PURPOSE of the course: We will discuss the purpose of this class at length, and we will discuss it all semester. I will be as transparent as possible about WHY I’m asking you to do WHAT I’m asking you to do. I don’t believe in “busy work,” and I won’t ask you to engage in it. Perhaps you won’t enjoy or agree with all of my assignments and/or my approach to instruction, but I assure you that – literally – everything we do in this class is designed to help you succeed in this class and to achieve the outcomes outlined below. But just as importantly, I’ve designed everything in this class to help you succeed in your next class, and your next class after that, and so on. Furthermore, report after report shows that the ability to think clearly and to write clearly are always at the very top of the list when employers are asked what skills they most want in employees. So I’ve designed the course to help you in your career as well. If you can think clearly and articulate those thoughts with precision, you can succeed in virtually any position or profession. Toward all of those ends, we will practice critical and analytical reading, thinking, and writing together all semester long. Expect to practice a lot….

As the title of the course suggests, we will be investigating the nature of connections among, primarily humans, in what is often called the Digital Age or the Information Age. Everything around us will be a “text,” from the advertisements, films, screens, computers, and phones that surround and consume us, to our relationships with others and even ourselves. We, each of us, are always in the process of becoming, and we are going to look closely and carefully at that process and what informs it.

But why will we do that? I believe that practicing analytical habits of mind helps us hold the world in the realm of reflection instead of responding pre-reflectively to other people and/or situations. Perhaps it’s an overly grand goal, but I hope doing so will help each of us be more empathetic toward other people. Fragmentation and disconnection and alienation sow discontent. Recognizing how some technology (not all and not all the time!) can intrude on our lives and our sense of self and others can help us (re)connect with ourselves and other people – even those seemingly unlike ourselves – in a meaningful way.

As I’ve thought about and designed this class, the following quotation often jumped to mind: “Only connect! That was the whole of her sermon. Only connect the prose and the passion, and both will be exalted, and human love will be seen at its height. Live in fragments no longer.”

The quote above (from which I’ve taken the title of this course) is taken from E.M. Forster’s novel Howards End and is spoken by the main character, Margaret (Schlegel) Wilcox. She is desperate for people (herself included) to truly communicate, to avoid “idle chatter,” to engage fully with one another, regardless of superficial or constructed identities such as race or class or gender, etc. Forster and many others argue that true connection with others is a way to make a difficult world more bearable. That seems like a good reason for all of us to work toward meaningful connections with other people, even with those whom we may think are unlike ourselves.

In some ways, “Only connect!” is Forster’s philosophy shrunk down to a single bite, but as is true of most great truths, it is not simple: in order to advance, to thrive, to live well, to be happy – on some level, at least some of the time – humans must actively and intentionally engage in meaningful human connection, intentionally practice sympathy and empathy across the expanse of their own biases, prejudices, and pre-reflective beliefs that may or may
not be “true,” and we must do this while constantly being bombarded from the outside world with distractions and what the great albeit problematic philosopher Martin Heidegger would call “idle talk,” which we might define as a type of communication that is absence authenticity and feeling, one that leaves us more empty, less sustained.

We will take this call to connect seriously, and we will investigate what helps and what hinders us in that progress.

All of which is to say that the purpose of this class is to help you develop the habit of thinking deeply and reflectively, to analyze your world and your place in it, and to write clearly and with intention.

Okay, that long discussion of the purpose of this course may have been a bit boring (it was), but I do want you to know that I think this stuff is important, and that it has real and lasting value in your life. You don’t have to agree with me about that, of course, but I want you to know I believe it….

Thanks for listening / reading. Now, on to some additional boring stuff….

**Instructor:** Prof. Aaron Bremyer

**Office:** TLC 1208 – which is inside the University Writing Center (TLC 1201)

**Physical Office Hours:** Monday, 10 a.m. – noon // Wednesday, 10 a.m. – noon // and by appointment.

**Virtual Office Hours:** I will also offer “virtual office hours” during those times listed above (when not meeting with someone else), but I will have dedicated virtual office hours on Friday, from 10 a.m. – noon.

**Office Phone:** 678.839.4863

**Email:** abremyer@westga.edu // I try to answer emails quickly. If you do not get a response to an email within a day, please don’t hesitate to write again. Be nice about it, of course, but you won’t offend me. In fact, it will show me that you care about your success, and that’s a good thing!

