

ENGL 1101-128, L01: English Composition I, Fall 2018

Instructor Information

Instructor: Pam Murphy

Class Meeting, Time, Location: Section 128 and L01: T/TH 2-3:15 in Pafford 110

Office Location: TLC 1114B

Telephone (direct): 678-839-4885

Telephone (department): 678-839-6512

Office Hours: Wednesdays: 3:30-6:30 pm

Thursdays: 4:30-6:30 pm

Fridays online only: 2-4 pm

Also available by appointment

Writing Center Hours: Mondays and Tuesdays, 4:30-6 pm, by appointment.

Course Information

Course Description

This composition course focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis and argumentation, and also includes introductory use of a variety of research skills.

Section Description

This section takes as its theme ideas related to science and advancement. Our class will perform a critical exploration of representations of progress, specifically those that involve innovation in the service of war, food science, and personal technology. As we delve into course texts, our driving questions will come straight from our graphic novel about the history of the atomic bomb: "Can it be done?; Should it be done?"

In addition to the primary texts listed below, we will read and discuss brief essays/articles (available as hyperlinks on my website), as well as other texts/media suggested by either myself or students during class discussions.

Texts, Readings, Instructional Resources, and References

Required Text(s)

- 1) *Manhunt: Unabomber*, episodes 3 & 6, available via *Netflix*
- 2) Oliver Stone's *Untold History of the United States*, episode 3, available via *Netflix*
- 3) *Trinity: A Graphic History of the First Atomic Bomb*, by Jonathan Fetter-Vorm
- 4) A selection of podcasts and TED talks, including:
 - *NPR's "Michael Specter: What Happens when We Ignore Scientific Consensus?"
 - *Civics101: A Podcast / "Episode 98: Nuclear Weapons"
 - *TED Talks: "Connected, but Alone"

*TED Talks: "Can We Build AI without Losing Control over It?"

5) Additional Supplies: A flash drive for saving essays; a large Blue Book for Pre-test and Post-test; reliable access to a printer and email.

Additional Text(s) *See links available on my website.*

*Course Objectives and Learning Outcomes

I. As a result of close readings and of critical engagement with various texts, students will be able

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

Assignments

Assignment name	Description	Due Date	Weight
Reading Journal	Students respond individually in writing to daily reading assignments/discussions.	In-class work, completed daily.	10%
Class Participation	<p>Pre/Post-tests, in-class assignments, online postings, reading annotations.</p> <p><u>Pre/Post-tests:</u> You will be asked to write two handwritten in-class essays to measure your writing development at the beginning and end of the semester. These essays will be at least 2 paragraphs in length—one paragraph will be a summary of an article given to you, and the other paragraph will be an argument prompted by the article.</p> <p><u>Online Postings:</u> You will be expected to submit portions of your out-of-class essays on Course Den before final drafts of those essays are due. These submissions will be used in writing workshops the following class day.</p>		15%

Essay One	Summary/Response 2-3 pages minimum (500-1000 words)	See course calendar.	20%
Essay Two	Critique 3 pages minimum (1000-1200 words)	See course calendar.	20%
Essay Three	Argumentative Synthesis 3-4 pages minimum (1000-1200 words)	See course calendar.	25%
Multimodal Project	This project is a “repackaging” of Essay 3 using a mode other than or in addition to the written word; options will be discussed in class and outlined on my website. This project will also have a presentation component. See my website for more detailed information.	See course calendar.	10%
<i>TOTAL</i>	--	--	100%

Grading Information and Policy

Grading structure and point scale

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
700 points - 799 points	70% - 79%	C
600 points - 699 points	60% - 69%	D
< 600 points	< 60%	F

Essay Revision Policy

You will have the option to revise Essay 1 and 2. This revision must include: 1.) a hardcopy of your revised draft of Essay One, 2.) a stapled copy of the original graded draft, and 3.) a metacognitive reflection paragraph that thoughtfully discusses your plan for improving your essay (details for the revision reflection and submission guidelines can be found on my website). See course calendar for revision due dates. **No** late submissions allowed for revisions.

