English 1101 Syllabus
Fall 2013
Instructor: Jade Loicano

Office: Pafford 324
Office Phone: (678) 839-4744
Office Hours: Monday and Wednesday: 10:00 a.m.-10:30 a.m.;
Tuesday and Thursday: 10:00 a.m. - 11:00 a.m. and
12:30 p.m.-2:00 p.m.; and by appointment
Writing Center Hours: Monday: 10:30 a.m.-12:00 p.m.;
Wednesday 10:30 a.m.-12:00 p.m.
E-mail: jloicano@westga.edu

Student-Professor E-mail Correspondence: You are welcome to e-mail me with questions, but please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online syllabus/handouts) and to get the notes from a classmate.

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 email.

I also ask that you observe standard grammar and punctuation rules when e-mailing me or any other professor. **DO NOT** send e-mails that are in “text speak.” This is not an appropriate form of communication outside the realm of sending an actual text.

*Note: All student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, e-mail is the most efficient way to do so. **Also, please be aware that I cannot communicate with your parents;** should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

**Required Texts and Materials:**
- *The Holy or the Broken* by Alan Light (book)
- *Pitch Perfect* (film)
- *A Writer’s Resource* (handbook)
- Journal of the student’s choice (examples to be shown during first class meeting)
- Mead folder with pockets
- In addition to these texts, we will also be viewing several music videos and reading an excerpt from Chuck Klosterman’s *Sex, Drugs, and Cocoa Puffs*, which will be provided by me.
Recommended Texts and Materials:
- USB drive for saving and storing various writing assignments
- Highlighter(s) to be used during reading and note taking; also useful when creating color-coded systems of organization

Course 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.

Course Theme and Expectations: During the semester we will investigate, as a class, how music can be used to develop analytical and argumentative skills, as well as how it can comment on every human emotion and identity. For this reason, I expect each student to read/watch/listen to the assigned material with this theme in mind because our goal for the semester is not the study of plot, but rather the investigation of context. Each student is responsible for taking notes while reading the texts. I suggest that everyone purchase a highlighter so that he/she can highlight significant passages while reading. I also suggest that every student utilize post-it notes or some other marking tool while engaged in reading/viewing/listening.

Specific Course Requirements: All assignments must be completed in order to pass this course, but please remember that class discussions are designed to help each student develop original ideas that can be “fleshed out” in out-of-class essays. Therefore, active participation from each student is crucial to the success of every individual, as well as the class as a whole.

- Students will write three out-of-class essays, which will ultimately constitute 70% of the final course grade. For each essay, students are required to take part in writing workshops during class. Failure to do so will affect both your participation grade and the quality of your essay. We will review the grading guidelines for out-of-class essays in class; you can find them in the front of A Writer’s Resource.
- Students will write two in-class essays – a diagnostic exercise at the beginning of the semester that will count toward your participation grade, and an essay that serves as your final exam, which will constitute 15% of the final grade. We will review the grading guidelines for in-class essays in class; you can find them in the front of A Writer’s Resource.
- Students will keep a semester-long journal, comprised of notes taken during in-class lectures, as well as notes and observations gained outside of class while reading the assigned texts. A thorough and well-maintained journal will be highly beneficial to your participation and quiz grades.
- The participation grade will constitute 10% of your overall grade and will be based on in-class contributions (in-class assignments, responding to questions, asking interesting questions of your own) and journal entries. Participation grades cannot be made up.
- You must read the assigned material in order to do well in this class. Therefore, I will administer surprise quizzes at the beginning of certain class periods. These quizzes will count 5% of your overall grade and cannot be made up. However, in order to pass this
class, you must maintain a **67% quiz average**. Failure to do so will result in a failing grade for the semester.

You must obtain a **C or higher** in order to exit ENGL 1101. Final grades will be posted to BanWeb; no grades will be given via telephone or e-mail.

**Learning Objectives:** This is a composition course that focuses on skills required for both effective writing for various rhetorical situations and critical reading of texts from various genres (memoir/autobiography, fiction, film, poetry, etc.). Students must develop competency in identifying and analyzing arguments of other writers; hone the critical skills needed to define, shape, and structure their own interpretive positions; and develop facility in the conventions of academic prose. As such, this course seeks to fulfill the following learning outcomes:

- To develop skills in all the tools necessary for effective analysis and 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 arguments

**Grading**

- Class participation (discussion, classwork, etc.) 10%
- Quizzes 5%
- First out-of-class essay 20%
- Second out-of-class essay 25%
- Third out-of-class essay 25%
- In-class essay 15%

**Grading Summary with the Letter to Numeric Scale:**

**In-Class Essay:** 4=95%; 4/3=92%; 3/4=88%; 3=85%; 3/2=82%; 2/3=78%; 2=75%; 2/1=72%; 1/2=68%; 1=65%; 1/0=62%; 0=50%  [In-Class Essay Rubric]

**Out-of-Class Essay:** A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50%  [Out-of-Class Essay Rubric]

**Journal Policy:** Students are expected to fulfill the journaling portion of this course, meaning they are expected to create and sustain a journal throughout the semester. Journal options will be discussed during first week of class.

**Attendance:** For classes that meet three times a week, a student is allowed two absences. For classes that meet twice a week, a student is allowed two absences. Arriving late for class counts as 1/2 an absence. **Upon the third absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.**

** ** If withdrawal occurs prior to **Friday, October 18th**, the student will receive a grade of W. If the withdrawal occurs after **Friday, October 18th**, the student will receive a grade of WF. *(FYW Department Policy)*
**Department Paperless Policy**
As of 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 home computers.

