SYLLABUS: ENGLISH 1101-LCV (CRN 81178) – COMPOSITION I
Tuesdays and Thursdays 11:00am-12:20pm in Humanities 229
Ms. Kelley M. Frank
Fall Semester 2015

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 2:30pm – 3:15pm
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.

Required Texts and Materials:
• Textbook (buy this first):
• Texts for analysis (web access/ pay per month):
  o Access to Netflix Instant or Amazon Video on Demand for episodes from the television shows The Twilight Zone (1959 – 1964) and Star Trek: The Next Generation (1987 – 1994).
  o Access to Course Den for supplementary reading assignments.
• MLA style usage guides (web access):
  o The digital Bedford/St. Martin’s handbook Writer’s Help: access keys and guides are available in the UWG bookstore. NOTE: If you have never used MLA format or are rusty, this is a wise investment.
  o Use a combination of the following free resources until you can afford Writer’s Help.
    ▪ The Purdue OWL website at https://owl.english.purdue.edu/owl/ (for grammar and syntax assistance).
    ▪ The Common Student Mistakes handout downloadable through Course Den.
    ▪ The UWC Writing Center website’s handouts at http://www.westga.edu/writing/
• Ways to submit assignments:
  o For print materials (required for workshops), access to a computer with word processing software (Microsoft Word preferably) and a reliable printer.
    ▪ Visit the website for Student information Technology Services (SITS) at http://www.westga.edu/sits/index.php to obtain discounted copies of Microsoft Word.
    ▪ Make sure you know of at least two different printers on campus in case of an emergency.
  o For online materials (all major assignments), access to Turnitin.com: Turnitin.com is required for this course. I will email an invitation to your WestGA email account during the first week of class.
NOTE: Sign up and join the class early so we can catch any problems with your account before due dates. Doing this within the first three weeks of class counts as a quiz grade of 100 (failure to do so counts as a zero for not following directions).

**Course Description:** This course, English 1101: Composition I, focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. It is required in Core Area A.

**Course Goals:**
- To develop skills in effective expository, analytical, and argumentative writing.
- 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 argument.

**First-Year Writing Program Goals for English 1101:**
- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum learning outcomes I)

**Important Course Information for All Students:** Students, please carefully review the following information at this link. 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.

[http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**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).

**ASSIGNMENTS AND GRADING**

**Course Work:** Aim for professionalism.

All work must be neat, clean, properly formatted, and printed on plain white copy paper in Modern Language Association (MLA) format. 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.

**Grading:** Turn in all work, even if you’re not sure you did it right.

You must complete all three major essays in order to pass this course, and it’s always better to earn a low grade than nothing at all. Furthermore, you must earn a letter grade of C or better in order to go on to English 1102.

- Essays, proposals, and projects 2 and 3 are due on Turnitin.com before the deadline: the beginning of class on the due date. This is a firm, non-negotiable deadline. Once our class time begins, Turnitin.com will no longer accept submissions.
• The grading rubric penalizes essays submitted in the wrong format, including length and improper MLA. It is students’ responsibility to familiarize themselves with the guidelines and grading rubric for each essay (see Course Den in each essay module).

• The grading scale for college courses implies a different level of work and effort than in high school. Note the expectations work must meet in order to earn a passing grade (see assignment sheet and the grading rubric for each essay as well). If you earn lower than a C on any essay, project, or proposal, please schedule an appointment to meet with me ASAP so we can work together to address the problem.
  
  o 100-90 = A (exceeds expectations): The work is worthy of an honors-level course and is clearly the product of weeks of hard work (planning, research, writing, revision, and response to feedback).
  
  o 80-89 = B (above expectations): This is a solid paper, but it didn’t quite get the same attention as an A paper. The student may have rushed a few parts of the writing process or didn’t quite make their point clear. The student may have met with me to discuss trouble areas, or may have made us of the tutoring services and our in-class workshops; however, there are still areas that needed more depth and/or attention.
  
  o 70-79 = C (meets expectations): This does the bare minimum required. It offers nothing particularly insightful and wasn’t subjected to the writing process as diligently as an A or B paper. In fact, it often feels rushed, and some places (including grammar) may be underdeveloped. Often simply spending more time in thoughtful contemplation or revision would have pulled this grade up. Adherence to basic MLA style requirements is a critical component of the C paper for all 3 grading rubrics.
  
