Course times and Location
Newnan Campus  RM 138
7:30-8:45 am

Course Description
English 1101 is an English Composition course focusing on the skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, including an introductory use of a variety of research skills. This course will also focus on critical reading skills and reading comprehension.

Course Objectives and Procedures
In this course students will:
● Demonstrate critical thinking and reading strategies
● Write complete and clear sentences that are grammatically correct according to standard written English
● Develop unified coherent paragraphs by expressing controlling ideas
● Support and clarify ideas with specific evidence and detail
● Write for varied purposes: informing, analyzing, and arguing
● Synthesize information and ideas from one or more sources
● Integrate appropriate information from outside sources in the appropriate style and form
● Use Web search engines to locate information, and critically evaluate sources and assess varied perspectives

Be sure to read and observe the following procedures:
● Practice manners and civility; be polite and respectful of your instructor and classmates in all your communication
● Use correct grammar and punctuation in all your communication
● Accept your instructor's feedback and learn from it. If you have a problem, let your instructor know as soon as possible.
● Ask questions

Required Readings and Materials


Description of Learning Engagements/Assignments

To Find UWG Rubrics, follow this link: https://www.westga.edu/academics/coah/english/learning-outcomes.php

Essay #1 (20 points): This essay will be a 750-1000 word typed, double space essay using an advertisement as text. You will be analyzing the effectiveness of an advertisement found by you; everyone in class needs a different one. Using what we have discussed about rhetorical strategies and visual analysis, prove how and why the ad is effective or is not effective. You will be using MLA 8 to cite this paper and only one source is required.

Essay #2 (20 points): This essay will be 1000-1250 word typed, double spaced essay using Frankenstein as your text. We will determine a list of themes together from which you will use to choose. The essay will be an analysis of this theme. You are required to have five parenthetical citations and one source for your MLA page.

Essay #3 (30 points): This paper should be between 1500 to 2000 words. You will be choosing one of the following assignments: #4, 8, 9, or 10 from the Analyze Anything text. You are to choose a movie to use as the source. Everyone in class must choose a different movie. Be sure to have a deep understanding of how to cite movies both in text and on Works Cited page. Feel free to use other texts to support your analysis. There are a minimum of seven parenthetical citations and one source is required on your Works Cited page.

Essay #4 (10 points): In-class written analysis.

Homework/In Class Assignments/Participation (20 points): This class is designed to include you; therefore, you need to contribute both in preparedness and during discussions. There are in-class and homework assignments posted to check for assignment understanding and completion. Come to class prepared EVERYDAY. And be ready to share your thoughts with us as we discuss and debate topics. It is understood that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion/work etiquette.

Grade Breakdown

<table>
<thead>
<tr>
<th>GRADED ACTIVITY</th>
<th>WEIGHT</th>
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</thead>
<tbody>
<tr>
<td>First Essay</td>
<td>20</td>
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<tr>
<td>Second Essay</td>
<td>20</td>
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<tr>
<td>Third Essay</td>
<td>30</td>
</tr>
<tr>
<td>Fourth Essay/Final</td>
<td>10</td>
</tr>
<tr>
<td>Homework/In Class</td>
<td>20</td>
</tr>
</tbody>
</table>

Total points possible 100

Grading Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a good grade. To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work-- not all students walk into the class with the same aptitude for the course content.
Expectations and Standards

A – To achieve this grade the student must display superior performance in his/her/their course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material. **This student has not missed more than two classes.**

B – To achieve this grade the student needs to display above average performance in his/her/their course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she/they will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her/their course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she/they will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she/they may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

**COMMON LANGUAGE FOR COURSE SYLLABI**

[https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)

Students should review the following information each semester.

**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.

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 email 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).

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

Academic Honesty

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.
EXAMPLES AND DEFINITIONS  The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. This list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism
(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/static/index.html. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

• false or misleading citation of sources
• the falsification of the results of experiments or of computer data
• false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions
It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof
In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred.

