ENGL 1101 – English Reading and Composition I
Fall 2017

Contact Information
Mrs. Julie Steed
Email: jsteed@westga.edu
Office: 310B Pafford Hall

Office Hours
M – 8:45-9:45 Online 10-12 UWC* 1:15-2:15 Online
T – 11:30-1:30 Office
W – 9-10 Office 10-11 UWC*
Th – 11:45-1:45 Office
*UWC hours require an appointment scheduled via the UWC.

Course Theme: The Stories We Tell: Discovering Identity and Its Role in Reading, Writing and Life.

Course Description: A composition course focusing on skills required for both effective writing for various rhetorical situations and critical reading of texts. In writing, students must demonstrate competency in argumentation and writing that is strengthened by the use of multiple textual sources.

Course Objectives
• To develop skills in effective expository, analytical, and argumentative writing.
• To develop facility with the entire writing process from invention through revision.
• To understand and employ a variety of rhetorical modes and techniques of persuasion.
• To acquire reasonable mastery of conventions of college-level prose writing.
• To incorporate and document additional textual materials to strengthen and support argument.

Required Materials
• They Say/I Say: The Moves That Matter in Academic Writing, Gerald Graff and Cathy Birkenstein
• Light From a Distant Star, Mary McGarry Morris
• Designated, 1.5-inch three-ring binder with loose leaf paper, pens, pencils, and highlighter
• Flash Drive/Portable Electronic Storage (you are responsible for retaining copies of your work; a computer update, crash or “lost” document is not an acceptable reason to turn in an assignment late or incomplete)
• Access to Course Den for handouts as designated on your course schedule [As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, most materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers].

Common Language for all Syllabi (students are expected to read and understand):
https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf
Course Policies:

Assessment of Out-of-Class Writing: Specific rubrics for each out-of-class essay will be provided via Course Den.

Paper Format: All out-of-class essays should be submitted according to MLA format. Please see course material/instruction and also refer to the UWC website for additional information.

Plagiarism and Excessive Collaboration Policy: (if a student violates this policy, he/she may receive an "F" for the assignment or an "F" for the course at my discretion). Policies on the university’s honor code can be found by clicking on the “Common Language” PDF. The department policies are listed below:

Plagiarism & Academic Honesty: 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.)

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.

Attendance Requirements: For courses that meet twice a week (such as this one), a student is allowed three absences. Five points will be deducted from your final grade for each absence after the third. Be aware that no distinction exists between excused and unexcused absences. If a student is notified that he/she will fail the course due to excessive absences, the student can continue to attend class meetings as long as he/she is not disruptive. If disruption occurs, the student will be reported to the Office of Student Affairs and Enrollment Management (department of Judicial Affairs).

**Note: Tardies will also be counted as part of the attendance requirements. A student is considered tardy if he/she is 10 minutes or more late. Two tardies will equal one absence.**

Revision Policy: You may revise essay number one if you receive a grade of C or lower. I will average the revised grade with your original grade to create your final grade for essay 1. Revision means making substantial changes to your work and you will be advised, through my comments, about specific ways you can revise your paper. Papers exhibiting minimal effort (change in punctuation/grammar only) will not be graded and your original grade will stand.

Penalties for Late Homework/Classwork: Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the assigned due date, five points will be deducted from the overall grade of the assignment for each day (not class period) the work is late. If a student finds it
necessary to miss class on a day work is due, the material should be emailed to me the day work is due in order to avoid any penalty. **Note: Once an assignment is more than two weeks late, that assignment will not be accepted.

**Late Work Policy for Essays:**
All rough drafts and final drafts are due at the beginning of class; therefore, bring them to class already printed and stapled. All papers turned in after class has dismissed will be penalized ten points, and ten points will also be deducted each day thereafter they are late. If you have a planned absence on the day a paper is due, you MUST make arrangements to turn your paper in prior to your absence. Any essays submitted a week late will NOT receive a grade!  

**NOTE: To avoid confusion and potential emailing problems, I will not grade emailed papers—you must turn in a hard copy. If, however, you turn in an essay outside of class and I am not in my office when you turn it in, you should also email a copy of your paper (through Course Den) just to document the time and date you turned your paper in. Otherwise I will assume the paper is late and will deduct points. Also, if you have an emergency and cannot come to class the day a paper is due, you must email me a copy of your finished paper (through Course Den) to document its completion AND turn in a hard copy of the paper upon your return to class. In these cases, I will always verify through Course Den mail that I received your paper.**

**Email Etiquette:**
Your college experience prepares you for your future professional life by teaching you the knowledge needed for a particular occupation as well as by introducing you to proper etiquette in professional environments. How you address your professors and structure your emails are parts of your display of professionalism and reflect on your character. When emailing a professor, begin with a proper address (Mrs. Steed,) and follow with a thoughtfully written, grammatically sound email. Remember, emails are not texts, so write complete sentences and be mindful of spelling and tone. Also respect your instructor’s authority. Sending an email that reads, “What did I miss today?”—1) Fails to address the teacher respectfully by disregarding his/her authority and time, 2) hints at your disregard for the class by not giving a valid reason for your absence, and 3) shows a disregard for class policies by not first consulting the syllabus and/or a class peer. Finally, when sending an email attachment, be sure to also include an email explaining why you sent the attachment. Don’t just send the attachment—that reads as rude and leaves your instructor to figure out why you sent the attachment. Be respectful and thoughtful in your correspondences. Your future boss will not tolerate carelessness. He/she has a wealth of applicants to choose from, so how you structure initial communications with him/her creates an impression about your character and work ethic.

