ENGL 1101-LCY: Reading and Composition I/Fall Semester 2017
Class M-W: 3:30—4:45
Instructor: William M. Teem IV

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Office Hours:
Tuesday (Pafford 310): 10:00 am – 3:00 pm
Thursday (Writing Center): 10:00 am – 1:00 pm
Friday (Virtual): By appointment*

*Writing Center appointments must be scheduled with the Center prior to the time you wish to see me.

*Times for Virtual appointments should be scheduled in advance.

Other times can be scheduled by appointment.

Course Materials

Texts

  - ISBN 9780062226679

  - ISBN 9780451524935

  - ISBN 9781337284677

- All students will need a subscription or access to the weekly *New Yorker Magazine*. The articles, reviews, and cartoons in here will be most of the fodder for our writing activities.
  - The great thing is that the magazine offers a 12 week (which will be sufficient for this term) subscription—including a paper copy, internet access, and a kindle or
nook copy—all for only $6.00. You get a nice tote-bag to boot.

- Use the following URL for the subscription page:
  - http://tinyurl.com/TeemNYsub

[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.]

**Other Material**

Flash drive or some other portable electronic storage for independent computer use (all students are responsible for producing and retaining copies of their work); paper and pen/pencil as necessary to take notes in class

**Course Description**

**ENGL 1101 (catalog description)**

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. Required in Core Area A.

**Class Theme**

*Winning Arguments in the “Post-Fact” Era: Successful Control of Discourse through Understanding the Context of the Rhetoric*
In other words, we will learn how and when to use different types of arguments to get what you want, where you want it, and with the people that will respond best to it. We will read argument theory, current events, and a novel which is considered a classic, but very distributing work. These readings will help us understand the mechanics of argumentation and allow us to posit better positions.

Outcomes

General Course Goals

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

Specific Learning Outcomes

- **Critical Reading and Analysis**
  - Develop close reading skills through the analysis of textual passages.
  - Identify in readings the main purpose, central arguments, and cultural contexts implied by the text in relationship to the course content.
  - Learn to recognize recurring patterns of development and persuasion among course texts.

- **Writing Process and Rhetorical Objectives**
  - Develop an understanding of varied compositional strategies for both revised writing and in-class timed writing.
  - Understand that the composing process is a continuous cycle of invention, drafting, and revising.
  - Survey and practice some of the best-known techniques of invention.
  - Practice techniques for analyzing specific audiences and adjusting one’s style and presentation to those audiences.
  - Understand the fundamentals of essay organization and logical argument.
Understand persuasion as a fundamental exchange between reader and audience.

Demonstrate the writing styles appropriate to academic audiences.

**Minimal Competency Requirements**

**Essay Level**
- Be able to recognize and generate competent thesis sentences.
- Write effective introductions and conclusions.
- Organize essays according to recognizable patterns.
- Be able to recognize and employ standard expository modes.
- Develop a logical argument advancing a particular explication or interpretation of a literary text.

**Paragraph Level**
- Be familiar with the various methods of developing paragraphs.
- Recognize and generate topic sentences where appropriate.
- Employ details and examples for concrete paragraph developments.

**Sentence Level**
- Write coherent sentences that conform to the grammar and usage conventions of Standard English.
- Avoid short, choppy sentences through variety of sentence structure and sentence combining abilities.
- Effect a clear style of expository prose by using parallelism, clearly placed modifiers, complete predicates, logic and other devices of clear style.
- Use vocabulary appropriate for first-year college discourse.

**Program Goals**

Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum Learning Outcomes I).

**Assessment activities**

- The course will require at least 4000 words of graded writing.
- The course will require no fewer than four out-of-class essay assignments that make use of revising opportunities and are graded according to the Grading Rubric for out-of-class writing.
The course will require that students earn a passing score (the equivalent of a 2 on the Recommended Grading Scale for In-Class Essays) on at least one in-class essay in order to receive a C in the class. One of the in-class essays may be completed during the final exam period.

**Common Language for All Course Syllabi**

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

**General Course Policies (standard across the program):**

*Assessment of Out-of-Class Writing*

Specific rubrics for each out-of-class essay will be provided via CourseDen.
**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**

The policy for this course is that I have the option to automatically fail student for the course (receive an “F”) based on the following attendance requirements:

For courses that meet twice a week (such as this one), a student is allowed three absences. Upon the fourth absence, the student may fail and receive an “F” as the final course grade. 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.** Also, please remember: it is YOUR responsibility to make sure you sign the attendance sheet every day you’re in class.

**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:

https://www.westga.edu/handbook/

**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.

The first written assignment MUST be reviewed by the Writing Center or by Smarthinking before it can be submitted for a grade. Writing Center appointments need to be scheduled in advance, and Smarthinking may take 48 hours (or sometimes more) to review your essay. Please keep all those factors in mind as you work on the paper. The fact that you did not get the paper reviewed in time will not eliminate the late paper consequences!

*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.*
Specific Course Policies (specific to this course)

Course Assignments, Format, & Grading

General

You must complete each class’s required readings prior to the date listed on the reading schedule. I expect each of you to arrive at class ready to contribute to class discussions, engage with the texts under scrutiny, and generate ideas for further exploration.

Out-of-class essay topics with clear instruction as to required texts, length, etc. will be provided as a link in CourseDen approximately two weeks prior to each essay’s due date. You are responsible for electronically accessing the details of each essay assignment. All papers and documentation must be submitted in standard MLA format.

Unless otherwise instructed, written assignments will only be accepted within CourseDen.

NB: You must complete all major assignments in order to pass this course.

Revision Policy (TBA)

Penalties for Late Work

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, ten 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.

After three days, the assignment will no longer be accepted, and the student will receive a zero for that assignment.
Office Consultations

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.

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. ([http://www.usg.edu/policymanual/section4/C327/](http://www.usg.edu/policymanual/section4/C327/))

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: [https://www.westga.edu/hr/title-nine.php](https://www.westga.edu/hr/title-nine.php)
(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. Here is the contact list:

**HEALTH SERVICES** 678-839-6452

**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

**PATIENT /VICTIM ADVOCATES** 678-839-0641; 678-839-5338 (after hours 678-839-6000)

(This one is not confidential, but you should have it)

**UNIVERSITY POLICE** 678-839-6000 (96000 on campus)

**Important Dates/Holidays**

Labor Day: 9/4

Withdrawal Date: 9/29

Fall Break: 10/5-6

Thanksgiving Holidays: 11/20-24

Fall Semester Classes End: 12/1

Final Exams: 12/2-8

Final Grades Due: 12/11