**Required Texts and Materials**

In an effort to minimize your financial burden as much as is possible, I have not asked you to purchase any textbooks. However – please note this next part – it is imperative that you understand I will be providing you with a fairly constant stream of texts for us to read and/or look at together. I will make these available to you via CourseDen and as PDFs which I will send to you via email – and you are responsible for PRINTING OUT these texts when appropriate, which will be regularly. You will also print out assignments most days. While the expense won’t be great, I will expect you to do it and to show up to class on time.
Additional Texts (Available on Netflix)

Program: Black Mirror || “The Entire History of You” (Season 1, Ep. 3) & “Nosedive” (Season 3, Ep. 1)

Program: Lo and Behold, Reveries of the Connected World || a documentary film by Werner Herzog || 2016

Guidebook(s)

* You may use any style manual that you are familiar with, but as a common point of focus and for discussions, we will be using Purdue’s Online Writing Lab, commonly referred to as OWL. You should bookmark this website; we will be referring to it regularly, and we will look at it and discuss it during class time throughout the semester. The OWL: or here’s the site address: https://owl.purdue.edu/owl/purdue_owl.html

* Additionally, we will often reference Patricia T. O’Conner’s style manual, Woe Is I: The Grammarphobe’s Guide to Better English in Plain English. I will provide excerpts.

* * * *

Additional Course Description

English 1101 is 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. Prerequisites: All English as a Second Language students must have exited from all English as a Second Language courses. All learning support students must have completed all reading and writing required remediation.

Finally, please keep in mind that clear written communication is important in all disciplines, and increasingly employers are expecting college graduates to be good writers. That’s one reason why 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/

AND NOW A SHORT BREAK FOR A GIF OF ANIMALS FALLING ASLEEP.....

https://imgur.com/gallery/hnU4t
What are my goals, expectations, and/or outcomes for our course?

Learning Outcomes and Course Policies
English Department Program Assessment and Mission Statement

Learning Outcomes (Revised Spring of 2018 by the UWG Department of English):

- 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.

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)

Some Course Requirements, Policies, and Expectations

Final Grade: To pass the course, students must turn in all papers and major assignments. Your final grade will be broken down in the following way:

- four “out-of-class” essays (one of which is a diagnostic essay and evaluated as Pass/Fail); of the remaining three essays, you may substantively revise one of them. Each of those three essays is worth 25% of your final grade.
- class participation (outlined below), which will be directly linked to your quiz grade and to attendance (25% of your final grade)

Grade Scale: Final grades and major assignments are evaluated on the following scale:

  Out-of-Class Essay:  
  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 = < 59.4%

Note that students must have a “C” or higher to progress out of this course.

Attendance (Tied to “Participation” Grade): Here is the FYW policy regarding absences: You are allowed to accumulate no more than four absences during the semester. There is no distinction between excused and unexcused absences. Upon a fifth absence, you will have two options. 1. You can withdraw from the class, and receive a “W” or “WF” grade depending upon the withdrawal deadline; or, 2. you can remain in the class, if you desire, and receive an “F” grade for the semester.

My policy is ever-so-slightly different, but the effect is basically the same: In our class, if you miss five (or more) class periods, you will receive a 0% on PARTICIPATION, which is worth 25% of your final course grade. You can’t miss that much class (two weeks) and expect to participate meaningfully in our discourse community. Earning a 0% for PARTICIPATION means – in effect – that you cannot earn a “C” in the class, which is you need to earn to move out of this class and into ENGL 1102, given that you won’t earn any points for participation.

One more time: what I am saying with this policy is that you really do need to be here. It is possible, even likely, that you will miss a class or two for a good reason. That’s fine. I won’t be offended. But unless you simply cannot make it, make it your goal to be present for every class. I understand that life intrudes sometimes and that you may need to miss a class. That’s why I allow you to miss up to four without penalty. But you should make every effort to be here. Doing so will make it much more likely that you will succeed in this class (and every other).
Arriving Late and Partial Attendance: Plan to arrive on time and to be ready to go at the start of class. If you are late to class, you will be marked “tardy.” If you are tardy more than eight times, you will earn a “0” for your class participation. As noted above, this almost certainly means you will not be able to earn a “C” or higher and progress out of ENGL 1101.

Preparation and Discussion (Tied to “Participation” Grade): Because this is a reading- and writing-intensive course, students should attend every class and arrive on time, prepared, and ready to discuss the day’s reading from one of our texts or from material generated for our course. Your participation grade is partly based upon your performance in discussions (online and in class and group discussions). I expect you to demonstrate engagement with the material, to contribute actively to discussion topics, to show preparation for each class, and to respect the arguments and ideas of your classmates. You are required to bring the text under discussion to every class.

