

**ENGL 1101-16**  
**T/TH 2:00-3:15**  
**Spring 2017**

**Professor:** Pam Murphy

**E-mail:** [pamm@westga.edu](mailto:pamm@westga.edu)

**Office:** TLC 1114-B

**Office Hours:** Mondays and Wednesdays 5-6:30 p.m., Tuesdays and Thursdays 10 a.m.-12 p.m.; and by appointment.

**Writing Center:** Tuesdays and Thursdays 12-1:30 p.m., by appointment

**Course Description:**

ENGL 1101 helps students to develop the skills they need to become successful in college-level courses where critical thinking and writing are required. This course does not presume that students already possess these skills; instead, it will help students develop these skills, so that by the end of ENGL 1101 students will be better equipped to succeed in college classes where writing is required. ENGL is not the only course in the core where students receive writing instruction; however, it is an important course in the development of college-level writing skills since its focus is on the sequential development or scaffolding of the discrete writing and analytical skills that, together, lead to stronger, more successful writing. In this course, students will have opportunity to practice effective argumentation and to strengthen writing through the use of multiple textual sources. We will use cultural observations, poems, a graphic novel, a film, and short essays to focus our examinations.

**Course Description and Learning Outcomes:**

[http://www.westga.edu/english/index\\_317.php](http://www.westga.edu/english/index_317.php)

Access out-of-class essay rubrics via my website: <http://westga.edu/~pamm/>

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**Course Materials:**

1. Grealy, Lucy. *Autobiography of a Face*. Harper. 2003.
  2. Spiegelman, Art. *Maus*. Pantheon Books. 1986.
  3. Access to Sean Penn's film *Into the Wild*, based on the Jon Krakauer book.
  4. A notebook/journal to bring to class daily.
  5. Access to a printer.
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## Expectations

I expect you to:

- Display a working knowledge of the syllabus
- Attend all classes, arriving on time with relevant materials in hand
- Participate fully and respectfully in class discussions
- Remain attentive and engaged throughout the class period
- Offer constructive critiques on your classmates' work and respond graciously to constructive criticism
- Improve your writing during each step of the process
- Avoid repeating mistakes addressed in feedback
- Submit quality work, complete and on time
- Communicate promptly with me about any concerns

Ultimately, your success depends on how much time, energy, and effort you are willing to put into the class. I am only in control over one hundred percent of my own effort, but I promise you will always receive my full effort. I hope to have the same from you.

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## Major Assignments and Grade Breakdown:

1. Process Work 5%: This grade includes class participation, various types of quizzes, peer review workshops, and writing exercises/responses, all of which are based on class discussions and prepare you for the major assignments.
2. Key Skills Assignments 15%: Each key skill assignment counts for 5% of your final grade. These assignments prepare you for the first major essay.
  - a. KSA1: Demonstrating your familiarity with the KSA1 assignment expectations available on my website, write a thoughtful paragraph in defense of your topic choice.
  - b. KSA2: Demonstrating your familiarity with the KSA2 assignment expectations available on my website, write an arresting staging (intro) for your chosen sign/topic, raising your driving theoretical question(s) either explicitly or implicitly.
  - c. KSA3: Demonstrating your familiarity with the KSA3 assignment expectations available on my website, develop one theoretical claim that persuasively answers the question(s) posed in your field of inquiry (using the "sign-signal-significance" model). Then compose a reasoned persuasive paragraph designed to substantiate your claim (using the "Three-Ied Monster" method of argumentation).
3. Formal Out-of-Class Essays 60%: These essays must analyze chosen texts and are based on a range of topics from class discussions and texts.
  - a. Essay 1 (3-4 pages; 20%): Argumentative analysis of a specific sign/topic chosen from designated essays in Art Spiegelman's *Maus*. Your KSA 2 and 3 will become part of this paper.

- b. Essay 2 (3-4 pages; 20%): Argumentative analysis of a chosen sign in Lucy Grealy's memoir *Autobiography of a Face*.
- c. Essay 3 (4-5 pages; 20%): Argumentative analysis of a chosen prompt taken from *Into the Wild*, directed by Sean Penn.
4. In-Class Writing 10%: In-class paragraph-length response to develop skills for longer essays.
5. End-of-term Individual Presentations 10%

\*\*\*\*\*Note: Failure to submit one or more essay(s) will result in a **failing grade for the course.** \*\*\*\*\*

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### **QEP (Quality Enhancement Plan)**

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 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/>

### **Title IX Reporting**

As of July 1, 2016, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any incidences of sexual assault, and we are not allowed to maintain the information in confidence with the student.

