SYLLABUS: ENGLISH COMPOSITION 1101, Fall 2016
Melissa Dickson Jackson, mjackson@westga.edu
Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm, and by appointment
Writing Center: Monday 10:00-12 and 2-3, Appointment Required

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COMMON LANGUAGE FOR COURSE SYLLABI (Updated June 30, 2015)
Students should review the following information each semester.
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
Please Note that this page has been updated as of this June, so you likely need to check it for updates!

ACADEMIC SUPPORT
Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact Accessibility Services. Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

ONLINE COURSES
UWG takes students’ privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

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. 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. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding
his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

**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.

**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).

**Departmental Paperless Policy:** As of Fall 2006, our English Department has implemented a “paperless” policy in its classrooms. I will post things on our shared Google Drive for you to download, print, and bring to class. I will try to remind you when you need to download and print an item for an upcoming class meeting, but it is your responsibility to check the syllabus and follow through.

**FERPA:** Please be aware as well that I cannot communicate with your parents unless you complete a FERPA form (available upon request). Should you have concerns about your progress in the course or any other issues that arise, it’s best that you address them with me personally.

**PER THE BOARD OF REGENTS ALL FACULTY MEMBERS ARE MANDATORY REPORTERS OF SEXUAL MISCONDUCT:** This means that no conversation I overhear, or that we have, is confidential if any sexual misconduct is mentioned. Even if the incident occurred off campus or before you became a student at UWG, or doesn’t even involve you personally, I am legally obligated to report the information I hear. To review the policy in full: [http://www.usg.edu/policymanual/section4/policy/C327/](http://www.usg.edu/policymanual/section4/policy/C327/)

**RESOURCES FOR ACADEMIC SUPPORT AND PERSONAL GROWTH**

**ONLINE COUNSELING:** [https://www.westga.edu/student-services/counseling/online-counseling.php](https://www.westga.edu/student-services/counseling/online-counseling.php)

**TRADITIONAL COUNSELING SERVICES:** [https://www.westga.edu/student-services/counseling/appointments.php](https://www.westga.edu/student-services/counseling/appointments.php)

**REPORT AN INCIDENT:** [https://publicdocs.maxient.com/incidentreport.php?UnivofWestGeorgia](https://publicdocs.maxient.com/incidentreport.php?UnivofWestGeorgia)

**HEALTH SERVICES:** [https://www.westga.edu/health/](https://www.westga.edu/health/)

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10:00-12 and 2-3, Appointment Required
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

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. 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.

For more information, visit the Writing Center online

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 print and bring the work we are discussing to class; failure to do so will affect your participation and process grades.

- 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.

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

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10:00-12 and 2-3, Appointment Required
• Final Essays will be due to Google Drive. Printed copies of drafts may be required for draft workshops. I use plagiarism software, such as Turnitin, to check your work.

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

• Final grades will be posted to BanWeb; no grades will be given via telephone.

• I can explain the assignment to you, but I can not make you understand it. Confusion is not an excuse for inaction. Understanding emerges from participation in the writing process. Come to me with specific questions AFTER you have completed several pages of free writing and exploration, but do not tell me you are confused. We will call this “Rule 42” in honor of Douglas Adams and his novel Hitchhiker’s Guide to the Galaxy.
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 here. The guidelines, expectations, and grading criteria are clearly outlined, and these will govern the structure of the class. You should keep a hard copy of the syllabus in your class binder and make note of any changes or important questions as they occur.

**CELLPHONES:** This Classroom is a Cellphone free zone. I may occasionally ask your help finding information online. You may use your electronic devices at that time.

**A NOTE REGARDING PERSONAL AND ACADEMIC RESPONSIBILITY:** As UWG students, you accept responsibility, not only for your actions, but for the work that you do; this means that it is up to you to meet deadlines, complete assignments, and accept the consequences when you do not comply with course policies. Grades are not assigned on the basis of effort, but rather, on the basis of academic performance. Your final grade will be the result of the grades you earn; I cannot ethically give you additional points because you need to pass the course in order to avoid academic suspension or loss of a scholarship. You know what the stakes are for you if you do not do well in the course, so take responsibility for your performance. I will be glad to help you and to provide feedback for you as you engage in the writing process, but do be aware that if you choose to see me for help with an essay, you must bring some form of pre-writing with you. In other words, do not meet with me only to tell me that you don't know what to write about; it's your responsibility to generate ideas, and then I will help you refine those ideas. In addition, you should not wait until the day before an essay is due to meet with me about it.

