SYLLABUS
ENGLISH 1101 – COMPOSITION I
Ms. Kelley M. Frank
Spring Semester 2014

Contact Information
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Office Hours: Wednesdays: 8:00am – 9:45am and 1:15pm – 4:00pm
Tuesdays and Thursdays: 8:00am – 9:15am and 1:00pm – 1:45pm
Writing Center: Tutoring on Wednesdays 10:00 am – 1:00 pm by appointment

COURSE DESCRIPTION AND LEARNING OUTCOMES

Course Description:
In service of the QEP and in order to help students develop skills that can be applied across the disciplines, the FYW program:

- Focuses on the needs, interests, and skill level of students when choosing texts and sequencing assignments, scaffolding assignments to advance the students’ critical reading, writing, and thinking skills throughout the semester
- Chooses length-appropriate and level-appropriate texts, consisting primarily (but not exclusively) of non-fiction
- Teaches the skills of summary, critical analysis of texts, and argumentative synthesis
- Develops a range of assignments that focus on a variety of analytical writing tasks, including at least two distinct types of writing over the three major out-of-class essays (possibilities include, though are not necessarily limited to: summary, reader response, autobiographical narrative, critiques, problem/solution, ad analysis, rhetorical analysis, description, argumentative synthesis)
- Creates grammar lessons and assignments to teach students about a range of grammatical issues and to track student progress on those issues.

General Learning Outcomes:
In service of the QEP and in order to develop skills that can be applied across the disciplines, students will:

- Demonstrate an understanding of the role of rhetoric in the construction of effective academic writing
- Hone critical reading and critical thinking skills
- Develop facility with the whole writing process from invention through revision
- Complete a range of assignments that highlight different rhetorical strategies and different methods of critical analysis
- Develop the skill of summarizing an argumentative text, identifying and conveying in the student’s own words the main and supporting arguments and the evidence used to support these arguments
- Develop the skill of effectively conveying and analyzing the significance of a text, through the student’s engagement and dialogue with the text
- Develop the skill of critical analysis, both analyzing the components of an argument in texts and mounting an effective argument of the student’s own
- Develop the skill of synthesis, understanding how to analyze, integrate, and summarize the ideas from multiple texts while the student makes an argument of the his/her own
- Become proficient in accurate paraphrasing, citing, and documenting of a text
• Complete specific assignments aimed at competence in 1101-level grammar and writing mechanics, with an understanding of the application and relevance of these skills outside the context of the FYW classroom

Important Course Information for All Students:
Students, please carefully review the following information at this link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

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).

COURSE MATERIALS, ASSIGNMENTS, AND GRADING

Required Texts and Materials:
• Miller, James S. Acting Out Culture 2nd edition [ISBN #0312624298]
• The Writer’s Resource, 4th edition (older editions will not suffice, only available in University of West Georgia bookstores)
• Stephen King’s novel The Shining. EBook versions are acceptable so long as you annotate and take notes accordingly. E-readers will not be available on quiz day.
• Access to Stanley Kubrick’s film The Shining (1980): This may be accomplished via Netflix, Amazon.com, iTunes, etc.
• Access to a computer with word processing software (Microsoft Word preferably), the internet, and a reliable printer.
  o Visit the website or call Student information Technology Services (SITS) to learn how to obtain discounted copies of Microsoft Word for student use. Printers are widely available on campus: make sure you know how to access at least two of them. Their website is accessible here:
  http://www.westga.edu/sits/index.php

Course Work
All work should be neat, clean, and properly formatted. Essays should be printed on plain white copy paper. Unless otherwise noted, all assignments must be typed in a word processor in standard MLA format including 1” margins on all sides, 12 point font Times New Roman, and page numbers in the top right corner.
Grading
All assignments must be completed in order to pass this course. NOTE: You must earn a letter grade of C or better in order to go on to English 1102.

10% ---- Diagnostic Essay
Students will respond to a text discussed in class. This paper assesses performance and areas in need of improvement.

20% ---- Argument Essay
Students will attempt argue for or against an idea raised in one of the texts read for class. This essay is primarily persuasive: it relies on concrete evidence and understanding of audience.

20% ---- Illustrative Essay
Students will illustrate a single concept, a theme, or part of the historical context of a text they have read for class.

25% ---- Analysis Essay
Students will build on what they’ve learned in the previous assignments to complete an analysis of that focuses on a single theme or idea present in both versions of The Shining read for this class, Stephen King’s original novel and Stanley Kubrick’s film adaptation, in preparation for ENGL 1102.