CourseDen (Tied to “Participation” Grade): We will be using Blackboard on a regular basis throughout the semester. I will often post electronic handouts, updates, and other materials to Blackboard, and we will use the “course messages” feature on Blackboard to facilitate ongoing discussions outside of class time. You should check Blackboard on a regular basis and participate in any discussions that take place there throughout the semester.

In-Class Writing Assignments (Tied to “Participation” Grade): You will be writing during class on a regular basis in preparation for discussion and for your formal writing assignments. You will also be doing a fair amount of writing in the form of “peer evaluations.” Some of these you will keep; others you will turn in to me. Keep all of this work in your folder/binder. It is also important that you keep both electronic and paper copies of all of the work you do this semester.

Your Papers: Your fundamental goal for each paper is to produce a well-written, thesis-driven, analytical essay with a coherent and thoughtful central argument that is both interesting and significant. Not including revisions, you will write (at least) six essays this semester – two in-class essays and four out-of-class essays. Although I do not include the specific prompts for your essays in this syllabus, you should anticipate that all but the first essay of the semester will be analytical in nature and will not focus on you the writer. In other words, your essays will not primarily be reflections. Instead, your essays will be investigations of themes and questions announced in these provocative texts, and you will provide close and careful readings of these texts that bring to light interesting and significant aspects of the texts. We will ask complicated questions about these texts, and you will show your reader where in the texts you’ve come to your complicated answers, and why.

Note: Late papers will be penalized five percentage points a day unless you and I have arranged for extra time before the paper is due. (For example, if your essay is due Monday and you turn it in the following Wednesday, it is two days late. Your final grade on the essay, then, will automatically drop ten percentage points.)

Revision: This course values revision and stresses the importance of revision in all of your work. You will constantly be revising your writing and thinking in informal ways. However, you will also have the opportunity to engage in formal revision on one of your major out-of-class essays. If you choose to revise one of your essays, you may attempt to improve your work and, thus, to improve the initial grade of the essay. I do not average the two grades; rather, I replace the former grade with the grade of the revised essay. However, to improve the initial grade of your essay, you must engage in substantive revision. A paper that is only cosmetically revised and/or that responds only to specific points I have made in the margins of your work will not earn a higher grade. Due to time constraints, you will not have the opportunity to revise your final essay.

Important: If you choose to revise an essay, you must submit both the earlier draft and the revision. I will not accept a revision if you do not submit the earlier draft along with it.

We will privilege and practice revision throughout the semester because your success as a writer is often dependent on your ability to revise your work, and this skill will serve you well as you continue to develop as a writer throughout not just your education but also your life.
**Quizzes:** Over the course of the semester, I will administer many quizzes, some will be announced in advance, others will not. All quizzes are open-note (but not open-book). Your quiz score will largely inform your “class participation” grade (25% of final grade).

If you arrive late, you will not be allowed to take the quiz. If you are absent on the day a quiz is given, *you will not be allowed to take “make up” the quiz.* At semester’s end, I will “drop” your lowest score when I average your quiz grade. It’s worth saying again: If you aren’t in class, you can’t participate, and because quizzes are tied to participation, you aren’t allowed to make up any quizzes.

**PLEASE NOTE:** Some of these quizzes will take the form of straight-forward content quizzes from our reading. Other “quizzes” will be the tied to process writing assignments. (E.g., “Bring in at least 200 words, typed, from the essay you are currently working on. If you bring in, say, 150 words, typed, you’ll earn 7 out of 10 on the quiz.”)

**Assistance:** I can’t emphasize strongly enough that if you are having problems at any point during the semester, come and talk with me. I will be happy to meet with you and try to help. Given the amount of work required of you in this and your other classes, it is all-too-easy to get behind. If you let me know, I will do all I can to assist you. Once you get behind in a class, you can find yourself on a slippery slope.

**Disruptive Behavior Policy:** Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, sleeping, allowing cell phones to ring or buzz, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.

**Etiquette:** Before class begins, I will expect you to put your cell phone on airplane mode. Do not put your phone on “vibrate.” Put it away. Do not take it out again until you exit the classroom. Your cell phone has no place in an academic environment, and—simply put—I will not tolerate disruptions or distractions due to cell phones. If you want to make a negative impression on any of your professors, allow your cell phone to intrude upon the classroom environment. Don’t attempt to be sneaky, either. You may not know it, but if you’re using a cell phone, *almost all of your professors are aware of it* almost all of the time. Some may not care. I care, and it annoys me.

