Instructor: Crystal R. Shelnutt
Office: Pafford 315
E-mail: cshelnut@westga.edu
Phone: (678) 839-4858

Office Hours: T/R: 7:00 a.m. to 8:00 a.m. & 11:00 a.m. to 2:00 p.m.
W: 10:00 a.m. – 1:00 p.m. (in the Writing Center)
And by appointment

ENGL 1101-103 T/R: 8:00 a.m. to 9:20 a.m. Pafford 307
ENGL 1101-144 T/R: 3:30 p.m. to 4:50 p.m. Pafford 305
ENGL 1101-LCJ T/R: 2:00 p.m. to 3:20 p.m. Pafford 208

Sections 103 & 144 Required Texts

(Abbreviated as AWR in Course Calendar)

(Abbreviated as TCW in Course Calendar)

(Abbreviated as OIA in Course Calendar)

Section LCJ Required Texts

(Abbreviated as AWR in Course Calendar)

(Abbreviated as TCW in Course Calendar)

Course Description

This course focuses on skills required for both effective writing in various rhetorical situations and the critical reading of texts. Students will demonstrate competency in exposition, argumentation, and writing that is strengthened by the use of multiple textual sources. The course is required in Core Area A and must be completed with a grade of C or higher to enroll in ENGL 1102.

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 necessary for effective argumentation.
- To develop facility within the entire 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 an argument.

Specific Learning Outcomes

Critical Reading and Analysis
- Develop close reading skills through the analysis of textual passages.
- Identify in readings the main purpose, central arguments, and cultural contexts implied by the text in relationship to the course content.
- Learn to recognize recurring patterns of development and persuasion among course texts.

Writing Process and Rhetorical Objectives
- Develop an understanding of varied compositional strategies for both revised writing and in-class timed writing.
- Understand that the composing process is a continuous cycle of invention, drafting, and revising.
- Survey and practice some of the best-known techniques of invention.
- Practice techniques for analyzing specific audiences and adjusting one’s style and presentation to those audiences.
- Understand the fundamentals of essay organization and logical argument.
- Understand persuasion as a fundamental exchange between reader and audience.
- Demonstrate the writing styles appropriate to academic audiences.
Minimal Competency Requirements

Essay Level
- Be able to recognize and generate competent thesis sentences.
- Write effective introductions and conclusions.
- Organize essays according to recognizable patterns.
- Be able to recognize and employ standard expository modes.
- Develop a logical argument advancing a particular explication or interpretation of a literary text.

Paragraph Level
- Be familiar with the various methods of developing paragraphs
- Recognize and generate topic sentences where appropriate.
- Employ details and examples for concrete paragraph developments.

Sentence Level
- Write coherent sentences that conform to the grammar and usage conventions of Standard English.
- Avoid short, choppy sentences through variety of sentence structure and sentence combining abilities.
- Effect a clear style of expository prose by using parallelism, clearly placed modifiers, complete predicates, logic and other devices of clear style.
- Use vocabulary appropriate for first-year college discourse.

Common Language for Course Syllabi:

Please carefully review the information at the following link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
It contains important information about your rights and responsibilities in this course.

Course Assignments, Format, & Grading

All major assignments must be completed in order to pass this course.

Individual out-of-class essay topics with clear instruction as to required texts, length, etc. will be provided as a link from the calendar/reading list two weeks prior to each essay’s due date. You are responsible for obtaining not only your own syllabus but your own copy of each essay assignment. All papers and documentation must be submitted in standard MLA format. Topics for the in-class essays will not be given out ahead of time.

Additionally, you must complete each class’s required readings prior to the date listed on the reading schedule. I expect each of you to arrive at class ready to contribute to class discussions, engage with the texts under scrutiny, and generate ideas for further exploration.
**Course Assignments:**

- In-class writing exercises, quizzes, etc. 10%
- Class Participation 5%
- Three out-of-class essays:
  - Essay I 20%
  - Essay II 25%
  - Essay III 25%
- One in-class essays:
  - Final Essay 15%

**In-Class Writing Assessment**

All in-class writing assignments will be graded according to the criteria of the Department of English. You will find the rubric linked to our course calendar or online at: [http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/InClassWritingAssessment.htm](http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/InClassWritingAssessment.htm)

- Grading summary: Unless otherwise noted on your papers, the following number to percentage scale will be used when grading in-class work *(pending FYW Committee & English Department approval)*:

