ENGLISH 1102

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Faculty Page: http://www.westga.edu/english/show_bio.php?emp_id=23583

**COURSE DESCRIPTION**

“Amazing, I thought, how busily we had turned ourselves into people who didn’t know one another very well.” – Robert Charles Wilson, *Spin*

This is a composition course focusing on skills required for both effective writing for various rhetorical situations and critical reading of texts. Students must demonstrate competency in argumentation and strengthen writing through the use of multiple textual sources.

English 1101 and 1102 courses are often challenging for students because of the rigorous nature of the courses. We read regularly—but we write constantly. The only way to improve your writing is to write. During the semester, you will learn to identify and analyze text-based arguments, developing your own interpretive positions while training to clearly and effectively express yourself in writing. Although this may sound intimidating, rest assured that we will work together throughout the semester, breaking down the process into achievable steps. Please keep in mind that I am dedicated to assisting you throughout the learning process and supporting your transition from high school to college (and beyond). Our course theme focuses on the ethics of technology, in philosophy as well as application. Hopefully, while we work on writing, you will explore some interesting concepts about the technological world in which we find ourselves increasingly immersed.

Course Description and Learning Outcomes: http://www.westga.edu/english/index_308.php

**Expectations**

Imagine me as your manager for this course. When you are hired, the manager has high expectations for your abilities as well as your professionalism; each time you disappoint your manager, his opinion of your professionalism goes down. As your manager, 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
- Offer constructive critiques on your classmates’ work and 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 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 MATERIALS, ASSIGNMENTS & GRADING

Materials

Provided Online:
  Short Story: “Learning to Be Me” by Greg Egan

Student Purchase:
  Novel: The Chronoliths by Robert Charles Wilson
  Film: Eternal Sunshine of the Spotless Mind

Assignments

Three Out-of-Class Essays:
  First essay: 3-4 pages, uses only the primary source for evidence and analysis
  Second essay: 4-5 pages, focuses on the primary source, 1 secondary source required
  Final essay: 5-6 pages, focuses on the primary source, 3 secondary sources required

Process Exercises:
  We use process exercises to generate and revise writing into final essay products. Although these assignments make a small impact on the final average, they significantly impact the quality of the larger essays. Students experience greater success when truly dedicated to improving their writing through each step of the process.

Literature Review:
  A literature review is a critical overview of published research that explores secondary sources for your final essay, requiring summary of the sources as well as drawing connections to your own essay topic. The literature review will be 2-3 pages in length with 5 sources minimum.

Presentation:
  As a final exam, you will perform a 5-6 minute presentation on a text of your choice.

Grading

Grade Chart: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = F
You must earn a letter grade of C or better in order to complete English 1102. All essays must be completed in order to pass this course. Additionally, all essays will be graded according to the department’s shared grading rubrics for ENGL 1102. We will discuss the grading rubric in class prior to the due date for each essay so that you will be familiar with the criteria.

Your final grade will be determined as follows:
  Essay 1  15%
  Essay 2  25%
  Essay 3  30%
  Process Exercises  10%
  Literature Review  10%
  Presentation  10%
COURSEWORK POLICIES

Turning in Work

Although class materials are available through CourseDen, all assignments must be submitted through TurnItIn (www.turnitin.com). There are no waivers for computer, program or user errors. Essays are the only assignments accepted late, losing one letter grade per 24-hour late period beginning immediately after the scheduled submission time.

MLA Documentation Style

All essays must adhere to strict MLA format in order to meet minimum requirements. Essays not adhering to MLA format, including within the Works Cited page, automatically result in a 10-point deduction.

Revision Process and Opportunity

The process exercises assigned for each essay integrate revision opportunities for students prior to turning in the actual essay. Essentially, for every essay, you will generate prewriting that should be revised into an essay based on feedback.

However, in order to clearly demonstrate the value of revision in the writing process, the course includes one opportunity for revision of a finalized essay: students who make a grade of C or lower on the first essay may choose to revise the essay for a higher grade, if the essay has been turned in on time. The maximum amount a grade can be increased through this revision is one letter grade (a grade of D can be revised to a C if all the revision criteria are met).