**However, if you do want to talk with someone in confidence, please contact the UWG Counseling Center:**

### **UWG Counseling Center**

**Location: 123 Row Hall**

**Office Hours: Monday-Friday, 8:00 AM-5:00 PM**

**Phone: (678) 839-6428**

**Email: [counseling@westga.edu](mailto:counseling@westga.edu)**

### **Discussion of Work**

I will not discuss an individual's grade during a class session or in front of other students. Please visit me during my office hours or make an appointment to discuss your work—or other questions you have. For several reasons, I will not discuss any work until the day after I have handed back the assignment. This interval gives you the opportunity to look at my comments and to generate specific questions about improving your essay. On your

graded essays, you will see my notes in the margins to help you—make sure you read what I've written before you come to see me!

### **Office Consultations**

Students who seek help outside of class, either from me or the Writing Center, are usually the most successful. An office consultation, whether conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very specific issues, (i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc.). When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to "go over it." In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down exactly what concerns you, (i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc.). This list will give us some guidelines during our consultation and will help to generate discussion.

### **Other Important Consultation Points:**

- I will not proofread an essay for you; that step is part of your writing process.
- I will not review entire drafts that are emailed to me; instead, you must schedule an appointment during office hours to discuss specific issues with your draft.
- You are also not allowed to meet with me about an essay on the day it is due; thus all office consultations must occur prior to the essay due date.

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**Essay Format:** ALL papers must be in accordance with MLA guidelines, typed and double-spaced. If you submit an essay that does not abide by the MLA guidelines, your grade for that assignment will automatically result in a 10-point deduction.

### **Late and/or Make-Up Work Policy:**

- All late essays will be penalized 1/3 of a letter grade per day late (not per class period) and are no longer accepted for a grade past one week of the deadline (unless you make arrangements with me in advance *and* you have a legitimate medical reason for submitting the work after the deadline). Essays are late when they are not submitted to CourseDen prior to the *beginning* of class on the due date. I will NOT grade your out-of-class work until you submit it in **HARD COPY**.
- If you arrive to class late and miss an in-class quiz or assignment, or if you miss an in-class quiz or assignment due to an absence, you may not make it up.
- I **do not** accept assignments sent to me via email.

### **Extra Credit and Previous Work**

With all of the above in mind, your best method for getting the best grade should be dependent upon your doing all of the essays and work assigned to the best of your ability. Accordingly, remember the following:

- Do not ask for extra credit. There will be none.
- Any work completed for another course **will not be accepted** in this course.

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### **Course Requirements & Policies:**

Attendance and Participation Requirements: This is a writing- and reading-intensive course. More than likely, it requires more advanced critical and analytical skills than those you have developed in high school literature and writing courses. Consequently, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and homework exercises should be completed in advance of each class. You should be prepared to participate actively by volunteering to share ideas related to class discussions OR by simply asking questions. Remember: if you do not understand something presented in class, ask!

**·If you find it unavoidable to miss class, be aware of the following guidelines:** Your regular participation in this class is a vital part of its success. **Each student is allotted up to four absences--no more. Upon the fifth absence, you will receive an "F" in the course.** Therefore, if you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: The English Department draws no distinction between excused and unexcused absences. March 2, 2017, is the last day to withdraw from class with a "W" (without incurring a WF).

### **Other Important Attendance Points:**

1. Tardies will also be counted as part of the attendance requirements. A student is considered tardy if he/she arrives to class after I do. Note: two tardies will equal one absence.
2. Sleeping or disruptive behavior at any time during the class period will be treated as an absence.
3. I do not make lecture notes etc. available to students who missed class (so please get in touch with a fellow student).
4. Bring ALL required materials to class every day. It is the instructor's prerogative to dismiss students who come to class without the required materials. \*\*\*\*The attendance policy also applies with these kinds of dismissals.\*\*\*\*

### **Disruptive Behavior**

Students will be dismissed from any class meeting during 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, rude actions or behavior, speaking

disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. Repeated instances of disruptive behavior will result in judicial processing. For more information, refer to UWG's disruptive behavior policy.

