ENGLISH COMPOSITION 1101, SPRING 2016
Melissa Dickson Jackson, mjdickson@westga.edu
Sec 17, Room: Humanities #206
Office: Pafford 105-A

INSTRUCTOR
Melissa Dickson Jackson, MFA Creative and Professional Writing & MFA Visual Arts

OFFICE HOURS
Appointments Always Recommended
MW, 9am-3pm and TR 9:30-11:00 and by appointment

WRITING CENTER HOURS
Appointment Required: 678-839-6513
MW in Newnan: 12:00-12:30 and TR 12:30-1:30 in Carrolton

This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus. The guidelines, expectations, and grading criteria are clearly outlined here. You should keep a hard copy of the syllabus in your class binder and make note of any changes as they occur.

IMPORTANT: This classroom is a cellphone-free zone. I may occasionally ask for help finding information online. You may use your electronic devices at that time. Please send all texts and snapchats before class or after class.

REQUIRED TEXTS AND OTHER MATERIALS

- Best Science and Nature Writing 2014, Deborah Blum
- Composition Notebook for in-class writing assignments ($2)
- Three Hole Spiral Notebook for Class Notes. You will be required to take notes in class. ($2)
  - Binder for notebooks and texts available for printing on Faculty Profile ($2)
  - Google Blog Access and Participation for class social media exchange and discussions
- Be Prepared to Print Required Documents. Buy your ink in bulk or use printers available on campus.
  - Internet and UWG email access

Common Language for Course Syllabi: [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)
Students should review the Common Language each semester. These statements are updated as federal, state, university, and accreditation standards change. It contains important information about your rights and responsibilities in this course. Including the Americans with Disabilities Act, the UWG Email Policy, the Credit Hour Policy, and the Honor Code.

[http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)
ENGLISH 1101 COURSE DESCRIPTION

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.

This is a QEP Course: Clear written communication is important in all disciplines, and increasingly employers are expecting college graduates to be good writers. That’s one reason why UWG is focusing on improving undergraduate student writing across the core. When you hear about the QEP—UWG’s Quality Enhancement Plan—know that what your peers and professors are talking about is WRITING, because we are committed to giving you opportunities across your core curriculum to improve the quality of your writing. Want to know more? Visit the QEP website at http://www.westga.edu/qep/

GENERAL LEARNING OUTCOMES FOR ENGL 1101

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.

PLAGIARISM & ACADEMIC DISHONESTY: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; this is another form of misrepresenting the truth. In addition, working closely with someone else to the point at which his/her ideas significantly contribute to your paper also constitutes a form of plagiarism known as excessive collaboration.

Regardless of the extent of the plagiarism, students who plagiarize will be given a 0 on the assignment and an automatic F in the course, no exceptions, and may face possible expulsion (Note: This policy extends to cheating on all other assignments as well, including journal entries, quizzes, or other in-class work.). See below for University policies for handling Academic Dishonesty:

A PERSONAL NOTE REGARDING ACADEMIC EXPERIENCE AND WHAT SCHOLARSHIP MEANS

Dear Students,

I, too, was once a freshman in college. I, too, took English Composition. I, too, struggled with grammar, punctuation, formatting, analysis, introductions, conclusions, and independent critical thought. It was often difficult, frustrating, confusing, disappointing, and challenging. But, trust me, the rewards come, and when they do, they are lifelong, rewarding, and essential.

Many of your instructors are brilliant, disciplined, and accomplished. Some of them have always been that way. They may have been straight A students all their lives. It’s possible that their expectations of you as students are based on unrealistic experiences of success and a natural affinity for language and its shifting codes. That is not the case in my classroom. I struggled; I failed; I procrastinated; I avoided. In time, I learned some personal coping skills and managed to graduate with honors in my discipline. At the time, that was visual arts.

Most of my accomplishments in writing came later in life, but they include significant publications and even the occasional check in the mailbox. Editors appreciate my ability to generate ideas and develop themes without asking them a question they tire of hearing: “What exactly is it that you want from me?” Your teachers may also be tired of hearing this question. While we all want to hear your thoughts and help you shape your ideas, our ultimate challenge is to teach you to generate, pursue, and refine those ideas through education and scholarship. To that end, I’m going to share a secret with you.