  o 60-69 = D (below expectations): In college terms, a D is unacceptable – you must earn a C or better to consider your work passable, especially since you need a C or better to move on to 1102. These essays may be confusingly organized, full of grammar problems, confusing summary for analysis, or not meeting the assignment parameters. The work had potential and student may have followed the writing process, but may not have spent adequate time on each step or misunderstood the assignment. Meeting with me is an important step here: we need to find the problem and remedy it ASAP for the sake of your future work.
  
  o 59 and below = F (failed expectations): This is a major red flag, and receiving an F should either tell the student to put in 100% more effort, meet with me to discuss the situation, or drop the course before midpoint to save GPA and scholarship opportunities, especially when received in response to a major assignment. This is often the result of rushed work, misunderstanding the assignment (often from not coming to class regularly or neglecting readings), and not following the writing process.

• NOTE: Plagiarism of any kind, even in small cases, will result in a zero – earning a zero for any of the three major essays means failing the course. We will have a UWC-sponsored in-class workshop on avoiding plagiarism and discuss it in terms of properly quoting and citing your work in MLA.

  Regardless of your intent, appropriation of any idea or phrase from another author, even one on Wikipedia or a blog, without clear context and citation is plagiarism. If this is unclear or your high school English teacher taught you differently, see me immediately.

**Grading Rubric for English 1101: It’s slightly different for each major essay.**
English 1101: Grading Rubric for Essay 1 (Staging a Sign)

C To earn a “C” on essay #1, a student must
1. Respond to most of the constraints of the assignment:
   a. Paper should generally be formatted according to MLA style guidelines, with proper parenthetical citations and Works Cited page. Minor formatting errors should not prevent an essay from receiving a C.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should respond in some way to one of the topics assigned.
2. Posit a recognizable thesis/argument:
   a. Thesis must center on a claim, though it may be broad or vague.
   b. Thesis should at least loosely relate to the topic assigned.
   c. Essay should contain some analysis, though it may be scant and underdeveloped, occasionally drifting into surface-level description or summary.
   d. Essay should indicate at least a general understanding of the text in question.
3. Present an essay with some semblance of organization:
   a. Essay should contain an identifiable introduction and conclusion, though both may need more specificity or clarity.
   b. Body paragraphs should be of reasonable length with some supporting evidence and analysis, however weak.
4. Maintain a tone appropriate for the audience:
   a. Essay should for the most part avoid colloquialisms or excessively informal language.
   b. Essay should not rest primarily on personal opinion.
5. Be able to construct generally grammatically sound paragraphs; while there may be grammatical errors, they should not undermine basic sentence-level coherence.

B To earn a “B” on essay #1, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic). While minor formatting errors should not prevent an essay from receiving a B, clear disregard for MLA style should.
2. Anchor essay via a clear thesis statement that posits a concrete claim about the assigned text(s) and topic(s), though it may need further specificity and/or development.
3. Provide concrete analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication).
4. Some paragraphs may be lacking (whether a topic sentence, transition, supporting evidence/analysis, etc.), but not enough to compromise overall clarity and development.
5. Have no distracting pattern of grammatical error.

A To earn an “A” on essay #1, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic) with few formatting errors, if any.
2. Provide a clear, specific, and insightful thesis.
3. Remain focused on the topic and thesis, often providing sound and compelling analysis.
4. Provide effective textual evidence to support said analysis.
5. Guide argument via strong topic sentences that assert the claim that will govern the paragraph(s) to follow.
6. Have very few grammatical errors, none of which interfere with coherence.

D A “D” grade results from
1. Failing to adhere to basic assignment requirements (length, assigned topic, or flagrant disregard for MLA style).
2. A lack of substantive analysis (i.e. an essay that rests primarily on observation or summary).
3. A pattern of major grammatical errors (see above list) or basic sentence-level incoherence.

F An “F” grade results from
1. Failure to adhere to basic assignment requirements.
2. Absence of any statements of assertion or claims; paragraphs consisting almost entirely of observation, opinion, or summary.
3. Obvious misunderstanding of the text and/or rhetorical task.
4. Pervasive pattern of grammatical errors that undermines basic sentence-level coherence.
What you see above is the grading rubric I will use for Essay 1. Note the requirements for a C paper versus a D or F paper. Note the far stricter requirements for a B or A paper.