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**Email Policy:** Be aware that an email asking questions about an essay CANNOT replace an actual meeting with me during office hours. It is difficult to respond to your questions and your needs strictly via email, especially if your questions are general. I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very *specific* question that doesn't require discussion. **Please Note:** The official email communication method will be through campus e-mail (MyUWG). I do not regularly check CourseDen email, so any correspondence sent through that medium will likely result in delayed response time.

**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 Accessibility Services in 272 Parker Hall at (678) 839-6428.
- 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 Accessibility Services at the University of West Georgia.

**Resources for Writing Instruction:** 1) I will gladly assist you in the writing process and with any concerns you may have in the course; 2) my website (see Literacy Tools, sample essays, etc.); 3) the University Writing Center (UWC), located in the Parkman Room, TLC 1201. The UWC is a student support center designed to offer writing-related consultation that will help you engage with and improve your own writing. Tutors are specifically trained to avoid appropriating the student's work, and will instead help you identify areas for improvement and will encourage effective revision. For more information on appointments, hours, and policies, visit the Writing Center online at <http://www.westga.edu/~writing>.

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## Plagiarism and 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; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. See also: excessive collaboration.

The University policies for handling Academic Dishonesty are found in the following documents:

*The Faculty Handbook*, sections 207 and 208.0401:

[http://www.west\\_ga.edu/~vpaa/handrev/](http://www.west_ga.edu/~vpaa/handrev/)

*Student Uncatalog*: "Rights and Responsibilities"; Appendix E:

<http://www.westga.edu/handbook/1576.php>

*Student Uncatalog*: "Rights and Responsibilities"; Honor Code:

<http://www.westga.edu/handbook/59.php>

## 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. *Plagiarism always results in an automatic F for the course, and I will report the case to the Office of the Vice President for Academic Affairs.*

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## Assessment & Guidelines:

- See my website to check the English Department's guidelines for out-of-class writing assessment (rubrics). The following chart will be used when calculating your numerical grade at the end of the semester with regard to letter grades received on out-of-class essays:

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

(\*\*\*At times, I will "split" grades to indicate work that falls between two standard grading categories. For example, a student might receive an A-/B+, which translates mathematically to a 90.)

**Note: In order to complete all English 1101 requirements, students must pass with a final letter grade of a C or higher. \*\*\*Important: In addition to the 70 or higher final average required to pass this class, you must earn a 70 or higher on at least one of your three out-of-class essay grades in order to progress to ENGL 1102. The last day to withdraw with a W is March 2. Make this decision wisely.**

Questions or Concerns:

If ever you have a question, comment, or concern regarding your success in my class, please feel free to:

- Call or visit during my office hours: TLC 1114B; 678-839-4885
- Send me an email: pamm@westga.edu

Please understand that the life of a professor can sometimes be hectic. Therefore, allow me at least 24 hours to return your email or voicemail. If you do not get a response, please do not give up. Feel free to try again. I want to help you succeed in this course.

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**Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change:**

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)



**ENGL 1101-16**  
**T/TH 2:00-3:15**  
**Hum 231**  
**Spring 2017 Readings and Assignments**

**Note:** Readings and assignments are due on the day they are listed on the syllabus. Changes or additions to the readings may occur throughout the semester. These will be announced in class.

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**January**

- T 1/10 Fundamentals of reading and interpretation. Analytical Exercise: Denise Levertov's "The Secret" & a segment from Virginia Woolf's *A Room of One's Own* (part six). Copies of the texts will be provided.
- TH 1/12 Syllabus & Policies. Sign/topic discussion. Brainstorm cultural signs related to media culture. **Open Drop ends at 4:00 pm Wednesday, January 11th. No dropping classes with a refund after this date.**
- T 1/17 **MLK Holiday: NO CLASS**
- TH 1/19 *Read selections (see website) from Meghan Daum's My Misspent Youth.* Reading quiz. Discussion of selected essays. Journaling: free writing in response to readings. Syllabus quiz. Plagiarism discussion. How to succeed in 1101.
- T 1/24 *Read Maus through page 69 (end of chapter three).* Continue discussion of Daum's essays and begin *Maus* discussion. *Read Essay Sample One available electronically via my website.*
- TH 1/26 *Finish Maus.* Discussion of Key Skills Assignment one (KSA1). Any extra time allotted to KSA1. Essay one assigned. *Bring an inventory of at least five signs from Maus.* Workshop sign specificity.
- T 1/31 *KSA1 due. Read introductions available electronically via my website.* Journaling: verbs, etc. Review and discussion of sign evaluation and of developing a field of inquiry that invites objective interpretation. Workshopping theoretical questions. Discussion of Key Skills Assignment Two.