I’m going to tell you the answer – right here on the first day of class in this syllabus – to the question already forming on your lips: “What do you really want from me?” I want independent thought and critical thinking. I want you to learn how to do the work without having to ask someone else how to think or how to make determinations. I want you to read, hear, and see the world and have the skill and resources to discern truth from fiction, fact from opinion, and a bias from objectivity. I want you to feel comfortable recognizing what you do not know, and I want you to know how to find the answers without asking someone who may tell you what they think without allowing you the opportunity to find the private truths so essential to us all. That is what I want from you and for you.

I expect you to become a scholar, and that is why it is up to you to meet deadlines, complete assignments, and accept the consequences when you do not comply with course policies. Students do not receive passing grades for enrollment and attendance. Essay grades are not assigned on the basis of effort but on academic performance. Students earn grades; they do not pay for them with tuition. Tuition pays for the opportunity to enter the classroom and participate in a learning environment. Grades assess achievement and performance. Scholarships and GPAs are not insured by attendance and meeting deadlines. Scholarship and maintaining scholarships requires genuine intellectual and academic investment and achievement. Students are expected to behave and perform as scholars in search of their own academic and educational rewards. It is not my practice or intention to encourage intellectual sloth or indifference to demands of scholarly growth.

This classroom rewards engaged, curious, and motivated students. I’m not afraid to fail poorly developed assignments, because I have failed and been failed, and I know your prospects are excellent for growth and recovery.

Here’s to a fabulous semester. This class requires work, but we have fun too. I look forward to knowing you and learning with you.

Sincerely,

Melissa Dickson Jackson
IMPORTANT NOTES:

- This schedule is subject to change in order to accommodate the progress of the class. Changes will be discussed in class as needed. You are responsible for checking the syllabus on a regular basis.

- Because we will read selections from our texts during class discussions, you should bring your texts to class; failure to do so will affect your grade.

- Any use of cell phones or personal electronics at any time during class is discouraged and directly affects your grade. I do not want to see your cell phone. I will ask you to leave and mark you absent if you are unable to manage this requirement. If you have a personal issue that demands access to your phone, discuss it with me privately, and we will make a special arrangement for you.

- All students are expected to schedule an individual meeting with the instructor during the instructor’s Writing Center or office hours. Failure to do so will affect your grade.

- All students are expected to participate in class discussions, Writer’s Help Assignments, and Draft Workshops. Failure to do so will affect your grade.

- Attendance and Classroom Behavior directly affect your grade.

- Students will be required to take notes in the composition notebook. Notebooks will be graded.

- Students who plagiarize in any way including excessive collaboration, recycled papers, or failure to cite material or intellectual property will receive a 0 on the assignment in question and may also fail the class. Plagiarism: Using the words and/or ideas of another without properly giving credit to the source(s). It should be noted that unintentional plagiarism is plagiarism nonetheless. In addition to obvious methods of plagiarism such as intentionally representing someone else’s words as one’s own, other acts such as "making up" sources, turning in work done in fulfillment of another course, or receiving excessive assistance are all forms of academic dishonesty, and subject to the penalties for plagiarism. http://www.westga.edu/writing/index_153.php

- Hard copies of final essays should be turned in with a copy of your outline, your original draft, and the essay rubric in a pocket folder labeled with your name, course section, class day, and time

- Reading the assigned material is essential to your success in class.

Attendance: Attendance directly affects your grade.

All absences count, regardless of your reason for missing class, so there is no need to explain absences or provide doctor’s notes. If you are absent when roll is called, you will be noted as absent. Do not be tardy if you want to be counted present. Attending class is essential to your success. Our essay topics will be discussed and developed in class; your progress and participation grades will come from class work.

After 3 absences you will receive 0% on your participation grade; after 4 absences you will lose 5% of your process work grade, 10% after five, and upon 6 absences you will receive 0% on your process work grade. Since you will be required to take the class again if you do not receive a C, it’s in your best interest, financially and personally, to attend all classes and protect your opportunity to complete the class with an A, B, or C.

Withdrawal period ends on October 14. If you have already missed three classes by that time (including late arrivals), you are advised to withdraw with a W instead of risking a WF or a failing grade.
On days when a quiz or writing assignment is completed during class, late arrivals will not be permitted to disrupt the progress of present students.

