Contact Information
Office: Pafford 105-A
Email (primary contact): kfrank@westga.edu
Phone: 679-839-4158

Office Hours (appointment preferred):
Mondays: 8:00am – 10:45am and 2:15pm – 4:00pm
Tuesdays and Thursdays: 8:00am – 9:15am and 12:30pm – 1:45pm
**Please email 24 hours in advance to schedule an appointment.

Writing Center Hours (by appointment):
Tutoring on Mondays 11:00 am – 2:00 pm by appointment
**Call the University Writing Center at 678-839-6513 to schedule an appointment.

COURSE MATERIALS

Required Texts and Materials:
  o A free, digital copy of this book is also available through the library. Students who opt for a digital copy must bring their text to class, annotate, and take notes from the text the same as those using print copies.
• Access to the Bedford/St. Martin’s handbook *Writer’s Help* used throughout English 1101 and 1102 at UWG: access keys and guides are available in the UWG Bookstore.
• Access to a computer with word processing software (Microsoft Word preferably), the internet, a Turnitin.com account, 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 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 practice.
ASSIGNMENTS AND GRADING

Course Work
All work must be neat, clean, properly formatted, and printed on plain white copy paper. Unless otherwise noted, all assignments must be typed in a word processor in standard MLA format including a Works Cited page, 1” margins on all sides, 12 point font Times New Roman, and page numbers in the top right corner.

Note: I penalize the following infractions in these ways for all work completed outside of class.
Missing Works Cited Page: -10 points
Unbound work (submitted without staples or paperclips): -5 points
Poor MLA format: -10 points
Submitted during class time but more than 5 minutes late: -10 points
Submitted after class has ended: work earns a zero

Grading
All essays 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. Note: Students who fail to submit any one of the essays will fail the course.

Grade Scale: 100-90 = A; 80-89 = B; 70-79 = C, 60-69 = D; 59 and below = F

15% ---- Essay 1: Writing to Communicate
Students will respond to a text discussed in class using annotation, summary, and descriptive language. This paper assesses performance and areas in need of improvement.

20% ---- Essay 2: Argument
Students will attempt argue for or against an idea raised in a text read for class. This essay is primarily persuasive: it relies on concrete evidence and understanding of audience.

20% ---- Essay 3: Observation and Evaluation
Students will observe an online community, develop a journal of observations, and use this to write an evaluation.

20% ---- Essay 4: Arguing a Proposal for Change
Students will build on skilled learned through previous assignments to develop and prove an argument of their own based on the material from the class texts and their own observations.

25% ---- Miscellaneous Writing Assignments (MWA)
All writing work that does not fall in the above categories works toward this portion of the grade. This includes individual assignments in Essay Packets, Process Reflections, homework, presentations, quizzes, and journals.

- All homework, except for Mental Weight Training (MWT), is completed in response to each reading assignment – these written assignments are due regularly, and should critically examine the homework reading assignment in a one paragraph summary and a 2-3 paragraph discussion of the piece’s relevance: Why does this matter? Homework, except MWT, must include a Works Cited page. (2-4 typed pages, MLA, see course schedule for due dates)

Page 3 of 8
- Journals must be kept in response to your activities: keep track of your own relationship with robots and the Web. I will collect these journals twice during the semester for a grade: once at midterm and once on the final class day. (page count varies, see course schedule for due dates)
- Students will complete presentations for Essays 3 and 4. These are graded in accordance with the Presentation Rubric on Course Den. Students must include a print copy of their Power Point slides and a Works Cited page on their presentation day to earn full credit for this assignment.

COURSEWORK POLICIES

Late Work
Whether caused by an absence or a lack of preparation, an unexcused late out-of-class assignment are penalized.
- I will not accept any late work after the due date without a verifiable, documented excuse.
- In-class quizzes and Process Reflections may only be made up on receipt of a documented excuse for the missed class day. These excuses must be in hard copy. 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.
- Missed in-class activities such as presentations and Peer Review cannot be made up.
- I do not accept emailed copies of any work except in the event of a documented emergency or prior permission.

Revision Policy
I allow revision of one out of class essay for a higher grade: Essay 1. You are not required to revise this essay, but I strongly suggest you take advantage of this opportunity.
- Revisions are due two weeks after the paper grades are posted to Turnitin.com. Grades are visible on Turnitin.com, as are my comments. Mouse over the bubbled comments to read them in full; print a .pdf version at the bottom of the screen for simpler revision process. I will not grade revisions that do not include all components in the Rethinking Revision handout on Course Den.
- Only students who have earned a C or below on the first try are eligible to revise these papers.
- Plagiarized Essay 1 submissions may be revised with permission; papers that were not submitted the first time are not eligible for revision.
- The Writing Center: Please visit The Writing Center at various points in the writing process. Regardless of writing skill level, one may always benefit from an intelligent discussion and advice. 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

**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:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>WEEK 5</td>
<td>Essay 1</td>
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<tr>
<td>WEEK 8</td>
<td>Essay 2</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Essay 3</td>
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<tr>
<td>WEEK 11-12</td>
<td>Essay 3 Presentations</td>
</tr>
<tr>
<td>WEEK 15</td>
<td>Essay 4</td>
</tr>
<tr>
<td>WEEK 15-16</td>
<td>Essay 4 Presentations</td>
</tr>
</tbody>
</table>

**Campus-Wide Dates to Remember:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 8/25 –Tue 9/2</td>
<td>Open Drop/Add period (with refunds)</td>
</tr>
<tr>
<td>Mon 9/1</td>
<td>Labor Day Holiday: no classes</td>
</tr>
<tr>
<td>Tue 9/2</td>
<td>University Writing Center opens</td>
</tr>
<tr>
<td>Fri 10/17</td>
<td>Final Withdrawal Deadline (midpoint)</td>
</tr>
<tr>
<td>Mon 11/24--Fri 11/28</td>
<td>Thanksgiving Break: no classes</td>
</tr>
<tr>
<td>Sat 12/6--Fri 12/12</td>
<td>Final Instruction/Exam Week</td>
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</tbody>
</table>
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) then you will struggle to catch up. 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.