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>4</td>
<td>95%</td>
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<tr>
<td>4/3</td>
<td>92%</td>
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<tr>
<td>3/4</td>
<td>88%</td>
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<td>3</td>
<td>85%</td>
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<td>3/2</td>
<td>82%</td>
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<td>2/3</td>
<td>78%</td>
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<td>2</td>
<td>75%</td>
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<td>1</td>
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<tr>
<td>1/0</td>
<td>62%</td>
</tr>
<tr>
<td>0</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Out-Of-Class Writing Assessment**

Guidelines by which I will assess your out-of-class writing are those formally adopted by the English Department and may be found both in the front of *A Writer’s Resource*. 
linked from our Course Calendar, and on the English Department’s First Year Writing Program’s web page:

http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/OutOfClassWritingAssessment.htm

- Grading Summary: Unless otherwise noted on your papers, the following letter to numeric scale will be used when grading out-of-class work (pending FYW Committee & English Department approval):

```
Letter  | Percentage
-------|-----------
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%       
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The Writing Center

I encourage you to visit The Writing Center at various points during the writing process and throughout the semester generally. Regardless of your skill level, you will benefit from having an additional pair of “eyes” viewing your work; those in the Center are professionals who provide knowledgeable and valuable advice. The role of The Writing Center is to offer you an opportunity to consult with tutors who question, discuss, and respond to your ideas, offer assistance with rhetorical choices and strategies, and encourage revision in your essays.

Additionally, the Writing Center staff will assist in creative writing projects and citation formatting. Tutors do not proofread, evaluate or overly prescribe solutions to problematic areas in student essays; they are specifically trained to avoid appropriating a student’s work in this manner.

For more information, visit The Writing Center online at:
http://www.westga.edu/~writing
Be aware that you must make appointments with the Writing Center in advance. While the Center does accept walk-ins, it cannot guarantee that a tutor will be available when you need one. Further, cancellations must be made 24 hours in advance and you must arrive on time to avoid penalization. Arriving 10 minutes late will count as a “no show.” Three of these will exclude you from receiving assistance at the Writing Center for the remainder of the semester.

The Writing Center is located in TLC 1-208. To make an appointment, call (678) 839-6513.

The Writing Center's hours of operation:

- Monday, Tuesday, Wednesday: 10:00 a.m. to 7:00 p.m.
- Thursday: 10:00 a.m. to 3:00 p.m.
- Friday: 10:00 a.m. to 12:00 noon

**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. Again, students may print these necessary course documents, including the syllabus, on their home computers.

**Plagiarism, Academic Dishonesty & Excessive Collaboration**

**Plagiarism & Academic Dishonesty:** All work you turn in for this class (from quizzes and writing prompts to out-of-class essays) must be your own original work, with all outside reference sources properly cited and acknowledged.

The English Department, in adherence with the University’s code for academic honesty, defines plagiarism as “using the words and/or ideas of another without properly giving credit to the source(s)” ([http://www.westga.edu/~engdept/Plagiarism/pladef.html](http://www.westga.edu/~engdept/Plagiarism/pladef.html)) and offers the following descriptive list: submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship; “false” attempts at paraphrasing and/or documentation (as in making up sources); substitution for, or unauthorized collaboration with, another individual (excessive collaboration is considered plagiarism). Note well: unintentional plagiarism is plagiarism nonetheless.

This is a no-tolerance policy, not open to negotiation. If caught and substantiated, plagiarism results in an F for the course and will be reported to the Office of the Vice President for Academic Affairs for possible probation or suspension from the University.

For University policy for handling plagiarism and Academic Dishonesty, see Faculty Handbook, sections 207 and 208.0401: [http://www.westga.edu/~vpaa/handrev/](http://www.westga.edu/~vpaa/handrev/)
Student Academic Honor Code can be found here:
http://www.westga.edu/undergrad/1762.htm

**Excessive Collaboration:** By the end of the term, students should demonstrate the ability to produce independent writing that shows a level of competency. 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. Therefore any assignment discovered to have been constructed in this manner will receive a grade of “F.”

Further, handing in such material may be grounds for failing the course altogether and in my notifying the Office of the Vice President for Academic Affairs.

**Recycled Papers/Work:** Work completed for another class will not be accepted for fulfilling the requirements of this course; in other words, turning in these papers written for other professors is not permitted. These projects will receive an automatic “F.”

**Course Policies:** Attendance, Classroom Behavior, Late Work, Revision, & Books

**Attendance:**

It is imperative that you attend class regularly in order to succeed, as essay topics come straight from our class discussion. You are allowed three absences over the course of the semester; all absences count, regardless of your reason for missing class, so there is no need to explain absences or provide doctor’s notes.