**MAKEUP WORK:** Missed Classwork cannot be made up. Please check with a classmate for missed information and materials.

**Disruptive Behavior Policy (FYW policy):** Students may be dismissed from any class meeting at which they exhibit 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 visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. *(Department Policy)*

**Classroom Decorum:** *Respect, compassion and support for the class, the instructor, yourself, and your fellow students is critical. Any behavior in opposition to this expectation results in dismissal from class and be regarded as an absence. Such behaviors include: texting, sleeping, disruptive side-conversations, rude or inappropriate remarks, and general antipathy for the classroom.*

*All* electronic devices (cell phones, ipods, etc.) should be *turned off and out of sight* during class UNLESS I ask you to assist in looking up an item related to our discussion.

**Late Work Policy:** We will use *Turnitin* for delivery of all papers. Papers are due to *Turnitin* by 10pm on the evening BEFORE class. If hardcopies are required, they are due at the beginning of class. Late work will not be accepted. Make-up opportunities may be assigned on a case by case basis, but the easiest and best way to preserve your grade and protect your efforts is to turn in your work on time.

To access additional class readings, go to my faculty profile and check course materials. If for some reason you cannot access a hyperlink, or run into a problem with one, email me as soon as possible so that I can address the issue. PDFs may have to be downloaded and saved to a file on your device.

**Protocol for out-of-class essays:** All final essays will be delivered via *Turnitin*. Hardcopies will be presented in class on the due date.

**Pre-writing:** For each of your out-of-class essays, you are required to turn in a pre-writing, each of which will contribute to your final grade. You have the option of submitting pre-writing early for feedback. Please schedule an office visit to submit and discuss your pre-writing.

**Rough Drafts:** Students who do not have acceptable drafts will be dismissed from class with an absence. For each of your out-of-class essays, you are required to complete a rough draft. Your rough drafts will be graded on the basis of completion, not content. Unless otherwise stated, all rough drafts must be typed; handwritten submissions will not receive credit. Each workshop will vary according to class needs.

**Student-Professor Email correspondence (mjackson@westga.edu):** I’m happy to hear from you by email. If you need in-depth help with a paper or topic, please make an appointment during my office or Writing Center hours. I do not review papers by e-mail. I’m happy to provide minimal feedback on thesis statements and proposals, but these requests are time consuming and should not be abused. Please do not send email asking about material missed in class. I recommend that you communicate with your classmates, refer to our class blog, or see the syllabus. ALL e-mail correspondence must use your mywestga.edu account.

**Departmental Paperless Policy:** As of Fall 2006, our English Department has implemented a “paperless” policy in its classrooms. In other words, instructors will no longer be handing out worksheets or Xerox copies of materials for students. It is your responsibility to purchase the ink and print required materials. Please do not complain about this in class. College requires printed materials. You decided to enroll in a college course.

**Communicating with Parents, FERPA:** Federal law requires students to complete a FERPA if they want their parents to review academic progress or communicate with their professors. Should you have concerns about your
progress in the course, or any other issues, schedule a private appointment, and I will help you develop a plan to support your academic success. I’m happy to communicate with your parents if you complete a FERPA.

The Writing Center, TLC 1201
678-839-6513 Writing@westga.edu www.westga.edu/~writing
Hours: Monday - Wednesday: 10am-7pm, Thursday 10am-3pm, Friday 10am-1pm
The WC offers consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Services Provided: Discuss ideas, read drafts, and work through revisions of essays; we do not proofread Regents’ Test Preparation (both the reading and essay sections) MLA, APA, Chicago/Turabian, and other citation formats. Please make appointments in advance. Review the Writing Center Policies online so you do not lose your privileges there.

Grading: All out-of-class essays will be graded according to the department’s shared grading rubrics for ENGL 1102. We will discuss the grading rubric in class so that you will be familiar with the criteria. All out-of-class essays must be typed and formatted according to MLA style guidelines.

In the second week of the semester, you will complete a diagnostic essay for feedback; this will enable me to let you know if your pattern of error constitutes a deficiency that will need attention outside of the time we spend in class. It will ultimately be your responsibility, if you do have a deficiency and need outside help, to seek that help, either via an appointment with the Writing Center, private study, or an appointment with me during my office hours.

Please note that I do not accept/allow “recycled” papers (i.e. essays that you have written for previous classes).

Your final grade will be the result of the grades you earn, averaged according to the weights specified here (see below for percentages).