Please see the [Common Language for Course Syllabi](#) for official information on UWG’s Academic Integrity Policy. *Note that I will enforce this policy.*

Late Work Policy

- **Essays:** All final drafts must be submitted in hard copy and in essay drop boxes in Course Den by the beginning of class on the due dates. Any essays submitted after the due date will receive a 5 pt. deduction (half a letter grade) each day they are late. Essays over 10 days late will NOT be accepted. Students with valid and documented emergencies (hospitalization, family death, etc.) should speak with me by the due date (preferably before the due date, if possible) if an extension needs to be discussed.
- **Class Participation:** If you miss an in-class assignment because you are tardy or absent—as with the attendance policy, no distinctions will be made between excused and unexcused absences—you will NOT be allowed to make up the assignment you missed. However, I will drop ONE low or missed class participation grade at the end of the semester. You can also earn an additional extra credit that will replace ONE low or missed daily grade with a “100.” To earn this extra credit, you must do the following:
 - **Attend an on-campus or off-campus academic event** (for example, a guest lecturer or filmmaker, a COAH event, a play, etc). from any discipline and write a 1-2 paragraph, typed response to the event. This response should:
 1. Clearly identify the event you attended and the date and time of the event.
 2. Include a thoughtful response that addresses some or all of the following questions: How does the event connect to themes/ideas discussed in class? What was your reaction to the event? What was discussed at the event you attended? What did you learn? If it was a film or theatrical performance, what themes were addressed? What do you make of the character performances, staging, etc.?
 3. Extra credit will not be accepted after the last day of regular classes.

NOTE: No additional opportunities will be given to make up missed class work.

Attendance Policy

Your regular participation in this class is a vital part of your success. Each student is allotted up to four absences—no more.

Upon the student’s fifth absence, his/her average will automatically decrease by one letter grade and, upon the sixth, by two letter grades.

If your absences put you at risk of failing the class, you will have two options: 1) withdraw from the class, which will generate a W if done on or before Monday, October 8th—or a WF if after that deadline or 2) remain on the roll (still attending classes, if so desired) and receive your earned score minus penalties for the course/semester. 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: There is no distinction between excused and unexcused absences. October 8th is the last day to withdraw from class with a W (without incurring a WF).

Communication Rules

Communication Rules:

I prefer that you contact me via westga email, as I rarely check CourseDen email. I will respond to all emails within 24 hours during the week and generally within 48 hours over the weekends. If you don't hear back from me within that timeframe, please write to me again.

Expected Response Times

Out-of-class assignments will generally be graded within two weeks of the due date and will contain feedback on what you did well and what you can do to improve. When I offer revision opportunities, expect response times to be a bit longer, as I place priority on original assignments when allocating my grading time.

Tentative Class Schedule*

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week One		Thursday, August 16: Introduction to course and course theme: Representations of Progress: "Can it Be Done?; Should it Be Done?"
Week Two	Tuesday, August 21: Introduction to College Writing: Critical Reading, Thinking, and Writing Read "The Role of Active Reading in Interpreting and Writing about Texts" (2 pages—linked on my website) prior to class. In-class Viewing: "The Dangers of Tribalism" (11:39 min=about 3 pgs)	Thursday, August 23: Read excerpts from <i>Signs of Life</i> Introduction: pgs 1-6 and 13-16 (10 pages—linked on my website) prior to class. Watch <i>Manhunt: Unabomber</i> , Episode 3 (available on <i>Netflix</i>) prior to class: 42 min (11 pgs). Discussion. In-class Exercise: Summary—Writing to
		Understand. Moving toward connectivity between points of focus.

Week Three	<p>Tuesday, August 28:</p> <p>In-class Pre-test essay: Bring a large blue book to class. NOTE: This essay will only count as a daily grade. It will be used to measure your writing ability at this point in the semester and will help me better plan writing workshops to suit your needs</p>	<p>Thursday, August 30:</p> <p>Introduction to College Writing: Critical Reading and Thinking (continued)</p> <p>Critical Reading: Building Analytical Reading Skills</p> <p>Read excerpts from <i>Signs of Life</i> Introduction: pgs 9-13 and 17-19 (8 pages—linked on my website) prior to class.</p> <p>Watch <i>Manhunt: Unabomber</i>, Episode 6 (available on <i>Netflix</i>) prior to class: 43 min (11 pgs).</p>
Week Four	<p>Tuesday, September 4:</p> <p>Class on CourseDen only today. Respond to the prompt for today’s online class discussion.</p>	<p>Thursday, September 6:</p> <p>In-class writing and response exercises.</p> <p>Read <i>They Say, I Say</i> pgs 1-13 and 17-27 (linked on my website) prior to class.</p>
Week Five	<p>Tuesday, September 11:</p> <p>Read Robert Sopalsky’s “Super Humanity,” linked on my website prior to class.</p> <p>Read <i>They Say, I Say</i>, pgs. 28-38 and 51-63 (linked on my website) prior to class.</p> <p>Discuss readings.</p> <p>Essay #1 Assigned—20% (2-3 typed pgs., 500-1000 words) . Topics in the “Essay One Guidelines” link on my website.</p>	<p>Thursday, September 13:</p> <p>In-class close reading and summary practice using article from handout (providing at beginning of class).</p>