- **Students who miss more than two weeks of class (four class meetings) will fail the course whether or not those absences were excused.** 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.
  - 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, students must be fully prepared on the day he returns to class. The student is responsible for getting assignments from a group member or the instructor.
- Arriving late to class does not earn extra time to complete the in-class work.
- Phoned or emailed explanations will not excuse your absences. Notes from parents, friends, or guardians do not count.
- If you fail to sign the attendance sheet each class day, you are absent.

**Students who add this class late:** You have a one week period to make up any the work you have missed. Remember that you have begun the course behind everyone else and have subsequently missed valuable information. Withdraw if you cannot keep up with the reading and course work.

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. This is the most reliable way to contact me.

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. I check my email on this account 2-3 times per week.

Class Cancellations
In the rare event of inclement weather or some other such dire emergency, I may need to unexpectedly cancel class, post assignments on Course Den, etc. Check Course Den and your UWG email regularly for announcements. Even if we cannot meet face-to-face, it is still your responsibility to get the work turned in by the due date. In most cases, I will post an announcement to Course Den and email then create a Course Den drop box for submission. There is no excuse for missed work on a cancelled class day.
Disruptive Behavior
Students should refrain from behavior that disrupts the learning environment of others. 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. If they refuse, they deal with Campus Police.
  - Keep the UWG Police number in your cell phone. If you encounter an emergency or an unsafe situation on campus, call the Emergency Police Line (678-839-6000).
- It is rude to arrive late to class or to leave early.
  - Do not enter the classroom more than 10 minutes after class has begun. By this point, you are absent.
  - If you must leave class early, inform me before class begins. At the designated time, leave the room quietly to minimize classroom disruption.
  - Do not come and go throughout the class.
  - Do not sleep in class: you are absent and actively wasting everyone’s time.
- Silence cell phones and mp3 players before you enter any classroom.
  - Do not answer your phone, text, surf the web, play games, etc. during class.
  - 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 for the remainder of the class session.
  - If your phone rings during a quiz or an in-class essay, you will leave the classroom and earn a zero for that assignment.
- I allow computer use, but only for class-related activities.
- Do not bring your children to class.
  - 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.

Note that this class uses group work. 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: these are the hallmarks of good students.

- If I sense that the class has not read any assignment, I will administer pop quizzes until the class begins reading again.
- Students should log in to Course Den to access assignment information, ensure their email is working, and log in to Turnitin.com to be certain they can complete and submit assignments. Students who not
regularly access Course Den, respond to email, or access Turnitin.com are not participating fully in the class and will likely fail as a result.

**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 via email by the end of the second full week of class; 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.

**Due Dates to Remember:**
The following dates are those in which critical activities, homework, and essays are due. Students are fully expected to attend all class meetings, not just the ones listed below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>T 8/26 – R 8/28</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>Week 2</td>
<td>R 9/4</td>
<td>Syllabus quiz: bring a print copy of the syllabus to class today</td>
</tr>
<tr>
<td>Week 3</td>
<td>T 9/9</td>
<td>HW1 due</td>
</tr>
<tr>
<td>Week 4</td>
<td>T 9/16</td>
<td>No class today: meet with me to discuss paper progress during our usual class time in my office (Pafford 105-A).</td>
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<tr>
<td></td>
<td>R 9/18</td>
<td>HW2 due</td>
</tr>
<tr>
<td>Week 5</td>
<td>T 9/23</td>
<td>Essay 1 and Essay 1 Packet due; Process Reflection 1</td>
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<tr>
<td></td>
<td>R 9/25</td>
<td>HW 3 due</td>
</tr>
<tr>
<td>Week 6</td>
<td>T 10/7 – R 10/9</td>
<td>Peer Review 1 and 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>T 10/7</td>
<td>HW 4 due; Journal due</td>
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<tr>
<td>Week 8</td>
<td>T 10/14</td>
<td>Essay 2 and essay 2 Packet due</td>
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<tr>
<td></td>
<td>R 10/16</td>
<td>HW5 due</td>
</tr>
<tr>
<td>Week 10</td>
<td>T 10/28</td>
<td>HW6 due</td>
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<tr>
<td></td>
<td>R 10/30</td>
<td>Peer Review 1</td>
</tr>
<tr>
<td>Week 11</td>
<td>T 11/4</td>
<td>Peer Review 2</td>
</tr>
<tr>
<td></td>
<td>R 11/6</td>
<td>Essay 3 and Essay 3 Packet due (including Journal); Presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td>T 11/11</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 13</td>
<td>R 11/20</td>
<td>Peer Review 1</td>
</tr>
<tr>
<td>Week 14</td>
<td>M 11/24 – F 11/28</td>
<td>Thanksgiving Break: No Classes</td>
</tr>
<tr>
<td>Week 15</td>
<td>T 12/2</td>
<td>Peer Review 2</td>
</tr>
<tr>
<td></td>
<td>R 12/4</td>
<td>Essay 4 and Essay 4 Packet due; Presentations</td>
</tr>
<tr>
<td>Week 16</td>
<td>R 12/11*</td>
<td>Process Reflection due; Journal due; Presentations</td>
</tr>
</tbody>
</table>

*Final Exams are administered December 6 - 12. Our final exam block is scheduled for Tuesday, December 11th from 2:00 am to 4:30pm in our usual classroom.*