- The grading rubric is tiered, meaning that each essay has slightly tougher grading requirements. This means **students must familiarize themselves with the grading rubric and the requirements for each assignment.**
- The rubric for each essay is available in .pdf format on Course Den in the corresponding folder (the rubric for Essay 1 is located in the Essay 1 folder along with the assignment sheet and any required materials).
- If you do not understand any requirement, come speak to me. I cannot know your concerns without clear, direct communication.

### English 1101 Writing Assignments: Grade breakdown.

When I provide both page numbers and a word count, I will accept whichever you each first. All work except quizzes must be submitted through Turnitin.com before the beginning of class time on the due date.

**Essays:** I grade each of the major out-of-class essays using the corresponding English 1101 grading rubric. See the sample rubric for Essay 1 above and the note regarding the rubrics in general.

- **Essay 1 – Staging a Sign: 15%**
  Construct a roughly **three page** (800 word) staging of a sign in a music video not discussed in class. This essay is primarily persuasive: it relies on concrete evidence from the source text (your video) and an understanding of the audience. This requires three phases of development within the essay: 1) **Make the sign the star,** 2) **Situate and contextualize the sign,** and 3) **Pose the problem.** More information on this assignment can be found in *Analyze Anything* (65-75). **Cite the video as a short work from a website.**

- **Essay 2 – Examining a Sign in Popular Culture: 20%**
  Students will write a roughly **four page** (1000 word) analysis of a sign in popular culture: this sign should be something from a favorite movie, a TV show, comic book, novel, or even something associated with a favorite performer (but not something used for another assignment). Remember: people cannot be signs, but they can have signs associated with them. The key to this assignment is in selecting subject matter that enables rich discussion of a specific sign, so choose your particular focus carefully – move beyond content and focus on the context.

- **Essay 3 – Semiotic Analysis of a Sign in Relation to a Character: 30%**
  Why does the character of Data still resonate with modern audiences? Students will write a roughly **four page** (1000 word) semiotic analysis that better illustrates the *Star Trek: The Next Generation* character Data. To do this, use any of the Data-centric episodes listed below. Some themes you may touch on include the nature of humanity, equality, and the notion of disposability. Note that you should expect to watch **at least three** of the episodes to get some understanding of his character and to figure out how to conduct your analysis. For your essay, **use one episode as a primary source and the others as secondary sources to support your claims.**

  **Season 1:** “Encounter at Farpoint,” “The Naked Now,” “Datalore”
  **Season 2:** “Elementary, Dear Data,” “The Measure of a Man,” “Pen Pals”
  **Season 3:** “The Ensigns of Command,” “The Offspring,” “The Most Toys”
  **Season 4:** “Brothers,” “Data’s Day,” “In Theory”
  **Season 5:** “Hero Worship”
  **Season 6:** “The Quality of Life”
NOTE: If you wish to use an additional source, ask permission first: prove it will add something valuable that enhances your own insight and understanding in the same way your AA readings, the lessons learned this semester, and the other ST episodes do. Adding extra sources without express permission will count against you.

Process Work: The class also offers you chances to hone your writing skills via smaller projects, proposals for essays, and quizzes. These are graded for clarity and overall adherence to the assignment parameters (is there a MLA style Works Cited page? Is the document responding to the assignment? Does the author seriously consider the topic? You get a 100 for turning in each proposal (minus the deductions listed below for poor format). I grade projects according to the corresponding rubric (Essay 1 rubric used for Project 1, Essay 2 rubric used for Project 2, Essay 3 rubric used for Project 3). This gives you a chance to see how the rubric works for you and helps you better understand the requirements for the more heavily-weighted Essays.

- Proposals: 15%
 Students must submit a roughly one page (250 word) proposal via Turnitin.com for each essay. These assignments indicate the selected sign, why you find it important enough to discuss in an essay, and how you plan to approach it using elements of the VOICE Test: visibility, originality, import, complexity, and energy. Use the language of the VOICE Test to indicate important elements and ideas. More information on this assignment can be found in Analyze Anything (44-51).