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

Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>(Lost after 3 absences)</td>
</tr>
<tr>
<td>Process and Diagnostic Work</td>
<td>20%</td>
<td>(Lost incrementally with 4, 5, and 6 absences)</td>
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<td>Out of class essays</td>
<td>65%</td>
<td>(Late papers are not accepted. Plagiarized, Recycled or Collaborated papers will receive a 0. )</td>
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Plagiarism Defined: http://www.westga.edu/writing/index_153.php

ESSAY ASSIGNMENTS (Four Completed Essays): (Total of 5000 words required by department)

1. Diagnostic Essay: 600-800 Words (Process Grade, required to proceed) Due Wk 3, class A
2. Essay #1 (900-1100 words): 15% (Due Wk 6, class B)
3. Essay #2 (1000-1200 words): 20% (Due Wk 9, class B)
4. Essay #3 (1100-1200 words): 30% (Due Wk 15, class B)

**Please note: Out-of-Class essays are due to Turnitin by 10pm the night prior to the due date. Hard copies are due in class at the beginning of class.

IMPORTANT DATES/QUICK REFERENCE
Jan 11-14  Open Drop – Classes dropped during Open Drop will receive a refund of paid funds. Open Drop ends at midnight August 26.

Jan 18  MLK Day, No Classes

Jan 21-25  Roster/roll verification (for faculty only)

Jan 14  Withdrawal period begins: Students who withdraw from a full term 15 week class between 12:01 am Sep 3 and midnight Oct. 14 will receive a grade of W.

March 3  Last day to withdraw with a ’W’: Students withdrawing from full term courses after midnight will be awarded a grade of WF. Note: A WF grade is calculated as an F in the GPA.

March 14-19  NO CLASSES (SPRING BREAK)

April 23-29  Final Instruction/Fall Examinations week: During this week, instructors have the option of having the class meet for a final week of instruction or scheduling a final exam during the appointed exam time. To confirm your Final Exam schedule, go to the published schedule on the registrar’s website: http://www.westga.edu/registrar/809.php

May 2  Final Grades due to the registrar by noon

Grading: All out-of-class essays will be graded according to the department’s shared grading rubrics for ENGL 1101. We will discuss the grading rubric in class prior to the due date for each essay so that you will be familiar with the criteria. All out-of-class essays must be typed and formatted according to MLA style guidelines. (See AWR 29 for more details regarding the proper format for your essays.)

In the second week of the semester, you will complete a diagnostic essay for feedback; this will enable me to let you know if your pattern of error constitutes a deficiency that will need attention outside of the time we spend in class. It will ultimately be your responsibility, if you do have a deficiency and need outside help, to seek that help, either via an appointment with the Writing Center or an appointment with me during my office hours.

Please note that I do not accept/allow “recycled” papers (i.e. essays that you have written for previous classes).

Your final grade will be the result of the grades you earn, averaged according to the weights specified here (see below for percentages).

Grading scale:

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

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1. Diagnostic Essay: 600-800 Words
2. Essay #1 (1000-1200 words): 15%
3. Essay #2 (1200-1500 words): 20%
4. Essay #3 (1500-1700 words): 30%

**Please note: Out-of-Class essays are due to Turnitin by 10pm the night prior to the due date. Hard copies are due in class at the beginning of class.

**EC 1101 General Class Calendar**

**IMPORTANT NOTES:**

*THIS IS A CELL PHONE FREE ZONE.* I will give assignments and quizzes at the beginning of class. You cannot make them up if you are tardy or absent. Your attendance will be verified by the turned in materials, so do not skip class or delay in an effort to avoid them. Participation and engagement predict positive outcomes in EC 1101. Students who sideline themselves often fail or find themselves disappointed with final grades. If you’re an introvert, find some way to overcome the habits of isolation.

**Week 1, Jan 11-15**

Get started on the right foot by following these guidelines now. Do not delay. Delay predicts poor outcomes.

A) Buy your textbooks today if you have not already. Join the class blog today. Register for Writer’s Help and Turnitin.com today.

Syllabus and course expectations review.


Introductions assignment.

B) Deliver Introductions.

**Week 2 (Jan 18):**

Have you bought your books, registered for TII and WH, and joined the blog yet? Do not expect positive outcomes if you have not.

A) **MLK DAY No Class** Take WH Quiz A before Class B. Print the Diagnostic Report, identify your five areas of weakness and turn it in at the next class.

B) Preparedness Assessment: Books acquired, registered and ready on Turnitin, Writers’ Help, Blog
Syllabus and Plagiarism Test.

Turn in WH Quiz A Diagnostic report with five areas of weakness identified.