Regarding email and CourseDen correspondence with me, please be relatively formal, as if you were writing a short letter. Do not send text-style messages; please use sentences and standard English; address me directly and sign your name. This is a writing class, and as such, we will use every opportunity to develop our writing skills. Electronic correspondence is one such opportunity.

For a more thorough explanation (written in a cheeky tone), see “[How to Email Your Professor (without being annoying AF)](https://example.com).” I’m not sure what that “AF” means.

**Computers:** I don’t want you to have laptops out during class. If you have a good reason for using a laptop in class, come talk with me and I’m sure we can come to an agreement (which will probably involve your emailing me your notes after every class). Am I simply being curmudgeonly when I make this request? Maybe, but research backs up my belief that you will do better and retain more if you do not have a computer out during class.

- “[Attention, Students: Put Your Laptops Away](https://example.com)” (from a report on National Public Radio)
- “[Leave It in the Bag](https://example.com)” (Study by faculty members at West Point finds students perform better academically when laptops and tablets are banned from the classroom.)
- “[The Truth About Cursive Handwriting: Why It Matters in a Digital Age](https://example.com)” (American Handwriting Analysis Foundation)
- “[Keyboards are overrated. Cursive is back and it’s making us smarter](https://example.com)” (Quartz)

**Class Cancellation Policy:** I don’t anticipate that I will ever cancel class. But if it’s necessary, I will do all I can to let you know as soon as possible via email and CourseDen. If I do not arrive to class within the first fifteen minutes, you should feel free to leave.
Late Work/Extension Policy: Your work is due at the beginning of the class for which it has been assigned. This includes all writing and reading assignments and general class preparation. Unless you and I have discussed and agreed upon an extension prior to the date the assignment is due, your work will be penalized if it isn’t completed on time.

Make-Up Work: You will not be allowed to “make up” any work for this course unless you and I have discussed the situation prior to the assignment due date. Because I “drop” your lowest quiz score of the semester, I do not allow students to “make up” a missed quiz.

Religious Holidays: Our academic calendar does not observe or account for traditions in all faiths. If you observe a holiday that makes it difficult for you to contribute or participate in a particular class or classes, please let me know in advance. I will do all I can to make alternative arrangements and be respectful of all traditions.

Extra Credit: Generally speaking, I do not offer extra credit assignments. However, this semester, I’m trying something new in an effort to “incentivize” certain actions and behaviors.

EXTRA CREDIT OPPORTUNITIES – AN EXPERIMENT IN ENGAGEMENT

WHAT AM I OFFERING?

1. Attend THREE cultural events on our campus or in our community and earn a 1% “bump” on your final grade.

   You must write and submit a two- to three-sentence response to the cultural event, thereby letting me know that you did attend. I will often announce opportunities of this kind in class or via email. If I have not mentioned a specific cultural event, please ask and I will let you know if it can count toward your total of three events.

2. Visit the UWC (University Writing Center) at least THREE TIMES over the course of the semester and earn a 1% “bump” on your final grade, no questions asked.

   Each time you go, you must provide me with a two- to three-sentence overview and/or review of your experience, thereby demonstrating that you went. You must email this overview to me within forty-eight hours of each visit to the UWC. I trust you, so I don't need a signed slip of paper from the UWC, nor am I interested in knowing who you worked with or what, specifically, you discussed. Just email me with the date/time of your visit and a couple of sentences about the experience. (Please note that even that act is an opportunity to practice writing in a specific context: email correspondence.)

   Perhaps a 1% or 2% “bump” doesn't sound like much, and – frankly – it isn't. But it might be the difference between an 87.5% (a “B”) and an 89.5% (which rounds up to an “A”), or between a “D” and a “C,” etc. Pretty cool, huh?

WHY DO I OFFER THIS? I believe that simply by going to the UWC and talking with one of the Writing Experts there, you will benefit in a host of ways. Let me count the ways:

1) The UWC's focus is on making you a better thinker and a better writer, a process that takes effort over time (a.k.a., practice). I suspect that after you go a time or two, you might even get in the habit of going regularly because you will see improvement in your own work and thus, improvement in your grades. That's a positive feedback loop, one that will “pay off” for you the more often you return to the UWC for a conversation with a Writing Expert.