Missing Works Cited Page: -10 points Poor MLA format: -15% of the assignment grade

- Quizzes, Activities, and Writing Projects: 20%
Quizzes: 1 quiz based on student participation: some classes may experience no quizzes and others may experience many.

  - Our first quiz will be the syllabus quiz (open book/notes), scheduled for Thursday on the second week of class.
  - Sign in to Turnitin.com and join the class within the first three weeks to earn a quiz grade of 100 (failure to do so counts as a zero for not following directions).

Activities: Activities include work done formally in class for a grade to practice specific skills necessary for essays and writing projects. They are typically due at the end of the class day, and I give fair warning in advance so students can bring necessary materials to class. However, students who do not keep up with Course Den announcements and habitually miss class may come unprepared. To ensure consistently high grades, come to class prepared, take notes, and do your work every day.

Projects: Additionally, all students will complete various minor projects throughout the semester to further develop and practice their analytical and critical thinking skills. Each project must be roughly two pages (500 words) typed in MLA format with all sources cited accordingly (you may of course write beyond this minimum). Submit all projects through Turnitin.com: projects may be submitted in advance.

  - Project 1: Annotate Stanley Milgram’s “The Perils of Obedience,” then summarize the article: What are the most important points? Next, offer some analysis: How might this experiment be applicable today? Submit both your essay and the thoroughly annotated copy of Milgram’s essay for full credit. Due as hardcopy.

  - Project 2: Put your semiotic analysis skills to the test by examining a sign and its significance in a public, corporate space: this could be anything including the booth at your local McDonald’s, the Customer Service desk at Wal-Mart, or your favorite corner of the campus Starbucks. Focus on people, atmosphere, and all the trappings that hint at deeper meanings. Remember too that this is a corporate space: How do these elements impact your customer experience? Due on Turnitin.
Project 3: Examine a sign and its significance in one of the following *Twilight Zone* episodes: “Nick of Time,” “The Monsters are Due on Maple Street,” “Long Distance Call.” Due on Turnitin.

Late Work Policy: I don’t accept late work.
I will not accept unexcused and/or late, out-of-class assignments without a verifiable, documented excuse. Missed in-class activities, such as peer review, cannot be made up. I do not accept emailed copies of any work except in the event of a documented emergency or with prior permission.

- In-class quizzes may only be made up during my office hours and 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.

Revision Policy: You can’t revise materials I have already graded.
There is no opportunity for revision of graded essays. However, for each of the three essay assignments, students have a variety of opportunities for drafting and revision before submitting their final version of the essay for a grade: writing proposals and receiving feedback, two in-class peer review workshops per essay, opportunities to arrange meetings with me, opportunities to email ideas or sections of the essay for feedback, and the availability of tutoring services through The University Writing Center. Start essays early so you can take advantage of these opportunities.

- 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: Uphold the UWG 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.
You are also 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.

- 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 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.
- Plagiarism is grounds for failing the course. Any student who plagiarizes in this class will receive a zero for the assignment, usually failing the course as a result.
- The University policies for handling Academic Dishonesty: http://www.westga.edu/handbook/59.php
Extra Credit and Previous Work Policy: We have a waiver and workshops, but that’s all.
There is minimal opportunity for extra credit work, and work completed for another class will not be accepted for fulfilling the requirements of this course.

- **Peer Review Sessions**: We will have two peer review workshop sessions per essay. Students who attend all six sessions prepared, who actively participate, who submit a hardcopy rough draft on each workshop day, and who submit fully completed peer review worksheets on each essay’s due date will earn a bonus 10 points toward their lowest essay grade at the end of the semester.
  - Students who miss peer review day and provide a documented excuse for their absence may complete the peer review assignment sheets outside of class with a classmate if they email their rough draft to me before the beginning of class time. If these worksheets are submitted on the essay due date by the beginning of class, they will still count toward the bonus at the semester’s end.
  - Peer review materials are available through Course Den. I will not provide materials to students who cannot access Course Den. It is the student’s responsibility to attend each peer review session fully prepared with a rough draft. Those who do not have a complete rough draft will not be eligible for the peer review bonus at the end of the semester. I will collect all rough drafts at the end of each peer review class day.
  - There is no partial bonus credit: Either attend and participate in all workshop sessions or forfeit the bonus points.

