COMMON LANGUAGE FOR COURSE SYLLABI (June 30, 2015)
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).

**Departmental Paperless Policy:** As of Fall 2006, our English Department has implemented a “paperless” policy in its classrooms. I will post things on our shared Google Drive for you to download, print, and bring to class. I will try to remind you when you need to download and print an item for an upcoming class meeting, but it is your responsibility to check the syllabus and follow through.

**FERPA:** Please be aware as well that I cannot communicate with your parents unless you complete a FERPA form (available upon request). Should you have concerns about your progress in the course or any other issues that arise, it’s best that you address them with me personally.

**PER THE BOARD OF REGENTS ALL FACULTY MEMBERS ARE MANDATORY REPORTERS OF SEXUAL MISCONDUCT:** This means that no conversation I overhear, or that we have, is confidential if any sexual misconduct is mentioned. Even if the incident occurred off campus or before you became a student at UWG, or doesn’t even involve you personally, I am legally obligated to report the information I hear. To review the policy in full: [http://www.usg.edu/policymanual/section4/policy/C327/](http://www.usg.edu/policymanual/section4/policy/C327/)

**RESOURCES FOR ACADEMIC SUPPORT AND PERSONAL GROWTH**

**ONLINE COUNSELING:** [https://www.westga.edu/student-services/counseling/online-counseling.php](https://www.westga.edu/student-services/counseling/online-counseling.php)

**TRADITIONAL COUNSELING SERVICES:** [https://www.westga.edu/student-services/counseling/appointments.php](https://www.westga.edu/student-services/counseling/appointments.php)

**REPORT AN INCIDENT:** [https://publicdocs.maxient.com/incidentreport.php?UnivOfWestGeorgia](https://publicdocs.maxient.com/incidentreport.php?UnivOfWestGeorgia)

**HEALTH SERVICES:** [https://www.westga.edu/health/](https://www.westga.edu/health/)

**PEER TUTORING:** [http://www.westga.edu/cas/6024.php](http://www.westga.edu/cas/6024.php)

**SUPPLEMENTAL INSTRUCTION:** [http://www.westga.edu/cas/6083.php](http://www.westga.edu/cas/6083.php)

**LIBRARY:** [http://www.westga.edu/library/](http://www.westga.edu/library/)

**The Writing Center, TLC 1201  678-839-6513  Writing@westga.edu  www.westga.edu/~writing**

Hours: Monday - Wednesday: 10am-7pm, Thursday 10am-3pm, Friday 10am-1pm

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10:00-12 and 2-3, Appointment Required
EC 1102 SYLLABUS: Section 06

This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth here. The guidelines, expectations, and grading criteria are clearly outlined, and these will govern the structure of the class. You should keep a hard copy of the syllabus in your class binder and make note of any changes or important questions as they occur.

**CELLPHONES:** This Classroom is a Cellphone free zone. I may occasionally ask your help finding information online. You may use your electronic devices at that time.

**A NOTE REGARDING PERSONAL AND ACADEMIC RESPONSIBILITY:** As UWG students, you accept responsibility, not only for your actions, but for the work that you do; this means that it is up to you to meet deadlines, complete assignments, and accept the consequences when you do not comply with course policies. Grades are not assigned on the basis of effort, but rather, on the basis of academic performance. Your final grade will be the result of the grades you earn; I cannot ethically give you additional points because you need to pass the course in order to avoid academic suspension or loss of a scholarship. You know what the stakes are for you if you do not do well in the course, so take responsibility for your performance. I will be glad to help you and to provide feedback for you as you engage in the writing process, but do be aware that if you choose to see me for help with an essay, you must bring some form of pre-writing with you. In other words, do not meet with me only to tell me that you don’t know what to write about; it’s your responsibility to generate ideas, and then I will help you refine those ideas. In addition, you should not wait until the day before an essay is due to meet with me about it.

**REQUIRED MATERIALS:** In an effort to save you money, I have attempted to create a course that primarily uses texts available via the internet and stored in a shared Google Drive. In order for this strategy to succeed, I will need you to print some materials and bring them to class with you. You must take care to have funds available for printing materials. If you plan to print items using your own printer, you must have ink and paper available. Do not use the cost of ink or a broken printer as an excuse for your failure to print materials. Thank you!