Office Meetings and Discussion of Work

Out of respect for other students’ class time, as well as your privacy, I will never discuss your personal grades in class. However, I implore you to come to my office and discuss your work as soon as you have any questions; being proactive is the best way to improve your grade! Please prepare specific questions and never ask me to proofread your essay—that’s your job. Asking clear, precise questions helps you understand your own writing process and therefore makes meetings much more productive and valuable for you. Please note that I will not be able to offer any substantial assistance if you wait until the day before an essay is due to meet with me. Writing takes time. I want to help you make the grade you desire; I promise that you will receive the grade you earn.

Extra Credit Policy

Extra credit is not available for this course; the final grade reflects your understanding of the coursework.

Use of Handbooks and the Requirement of Standard Edited American English

Instructors must require that their students obtain an English handbook for the course that specifies rules of style, grammar, and documentation of sources according to current MLA standards. Handbooks will serve as a guide to composing essays appropriate to academic audiences and as a reference manual to criteria by which students can expect to be evaluated.
Plagiarism and Academic Dishonesty

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course.

The University policies for handling Academic Dishonesty are found in the following documents: The Faculty Handbook, sections 207 and 208.0401 http://www.westga.edu/~vpaa/handrev/ Student Uncatalogue: "Rights and Responsibilities", Appendix J. http://www.westga.edu/handbook/

Excessive Collaboration:
By the end of the term, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows a level of competency in both ENGL 1101 and 1102. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

Plagiarism always results in an automatic F for the course, regardless of circumstances, reasons, or extent. I will also report the case to the Office of the Vice President for Academic Affairs.

The Writing Center

The Writing Center offers consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student's work.

The Writing Center: http://www.westga.edu/~writing/

CLASSROOM POLICIES

Attendance

Regular participation in this class is vital to your success. Each student is allotted three (3) absences without penalty. After that, the student’s final grade will be docked as follows:

- Fourth absence: student’s final grade drops one letter (e.g., from “B” to “C”)
- Fifth absence: student’s final grade drops two letters (e.g., from “B” to “D”)
- Sixth absence: student’s final grade drops three letters (e.g., from “A” to “D”)
- Seventh absence: student’s final grade drops four letters (e.g., from “A” to “F”)

Two late arrivals count as one absence. Leaving early applies in the same manner. No distinction exists between excused and unexcused absences, and assignments are still due on the day assigned. There are no opportunities to make up in-class exercises and quizzes.
Disruptive Behavior and Electronic Devices

Students will 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, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or video devices. Laptops and tablets may be used for class-related work only; use for other purposes will result in your dismissal from class. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy.

For the sake of transparency, my biggest pet peeves are off-task electronic usage, sleeping, and class disruption. Students who exhibit such behaviors will automatically be counted absent. I readily dismiss students who disturb our learning environment. If you are disrespectful to other students or excessively disruptive, we will meet to discuss whether or not you may continue attending the class. Discussion requires attention and thoughtful participation, and most importantly, demands a safe learning environment.

Communication

The official communication method for this class occurs through campus email or CourseDen. You remain responsible for regularly checking both Google and CourseDen. In order to guarantee your privacy, I do not respond in detail to emails sent from alternate email providers. Additionally, please understand that even my life is sometimes hectic. Allow me at least 24 hours to respond to any attempts at communication, but if you do not get a response, feel free to try back at a later time. I want to help!

OTHER INFORMATION

Disability and Accessibility Pledge

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Accessibility Services in 123 Row Hall at 770-839-6428. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law! For more information, please contact Disability Services at the State University of West Georgia.