- **The Waiver**: I offer a one-time waiver you can use for any assignment except Essay 3. We all make mistakes, so use your waiver wisely.
  - Using your waiver allows for a 72-hour extension, allowing you to complete the assignment and turn it in via WestGA email without penalty.
    - Microsoft Word attachments only: If I cannot open it, it won’t count.
  - **Each student gets one waiver** and cannot earn more.
  - **You can use it for any assignment**, but you must let me know ASAP when you plan to use it.
    - When you submit your work, fill out the waiver below, take a photo, then email the picture to me through my WestGA email account along with your completed assignment.
  - The waiver cannot be used after the extension would have run out (for example, a week after an essay was due).

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**English 1101 Waiver**

**Student Name:** ______________________

**Assignment Name:** ____________________

**Date submitted:** ______________________

*See the syllabus for rules regarding this one-time waiver.*
Attendance Requirements: Coming to class is important. 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 more than four days of class will not pass the course: they cannot make up the work, do not understand the assignments, and have fallen far behind their peers.

- Students who miss more than four days of class will fail the course whether or not those absences were excused. Upon the fifth absence from this class, the student will have two options: 1) withdraw from the class, which will generate a W before October 14, 2015—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. Do be aware that there are absolutely no exceptions to the attendance policy.

- 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. However, all absences count, regardless of your reason for missing class or the presence of an excuse, toward the total allowed absences.

- Keep up with Course Den and your WestGA email, especially if you miss 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 in-class work.

- If you fail to sign the attendance sheet each class day, you are absent.

Participation: Class discussions help everyone.

This class relies heavily on class discussions of the material. The benefits of this are two-fold. For me, class discussions allow me to better gauge the class’ particular interests, understanding of the text and assignments, and helps me identify weak areas quickly. For students, it makes the classroom an interactive place, often far different and more relaxed than in lecture-based classrooms, while allowing them to hear others’ experiences and get immediate feedback on ideas.

- Because these discussions are so important, students are expected to bring basic materials to class each day and complete the assigned homework in advance.
  - However, I also expect you to take notes, ask questions, respond to questions from both classmates and I, and overall engage meaningfully with class activities: these are the hallmarks of good students, and you will reap rewards for this as the class progresses.
  - I expect phones stowed and minds open in class. A person who shows little interest in class discussions and activities by arriving late or leaving early, arriving unprepared for activities, and fiddling with various electronic devices has no respect for fellow students or the professor. Most of the time, I will ignore this (it’s a free country, and students are free to fail themselves), but I will ask you to leave during group activities if you have nothing to contribute.

- I hate administering quizzes: they are boring for me, stressful for you, and exhausting to grade. However, if I suspect that the class has not read sufficiently for discussions, I will administer pop quizzes until the class begins reading again.

- Students should log in to Course Den to access assignment information, ensure their UWG email works, and log in to Turnitin.com to be certain they can complete and submit assignments. Students who not regularly access Course Den materials, respond to UWG email, or access Turnitin.com are not participating fully in the class and will likely fail as a result.
UWG Email Policy: Check this every day at least once a day.
This is the fastest and most reliable way to contact me: I check my email though my phone frequently.

- For complex questions, allow 24-48 hours before emailing me again. In most cases, I will return your email the same day.
- Email to set up appointments for meeting times: you must make appointments no less than 24 hours in advance. You have not made an appointment until I confirm it.
- I cannot send grades through UWG email due to FERPA guidelines (sometimes parents try to login to students’ accounts – it’s happened before!) If you want to know your grade, email me through your UWG email and I will send your grade through Course Den email.

All UWG students have 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. However, it is the student’s responsibility to check this account often.

Course Den: A place for all handouts and assignment sheets.

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.

This class uses Course Den as a repository for useful materials, handouts, assignment guidelines, and announcements.

- 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 WestGA email and I will respond to you through 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 to Course Den.
- I check Course Den email once a week.

Turnitin.com: Dual-purpose assignment tracker and plagiarism detector.
This is the method used in most university writing courses to submit essays and other written work.