**REQUIRED MATERIALS:** In an effort to save you money, I have attempted to create a course that uses texts available via the internet and stored in a shared Google Drive. In order for this strategy to succeed, I will need you to print some materials and bring them to class with you. You must take care to have funds available for printing materials. If you plan to print items using your own printer, you must have ink and paper available. Do not use the cost of ink or a broken printer as an excuse for your failure to print materials. Thank you!

- **Print Materials from Google Drive:**
  - NOW: Class Syllabus, Jackson's Essay Survival Kit, English Comp in 12 Steps, MLA Guides.
  - AS NEEDED: Articles and Stories
- **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 printed texts ($2)
- **Internet and UWG email access ($0)**
- **Google Drive and Google Blog Access ($0)**

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10:00-12 and 2-3, Appointment Required
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.

General Learning Outcomes for ENGL 1101: In service of the QEP (Quality Enhancement Plan: http://www.westga.edu/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

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10:00-12 and 2-3, Appointment Required

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 you 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. 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.

Withdrawal period ends on September 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.

MAKEUP WORK: If you miss a quiz or daily class assignment, you may check the blog or ask a classmate for the information. However, no grade will be entered in coursework for that activity on that day. You should complete the work in your composition notebook and add the daily class notes to your spiral notebook for final assessment.

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 will result 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: 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.

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To access additional class readings, go to our shared Google Drive or Class Blog. If for some reason you cannot access a hyperlink or run into a problem with one, ask a classmate for help and confirmation before you email me. 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 Google Drive.

Pre-writing: For each of your out-of-class essays, you are required to turn in pre-writing assignments, 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 and counted absent. For each of your out-of-class essays, you are required to turn in multiple rough drafts. Your rough drafts will be graded on the basis of completion, not content. Draft One of each assignment may be handwritten. Draft Two and any subsequent drafts must be typed and printed. Draft workshops will vary according to class needs.

Student-Professor Email correspondence: You are welcome to email me with any questions, and you may also email your thesis statement to me if you'd like feedback. While I'm happy to help via email, please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). Likewise, do not send emails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online course calendar, a classmate, the Google Drive, the Class Blog). Do not, however, ask me; I will be planning our next class.

*Note: All student-professor email correspondence must take place via your my.uwg account; likewise, if you need to reach me outside of class and/or office hours, email is the most efficient way to do so.

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.

In the second week of the semester, you will complete an introductory essay for feedback; this will enable me to let you know if your pattern of error requires attention outside of class. It will be your responsibility to seek that help, either via an appointment with the Writing Center, Smart Thinking, Academic Counseling, or an appointment with me during my office hours.

Your final grade will be the result of the grades you earn, calculated according to weights assigned to each category. I give only 5 grades: A, B, C, D, F.

Your final grade will be determined as follows:
- Participation: 15% (Lost after 3 absences)
- Process and Diagnostic Work: 20% (Lost incrementally with 4, 5, and 6 absences)
- Out of class essays: 65%
  - Essay 1: 5%; Essay 2: 10%; Essay 3: 20%; Essay 4: 30%
  (Late papers are not accepted. Plagiarized, Recycled or Collaborated papers receive a 0.)

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10:00-12 and 2-3, Appointment Required
Dickson Jackson, EC 1101 Course Calendar

THIS CLASS IS A CELL PHONE FREE ZONE
YOU WILL HAVE A LOT OF READING AND PREP OUTSIDE OF CLASS.
4 hours each week to complete assignments and reading.

OVERVIEW OF MAJOR ASSIGNMENTS:

Essay #1, 2-3 Pages: “People are People” : 5%
Introduce a Classmate with Library Research on Classmate's Favorite Activities:
Independent research required. Have Library Research Form completed and signed by Librarian.
DUE: Friday August 19

Essay #2, 3 Full Pages: “Games People Play” : 10%
Learn the game you are assigned in class. Research the history of that game or that type of game. Write an essay introducing your classmates to the game, explaining how to play it using correctly integrated quotations from the instructions and from cited materials. Give strategy tips. Evaluate the game. Your drafts will be graded and constructively critiqued by a team of classmates. They will need to play the game using only your essay as instructions.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10:00-12 and 2-3, Appointment Required
Independent research required. Have Library Research Form completed and signed by Librarian.
DUE: FRIDAY September 16