15% ---- Peer Review, Sayback, and Process Reflections
This class uses peer review and self-assessment. Sayback occurs in class: students will bring rough hardcopies of their draft for group discussion. Students are expected to post rough drafts for the Argument, Illustrative, and Analysis essays on Course Den by the due date. Students will then read the drafts posted by their group members and come to class with typed reviews: 1-2 typed pages per draft in MLA format in accordance with the guidelines. Process Reflections are guided reflective essays written in class on the days the Argument and Analysis essays are due.

10% ---- Homework, Quizzes, and Activities
Homework is completed in response to each section of the book read for class – these written assignments are due regularly, and should critically examine the homework reading assignment. Quizzes will be administered either during class or, in rare cases via Course Den, over the assigned texts. All typically require short paragraph response written in class. Activities are tasks, working either with a group or individually, which students must complete in class in response to discussions and reading assignments. All presentations fall under this category.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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COURSEWORK POLICIES

The Writing Center
I encourage you to visit The Writing Center at various points in the writing process. Regardless of writing skill level, one may always benefit from an intelligent discussion with knowledgeable peers. The Writing Center is located in TLC 1-201. To make an appointment, call (678) 839-6513.

Plagiarism & Academic Dishonesty
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.

Additionally, you are responsible for safeguarding your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.

- Plagiarism is grounds for failing the course. Any student who plagiarizes in this class will receive a zero for the assignment.
- The University policies for handling Academic Dishonesty are found in the following documents:
  - http://www.westga.edu/handbook/59.php

Format for All Papers
All papers and documentation should be in MLA format. Improperly formatted work will lose 10 points without exception.

Late Work
Whether caused by an absence or a lack of preparation, an unexcused late out-of-class assignment will be penalized by 10 points if submitted more than 5 minutes after the beginning of class on the due date.

- I will not accept any late work after the due date without a verifiable, documented excuse.
- Missed quizzes and/or in class essays may only be made up on receipt of a documented excuse for the missed class day. These excuses must be in hard copy. Missed in-class activities cannot be made up.
- Students have a one week grace period to arrange a suitable makeup day and time with me and to deliver any excuse for their absence. After that, I assign a zero for the assignment.
- I do not accept emailed copies of any work except in the event of a documented emergency.

Revision Policy
I allow revision of two out of class essays for a higher grade: the Diagnostic and the Argument essays. You are not required to revise these essays, but I strongly suggest you take advantage of this opportunity.

- Revisions are due two weeks after the paper has been returned to the class. If you missed this class day, it is your responsibility to find out about it from classmates, contact me, arrange to pick up the paper, and complete your revisions by the due date.
- Only students who have earned a C or below on the first try are eligible to revise these papers.
Extra Credit and Previous Work Policy

- There is no opportunity for extra credit work in this course.
- Work completed for another class will not be accepted for fulfilling the requirements of this course.

IMPORTANT DATES

Due Dates:

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<thead>
<tr>
<th>WEEK 2</th>
<th>Diagnostic Essay</th>
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<tr>
<td>WEEK 5</td>
<td>Argument Essay</td>
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<tr>
<td>WEEK 9</td>
<td>Illustrative Essay</td>
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<tr>
<td>WEEK 15</td>
<td>Analysis Essay</td>
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<tr>
<td>WEEK 15-16</td>
<td>Analysis Essay Presentations</td>
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</tbody>
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Campus-Wide Dates to Remember:

<table>
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<tr>
<th>M 1/6 – S 1/12</th>
<th>Open Drop/Add periods (with refunds)</th>
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<tbody>
<tr>
<td>M 1/20</td>
<td>Martin Luther King Jr. Holiday: no classes</td>
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<tr>
<td>M 1/13</td>
<td>University Writing Center opens</td>
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<tr>
<td>W 2/26</td>
<td>Final Withdrawal Deadline (midpoint)</td>
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<tr>
<td>M 3/17–F 3/21</td>
<td>Spring Break: no classes</td>
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<tr>
<td>M 4/21–F 4/25</td>
<td>Final Instruction/Exam Week</td>
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CLASSROOM POLICIES

Attendance Requirements

This class moves quickly and we only meet twice per week. If you miss more than a week of class (i.e. two days), you will struggle to catch up whether your absence was excused or not. As a result, students who miss two weeks of class or more often do not pass the course simply because they cannot make up the work in time, do not understand the assignments, and have fallen far behind their peers. Upon the fourth absence from this class, the student should withdraw from the course – students who miss so many days of class will be unable to pass. Be aware that an excused absence simply allows you to turn in the late work; it does not guarantee that you will be able to perform as well as your peers who have faithfully attended class each day.