- Essays must be posted before the deadline to receive credit: students attempting to post later will not be able to upload their documents, and I will not accept them regardless of excuses.
- As a precaution, the system will send a confirmation email when you successfully submit your work: watch for this to ensure you have actually uploaded the document correctly.
- **Do not wait until the last possible moment to upload your document:** students who fail to submit their work on time often cite connectivity issues, a desire for last-minute proofreading, or computer problems. This doesn’t change the fact that it is late.
- In some cases, there may be genuine difficulties with the site. **If you have trouble with your Turnitin.com login or account, I am not IT support: it is your responsibility to contact their support system and/or navigate their FAQ section to resolve the issue.**

Unexpected Class Cancellations: Your safety is my priority
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.**
Role of the Writing Center: They do not proofread, and they do not rewrite papers.
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 in student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center online at http://www.westga.edu/writing.

- 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. Offer help with 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 email 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 3 No Shows in one semester, you will not be able to have any more appointments for that semester.

**Location:** TLC 1201 (look for the mural)
**Contact Information:** phone (678-839-6513); email (Writing@westga.edu); website (www.westga.edu/writing)
**Hours:** Monday, Tuesday, Wednesday 10:00am-7:00pm; Thursday 10:00am-3:00pm; Friday 10:00am-1:00pm

**Disruptive Behavior: Either be considerate or drop the 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 policy.
Remember that college helps you become a professional, and there is **nothing more unprofessional than goofing off instead of advancing your college career.**

**NOTE:** I will not tolerate belligerent or violent students. If they refuse to leave, I will have them escorted out by Campus Police.

- Regardless of your roommate’s views or what you’ve seen in movies, it is rude (and so very freshman of you) to arrive late to class.
  - **Do not come and go throughout class time:** just as though you were attending a movie or concert, pee before you come to class.
  - **Do not sleep in class:** you are actively wasting everyone’s time by being a distraction. I will ask you to leave and count you absent. If you are hungover in the middle of the week, stay in your dorm and reconsider your life choices.
  - **Do not come and go throughout class time.** 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 enter the classroom more than 10 minutes after class has begun.** By this point, you are absent and have missed the context for our discussion that day anyway. Entering the room
will interrupt us and it will take time to get back on our train of thought. The students who arrived on time take priority over late students in this situation.

- **Leave your cell phone in your bag** You won’t find a professor who thinks this is acceptable, though most will only grumble or roll their eyes.
  - **Do not fiddle with your cell phone.** This is the number one source of distraction and poor note-taking in class, and it is also a huge part of the reason many freshmen fail out of college the first semester.
    - 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.
  - **Do not allow your phone to ring or buzz.** Silence cell phones and mp3 players before you enter any classroom. If you don’t know how to silence your phone, Google it.
    - Some people get test anxiety and others suffer from ADHD: a ringing cell phone can sabotage their learning environment. For this reason, if your phone rings during a quiz, you will leave the classroom and earn a zero for that assignment.

- **Computer/Tablet Policy:** I allow computers and tablets, but only for class-related activities such as accessing handouts or taking notes.

- **Do not bring children to class.** Your fellow students and I will use colorful language at times that may not be appropriate for young ears, and some topics cover mature themes. Bringing children to this environment is distracting for other students and causes unconscious self-censorship that impedes discussion.

**Americans with Disabilities Act: Rights and accommodations for classes.**

**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.

**Obtaining Accommodations:** 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.
Campus-wide Dates to Remember: Mark these on your calendar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 8/24 –midnight Wed 8/26</td>
<td>Open Drop/Add period (with refunds)</td>
</tr>
<tr>
<td>Mon 8/31</td>
<td>University Writing Center opens</td>
</tr>
<tr>
<td>Mon 9/7</td>
<td>Labor day Holiday: No classes</td>
</tr>
<tr>
<td>Wed 10/14</td>
<td>Final Withdrawal Deadline (Midpoint): last day to withdraw from any class with a W.</td>
</tr>
<tr>
<td></td>
<td>• Students who withdraw after this point earn a WF (counts as an F toward GPA).</td>
</tr>
<tr>
<td>Mon 11/23–Wed 11/25</td>
<td>Thanksgiving Break: no classes</td>
</tr>
<tr>
<td>Sat 12/5–Fri 12/11</td>
<td>Final Exam Week</td>
</tr>
</tbody>
</table>

Finally, always remember that college professors and high school teachers differ in their approach to their students: it’s the difference between teaching children (high school students) and working with adults (college students).