**Disruptive Behavior:** The Student Conduct Code, section 3.00 (Appendix A in the Student Handbook) prohibits disruptive behavior on campus, defined as “interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services.” Reasonable examples of appropriate classroom behavior prohibit such actions as cell phone use, eating in class, talking while the instructor is talking, coming late or leaving early, sleeping, etc. Specific information on disruptive behavior in the classroom and how such behavior is addressed can be found by visiting the following: [http://www.westga.edu/vpsa/index_4721.php](http://www.westga.edu/vpsa/index_4721.php) (Office of Student Affairs and Enrollment Management)
**Role of the Writing Center:** Please refer to the general information about the UWC that is found on the “Common Language” pdf. In addition, please note that the role of the Writing Center is to offer consultation (not proofread) in which tutors question, respond to, offer choices, and encourage revision in student essays. *Tutors do not evaluate or prescribe solutions to problematic areas to student essays, and tutors are specifically trained to avoid appropriating the student's work.* For more information, visit the Writing Center: [www.westga.edu/writing](http://www.westga.edu/writing)

**Office Consultations and Conferences**

- An office consultation, whether it is 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. **If an office consultation is scheduled to discuss a final grade on one of the out-of-class essays, you must wait 24 hours from the time I return the essay to you to meet with me. This will give you the opportunity to review my comments.**

- 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." *(I will also NOT review/proofread entire drafts that are emailed to me. You MUST schedule an appointment during office hours.)* 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 will give us some guidelines during our consultation and help to generate discussion. Be aware that an email asking questions about an essay CANNOT replace an actual meeting with me during office hours. It is very difficult to respond to your questions and your needs by only responding to an 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.

- Conferences will be held in my office at the time agreed upon in class and as indicated on the course schedule. Class will not meet on conference days; however, you will be counted absent if you miss your scheduled conference appointment with me. My office is hard to find; look for it before your conference date.

- **Please Note: The official email communication method will be through campus e-mail (MyUWG). You are also NOT allowed to meet with me about an essay on the day it is due. All office consultations must occur prior to the essay due date.**

*Confidential Discussions:* The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link [here.](#)) As of July 1, 2016, **all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus.** Here is the UWG [Title IX website.](#) (Also, look [here](#) for a definition of sexual misconduct) What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can
offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

| (This one is not confidential, but you should have it) UNIVERSITY POLICE 678-839-6000 (96000 on campus) | COUNSELING CENTER Counseling Center  
Location: 123 Row Hall  
Office Hours: Monday-Friday, 8:00 AM-5:00 PM  
Tel: (678) 839-6428 (after hours call UWG Police)  
Email: counseling@westga.edu |
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<td>HEALTH SERVICES 678-839-6452</td>
<td>PATIENT / VICTIM ADVOCATES 678-839-0641; 678-839-5338 (after hours 678-839-6000)</td>
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**Course Evaluation/Grading Procedures:** Over the course of the semester, each student will be responsible for completing at least 4,000 words of formal writing. ***A Note About Averages***: No extra credit will be assigned or accepted in this course.

**Course Assignments and Grading**

Major Assignments (70% of your grade)

<table>
<thead>
<tr>
<th>Essay 1</th>
<th>20%</th>
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<tr>
<td>Essay 2</td>
<td>25%</td>
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<tr>
<td>Essay 3</td>
<td>25%</td>
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Additional Assignments (30% of your grade)

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<th>Final Portfolio</th>
<th>10%</th>
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<tr>
<td>Reading Responses (5)</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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*Drafts, workshops, self-reflections, class discussions and free writes don’t always carry weight, but they are required in order for your essays to be graded.

**NOTE: A grade of “C” or better is required to exit the course. Unless this grade requirement is met, this course will not be credited toward graduation. In addition, in order to pass this class with a grade of “C” or better, the student must turn in all out-of-class assignments and have at least a “C” average (70%) on those assignments. Essay 3 will not be accepted after the due date and time listed on the course schedule.*

**UWG Academic Calendar/Exam Schedule** (see the SCOOP for other relevant dates):

**8/24-8/26** Open Drop – Classes dropped during Open Drop will receive a refund of paid funds. 
Open Drop ends at midnight August 11th.