**Quiz Policy**
Students must pass any quiz given with a grade of 70 or higher in order to remain in the day’s class. Students who fail a quiz will be dismissed for the day.

**Disruptive Behavior Policy**
All electronic devices (cell phones, iPods, etc.) should be **turned off and out of sight** during class. If your phone rings, the penalty will be humiliating for you and entertaining for everyone else. Students should also maintain respect for the instructor and fellow peers, abstaining from disruptive behavior, including talking out of turn (i.e. side conversations and comments not intended as a part of class discussion), consistently arriving late, or sleeping during class.
Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others; each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. Sleeping or texting in class will result in an automatic 0 for that day’s participation grade, regardless of performance on quiz, response, etc.

**Plagiarism & Excessive Collaboration Policy**

*Plagiarism and Academic Dishonesty*
The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. (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/handr

*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.
The University Writing Center works with students and other members of the UWG community to improve writing skills.

What We Do:
- Discuss ideas, read drafts, and work through revisions of essays; we do not proofread
- MLA, APA, Chicago/Turabian, and other citation formats

Policies:
- Please make appointments in advance. We accept walk-ins, but we cannot guarantee that a tutor will be available.
- If you cannot keep your appointment, you must call or e-mail us 24 hours in advance to cancel. If you do not notify us 24 hours in advance, you will be counted as a No Show.
- Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.
- If you have three No Shows in one semester, you will not be able to have any more appointments for that semester.

Hours:
Monday-Thursday: 10:00 a.m.-3:00 p.m.
Closed Friday

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 272 Parker Hall.

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.

MLA Documentation Policy: The department expects that students learn to cite sources accurately in the MLA style for documentation.

Extra Credit Policy: There will be no extra credit in this class. Grades are earned by the quality of your work, not how much you do.

Late Work and Extension Policy: To receive full credit, essays must be submitted at the beginning of class. Any essay submitted after class will be penalized one letter grade per day. I
will not grade any essay submitted later than three days after the due date. In certain instances, a student may be granted an extension period to complete the assignment. These instances must constitute an emergency and the student must discuss the extension period with me at least 24 hours BEFORE the assignment is due.

Make-up Work Policy: Students may not make-up missed quizzes or other in-class assignments unless granted an extension (See above policy).

Recycled Papers: I will not accept recycled papers (papers written for another class) in any form for any reason. Each essay assignment will be uniquely designed for this course and for this reason; it is unlikely that any essay previously written by the student will adhere to the specific guidelines of the essay prompts. In the unlikely event that the pre-existing paper does correspond with the essay prompt, students are still not allowed to submit it as the final version of his/her essay.

Additional Expectations and Policies:

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.

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 or actions.

**Syllabus:** This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus, as will I. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class. You should print off a copy of the calendar section of the syllabus and bring it to class with you every day, so that you may make note of any changes as they occur.

### Reading and Assignment Schedule, Important Dates

**AUGUST**

**M 26** Discuss syllabus, review course themes and expectations

**W 28** begin discussion of active reading [read *The Role of Active Reading* before class]

**SEPTEMBER**

**M 2** Labor Day!!! NO CLASS!!!!!

**W 4** Continue discussion; [bring a digital copy of an advertisement with you to class]

**M 9** diagnostic in-class essay [bring a large blue book with you to the exam]

**W 11** Begin discussion of iconic music images and historical context

**M 16** In-class active reading exercise (watch and discuss selected music videos); [read *Thesis Construction*, *Stephen King on Passive Voice* and *Awesome Action Verbs* before class]

**W 18** view images and read introductory info; [read *3 Ied Monster* and *MLA Format* before class]

**M 23** Finish discussion of iconic music images and historical context; [read *Every Dog Must Have His Day, Every Drunk Must Have His Drink* before class]
W 25 thesis statement workshop (bring 2 copies of 3 working thesis statements – typed and printed)

M 30 body paragraph workshop (bring 2 copies of 3 working body paragraphs – typed and printed)

OCTOBER

W 2 rough draft workshop (bring 2 copies of 3 working body paragraphs – typed and printed)(read 10 Things That Make Jade Cry, Integrating Quotations, and Writing an Introduction before class)

M 7 Essay 1 due at the beginning of class

W 9 begin discussion of writing about film and Pitch Perfect (read Camera Angles and watch film before class)

M 14 Continue discussion of Pitch Perfect

W 16 Continue discussion of Pitch Perfect; discuss guidelines for Essay 2

F 18 Last day to withdraw with a grade of W

M 21 Finish discussion of Pitch Perfect

W 23 thesis statement workshop (bring 2 copies of 3 working thesis statements – typed and printed)

M 28 body paragraph workshop (bring 2 copies of 3 working body paragraphs – typed and printed)

W 30 rough draft workshop (bring 2 copies of 3 working body paragraphs – typed and printed)

NOVEMBER

M 4 Essay 2 due at the beginning of class

W 6 Begin discussion of Alan Light’s The Holy or the Broken (have text read by today)

M 11 Continue discussion of The Holy or the Broken; discuss guidelines for Essay 3

W 13 Continue discussion of The Holy or the Broken

M 18 Finish discussion of The Holy or the Broken; thesis workshop (bring 2 copies of 3 working thesis statements – typed and printed)
W 20  body paragraph workshop (bring 2 copies of 3 working body paragraphs – typed and printed)

******* Thanksgiving Break 11/25/13 - 11/29/13**********************************************

DECEMBER

M  2  Essay 3 and Essay 1 Revision due at the beginning of class

W  11  Final Exam for 1101-18 at 11:00 a.m. (bring a large blue book with you to the exam)