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**February**

- TH 2/2 *Bring a rough draft of your introduction/staging paragraph.* Journaling: making your sign visible. Self-editing workshop: Sign Staging/Introduction
- T 2/7 *KSA2 due. Read sign-signal-significance models available electronically via my website.* Review and practice sign-signal-significance model. KSA3 assigned.
- TH 2/9 *Bring at least three topic sentences to class; use the S-S-S model.* Journaling: free writing about your sign. Self-editing workshop: sign-signal-significance models.
- T 2/14 *Read "M.E.A.L. Plan: Paragraph Construction" (link available electronically via my website).* Turn in typed hard copy of your revised topic sentences. (This is for feedback, NOT a

grade.) Katie Perry's *Teenage Dream* album cover in context: Illustration and Interpretation Workshop.

- TH 2/16 Group work: building a body paragraph using an instructor-provided topic sentence. Discuss group work. Discuss essay progress.
- T 2/21 Discuss fragments, run-ons, number agreement, and MLA. Thesis discussion. Practice: sample essay assessment. Journaling: free writing using one of your S-S-S models as your prompt.
- TH 2/23 **KSA3 due.** In-class writing: supervised body paragraph work.
- T 2/28 **Bring essay one draft with you.** Directed editing of essay draft. Crafting thesis statements.

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### March

- TH 3/2 **Essay One Due: turn in electronically via CourseDen prior to the beginning of class AND bring a hard copy to submit AT THE BEGINNING OF CLASS.**
- Last day to withdraw with a W. Withdrawals after this date will result in a grade of WF.**
- T 3/7 Read *Autobiography of a Face* through page 160. Reading quiz. Discuss reading. Analytical exercise: selections from the reading. Journaling: free write in response to the text / signs from your reading. Analytical exercise: selections from the reading. Essay two assigned.
- TH 3/9 **Finish *Autobiography of a Face*.** Reading quiz. Discuss reading. Analytical exercise: selections from the reading. Journaling: free write in response to the text / signs from your reading.
- T 3/14 Class discussion of essay two prompts. Pre-writing exercises. Discuss outline expectations for individual conferences on 3/27 and 3/29.
- TH 3/16 **Bring a blue book.** Brief discussion of essay two progress. Graded In-Class Writing: craft a body paragraph in response to an instructor-provided prompt. You will have an entire hour to complete this assignment.
- T 3/21 Spring Break.**
- TH 3/23 Spring Break.**
- T 3/28 Individual Conferences for Essay Two**
- TH 3/30 Individual Conferences for Essay Two**

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### April

T 4/4	View <i>Into the Wild</i> prior to class today. Clips from the film; class discussion.
TH 4/6	Essay three assigned. Continue film discussion. Revision discussion and practice. Question and answer session regarding essay one revision and essay two progress.
T 4/11	Essay two due: submit electronically via CourseDen prior to beginning of class and bring a hard copy to class. Bring an inventory of at least three topics/signs from the film to class. Workshop topic/signs from text and consider optional prompts listed on website. Practice topic sentence building. Intro building. Paragraph building.
TH 4/13	<b>Bring your blue book.</b> (Optional) Graded In-Class Writing: craft a body paragraph in response to a provided prompt (to replace original in-class writing grade, if desired).
T 4/18	Optional Essay One and Key Skill Revisions due via CourseDen prior to the beginning of class AND in hard copy in a folder with each revision attached to the marked up, graded original. <b>HIGHLIGHT ALL REVISED AREAS ON THE ORIGINAL COPY.</b> Bring an outline for essay three. Optional Essay Two Revision Narrative due by 11:59 p.m. Essay three progress.
TH 4/20	<b>Bring essay three outline and draft.</b> Assisted peer review.
T 4/25	Individual Presentations
TH 4/27	Individual Presentations

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### May

T 5/2	<b>Essay Two Revision Due.</b> Course Evaluations. Course outcomes and experience discussion.
T 5/9	Third essay due electronically ONLY by 11:59p.m. via CourseDen.

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Note well: Grades will be posted to BanWeb by noon on May 15. No grades will be distributed via phone or email.

**IMPORTANT:** Red font indicates an assignment or prep work to be completed and/or submitted prior to class.