- I’m your best resource, and, like all your professors, I’m not your enemy. My job is to offer you the tools to succeed, and academic success is tough. Don’t hesitate to contact me with any questions, even if you think they’re stupid. I’m happy even just to chat about your paper topic! Simple discussion can be the best way to get feedback and ideas.
- I’m happy to make an appointment to see you at any time during my office hours, and you can make appointments in well in advance if you choose. If you can’t make those exact hours, I can stay later on Monday, Tuesday, or Thursday to meet with you if you make an appointment in advance: stand me up, though, and I won’t stay late for you a second time 😊
- Don’t wait until the midpoint to worry about your grade: severe damage done by that point from procrastination or lack of effort is tough to reverse.
- If you’re experiencing serious problems at home or in your personal life that may affect your grade, tell me! I’m willing to help students who come forth and make an honest effort, especially in the face of adversity. There’s less I can do if you wait until the last minute.
- If you are a freshman, enjoy your first semester of college. There’s plenty to do and see, and it can be both a terrifying and wonderful experience. Make friends and live life, but don’t forget that you’re ultimately here to make something of yourself. Master that work/life balance all working professionals need so you can make the most of your time at UWG and graduate feeling pleased with yourself and adequately prepared to start a career.

We’re all in this together until December: I know you can do it!

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Tentative Schedule of Due Dates for Assignments: If you print nothing else, at least print this page.

Be aware that this represents a tentative schedule and as such is subject to change based on the needs and pace of the class. The following dates are those in which critical assignments are due. However, students must attend all class meetings, not just the ones listed below.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 8/25 – R 8/27</td>
<td>Acquire the textbook and download materials from Course Den</td>
</tr>
<tr>
<td>2</td>
<td>R 9/3</td>
<td>Syllabus quiz: open book/notes; Milgram due</td>
</tr>
<tr>
<td>3</td>
<td>R 9/10</td>
<td>Turnitin.com sign in deadline tonight at 11:59pm</td>
</tr>
<tr>
<td>4</td>
<td>T 9/15</td>
<td>Project #1 due; AA chapters 1 and 2 due</td>
</tr>
<tr>
<td>5</td>
<td>T 9/22</td>
<td>Project #2 due</td>
</tr>
<tr>
<td>6</td>
<td>T 9/29</td>
<td>Essay 1 Proposal due</td>
</tr>
<tr>
<td>7</td>
<td>T 10/8</td>
<td>Essay 1 due; AA chapters 3 and 4 due</td>
</tr>
<tr>
<td>8</td>
<td>R 10/22</td>
<td>Proposal #2 due</td>
</tr>
<tr>
<td>9</td>
<td>T 10/27 &amp; R 10/29</td>
<td>Classes cancelled for this week/ no office hours: email me your questions</td>
</tr>
<tr>
<td>10</td>
<td>T 10/27</td>
<td>Proposal #2 due</td>
</tr>
<tr>
<td>11</td>
<td>T 11/3</td>
<td>AA chapter 5 due</td>
</tr>
<tr>
<td>12</td>
<td>R 11/5</td>
<td>Essay 2 due</td>
</tr>
<tr>
<td>13</td>
<td>T 11/17</td>
<td>Proposal #3 due</td>
</tr>
<tr>
<td>14</td>
<td>M 11/23-11/25</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>15</td>
<td>T 12/1</td>
<td>Project #3 due</td>
</tr>
<tr>
<td>16</td>
<td>T 12/8*</td>
<td>Final Exam Day: Essay 3 due</td>
</tr>
</tbody>
</table>

*Final Exams are administered December 5 -- 11:* Our final exam block is Tuesday 12/8 11:00am – 1:30pm in our usual classroom.

- For the purposes of online submission, the final exam day and time is the deadline for all assignments due on Final Exam Day and for any assignment postponed via the Waiver. I will accept **nothing** submitted after our final exam day and time.

**If your professor did not provide you with a final exam day and time, confirm it using the official final exam schedule for this semester:** [http://www.westga.edu/registrar/1064.php](http://www.westga.edu/registrar/1064.php)