**Required Texts:**

*We Have Always Lived in the Castle*, Shirley Jackson ISBN-10: 0143039970


- Print Materials from Google Drive:
  - PRINT NOW: Class Syllabus, Jackson's Essay Survival Kit, English Comp in 12 Steps, MLA Guides.
  - PRINT AS NEEDED: Articles and Stories

Composition Notebook for in-class writing assignments ($2)

Three Hole Spiral Notebook for Class Notes. You will be required to take notes in class. ($2)

Binder for notebooks and printed texts ($2)

Internet and UWG email access ($0)

- Google Drive and Google Blog Access ($0)

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:**M 10:00-12 and 2-3, Appointment Required
English 1102 Course Description: F ocuses on the needs, interests, and skill level of students when choosing texts and sequencing assignments, scaffolding assignments to advance the students’ critical reading, writing, and thinking skills throughout the semester. Chooses length-appropriate and level-appropriate texts, consisting primarily (but not exclusively) of non-fiction. Teaches the skills of summary, critical analysis of texts, and argumentative synthesis. Develops a range of assignments that focus on a variety of analytical writing tasks, including at least two distinct types of writing over the three major out-of-class essays (possibilities include, though are not necessarily limited to: summary, reader response, autobiographical narrative, critiques, problem/solution, ad analysis, rhetorical analysis, description, argumentative synthesis). Creates grammar lessons and assignments to teach students about a range of grammatical issues and to track student progress on those issues.

General Learning Outcomes for ENGL 1101: Course description

- A composition course focusing on skills required for both effective writing for various rhetorical situations and critical reading of texts, primarily non-fiction. In writing, students must demonstrate competency in exposition, argumentation, and writing that is strengthened by the use of multiple textual sources.

Course Goals

- To extend the skills of expository writing and critical thinking established in English 1101.
- To read, understand, and interpret fiction, drama, and poetry and write analytically about them.
- To understand literary principles and use basic terms important to critical writing and reading.
- To construct essays using textual evidence from both primary and secondary sources.
- General and Specific Learning Outcomes in detail

Program Goals

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum learning outcomes I)

Assessment activities

- The course will require at least 5000 words of graded writing.
- The course will require no fewer than three out-of-class essay assignments that make use of revising opportunities and are graded according to the Grading Rubric for out-of-class writing.
- The course will require that students earn a passing score (the equivalent of a 2 on the Recommended Grading Scale for In-Class Essays) on at least one in-class essay in order to receive a C in the class. One of the in-class essays may be completed during the final exam.

Plagiarism & 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; this is another form of misrepresenting the truth. In addition, working closely with someone else to the point at which his/her ideas significantly contribute to your paper also constitutes a form of plagiarism known as excessive collaboration.

Regardless of the extent of the plagiarism, students who plagiarize will be given a 0 on the assignment and an automatic F in the course, no exceptions, and may face possible expulsion (Note: This policy extends to

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10:00-12 and 2-3, Appointment Required Required
cheating on all other assignments as well, including journal entries, quizzes, or other in-class work.


**Attendance:** Attendance directly affects your grade. **All absences count**, regardless of your reason for missing class, so there is no need to explain absences or provide doctor's notes. If you are absent when roll is called, you will be noted as absent. **Do not be tardy if you want to be counted present.** Attending class is essential to your success. Our essay topics will be discussed and developed in class; your progress and participation grades will come from class work.

**After 3 absences you will receive 0% on your participation grade; after 4 absences you will lose 5% of your process work grade, 10% after five, and upon 6 absences you will receive 0% on your process work grade.**

Since you will be required to take the class again if you do not receive a C, it's in your best interest, financially and personally, to attend all classes and protect your opportunity to complete the class with an A, B, or C. On days when a quiz or writing assignment is completed during class, late arrivals will not be permitted to disrupt the progress of present students.

**Withdrawal period ends on September 14.** If you have already missed three classes by that time (including late arrivals), you are advised to withdraw with a W instead of risking a WF or a failing grade.