2) Going to the UWC, particularly early in the writing process, gets you started on the difficult work of writing. More than 80% of undergraduates suggest that procrastination intrudes upon their ability to succeed in every class, but most particularly in writing classes. I want to disabuse you of the idea that you need to be "inspired" to write. Small levels of anxiety may help you (the jury is still out on this), but if you wait too long, your anxiety level is likely to spike and, in a literal sense, short-circuit your brain and profoundly undermine your ability to succeed.
I tell you all of this because having a conversation with a Writing Expert before you have written much at all will lower your level of anxiety and, very importantly, it also forces you to begin the writing process. That alone will help you succeed.

3) In truth, you might not think an appointment with a Writing Expert went well; perhaps the Writing Expert didn't think it went well either. That's okay. I believe that every conversation about writing helps propel you forward as a writer. One of the proven ways to improve your writing is to think critically about writing—any writing: a classmate’s, an article, a book, your own. And guess what every appointment with a Writing Expert allows you to do? You guessed it: Think critically about writing.

I’m not suggesting any or all of this is easy, but I am suggesting that it will help you become a better writer.

4) Good writers share their work. Are you already a successful writer? Great. The UWC is the place for you to go to further hone your skills. Do you feel that you're not a strong writer, or that you are under-prepared as a writer? That's fine, too! The UWC can help you develop the skills you need to become a successful writer. That's a wide umbrella, friends, and you belong under it.

5) All of these reasons (and many more) will ultimately improve the quality of your writing more than the 1% “bump” I'm offering you for engaging with the UWC. Given that I want you to succeed in this class and your other classes in which writing is important (i.e., all or most of them!), I am happy to incentivize your active participation in your own success. The majority of students who visit the UWC have a positive experience and report that it has helped them. The majority of students who visit the UWC report that they are likely to return. That’s pretty strong evidence that the UWC can help you succeed.

No conversation with a Writing Expert is magical, and you must be active in the conversation if it is to help you. But if you are, I promise you that you will be more likely to succeed in this class and in your others. Why wouldn't I incentivize that?

- **MISCELLANEOUS:** As I said above, you must participate actively in at least three tutorials to get the 1% “bump.” However, you are not allowed to do all of these tutorials in a single week, and you must participate in at least one of these appointments with a Writing Expert during the first six weeks of the semester. You can engage in more conversations earlier in the semester; but the point is that you can't wait until the second half of the semester to get started.

The University Writing Center (UWC)

TLC 1201 // 678.839.6513 // writing@westga.edu // www.westga.edu/writing

The University Writing Center seeks to assist students in their pursuit to become better writers, thinkers, and scholars. We can assist students with any writing assignment in any class.

**What We Do:**
- Discuss ideas, read drafts, and work through revisions of essays/papers
- Assist students with citation questions (MLA, APA, Chicago/Turabian, and others)
- Do note that we do not proofread or edit. We are here to help students become better writers—not fix issues that arise in any paper.

**Policies:**
- Please make appointment(s) in advance. Students can make same day appointments, but we prefer if they are made 24 hours in advance.
- If a student cannot attend an appointment, they should call or email to cancel as soon as possible.
- Please arrive to the appointment on time. Students cannot meet with a tutor after 10 minutes into the appointment.
- If a student has 3 “No Shows” in a semester, they will be blocked from making further appointments during that same semester.

**Hours:**
Monday-Thursday: 10 a.m. – 6 p.m.
Friday: 10 a.m. – 1 p.m.
Support:

- **24/7/365 D2L Help Center**: [Call 1-855-772-0423]: https://d2lhelp.view.usg.edu/
- **Accessibility Services**: [Call: 678-839-6428]
- **Center for Academic Success**: [Call: 678-839-6280]: http://www.westga.edu/cas/
- **Center for Disability Services**: https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Common Language**: https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **CourseDen D2L Home Page**: https://westga.view.usg.edu/
- **Counseling**: counseling@westga.edu
- **D2L UWG Online Help (8 AM – 5 PM)**: [Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu]: http://uwgonline.westga.edu/students.php
- **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**: http://uwgonline.westga.edu/online-student-guide.php
- **University Bookstore**: http://www.bookstore.westga.edu/
- **UWG Cares**: http://www.westga.edu/UWGCares/
- **UWG Statements of Accessibility**: https://docs.google.com/document/d/16Ri1XgaXiGx28ooOi-zRvYPrav3Aq3F5ZNYbVDGVnE/edit?ts=57b4c82d#heading=h.yrqefffvts1f

**Rubrics**

- Online Discussion Rubric
- Other Rubrics
- UWG Rubrics

Grading rubric specific to our class – ENGL COMP 1101 – available in CourseDen.