Departmental Policy on Severe Weather

The University of West Georgia is committed to the personal safety of its students, faculty, and staff in the event of severe weather. University policy regarding severe weather and emergency closings is posted at http://www.westga.edu/police/index_2277.php and official announcements about class and/or examination cancellations will be made only by the President and/or the Department of Public Relations. Although it is not possible to develop policy to address every weather-related emergency, these guidelines are intended to provide some general direction about such situations. For immediate severe weather situations, especially when classes are in session, faculty, staff and students are advised to follow the emergency procedures identified below:
1. Direct occupants to remain in the building and to seek shelter immediately on the lowest level of the building in interior rooms (closet, interior hallway) away from corners, windows, doors, and outside walls.
2. Instruct occupants to not leave the building.
3. Evacuate all offices, rooms or hallways with windows and glass or with exterior walls.
4. Provide assistance to persons with disabilities.
5. Accompany occupants to the nearest designated shelter area in the building.
6. Comply with departmental severe weather policies/procedures.
7. Wait for an “all clear” signal before resuming activity.
8. Occupants will: a) proceed to the nearest designated shelter area in the building by the closest route; b) move quickly but in an orderly manner so that all will arrive safely; c) will not attempt to vacate the premises, drive or seek shelter in cars; d) take a seat in the shelter area; e) remain cooperative with those in charge; and f) wait for an “all clear” signal before resuming activity.

In the event that classes are cancelled or disrupted for less than one calendar week, each professor, at his or her discretion, will make adjustments as needed to cover material missed during those cancelled sessions. This may or may not involve the use of rescheduled or online classes. If the closures exceed a single calendar week, students should contact the Chair of the Department of English and Philosophy at 678-839-6512 or the professor of the class for updated information regarding changes to the schedule in the Department. It is the intention of the Department of English and Philosophy to handle every concern seriously and as effectively as possible.
# Reading and Assignments Schedule

All assignments are due before class on the day they appear.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Assignment</th>
<th>Wednesday</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/6</td>
<td>Class Introductions, syllabus</td>
<td>1/8</td>
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<tr>
<td>Week 2</td>
<td>1/13</td>
<td><strong>Read:</strong> “Learning to Be Me,” available online through our D2L course page. Print out and bring to class.</td>
<td>1/15</td>
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<tr>
<td>Week 3</td>
<td>1/20</td>
<td>MLK Holiday—Classes Cancelled</td>
<td>1/22</td>
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<tr>
<td>Week 4</td>
<td>1/27</td>
<td>Mountain o’Notes 3 &amp; 4 Plagiarism Quiz All questions answered!</td>
<td>1/29</td>
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<tr>
<td>Week 5</td>
<td>2/3</td>
<td><strong>Outline</strong> Revising into an essay</td>
<td>2/5</td>
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<td>Week 6</td>
<td>2/10</td>
<td><strong>Essay 1</strong> Process reflections Questions and clarification on MoN</td>
<td>2/12</td>
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<td>Week 7</td>
<td>2/17</td>
<td>Textual discussion continued Signs, themes and literary devices</td>
<td>2/19</td>
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<td>Week 8</td>
<td>2/24</td>
<td><strong>2 Secondary Sources</strong> What we learn from secondary sources</td>
<td>2/26</td>
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<td>Week 9</td>
<td>3/3</td>
<td>Body Paragraph with primary and secondary source quotations Paragraph workshop</td>
<td>3/5</td>
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<td>Week 10</td>
<td>3/10</td>
<td><strong>Essay 2</strong> Analyzing film</td>
<td>3/12</td>
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<tr>
<td>Week 11</td>
<td>3/17</td>
<td>Spring Break!</td>
<td>3/19</td>
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<tr>
<td>Week 12</td>
<td>3/24</td>
<td>Mountain o’Notes 1 &amp; 2 Continued film discussion</td>
<td>3/26</td>
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<tr>
<td>Week 13</td>
<td>3/31</td>
<td>Classes cancelled</td>
<td>4/3</td>
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<tr>
<td>Week 14</td>
<td>4/7</td>
<td><strong>Literature Review</strong> Writing about writing: summary versus claim</td>
<td>4/9</td>
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<td>Week 15</td>
<td>4/14</td>
<td><strong>In-Class Workshop:</strong> Bring a hard copy of your essay to class!</td>
<td>4/16</td>
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<tr>
<td>EXAMS</td>
<td>4/21</td>
<td>MW 2-3:20 class: Presentations 2-4:30</td>
<td>4/23</td>
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