In Class Listening and Class Discussion: Privacy and Community: What does it mean? What do we want? Who has the right to privacy? When should we expect privacy?

**Diagnostic Essay Assigned:** Take and Support a Position on Privacy in the Digital Age. 600 words in MLA Format. Use the MLA Template available on Microsoft Word or download the default template via the UWG Writing Center: [http://www.westga.edu/writing/1326_1658.php](http://www.westga.edu/writing/1326_1658.php)

Read “O Rings” for class discussion next week.

**Week 3 (Jan 25-29):**

A) Diagnostic Essay Due.

In Class Writing: Write Sarah Johnson a letter.

Discussion and review: “O-Rings” What central concern does Johnson return to, respond to, answer, and support? What methods does she employ to examine her concern? How does the reader know?

**Read at home:**

WR: Chapter A1, Writing about Texts, 67-78

WR: (Review) B1, Parts of Speech, etc; pages 309-327

B) View Challenger Footage in Class: [https://www.youtube.com/watch?v=vd7dxmBLg48](https://www.youtube.com/watch?v=vd7dxmBLg48)


**In Class Writing Assignment:** It is January 10, 1986. You are the President of the United States of America. You plan to give a State of the Union Address this evening. The *Challenger* has just exploded. What will you do? Go ahead with the SoU speech or change the plan? What audiences do you need to address? How will you connect with the public? What concerns do you need to discuss? Write a brief address to deliver tonight.


**In Class Viewing:** President Regan

**Week 4 (Feb 1-5):**

A) Essay 1 assigned. Rhetorical Analysis of Sarah Johnson’s “O-Rings.”

Writer’s Help in class: Thesis Statements, Literary Conventions


WR: MLA 371-440

WR: Thesis and Argument Review: pages 74 and 80-86

B) Revised Thesis Proposals and Outlines Due.

Class Discussion: “If that’s true, what would I expect to see?”

Complete WH Assignments.

Typed Draft due Next Class!

WR: 196-222
Week 5 (Feb 8-12):
WR: 259-286

B) Quote Integration. Paragraph Development. Review Student Sample Essays. WH Assignments.
WR: 286-304
Final Working Draft Due Next Class!

Week 6 (Feb 15-19):
A) Final Draft Workshop and Peer Review. Letter to Peer.

B) Essay #1 Due. “Danger! This Mission to Mars Could Bore You to Death” BASNW, p. 131
“Why I Prefer Paper”

Week 7 (Feb 22-26):
A) Review for Midterm Assessment.
“Bringing them Back to Life;” p 296
Crisper Podcast, Radio Lab
Essay #2 Assigned: Hazards, Habits, and Hopes of Technology

B) Mid-Term Assessment. WR: Sentence Style: 111-136
Observation and Experiment. Descriptive Writing.

Week 8 (Feb 29-March 4):

B) Draft 1 Due Syllabus and expectations review.
MUST WITHDRAW BY March 3 to receive a W. After today, all withdrawals WF, Failing.
Have you missed three classes? Have you been completing the WH Quizzes and turning in assignments? Consider withdrawing now if you haven’t.

Week 9 (March):
A) Final Working Draft Due. Peer Workshop.

B) Essay #2 Due.
In Class Diagnostics and Discussion. WH Assignments and Review.

Week 10: SPRING BREAK!

Week 11:
A) Waste Land – View and Discuss

B) In Class Writing: Write Vic Muniz a letter. Read “Portraits with a Purpose” from Time Magazine
Read “Where Art Meets Trash and Transforms Lives” from The New York Times
http://www.nytimes.com/2010/10/24/arts/design/24muniz.html?_r=0

Week 12:
WR: 175-196
A) Proposals Due. Peer Review. Class Discussion.
B) Proposal and Thesis Revision and Outline Due.

Week 13:
A) Draft #1, Workshop
B) Draft #2, Workshop

Week 14:
A) In-Class Writing. Tools for future Success.
B) Final Draft Workshop

Week 15:
A) Essay #3 Due. Final Exam Review. In Class Writing.
B) Continuing Final Exam Review. Questions. In Class Writing. Turn in Composition Notebook.