1. Common Language for Course Syllabi

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.

**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.

**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 e-mail 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

**Mental Health Support:**

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGeares.
Statement of Communication
Communication in an online class takes special consideration.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- No outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button.
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialogue collegial and professional.

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.

I will do all I can to make every aspect of this class accessible to all students.

PLEASE SCROLL TO THE NEXT PAGE.
A FINAL THOUGHT REGARDING GRADES

Every semester, I’m disappointed by the number of students who are frustrated by their final grades for the course and, correspondingly, by the grades they’ve earned on papers and assignments throughout the semester. Obviously, I understand this frustration on the part of my students (because it suggests that they want to do well, which is a wonderful thing!), but in an effort to head-off requests for grade changes at the conclusion of the semester, I’d like to explain my thinking about grades and grading at the beginning of the semester. I know that almost all of my students work very hard and spend a lot of time writing and revising their work in my class. But you should know that in this and many classes, grades are based on much more than hard work and how much time is spent on assignments.

(I have adapted much of what follows from one of my colleagues at a different school (Dr. Chuck Huff at Saint Olaf College.))

Here are basic, generic description of letter grades as I see them. These won’t work in every instance, but they might give you a sense of how I think about grading in a generic sense. My thinking changes over time, but here we go….

I begin with a generic “B” paper. Why do I start this list with the B paper? Because a B is a fine thing to get on a paper and because a B paper is a paper that fulfills the requirements of the assignment in full. In short, a B is the description of work well done. The A paper adds several positive qualities that surpass all the requirements of the assignment. Among these are clarity and richness in content. More detail is given below.

- **B paper (Good):** It is significantly more than competent. Besides being almost free of mechanical errors, the “B” paper delivers substantial information—that is, substantial in both quantity and in relevance. Its specific points are logically ordered, well-developed, and unified around a clear organizing principle that is apparent early in the paper. (This is often called a thesis statement.) It has positive value that goes beyond the avoidance of error, but it lacks one or more qualities that would elevate it to a “superior” rating. It may develop an idea fully and accurately but lack elements of originality. It may have all the qualities of an “A” paper except naturalness of organization, or it may be marred by improper form, inappropriate style, or occasional obscurity. Stylistically, the opening paragraph draws the reader; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are, for the most part, smooth, the sentence structures varied. The diction is more concise and precise than that of the “C” paper. In general, a “B” paper offers substantial insights and information with few distractions.

The B paper, then, is a complete paper in fulfilling the assignment, but lacks something in organization, clarity, richness of detail, quantity of information, or cleanness of style. Often, the B paper is one revision away from being an A. The revision involves noticing the flaws and thinness in analysis, content, or style, and then moving vigorously to correct them. But a revision must go beyond simply “correcting” errors and must do real work to improve the entire paper in terms of both higher and lower order issues.

- **A paper (Superior):** The Superior paper is written far above the minimum standards I have outlined for the assignment. It includes all the positive qualities of the B paper listed above. In addition, it displays originality, imagination, vitality, and a personal voice for the author. But the principal characteristic of the “A” paper is its rich content and analysis. The quality, quantity, clarity, and density of the information delivered is such that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The “A” paper is also marked by stylistic finesse: the title and the opening are engaging; the transitions are artful; the phrasing is tight, fresh, and specific; the tone enhances the purpose of the paper. The “A” paper, because of its careful organization and development, imparts a feeling of wholeness and clarity.

- **C paper (Adequate):** It is generally competent but lacks intellectual rigor; it meets the assignment, has few mechanical errors and is reasonably well-organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities—generalities in presentation of theory, experimental findings, or even application examples. The paper may not be developed fully, its logic may be unconvincing or its organization, paragraphs, or sentences weak. Stylistically, the “C” paper has other shortcomings: a weak opening paragraph, a perfunctory conclusion, strained transitions, choppy and monotonous sentence patterns, and diction marred by repetition, redundancy, and imprecision. Occasionally, a paper may rate an A or B in content and receive a C because of errors of form. Just as often, a paper may be relatively correct in form, but its content may be uninspired or thin, thus warranting a grade no higher than C.

- **D paper (Unsatisfactory):** This paper is largely faulty, often because of errors of form or mechanics, but it does not warrant complete disregard. It may contain little or no content, it may simply restate arbitrarily selected material from the sources, or it may lack coherent organization. It does, however, have some saving graces: a spark of originality, some mastery of sentence skills, or relative grasp of organization.

