Purpose
ENGL 1101 will help students to develop the skills they need to become successful in college-level courses where critical thinking and writing are required. This course does not presume that students already possess these skills; instead, it will help students develop these skills, so that by the end of ENGL 1101 students will be better equipped to succeed in college classes where writing is required. ENGL is not the only course in the core where students receive writing instruction; however, it is an important course in the development of college-level writing skills since—in contrast to other classes where a specific disciplinary content comes first and writing is secondary—its focus is on the sequential development or scaffolding of the discrete writing and analytical skills that, together, lead to stronger, more successful writing.

In this specific course, students will further develop their writing processes by analyzing texts in genres commonly associated with comedy such as essays, stand-up acts, cartoons, film clips, images, viral videos, etc. We will study how different rhetorical strategies are used to create humor and the effects those decisions have on various audiences. All aspects of this course will work toward furthering our understanding of the rhetorical situation and audience awareness. You will complete individual writing tasks about various topics in the field of humor as well as complete a group project.

Learning Outcomes

Required Texts
All texts are available at the UWG Campus bookstore and on online sources like Amazon and Barnes and Noble.

Assignments
All written assignments must be typed and formatted to MLA standards (1 inch margins, 12-point Times New Roman font, double-spaced, no title page, properly documented, works cited). Refer to *A Writer’s Resource* (or another grammar handbook) to answer questions about format, citations, and mechanical issues, or see me.
• **Essay #1 – Rhetorical Analysis of Humorous Advertisement (20%) – 1000 words**
Essay one is a rhetorical analysis of how an advertisement uses appeals to humor (as well as other types of appeals) to persuade its intended audience. Detailed writing prompt to be provided closer to the assignment.

• **Essay #2 – Argumentative Analysis of Stand-Up Comedy Routine (20%) – 1250 words**
Essay two is an analysis of a stand-up comedy routine that examines how the performer constructs a comedic persona (by way of the various rhetorical appeals and arguments presented) and how that persona is offered to the audience as a way of being in the world. Detailed writing prompt to be provided closer to the assignment.

• **Essay #3 – Argumentative Essay (20%) – 1500 words**
Essay three will focus on a specific comic film, television show, or comic performer and argue how that “text” uses comedy to either challenge cultural attitudes of their time or maintain the status quo. This essay will require some outside research. Detailed writing prompt to be provided closer to the assignment.

• **Group Project (15%)**
In addition to analyzing what humorous appeals are, how they are constructed, and what they do, the group project will provide us an opportunity to put these theories into practice. In small groups, you will produce a short humorous film that will dramatize the humorous approaches we cover in class. Detailed information on ways to approach this project will be provided closer to the assignment.

• **Quizzes & Class Participation (15%)**
We will have weekly pop quizzes on the readings that will help catalyze our class discussions and encourage us to keep up with the readings. The quizzes will be short and are not intended to be excessively difficult, provided you do the assigned readings. In short, if you show up to class regularly, keep up on the reading, engage in the course discussions, and apply yourself seriously to your work, these are points that are here for the taking. **Quizzes cannot be made up for any reason.**

• **In-Class Writing (10%)**
We will complete regular in-class writing assignments that will allow us to practice the composition techniques covered in the class. **In-class writing assignments cannot be made up for any reason.**

• **Conferences (Required)**
I will meet with each of you on an individual basis once throughout the semester. Plan to spend approximately 10-15 minutes discussing your questions, concerns, writing, and academic goals. Please respect the appointments you make and show up on time.

**Evaluation and Grading**
Students will be assigned a letter grade for each assignment ranging from A+ to F based on the following numerical scale. The numerical grade will be used when calculating the final average at the end of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>below 60</td>
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**Rubric**
Your grade will be evaluated based on the English Department’s rubric for grading out of class writing, which can be found on our CourseDen website.

**Revision Policy**
Because revision is an imperative part of the composition process, we will practice it regularly. If you wish to (or are asked to) revise a paper, you must: (1) meet with me in person to discuss the paper and my comments; (2)
turn in the revision within a week’s time of receiving your graded paper; (3) undertake substantial work to revise; and (4) turn in the original paper with your rewrite. If the revision meets all of these requirements, I will replace the original grade with the revision grade.

Attendance and Punctuality
Regular participation in this class is vital to its success. Each student is allotted four absences without penalty. After that, the student’s final grade will be docked as follows:

- Fourth absence: no penalty
- Fifth absence: student’s final grade drops one letter (e.g., from “B” to “C”)
- Sixth absence: student’s final grade drops two letters (e.g., from “B” to “D”)
- Seventh absence: student’s final grade drops three letters (e.g., from “A” to “D”)
- Eighth absence: student’s final grade drops four letters (e.g., from “A” to “F”)

Note: The English Department draws no distinction between excused and unexcused absences. Please come to class on time: three late arrivals equal one absence.

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 to student essays, and tutors are specifically trained to avoid appropriating the student's work.

1. For more information, visit the Writing Center online: http://www.westga.edu/writing/.
2. To schedule an appointment, call 678-839-6513 or email writing@westga.edu.
3. The UWC is located in TLC1201.

Excel Center
The Excel Center offers the following services to all UWG students:

- Academic advising for students with undeclared major and select early and pre-majors.
- Free tutoring in all core curriculum classes.
- Upper class mentoring of new students.
- Major/Career exploration in hundreds of majors/fields.
- Help with study skills and computer use.
- General troubleshooting for UWG students.