- Unless an assignment requires special materials that are available only from the instructor, the student is expected to be fully prepared on the day he returns to class. The student is responsible for getting assignments from a group member or the instructor.
- Work done in class or due by a specific time such as in-class activities cannot be made up. In-class essays, quizzes, and homework cannot be made up unless you have a documented excuse. Additionally, arriving late to class does not earn you extra time to complete the in-class work. Homework submitted late is also subject to the same late policy as all other work.
- Phoned or emailed explanations will not excuse your absences. Notes from parents, friends, or guardians do not count.
- Only when an absence is excused, i.e. the student has an emergency documented in a manner acceptable to the instructor, will he or she be allowed to make up missed work.
- Whether caused by an absence or a lack of preparation, I do not accept late work without sufficient documentation to excuse the absence. This documentation must be received no more than 1 week following the due date. Furthermore, papers that are turned in more than 5 minutes after the beginning of class on the due date will lose 10 points for tardiness.
- I take attendance at the beginning of each class meeting via an attendance sheet. If you fail to sign the attendance sheet or communicate to me that you are present, then you will be counted absent.
- **Students who add this class late:** You will still have one week to make up all the work you have missed. Remember that you have begun the course behind everyone else and that you have missed valuable information. If you cannot keep up, you should withdraw.

**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.

**Course Den**
I use Course Den regularly as a repository for useful materials, handouts, assignment guidelines, and email. Note that grades cannot be send via UWG email per FERPA guidelines: if you want to know your course grade, you must email me via Course Den. If you have trouble with your Course Den login or account, it is your responsibility to resolve it via ITS in a timely manner. All announcements (cancellations, updates to the course schedule, etc.) will be posted via Course Den.

**Class Cancellations**
In the rare event of inclement weather or some other such dire emergency, I may need to unexpectedly cancel class. Check Course Den and your UWH email regularly for announcements.

**Disruptive Behavior**
Students should refrain from 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, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or video devices. Consequences for such behavior may include being mocked by the class and the instructor. I may even answer your phone or complete your text for you.
Class Behavior Policy
Remember that college helps you become a professional, and there is nothing more unprofessional than goofing off instead of advancing your college career. Students who are asked to leave have missed the class discussion and are therefore counted absent for the day.

- Belligerent or violent students will be asked to leave the class for the day to cool off. If they refuse, they dealt with by Campus Police.

- It is rude to arrive late to class or to leave early.
  - Do not enter the classroom 5 minutes after class has begun. By this point, you are absent.
  - If you must leave class early, inform me before class begins and at the designated time leave quietly to minimize classroom disruption.
  - Do not come and go throughout the class.

- Cell phones and mp3 players should be silenced before you enter the classroom.
  - If you answer your phone in the classroom, I will ask you to leave.
  - The first time I notice you are wearing earbuds or listening to music during class, I will ask you to turn off your mp3 player. The second time I will ask you to leave.
  - If you have an emergency and absolutely must answer your phone, inform me before the beginning of class that you are waiting for a phone call (i.e. an impending birth or death). When that call comes, gather your belongings and exit the classroom quietly.
  - Be aware that if your phone rings during a quiz or an in-class essay, I will ask you to leave and you will earn a zero for that assignment.

- Computer use is allowed but only under certain conditions.
  - Use your tablet or laptop only for class-related activities.

- Do not bring your children to class.
  - No matter how well-behaved you hope they will be in class, there are still topics under discussion that may not be appropriate for young ears. Students and the instructor may use colorful language at times. Bringing children to this environment is distracting and causes unconscious self-censorship that impedes discussion.

- If you plan to sleep in class for any reason, I will ask you to leave.

Note that this class uses group work. I allow students to choose their own groups and move from one group to another. A person who shows little interest in class by texting, arriving late and leaving early, and fiddling with her computer will not likely be a strong candidate for any group. Respect for your peers is crucial for successful collaboration.

Participation
Students are expected to attend each class meet fully prepared for discussion and class activities. This means bringing basic materials to class each day and of course preparing for the day by completing the assigned homework, but it also means taking notes, asking questions, responding to questions from classmates and/or the instructor, and engaging meaningfully with class activities.

Americans with Disabilities Act
Students with a documented disability may work with UWG Disability Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your
instructor in writing by the end of the second full week of class and include a copy of your Student Accommodations Report (SAR), which is available only from Disability Services. Students are entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

**TENTATIVE COURSE CALENDAR**

Be aware that this represents a tentative schedule and as such is subject to change based on the needs and pace of the class. This is a general plan for the course; deviations may be necessary.