- **F paper (Not acceptable):** Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or lacking in clarity or style. Mechanical errors are frequent. In short, the ideas, organization, and style fall far short of acceptable college writing in English (the language, not the Department).

Please Note: I rarely write a “D” or an “F” on a paper, particularly an earlier draft of one. This course privileges revision; as such, if I feel a paper (for any number of reasons) does not yet meet the minimum requirements for a “C” grade, I will write “R&R” on the paper, which stands for “Revise and Resubmit.” If you choose not to “Revise and Resubmit” the paper, I will provide you with the appropriate letter grade.
SEQUENCE OF (MAJOR) ASSIGNMENTS

UNIT ONE || ESSAY ONE: What is Connection? Or, How Do I Connect? || What does "connection" with others mean to you? With whom are you connected? Why and how do you stay connected with those people? What are ways that you maintain a connection with others?

A Pass or Fail Diagnostic Essay || Upload your essay into CourseDen before class on Tuesday, 15 January 2019.

UNIT TWO || ESSAY TWO: reMarkable Advertising ||
This unit will focus on analyzing advertising media. The nature of what is being “sold” is flexible. We will consider memes, print advertisements, online advertisements, and conclude with an analytical paper focused on the advertising campaign (as announced via their website) for the paper tablet “reMarkable” that has the tagline, “Think without distractions.” An analysis of reMarkable’s video “Get Your Brain Back” will be a primary focus of this essay. (Total word count: 1000-1200.)

UNIT THREE || ESSAY 3: The Smartphone & Social Media ||
This unit will engage in a wide-ranging semiotic analysis of “the smartphone” and social media in American culture. We won’t simply look at the smartphone as object; we’ll look at it as idea and will be much more interested in what it represents and how it functions in our lives and the lives of “typical” Americans. To what does the smartphone give us access? How is this almost unimaginably powerful piece of neutral technology a positive influence? In what ways is it negative? What is the role of social media in American life (given that the smartphone is used as a primary social media entry point for an overwhelming vast majority of Americans)? You will be asked to analyze your own use of the phone, but the goal of this unit is to better understand the profound influence of the smartphone in American life, not to make you go throw it in a lake. (Total word count: 1200-1400.)

UNIT 3.5 || MULTIMODAL CREATION, PERFORMANCE, and/or PRESENTATION ||
Floating Dates during the last several weeks of the semester || Evaluation will be TWO quiz grades. ||
Presentation should take no more than around five minutes.

Make a multimodal creation about smartphones. You have radical freedom, but you will present this creation to our class during class. Use your strengths. Consider making a short film, a sound recording, a painting, a short story, a photograph, a drawing, a song, a slam poem, a “regular” poem, an interview, etc. Be creative – and cater to your strengths. This creation should be informed by your previous work in Essay 3, but you won’t be simply reading from your earlier essay.

UNIT FOUR || ESSAY 4: Representing and Investigating the World of Tech ||
This unit will use two episodes of the science fiction anthology Black Mirror and the Werner Herzog documentary Lo and Behold: Reveries of the Connected World (all of which are available on Netflix) as the jumping-off point(s) for the final analytical essay of the semester, which will be uploaded into CourseDen on Monday, 29 April 2019. Although an analytical essay, you will inform your analysis by doing some research. (Total word count: 1300-1500.)
SCHEDULE OF EVENTS