Essay #3, MORE than 3 FULL Pages, “Food People Eat”: 20%
Read the introduction to Cooked by Michael Pollan. Review and read materials in the shared Google Drive including videos, articles, and essays. Research (Pick ONE) Food Insecurity, World Hunger, Food Sensitivities, OR The Obesity Epidemic. In addition to discussing facts and details culled from objective, as well as philanthropic or agenda driven sources, you will experience and write about your own “Classroom Food Fate” for this exercise. This assignment will require you to do some food prep and cooking. Plan accordingly. You may work with classmates in a team for cooking and research. You must let me know who your teammates are so I understand why you may have similar sources. Your draft should be LONGER than your final paper! This is a synthesis essay that requires you to manage information from multiple sources and support a point of view. Read the sources (including any introductory information) carefully. Your essay should synthesize at least three sources for support, take a position that defends, challenges, or qualifies the claim that the food people eat has an impact on their lives and long-term success.
EXTRA CREDIT: Film and produce a video about your experience preparing and eating the meal based on your assigned “Food Fate.” Upload film to Google Drive.
Independent research required. Have Library Research Form completed and signed by Librarian.
DUE: FRIDAY October 14

Essay #4, MORE than 4 FULL Pages: 30% “Stories People Tell”: 30%
Read the Folk Stories and Fairy Tales in the Shared Google Drive. Select three or more stories from different cultures for an analytical and rhetorical comparison contrast essay. Include historical and academic context from independent research in your introduction and as needed. Draw a conclusion: What story is most appropriate to share with a child. Why? Your essay must be carefully organized to support your conclusion. Independent research required. Have Library Research Form completed and signed by Librarian.
DUE: FRIDAY, November 11

**Please note: Out-of-Class essays are due to Google Drive on the due date before midnight.

COURSE CALENDAR

Week 1. (August 10 and 11)
   Syllabus Review, Materials Reviews, and Essay 1 Assignment

Week 2. (August 15-18)
   A) Syllabus and Plagiarism Exam. Continue Classmate Interviews.
   B) Deliver Introductions. Fact Check your notes. 2-3 page essay on classmate due Friday to Google Drive. For Next Week, Review Rice and Beans Folder and English Comp in 12 Steps. Available in Google Drive.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10:00-12 and 2-3, Appointment Required
ESSAY 1 DUE TO GOOGLE DRIVE, FRIDAY August 19: Formal Classmate Biography with associated and appropriate research. 5% of total grade. 2+ pages with Works Cited Page.

Week 3. (August 22-25)
A) Finish Introductions. Discuss Rice and Beans. Review MLA Style. For next class read “A Modest Proposal” in Google Drive. Review materials available in the Rice and Beans folder and select a minimum of 5 additional sources to read, watch, or listen to. Be prepared for in-class quiz on the material.

B) Quiz, Discussion and reading continues. Introduction to essay organization. Prepare an annotated bibliography before our next class. How To: http://guides.library.cornell.edu/annotatedbibliography

Essay 2 Assigned. General Prompt: a) Synthesis and Experiential Essay, compare and contrast the diets of impoverished people to diets of wealthy people using the provided information and materials. Discuss your own experience with your “classroom food fate.” Propose solutions and changes. Why does it matter?

Week 4. (August 29-Sept 1)


Week 5. (September 5-8)
A) Draft One- 5 Pages Handwritten OR 3 Pages Typed and Printed. In-class workshop. You will be dismissed from class and counted absent if you do not have an appropriate draft. Your essay will be used to play the game!

B) Revised Draft - MUST BE TYPED AND PRINTED. MUST BE SIGNIFICANTLY REVISED A new team will attempt to play the game using your essay. Constructive Critique.

Week 6. (September 12-15)
A) Revision #3 MUST BE TYPED AND PRINTED - Revised and reorganized essay. Focus on Essay Organization, Reverse Outline. Class Workshop and Discussion.

B) Revision #4 - MUST BE TYPED AND PRINTED Focus on MLA and Works Cited.
Review *Rice and Beans* Folder and read the introduction to *Cooked* by Michael Pollan before our next class.

**Friday September 16: Essay 2 Due to Google Drive**

**Week 7. (September 19-22)**
- A) Quiz. *Rice and Beans* Discussion. Sentence Level Concerns.
- B) Proposals for research. Visit from Librarian?