**READING THE SYLLABUS:** Unless otherwise noted, all homework assignments are listed alongside the day they are to be read for homework. Come to class prepared for a discussion and, potentially, a pop quiz. Unless otherwise noted in class, you will have homework every day of the semester: You should be reading and annotating Stephen king’s *The Shining* throughout the semester to prepare for the major quiz on Thursday 3/6.

**NOTE:** Unless otherwise noted, selections with an author name are from the textbook *Acting on Culture*. Further, AOC represents the same textbook, while AWR represents the *A Writer’s Resource* handbook. Use your handbook as a resource for grammatical and stylistic questions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tues</th>
<th>Read AWR 27-33 (4a) Bring a print copy of the syllabus for Thursday.</th>
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<tr>
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<td>Read Ehrenreich 22-30 and Twitchell 43-53</td>
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<tr>
<td>Week 2</td>
<td>Tues</td>
<td>Read AWR 264-265 (24c) and 126-149 (Arguments)</td>
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<td>Thurs</td>
<td>Diagnostic Essay due today</td>
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<td>Read Dickerson 86-88, Bronson and Merryman 74-84, and Dyson 147-157</td>
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<td>Week 3</td>
<td>Tues</td>
<td>Read Straube 134-137, Levy 143-146, and Cusac 138-141</td>
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<td>Thurs</td>
<td>Course Den Text: Manson “Columbine: Whose Fault is It?”</td>
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<td>Read AWR 257-260 (23b), 268-273 (24d) and 274-279 (24c)</td>
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<td>Week 4</td>
<td>Tues</td>
<td>Bring rough drafts today for Sayback in class.</td>
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<td>Thurs</td>
<td>Rough drafts due on Course Den by 3:00am Thursday 1/30</td>
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<td>TBA</td>
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<td>Week 5</td>
<td>Tues</td>
<td>Peer Review Day: Bring print copies of your reviews to turn in</td>
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<td></td>
<td>Thurs</td>
<td>Argument Essay due today</td>
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<td>Read Pollan 186-204, Lohan 250-257, Prose 212-218</td>
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<td>Course Den Text: Miller “Divided We Eat”</td>
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<td>Week 6</td>
<td>Tues</td>
<td>Read hooks 316-323, Schulte 325-330, and Kozol 331-342</td>
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<td>Thurs</td>
<td>Read DePalma 381-393 and Clemetson 438-439</td>
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<td>Week 7</td>
<td>Tues</td>
<td>Read Sullivan 407-412, Uchitelle 370-379, and Crawford 395-405</td>
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<td></td>
<td>Thurs</td>
<td>Bring rough drafts today for Sayback in class.</td>
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<td></td>
<td>Rough drafts due on Course Den by 3:00am Tuesday 2/25</td>
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<tr>
<td>Week 8</td>
<td>Tues</td>
<td>Peer Review Day: Bring print copies of your reviews to turn in</td>
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<td></td>
<td>Thurs</td>
<td>Illustrative Essay due today</td>
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<tr>
<td>Week 9</td>
<td>Tues</td>
<td>Class Cancelled: English and Philosophy Undergraduate Conference</td>
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<td></td>
<td>Thurs</td>
<td>The Shining (novel) quiz today</td>
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Week 10
- Tues, 3/11: Watch The Shining (1980 film)
- Thurs, 3/13: Course Den Texts: Mike Stoklasa and Jay Bauman and/or Lindsay Ellis

Week 11

Week 12

Week 13
- Tues, 4/1: Drafting Day in-class: bring your copy of The Shining, WR, and printed materials
- Thurs, 4/3: Bring rough drafts today for Sayback in class.

Rough drafts due on Course Den by 3:00am Tuesday 4/8

Week 14
- Tues, 4/8: TBA
- Thurs, 4/10: Peer Review Day: Bring print copies of your reviews to turn in today

Week 15
- Tues, 4/15: Analysis Essay due today
- Thurs, 4/17: Last day of class: Presentations Day 1

Week 16

Final Exams are administered April 21-25. The day and time of our final exam block is as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Date</th>
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<tbody>
<tr>
<td>9:30-10:50am TR</td>
<td>ENGL 1101-14</td>
<td>8:00-10:30am Thursday, April 24th</td>
</tr>
<tr>
<td>11:00-12:20am TR</td>
<td>ENGL 1102-106</td>
<td>11:00am-1:30pm Tuesday, April 22nd</td>
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<tr>
<td>2:00-3:20pm TR</td>
<td>ENGL 1102-LCM</td>
<td>2:00-4:30pm Tuesday, April 22nd</td>
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<tr>
<td>3:30-4:50pm TR</td>
<td>ENGL 1101-24</td>
<td>2:00-4:30pm Thursday, April 24th</td>
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