Upon the student’s fourth absence, he or she will automatically receive a D for the semester.

Upon the 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.

N. B. Be aware that it is your responsibility to contact a classmate and arrange for missed material and/or work. Please do not email expecting me to catch you up to speed.

**Classroom Behavior**

Although it may appear absurd that discourtesy on the part of her students must be addressed by a university instructor, I find issues do arise and therefore must take precedence when outlining my expectations for your behavior during the course. So, here are my policies:
Students will be dismissed from any class meeting at which they exhibit behavior that disrupts my instruction or the learning environment of others. Such behavior includes but is not restricted to: arriving exceptionally late for class, allowing cell phones to ring, incessant chatter, speaking disrespectfully to the instructor and/or other students, sleeping during class, checking messages, email, or surfing the Web, texting, or using/viewing personal and/or video devices or working on assignments for another professor’s course.

Each dismissal will count as an absence and be applied toward the attendance-requirement policy as outlined above. Further, no personal electronic device may be located in your hand, upon your person, or on your desktop at any time during the class—unless previously approved by me. Keep them silenced and stowed for the duration.

A final word about cell phones: I find it odious when students attempt to sneak-check for messages or such on phones/devices during class time; please don’t test me on this policy.

**NB:** In order to discourage the disruptions that accompany late arrivals, I will deduct ½ an absence for each day that a student arrives 5 minutes tardy. If you ever arrive late to class, it is your responsibility to see me after class is over to be sure that I have marked you present for that date. Absence records cannot be disputed after the fact, so please, be sure to see me if you arrive late.

**Late Work**
Late assignments will not be accepted. Nor do I allow electronic submissions unless otherwise specified.

**Revision**
You will have the option of revising one of the first two out-of-class essays. Revising a paper means more than simply correcting grammatical and mechanical errors; it means revisiting issues and ideas within your essay with a view toward producing an entirely new—and thus necessarily improved—argumentative essay. Should you wish to avail yourself of this opportunity, you must inform me.

You will have exactly one week from the time you receive your graded essay back to hand in your revision; I will average the two grades. Before you begin the revision process, however, visit the following websites to familiarize yourself with the true goals and terms of rewriting your paper: [http://www.ivcc.edu/rambo/eng1001/revising.htm](http://www.ivcc.edu/rambo/eng1001/revising.htm) [http://www.fas.harvard.edu/~wricntr/documents/Revising.html](http://www.fas.harvard.edu/~wricntr/documents/Revising.html) [http://www.dartmouth.edu/~writing/materials/student/ac_paper/revise.shtml](http://www.dartmouth.edu/~writing/materials/student/ac_paper/revise.shtml)

**Books**
Students are required to have all textbooks and materials before the second class session, and all readings must be completed prior to coming to class on the date they are noted on this calendar. All texts must be brought to class every day—no exceptions. If you come to class without a book, you will be dismissed and the absence will count against you.
Communication Policy

This semester I am available for conferences during my posted office hours. Should you need to contact me directly, you may e-mail me at the address listed on this syllabus. Additionally, be aware that if you desire to meet with me to discuss your work, you must have in mind particular, focused questions/concerns regarding your writing project. I cannot address your paper in a “general sense.” Isolate specific areas (choose one or two at a time) within which I can offer assistance. As per University policy, I can only correspond with you by e-mail if you use your “my UWG” account.

Special Needs

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 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 State University of West Georgia.

Miscellaneous

While the syllabus and corresponding course calendar have been meticulously planned, I may find it necessary to adjust, tweak, or otherwise modify them in order to meet the demands of our class. As noted previously, it is your responsibility to print your own copy of the syllabus and/or assignments; remember too that periodic changes may be made to the schedule. Keep this in mind as you verify each day’s calendar assignments.

Final Grades

All grades are posted on BanWeb at the conclusion of the semester. I do not give out individual grades by telephone or e-mail.
Important Dates:

8/26 – 9/2  Drop/Add Period
9/2  Labor Day: No classes
9/3  University Writing Center Opens
9/3 – 10/18  Withdrawal Period Begins
10/18  Last day to withdraw from classes and receive a “W”
11/3  Daylight Savings Time ends: set clocks back one hour
11/25 – 11/29  Thanksgiving Holiday Recess: no classes
12/5  Last day of classes
12/10  Final exam: Sections 103 & LCJ
12/12  Final exam: Section 144