**8/12-9/29** Withdrawal period begins: Students who withdraw from a full term 16 week class between 12:01 am Aug. 12th and midnight Sept. 29th will receive a grade of W.

**9/4** NO CLASSES (Labor Day holiday)
9/29  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.

10/5-6  No class—Fall Break
11/20-24  NO CLASSES (Thanksgiving recess)
12/1  Last day of regularly scheduled classes
12/2-12/8  Final Exams
12/11  Final Grades due by noon.

Course Schedule and Syllabus Modification
The instructor reserves the right to change the syllabus and/or course schedule during the course of the semester. You will be notified of any changes immediately. While this course schedule is carefully planned, changes may be made throughout the semester to accommodate the needs and interests of the class. While you should have all readings/assignments prepared as described, you should also be prepared to note any changes as necessary.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Due for Class on Tuesday</th>
<th>Due for Class on Thursday</th>
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<tr>
<td>1</td>
<td>08/10</td>
<td>Intro to Class/In-class writing assignment</td>
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<td>2</td>
<td>08/15 – 08/17</td>
<td>Read <em>They Say,</em> “Introduction” pages 1-14 and Chapter 12 pages 163–166 Bring a printed copy of course schedule to class and complete syllabus quiz before class.</td>
<td>Begin Unit 1: How Our Experiences Shape Us Read the Prologue from <em>Wild</em> Course Den handouts Reading Response 1 Due to Course Den before class begins</td>
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<td>3</td>
<td>08/22 – 08/24</td>
<td>Read <em>They Say,</em> Chapter 1 Read Rick Bragg “Grandpa Was a Carpenter” (Course Den handouts)</td>
<td>Read David Sedaris “Us and Them” (Course Den handout) Reading Response 2 Due to Course Den before class begins Rick Bragg at Carrollton Cultural Arts Center</td>
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<td>4</td>
<td>08/29 – 08/31</td>
<td>Read <em>They Say,</em> Chapter 2</td>
<td>Read <em>They Say,</em> Chapter 11 Revision Workshop, Bring Hard Copy of Essay to Class*</td>
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<td>5</td>
<td>09/05 – 09/07</td>
<td>Begin Unit 2: Stereotypes and Identity – Fact or Fiction? Read <em>They Say,</em> Chapter 3 Read and Discuss <em>LFDS</em> Chapters 1-4 Final Copy of Essay 1 Due – Bring a hardcopy to class to turn in. Submit</td>
<td>Read and Discuss <em>LFDS</em> Chapters 5-8</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<td>09/12 - 09/14</td>
<td><strong>NO CLASS – Conferences – Come to my office at your designated time.</strong></td>
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| 09/19 - 09/21 | Read *They Say*, Chapter 4  
Read and Discuss *LFDS* Chapters 9-12  
**Reading Response 3 Due**                  |
| 09/26 - 09/28 | Read *They Say*, Chapter 5  
Read and Discuss *LFDS* Chapters 17-20  
**Reading Response 4 Due**                  |
| 10/03 - 10/05 | Read *They Say*, Chapter 6  
Read and Discuss *LFDS* Chapters 25-28  
**NO CLASS – Fall Break**                  |
| 10/10 - 10/12 | Peer Review Workshop Bring Hard Copy of Essay to Class*  
Begin Unit 3: Hard Proof – Researching the Impact of Identity and Stereotypes  
**Final Copy of Essay 2 Due**                  |
| 10/17 - 10/19 | Read *They Say*, Chapter 7  
Read “Parenting Styles and Bullying” (handout)  
**Reading Response 5 Due**                  |
| 10/24 – 10/26 | Read “Testimony and Interrogation of Minors” (handout)  
Read “Promoting Educational Resiliency in Youth with Incarcerated Parents . . .” (handout)  
**Reading Response 5 Due**                  |
| 10/31 – 11/02 | Research proposal/research question due  
Bring your own research article to class                  |
| 11/07 – 11/09 | First Draft Essay 3 Due -- Bring 2 copies of your draft to class  
Revision Workshop Bring Hard Copy of Essay to Class*                  |
| 11/14 – 11/16 | **NO CLASS – Thanksgiving**  
Peer Review Workshop Bring Hard Copy of Essay to Class*                  |
| 11/21 – 11/23 | **NO CLASS – Thanksgiving**  
Portfolio/letters of reflection due.                  |
| 11/28 – 11/30 | Essay 3 Due – Bring a hardcopy to class to turn in. Submit an electronic copy to Turn it In.**  
Portfolio workshop.                  |
| 12/05 – 12/07 | Finals Week  
Finals Week                  |

*If you are not prepared as instructed for revision, peer review, and portfolio workshops, you will be dismissed from class and counted absent for the day.** If you do not submit an electronic copy of your essay to Turn it In, your essay will be considered late until the submission is received.