For more information visit http://www.westga.edu/excel/.

Plagiarism
The university considers plagiarism and other forms of academic dishonesty to be a serious breach of academic ethics. Section 207 of the University of West Georgia Faculty Handbook, which defines plagiarism as “Improper academic conduct…the purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and information obtained from another person without giving credit to the person from whom such information was obtained.”

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.

Each incidence of plagiarism is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to the disciplinary review board (which may ultimately result in the expulsion, suspension, or disciplinary removal of the student from the university). In order to facilitate the prevention and detection of plagiarism the Department of English
and the University of West Georgia will maintain records of plagiarized assignments and those who prepare
and/or submit them.

**In short, please do not plagiarize.** If you are struggling with time constraints for any reason, see me to discuss
alternative deadlines before making a poor decision like plagiarizing. For further information:

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

**Course Website**
As noted above, I’ll be posting our course readings on the CourseDen website, so please be sure you can log on
and access the material there. Please also be sure to update your e-mail address in your profile as soon as you can.
I will rely upon this system to make contact with you in cases of unplanned cancellations or any updates or other
communications.

**Office Hours**
I encourage you to visit me during my office hours (or to make an appointment if you cannot make my regular
times). Please feel free to come by to say hello, to introduce yourself, to ask questions about the readings, or to
discuss any element of your writing and research (at any stage of the process).

**Students with Special Needs/Disability Pledge**
Any student who has a special need should inform me during the first week of class. We will then set up a
conference to discuss the specifics of the official paperwork from Disability Services. Students with documented
special needs may expect accommodation in relation to classroom accessibility, modification of testing, special
test administration, etc. For more information, please contact Disability Services at the University of West
Georgia.

**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.

*Important Dates*
Monday, 9/2: Drop period (with refund) ends.
Friday, 10/18: Final Withdrawal (W) Deadline

**ENGLISH 1101 SCHEDULE**
The following schedule lists reading assignments on the days they are due. I may adjust readings depending on the needs of the class, but any changes will be announced enough in advance so that you may adjust your planning. ***Please bring the appropriate readings to class every day***

**WEEK 1:**
- Thursday, 8/23: Introductions, policies, procedures, and major course assignments.
- **Wednesday 8/22:** (Show up to class on this day having read these assigned readings)
  - A Writer’s Reference (AWR) – Chapters 1 & 2
  - They Say, I Say – Preface and Introduction

**WEEK 2:**
- **Monday 9/2:** NO CLASS.
- **Wednesday 9/4:**
  - AWR – Chapter 3
  - Handouts posted on CourseDen

**WEEK 3:**
- **Monday 9/9:**
  - AWR – Chapter 4
  - LM – “Tickling the Naked Ape: The Science of Laughter” (p. 37 – 50)
- **Wednesday 9/11:**
  - AWR – Chapter 5
WEEK 4:
• Monday 9/16:
  AWR – Chapter 6 & 7
• Wednesday 9/18: (ESSAY #1 FIRST DRAFT DUE)

WEEK 5:
• Monday 9/23:
  LM – Chapter 2 Introduction and “Stooping to Conquer: Why Candidates Need to Make Fun of Themselves” (p. 64-73)
  TSIS – Chapter 1
• Wednesday 9/25:
  TSIS – Chapters 2 & 3
  Handouts posted to CourseDen

WEEK 6:
• Monday 9/30:
  LM – “Can an Ape Tell a Joke?” (p. 98-111)
  TSIS – Chapter 4
• Wednesday 10/2: Chapter 21
  Video Posted to CourseDen
  TSIS – Chapter 5

WEEK 7:
• Monday 10/7:
  LM – Chapter 3 Introduction and “A Modest Proposal” (p. 114-122)
  AWR – Chapter 10
• Wednesday 10/9: (Essay #2 FIRST DRAFT DUE)

WEEK 8:
• Monday 10/14:
  LM – Chapter 4 Introduction and “What Are the Poor Young Women to Do?” The Speech of Polly Baker” (p. 142 – 145)
  TSIS – Chapter 6
• Wednesday 10/16:
  TSIS – Chapter 7

WEEK 9:
• Monday 10/21:
  LM – Chapter 5 Introduction, “Concerning Tobacco” (p. 183-186), & “Why I Don’t Meditate” (p. 200-203)
  TSIS – Chapter 8
• Wednesday 10/23:
  TSIS – Chapter 9

WEEK 10:
• Monday 10/28: GROUP PRESENTATIONS DUE
• Wednesday 10/30: GROUP PRESENTATIONS DUE
WEEK 11:
• Monday 11/4:  
  AWR – Chapters 18 & 19  
• Wednesday 11/6:  
  AWR – Chapters 20 & 21

WEEK 12:
• Monday 11/11: Meet in Library  
• Wednesday 11/13: Meet in Library (TOPIC PROPOSAL FOR ESSAY #3 DUE)

WEEK 13:
• Monday 11/18: Conferences  
• Wednesday 11/20: Conferences

WEEK 14:
• Monday 11/25: NO CLASS  
• Wednesday 11/27: NO CLASS

WEEK 15:
• Monday 12/2: ESSAY #3 FIRST DRAFT DUE  
• Wednesday 12/6: ESSAY #3 SECOND DRAFT DUE

WEEK 16: Exam Week
Wednesday 12/11: Class at 11:00am to 1:30pm * NOTE TIME CHANGE *