Consult your eCore Student Guide at https://ecore.usg.edu/students/studentGuide_eCore.pdf for further details.
Full URL Support for Courses

- CourseDen D2L HomePage
  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-course-syllabi.php
- Student Services
  https://uwgonline.westga.edu/online-student-guide.php
- UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGvNfA/edit?ts=57b4c82d#heading=h.yrgeffvts1
- UWG Cares
  http://www.westga.edu/UWGcares/
- Center for Disability
  https://www.westga.edu/student-services/counseling/accessibility-services.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/
## Weekly Breakdown of Assignments, Discussions, and Due Dates

This page is subject to change--bring it to each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/15-16</td>
<td>Syllabus Day</td>
<td></td>
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<tr>
<td></td>
<td>Quick Write</td>
<td></td>
</tr>
<tr>
<td>8/20-8/23</td>
<td>--MLA/ Plagiarism day</td>
<td>ALL MLA Documents can be found on CD Read article(s) posted on CourseDen (CD) for W/T</td>
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<tr>
<td></td>
<td>--Claim/Evidence/Warrant</td>
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<tr>
<td></td>
<td>--Warrants</td>
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<tr>
<td>8/27-8/30</td>
<td>--Ethos/Pathos/Logos</td>
<td>Read article(s) posted on CD for M/T and complete attached assignmentDefine the words posted on CD--DO NOT use any sort of dictionary for W/T</td>
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<tr>
<td></td>
<td>-- Definitions</td>
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<tr>
<td>9/4 -9/6</td>
<td>NO MONDAY CLASS</td>
<td>On Writing</td>
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<tr>
<td></td>
<td>--King</td>
<td></td>
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<tr>
<td>9/10- 9/13</td>
<td>--King</td>
<td>On Writing</td>
</tr>
<tr>
<td></td>
<td>--Finish King</td>
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<tr>
<td>9/17-9/20</td>
<td>--Writing about visuals</td>
<td>Essay #1: Analyze print advertisement. This cannot be found on the internet. It must come from a printed source</td>
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<tr>
<td></td>
<td>--Talk ads</td>
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<tr>
<td>9/24-9/27</td>
<td>--Peer Editing</td>
<td>Frank--Intro by J. Smith</td>
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<tr>
<td></td>
<td>--Start Shelley</td>
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<tr>
<td>10/1-10/4</td>
<td>NO THURSDAY CLASS</td>
<td>Frank</td>
</tr>
<tr>
<td>10/8-10/11</td>
<td>Last week to WD</td>
<td>Frank</td>
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<tr>
<td>10/15-10/18</td>
<td></td>
<td>Frank</td>
</tr>
<tr>
<td>10/22- 10/25</td>
<td></td>
<td>Essay #2: Frank themes</td>
</tr>
<tr>
<td>10/29-11/1</td>
<td></td>
<td>Analyze Anything</td>
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<tr>
<td>11/5-11/8</td>
<td></td>
<td>Analyze Anything</td>
</tr>
<tr>
<td>11/12-11/15</td>
<td></td>
<td>Analyze Anything</td>
</tr>
<tr>
<td>11/26-11/29</td>
<td>Work Day--you come if you want Peer Editing</td>
<td>Essay #3: Choose 4, 8, 9, or 10 in AA text. Use movie as text. Everyone in class must choose a different movie.</td>
</tr>
<tr>
<td>12/3-12/6</td>
<td>--Something fabulous</td>
<td>Essay #4-In class essay (famous speech that I supply)</td>
</tr>
<tr>
<td>12/10 &amp; 12/11</td>
<td>Amnesty Day</td>
<td></td>
</tr>
</tbody>
</table>
West Georgia First Year Writing Basic Essay Rubric

C To earn a "C" on essay #1, a student must

1. Respond to the constraints of the assignment:
   a. Paper should 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 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 respond to the topic assigned.
   c. Essay should contain some analysis, though it may be scant and underdeveloped.
   d. Essay should indicate an 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 textual evidence and analysis, however weak.

4. Maintain a tone appropriate for the audience:
   a. Essay should avoid colloquialisms or excessively informal language.
   b. Essay should not rest primarily on personal opinion.

5. Be able to construct generally grammatically sound paragraphs; grammatical errors should not undermine basic sentence-level coherence.

B To earn a "B" on essay #1, a student must

1. Adhere to all assignment requirements, with only minor formatting errors.
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 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 and/or basic sentence-level incoherence.

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 and/or basic sentence-level incoherence.