devices before class. If you need to leave earlier for whatever reason, you need to let me know before the beginning of class. Sleeping during class will count as an absence for that day. You may bring drinks to class, but no food. **Most importantly: Be respectful toward the opinions, ideas, and personal identity of all members of our class.**

**ASSIGNMENTS**

1. **Process Work**
This grade includes class participation, various types of quizzes, peer review workshops, and short writing responses, all of which are based on class discussions and prepare you for the major assignments.

2. **Key Skills Assignments**
Follow the writing process in *Analyze Anything*, each assignment must run for at least 250 words and counts for 5% of your final grade (20% total). These assignments prepare you for the first major essay.
   - KSA1: Locate three interesting cultural phenomena and make a reasoned argument detailing which one best passes the VOICE test.
   - KSA2: Write an arresting staging for your chosen phenomenon, raising your driving theoretical question(s) either explicitly or implicitly.
   - KSA3: Develop one theoretical claim that persuasively answers the question(s) posed in your field of inquiry (with the “sign-signals-significance” model). Then compose a reasoned
persuasive paragraph designed to substantiate your claim (with the “Three-led Monster” method of argumentation).

KSA4: Develop a second theoretical claim and follow the steps outlined in assignment three.

3. Formal Out-of-Class Essays
These essays must analyze chosen texts and are based on a range of topics from class discussions and texts. Each of the three essays must run for at least three to four pages in length. NOTE: the lowest grade earned will drop, and the remaining two will each count for 25% of your final grade (50% total).

- Essay 1: Three-claim essay based on your chosen phenomenon as developed through the KSAs.
- Essay 2: Three-claim paper (following same skills process) based on the film V for Vendetta.
- Essay 3: Three-claim paper (following same skills process) based on Lucy Grealy’s memoir Autobiography of a Face.

4. Analytical Presentation
A 5-7 minute presentation on a text of your choice, worth 10% of the overall grade, which functions as a verbal and visual essay, highlighting your analytical skills gained throughout the course. Refer to handout for more details.

5. Formal In-Class Essay
The final exam will be administered in the form of an in-class essay on the scheduled date (see the class schedule). The in-class essay as the final counts for 10% of your overall grade.

Word Totals
Total minimum of gradable words: 5,000
Total graded words (after lowest essay score dropped): 4,000

The class schedule of readings and assignments is available in D2L.