Week Six	<p>Tuesday, September 18:</p> <p>Staging Your Essay: Writing an introduction that effectively summarizes the text's main argument, and critically engages with and responds to the text's argument.</p> <p>Finding your voice: building your argument.</p> <p>Identifying and clarifying your argument in clear topic sentences; crafting a thesis statement that effectively umbrellas underneath it your main points.</p>	<p>Thursday, September 20:</p> <p>Submit a draft of your introduction with working thesis via CourseDen by 11:59 p.m. on Tuesday, September 18.</p> <p>Workshop.</p>
Week Seven	<p>Tuesday, September 25:</p> <p>Critiquing summary and response essays (position papers) objectively. What moves is the author making? Are they effective? Why or why not?</p>	<p>Thursday, September 27:</p> <p>Submit a draft of two body paragraphs via CourseDen by 11:59 p.m. on Tuesday, September 25.</p> <p>Workshop.</p>
Week Eight	<p>Tuesday, October 2:</p> <p>Essay One due in CourseDen dropbox AND in hard copy by the beginning of class.</p> <p>What do we know and what do we not know about the A-bomb?</p> <p>Read <i>Trinity</i> pgs. 1-11 during class.</p> <p>Discussion.</p> <p>Revisit: Close reading: journal writing. Identifying emerging themes/arguments.</p> <p>Components of the Critique Essay:</p>	<p>Thursday, October 4:</p> <p>No class. Fall Break.</p>

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	How to critique and evaluate a source, assess effectiveness, persuasiveness, and identify its rhetorical appeals.	
Week Nine	<p>Tuesday, October 9:</p> <p>Read <i>Trinity</i> pgs 12-75. Annotation/journal homework: identify, categorize, and ask questions about themes, textual presentation, and implied opinions or concerns or ideologies from characters in the text.</p> <p>Discuss argumentation principles and writing conventions.</p> <p>In small groups, students will share and workshop their findings; then, each group will share a few with the class, which will lead to individuals and groups working on good DTQs about the text’s rhetorical appeals, organization, and/or style (based on what we know).</p> <p>Revising and editing discussion.</p> <p>Context discussions (using short article reading TBA).</p> <p>Last day to withdraw with a grade of W.</p>	<p>Thursday, October 11:</p> <p>Read <i>Trinity</i> pgs 76-110 prior to class. Write notes in your journal and/or annotate in your book.</p> <p>Submit your DTQ work to the CourseDen dropbox by 11:59 p.m. Tuesday, October 9.</p> <p>Come to class with hard copies of your responses to DTQs developed in small groups in previous class.</p> <p>Full class workshop (driven by responses to DTQs in CourseDen).</p>

<p>Week Ten</p>	<p>Tuesday, October 16:</p> <p>Finish Trinity prior to class.</p> <p>Bring revised, finalized DTQ materials.</p> <p>Discuss claim and thesis development: focusing on value-judgements about the text, including WHY the text is effective or persuasive.</p>	<p>Thursday, October 18:</p> <p>Watch Oliver Stone’s <i>Untold History of the United States</i>, episode 3, prior to class (available on Netflix.)</p> <p>Discussion.</p> <p>DTQ development for Stone’s text.</p> <p>Assess and evaluate critique essays.</p> <p>Essay Two assigned.</p>
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<p>Week Eleven</p>	<p>Tuesday, October 23:</p> <p>Critique essay: Intro development practice.</p> <p>Essay #1 Revision and Metacognitive Reflection due in hardcopy and in CourseDen prior to class.</p>	<p>Thursday, October 25:</p> <p>Critique essay: Claim and working thesis development practice.</p>
<p>Week Twelve</p>	<p>Tuesday, October 30:</p> <p>Thesis critique and workshop.</p>	<p>Thursday, November 1:</p> <p>Sample Body Paragraph Assessment.</p> <p>Individual in-class writing: Body Paragraph Development</p>
<p>Week Thirteen</p>	<p>Tuesday, November 6:</p> <p>Writing Day / Individual conferences.</p>	<p>Thursday, November 8:</p> <p>Listen to Civics101: A Podcast / "Episode 98: Nuclear Weapons" (17 minutes: equivalent to 4.5 pages) in class.</p> <p>Discussion.</p> <p>Introduction to Argumentative Synthesis</p> <p>Essay Two Due in hard copy and in CourseDen prior to class.</p>