**Week 8. (September 26-29)**
- B) Proposed Essay Topic and Annotated Bibliography DUE -- Must be typed. Outline due next Class

**SEPTEMBER 30 -- LAST DAY TO WITHDRAW PASSING**

[https://www.westga.edu/assets-opentext/assetsSA/registrar/Complete_Withdrawal_Form.pdf](https://www.westga.edu/assets-opentext/assetsSA/registrar/Complete_Withdrawal_Form.pdf)

**MUST WITHDRAW** by 9/30 to receive a W. After this date, all withdrawals WF, Failing. **CONSIDER:** Have you missed three classes? Did you fail your first essay? Have you completed the readings? Withdraw now to avoid a failing grade. I'll miss you, but I'd rather see you take the class again to maintain strong grades and a high GPA!

**WEEK 9. (October 3-6)**
- A) OUTLINE DUE. In Class free-writing workshop and discussion.
- B) Draft 1 due - 7 pages handwritten or 4 pages typed. (Your draft should be longer than your final essay)

**WEEK 10. (October 10-13)**
- A) Revision Due. 5+ pages typed with Works Cited. Reverse Outline and MLA Review.
- B) Final Revision Due - 4+ pages typed. Final Workshop - Thesis Statements, Topic Sentences, Conclusions. Prepare for next class by reviewing the Fairy Tales folder. Read materials assigned during class discussion. Read at least one FT from each region represented. Take notes - you will need them for the quiz next week.

**FRIDAY OCTOBER 14: ESSAY #3 DUE TO GOOGLE DRIVE**

**WEEK 11. (October 17-20)**
- A) In Class Materials Quiz. Review Fairy Tales Folder. Visit the ESK as needed.
- B) Keep asking questions of the text. Freewriting and synthesis. In class discussion. Looking through the critical lens. Prepare an annotated bibliography and an outline for next week.

**WEEK 12. (October 24-27)**
- A) Outline and Annotated Bibliography Due
- B) Draft 1 Due. In class workshop.

**Week 13 (October 31-November 3)**

*Office:* Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:**M 10:00-12 and 2-3, Appointment Required
A) Draft 2 Due. Reorganized and Revised with Works Cited
B) Draft 3 Due in MLA form

FRIDAY, NOVEMBER 11: ESSAY 4 DUE TO GOOGLE DRIVE

Week 14 (November 7-10)
A) Semester Review and course goals
B) Discuss revisions. You may revise Essays 2 and 3.

Week 15 (November 14-17)
A) Revision Workshops
B) Revision Workshops

THANKSGIVING BREAK! (November 21-25)

Week 16: (November 28-Dec 1)
A) Revisions DUE
B) Review for Final and Discuss 1102

Week 17: (December 5-9)
FINAL EXAMS
A final exam will be offered for students who wish to improve their grade. This exam is optional. Students will be asked to bring Essay 1 and 4 to class and to revise key essay components during the exam time. All changes should be annotated and explained on a separate page.


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<td>8:00-9:15 classes</td>
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<td>9:30-10:45 classes</td>
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<thead>
<tr>
<th>Tuesday/Thursday Class Periods</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Time</td>
<td></td>
</tr>
<tr>
<td>8:00-9:15 classes</td>
<td>Tuesday, Dec. 6, 8:00-10:00 am</td>
</tr>
<tr>
<td>9:30-10:45 classes</td>
<td>Thursday, Dec. 8, 8:00-10:00 am</td>
</tr>
<tr>
<td>11:00-12:15 classes</td>
<td>Tuesday, Dec. 6, 11:00-1:00 pm</td>
</tr>
<tr>
<td>12:30-1:45 classes</td>
<td>Thursday, Dec. 8, 11:00-1:00 pm</td>
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<tr>
<td>2:00-3:15 classes</td>
<td>Tuesday, Dec. 6, 2:00-4:00 pm</td>
</tr>
<tr>
<td>3:30-4:45 classes</td>
<td>Thursday, Dec. 8, 2:00-4:00 pm</td>
</tr>
</tbody>
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Dec 12: Final Grades due to Registrar.
DON’T LET YOUR GUARD DOWN! SPRING CLASSES START JANUARY 7!

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10:00-12 and 2-3, Appointment Required
## RUBRICS

Grading for Class Participation (from: [https://www.cmu.edu/teaching/designteach/teach/rubrics.html](https://www.cmu.edu/teaching/designteach/teach/rubrics.html))

<table>
<thead>
<tr>
<th>Frequency and Quality</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Attends class regularly and <em>always contributes</em> 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 <em>sometimes contributes</em> to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but <em>rarely contributes</em> to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but <em>never contributes</em> to the discussion in the aforementioned ways.</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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.

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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.

D  A “D” grade results from

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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.

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 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).

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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.”