(Please keep in mind that our schedule is likely to change. If/when it does, I will let you know in writing as soon as it is possible.)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>1/8 Tuesday</th>
<th>Intro to class. Gesture toward the syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 1/9</td>
<td>Open Drop ends at 11:59 p.m. on Wednesday.</td>
<td>No dropping classes with a refund after this date and time.</td>
</tr>
<tr>
<td>Thursday, 1/10</td>
<td>Open Add ends at 11:59 p.m. on Thursday. Continue with intro to class. Complete syllabus discussion.</td>
<td>Go over requirements for Out-of-Class Essay One.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>1/15 Tuesday</th>
<th>Submit Out-of-Class Essay 1 focused on “connection” and how you connect with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 1/17</td>
<td>Read/view(review “Packet 1” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Monday, 1/21</td>
<td>Martin Luther King, Jr. Day</td>
<td>No class at UWG</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>1/22 Tuesday</th>
<th>Read/view(review “Packet 1” before class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 1/24</td>
<td>Read/view(review “Packet 1” before class.</td>
<td>Writing Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>1/29 Tuesday</th>
<th>Read/view(review “Packet 1” before class.</th>
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</thead>
<tbody>
<tr>
<td>Thursday, 1/31</td>
<td>Read/view(review “Packet 1” before class.</td>
<td>Writing Workshop</td>
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</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>2/5 Tuesday</th>
<th>Read/view(review “Packet 1” before class.</th>
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</thead>
<tbody>
<tr>
<td>Thursday, 2/7</td>
<td>Submit Out-of-Class Essay 2 focused on advertising and the reMarkable ad campaign.</td>
<td>Writing Workshop</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 6</th>
<th>2/12 Tuesday</th>
<th>Read/view(review “Packet 2” before class.</th>
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</thead>
<tbody>
<tr>
<td>Writing Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Notes</td>
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<tr>
<td>Thursday, 2/14</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Week 7</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Tuesday, 2/19</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Thursday, 2/21</td>
<td>CLASS IS MOVED ONLINE. We won’t meet at our regularly scheduled time.</td>
<td>Timed Writing Assignment – 1 Hour. Do this from home or wherever you’d like.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Tuesday, 2/26</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
</tr>
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<td></td>
<td>**Wed. 2/27/2019</td>
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<tr>
<td>Thursday, 2/28</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Week 9</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Tuesday, 3/5</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
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<tr>
<td>Thursday, 3/7</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
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<tr>
<td>Week 10</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
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<tr>
<td>Tuesday, 3/12</td>
<td>Read/view/review “Packet 2” before class.</td>
<td>Writing Workshop</td>
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<tr>
<td>Thursday, 3/14</td>
<td></td>
<td>Submit Out-of-Class Essay 3 focused on smartphones and social media.</td>
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<tr>
<td></td>
<td>**NO CLASS</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Read/view/review “Packet 3” before class.</td>
<td>Writing Workshop</td>
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<tr>
<td>Tuesday, 3/26</td>
<td>Read/view/review “Packet 3” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Thursday, 3/28</td>
<td>Read/view/review “Packet 3” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Week 12</td>
<td>Read/view/review “Packet 3” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Tuesday, 4/2</td>
<td>CLASS IS MOVED ONLINE. UWG Scholars’ Day.</td>
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<tr>
<td>Thursday, 4/4</td>
<td>Read/view/review “Packet 3” before class.</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>Week 13</td>
<td>Tuesday, 4/9</td>
<td>Read/view/review “Packet 3” before class.</td>
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<tr>
<td>Week 14</td>
<td>Tuesday, 4/16</td>
<td>Read/view/review “Packet 3” before class.</td>
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<tr>
<td>Week 15</td>
<td>Tuesday, 4/23</td>
<td>Read/view/review “Packet 3” before class.</td>
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<td></td>
<td>Thursday, 4/25</td>
<td>Last day of <em>our</em> class.</td>
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<tr>
<td>Week 16</td>
<td>Monday, 4/29</td>
<td>Last day of Spring classes. (We do not have class on this day.)</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
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<td></td>
<td><strong>Tu/Th 12:30 p.m. class:</strong> Thursday, 2 May</td>
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</tbody>
</table>
A statement regarding my participation English 1101: Only Connect with Prof. Aaron Bremyer, Fall 2018

I have read this syllabus in its entirety and I understand the requirements of the class, what is expected of me, and what I can expect from my professor. I understand the emphasis on formal and informal revision in the course as well as the grading policies. I understand that if I knowingly use the ideas of others without attribution, I will be guilty of committing academic misconduct and/or plagiarism, either of which is grounds for failing the assignment and/or the course. If I do commit academic misconduct of this kind, Prof. Bremyer will need to report it.

Additionally, I recognize that Prof. Bremyer is dedicated to my success and promotes to do all he can to help me achieve it.

__________________________________________
YOUR SIGNATURE

TODAY’S DATE

SCROLL DOWN TO NEXT PAGE.
Did you make it this far? Well done. Impressive. I have a feeling that THIS is how you are feeling at this point. Thanks for reading / listening.

Friends,

I hope – and will try to make – our class a dynamic environment in which we freely and respectfully exchange ideas and practice empathy as we work together to become deeper thinkers and clearer writers. The syllabus is a document that doesn’t really reflect that. I’m sorry, but it’s necessary to go over our goals and expectations of and for one another.

If you have questions now or at any time (about the syllabus or anything else), please never hesitate to be in touch.

Here’s to a successful semester!

Prof B