<p>Week Fourteen</p>	<p>Tuesday, November 13:</p> <p>Watch NPR's "Michael Specter: What Happens when We Ignore Scientific Consensus? (9 minutes: equivalent to roughly 2 pages) prior to class. Take notes!</p> <p>Watch TED Talks: "Connected, but Alone" (20 minutes: equivalent to 5 pages) prior to class. Take notes!</p> <p>Multimodal Project Discussed and Assigned: Blogs, Podcasts, Comic Strips, Etc. (A 4-5 Week Project, conversing with your synthesis paper and culminating in an in-class presentation)</p> <p>Identifying emerging patterns / themes/ arguments/ contradictions across the semester.</p> <p>Practicing argumentative synthesis.</p>	<p>Thursday, November 15</p> <p>Watch TED Talks: "Can We Build AI without Losing Control over It?" (14 minutes: equivalent to less than 4 pages) prior to class.</p> <p>Essay three assigned: Argumentative Synthesis</p> <p>Developing Essay 3—Introduction</p> <p>Revision Discussion for Essay Two.</p>
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Week Fifteen	<p>Tuesday, November 20:</p> <p>No class—Thanksgiving Break</p>	<p>Thursday, November 22:</p> <p>No class--Thanksgiving</p>
Week Sixteen	<p>Tuesday, November 27:</p> <p>Developing Essay #3—Modeling Body Paragraphs and Conclusions</p> <p>Integrating and Citing Sources</p>	<p>Thursday, November 29:</p> <p>In-class Post-test Essay: Bring a large blue book to class. NOTE: This essay will only count as a daily grade. It will be used to measure your growth as a writer since the pre-test.</p> <p>Introduction and two body paragraphs due in CourseDen by 11:59 p.m. Tuesday.</p> <p>Essay #2 Revision and Metacognitive Reflection due in hardcopy and in CourseDen prior to class.</p>
Week Seventeen	<p>Tuesday, December 4:</p> <p>Discussion of multimodal project progress.</p> <p>In-class writing: essay three.</p>	<p>Thursday, December 6:</p> <p>Bring typed draft of third essay to class.</p>
Finals Week	<p>Tuesday, December 11:</p> <p>Multimodal Presentations for both sections: 2-4 p.m.</p>	<p>Thursday, December 13:</p> <p>No class.</p> <p>Essay Three Due for both sections in CourseDen only by 11:59 p.m.</p>

****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.

Late work policy:

There are no extensions for out-of-class assignments. We are working on a tight timeline and must stick to the schedule. Assignments are accepted up to three days late, with a five point penalty per day. The final assignment and final project must be completed by the due date, no exceptions.

Expectations of Students

Course Structure:

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
- 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 questions or 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.

Course and UWG Policies

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this class, students are required to be present in class during week 1, in order to be considered as attending class. Students who do not attend in the first three days may be dropped from the class for nonattendance.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

HB 280 (Campus Carry):

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information You

may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

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](#).

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu [24/7/365](tel:247365)

[D2L Help Center](#) Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#) 678-839-6428

counseling@westga.edu

Additional Support Information

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in

core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-coursesyllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibilityservices.php>
- **Student Services** <http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success** <http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services** <http://www.westga.edu/library/>
- **Proctored Exams** <http://uwgonline.westga.edu/exams.php#student>
- **Student Services** <https://uwgonline.westga.edu/online-studentguide.php>
- **UWG Accessibility Statements for**

Technology

<https://docs.google.com/document/d/16Ri1XgaXiGx28ooOzRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?s=57b4c82d#heading=h.yrqeffvts1f>