Week 16:
FINAL EXAM: See Schedule
Final Grades due to Registrar by May 2 at Noon

EXAM SCHEDULE:

Monday/Wednesday Class Periods
8:00-9:20 classes .........................Monday, Dec. 7, 8:00-10:30 am
9:30-10:50 classes .......................Wednesday, Dec. 9, 8:00-10:30 am
11:00-12:20 classes .......................Monday, Dec. 7, 11:00-1:30 pm
12:30-1:50 classes .......................Wednesday, Dec. 9, 11:00 -1:30 pm
2:00-3:20 classes .........................Monday, Dec. 7, 2:00-4:30 pm
3:30-4:50 classes .......................Wednesday, Dec. 9, 2:00-4:30 pm

Tuesday/Thursday Class Periods
8-9:20 classes ............................ Tuesday, Dec. 8, 8:00-10:30 am
9:30-10:50 classes ........................Thursday, Dec. 10, 8:00-10:30 am
11-12:20 classes ...........................Tuesday, Dec. 8, 11:00-1:30 pm
12:30-1:50 classes ........................Thursday, Dec. 10, 11:00-1:30 pm
2-3:20 classes ............................Tuesday, Dec. 8, 2:00-4:30 pm
3:30-4:50 classes ............................Thursday, Dec. 10, 2:00-4:30 pm

ESSAY #1
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 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.
ESSAY #2

C To earn a “C” on essay #2, a student must

1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with few errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the topics assigned.

2. Posit a clear thesis/argument:
   a. Thesis must center on a claim, though it may lack specificity.
   b. Essay should be comprised primarily of textual analysis, though it may lack development in some areas.
   c. Essay should demonstrate an understanding of the text(s).

3. Present a reasonably organized essay:
   a. Essay should contain introductory and conclusion paragraphs.
   b. Body paragraphs should be of reasonable length with supporting evidence and accompanying analysis, though further elaboration may be in order.
   c. Most paragraphs should contain recognizable topic sentences with appropriate transitions.

4. Maintain a tone appropriate for the audience:
   a. Essay should avoid excessive colloquialisms or informal language.
   b. Essay should not rest on personal opinion.

5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

B To earn a “B” on essay #2, a student must

1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via a clear thesis statement that posits concrete claim(s) about the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication), with most paragraphs adequately developed.
4. Have no distracting pattern of grammatical error.

A To earn an “A” on essay #2, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).

2. Provide an insightful and sophisticated thesis.

3. Remain focused on the topic and thesis, providing complex and compelling analysis throughout the essay.

4. With few exceptions, guide the argument via strong topic sentences and appropriate transitions to ensure flow.

5. Have few grammatical errors, none of which interfere with coherence.

A “D” grade results from

1. Failing to adhere to basic assignment requirements (length 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 that significantly undermines sentence-level coherence.

An “F” grade results from

1. Failure to adhere to basic assignment requirements.

2. Absence of any statements of assertion or claims; paragraphs consisting of observation, opinion, or summary.

3. Pervasive pattern of grammatical errors that undermines basic sentence-level coherence.
Essay #3

To earn a “C” on essay #3, a student must

1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with no major errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the assigned topics.

2. Posit a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised primarily of textual analysis in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond the surface level.

3. Present a well-organized essay:
   a. Essay should contain introductory and conclusion paragraphs of adequate length and appropriate tone.
   b. The majority of body paragraphs should provide supporting evidence and accompanying analysis, with few in need of further elaboration.
   c. Paragraphs should contain topic sentences and/or transitions.

4. Maintain a tone appropriate for the audience:
   a. Essay should not contain colloquialisms or excessively informal language.
   b. Essay should not rest on personal opinion.

5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

To earn a “B” on essay #3, a student must

1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via concrete thesis statement focusing on a sophisticated analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Have no distracting pattern of error and no more than two major grammatical errors.
5. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

To earn an “A” on essay #3, a student must

1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay.
5. Have very few grammatical errors, none of which interfere with coherence.
6. Display marked improvement with respect to errors marked on previous essays/graded writing.

A “D” grade results from

1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting).
2. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
3. A pervasive pattern of minor errors that undermines sentence-level coherence.
4. A pattern of repeated errors marked on previously graded work.

An “F” grade results from Failure to adhere to basic assignment requirements.

Or Two or more of the faults listed under “D.”
Grading for Class Participation

<table>
<thead>
<tr>
<th>Frequency and Quality</th>
<th>A (15 points)</th>
<th>B (12 points)</th>
<th>C (9 points)</th>
<th>D (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives</td>
<td>Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but rarely contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but never contributes to the discussion in the aforementioned ways.</td>
</tr>
</tbody>
</table>