**MAKEUP WORK:** If you miss a quiz or daily class assignment, you may check the blog or ask a classmate for the information. However, no grade will be entered in courseden for that activity on that day. You should complete the work in your composition notebook and add the daily class notes to your spiral notebook for final assessment.

**Disruptive Behavior Policy (FYW 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, 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 visual devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.

( **Department Policy**)

**Classroom Decorum:** *Respect, compassion and support* for the class, the instructor, yourself, and your fellow students is critical. Any behavior in opposition to this expectation will result in dismissal from class and be regarded as an absence. Such behaviors include: texting, sleeping, disruptive side-conversations, rude or inappropriate remarks, and general antipathy for the classroom.

**All electronic devices (cell phones, ipods, etc.) should be turned off and out of sight** during class **UNLESS** I ask you to assist in looking up an item related to our discussion.

**Late Work Policy:** Late work will not be accepted. Make-up opportunities may be assigned on a case by case basis, but the easiest and best way to preserve your grade and protect your efforts is to turn in your work on time.

**To access additional class readings, go to our shared Google Drive or Class Blog.** If for some reason you cannot access a hyperlink or run into a problem with one, ask a classmate for help and confirmation before you email me. PDFs may have to be downloaded and saved to a file on your device.

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10:00-12 and 2-3, Appointment Required
Protocol for out-of-class essays: All final essays will be delivered via Google Drive.

Pre-writing: For each of your out-of-class essays, you are required to turn in pre-writing assignments, each of which will contribute to your final grade. You have the option of submitting pre-writing early for feedback. Please schedule an office visit to submit and discuss your pre-writing.

Rough Drafts: Students who do not have acceptable drafts will be dismissed from class and counted absent. For each of your out-of-class essays, you are required to turn in multiple rough drafts. Your rough drafts will be graded on the basis of completion, not content. Draft One of each assignment may be handwritten. Draft Two and any subsequent drafts must be typed and printed. Draft workshops will vary according to class needs.

Student-Professor Email correspondence: You are welcome to email me with any questions, and you may also email your thesis statement to me if you’d like feedback. While I’m happy to help via email, please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). Likewise, do not send emails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online course calendar, a classmate, the Google Drive, the Class Blog). Do not, however, ask me; I will be planning our next class.

*Note: All student-professor email correspondence must take place via your my UWG account; likewise, if you need to reach me outside of class and/or office hours, email is the most efficient way to do so.

Grading: All out-of-class essays will be graded according to the department's shared grading rubrics for ENGL 1101. 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. All out-of-class essays must be typed and formatted according to MLA style guidelines.

In the second week of the semester, you will complete an introductory essay for feedback; this will enable me to let you know if your pattern of error requires attention outside of class. It will be your responsibility to seek that help, either via an appointment with the Writing Center, Smart Thinking, Academic Counseling, or an appointment with me during my office hours.

Your final grade will be the result of the grades you earn, calculated according to weights assigned to each category. I give only 5 grades: A, B, C, D, F.

Your final grade will be determined as follows:

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<thead>
<tr>
<th>Category</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Process and Diagnostic Work</td>
<td>20%</td>
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<tr>
<td>Out of class essays:</td>
<td>65%</td>
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<tr>
<td>Essay 1:</td>
<td>5%</td>
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<td>Essay 2:</td>
<td>10%</td>
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<tr>
<td>Essay 3:</td>
<td>20%</td>
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<tr>
<td>Essay 4:</td>
<td>30%</td>
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</tbody>
</table>

(Late papers are not accepted. Plagiarized, Recycled or Collaborated papers receive a 0.)


Plagiarism Exemplified: [https://drive.google.com/drive/folders/0BycRKttSSms-ZHA1OUJoVXJiaUU](https://drive.google.com/drive/folders/0BycRKttSSms-ZHA1OUJoVXJiaUU)
Dickson Jackson, EC 1102  Course Calendar

THIS CLASS IS A CELL PHONE FREE ZONE
YOU WILL HAVE A LOT OF READING AND PREP OUTSIDE OF CLASS.
4 hours each week to complete assignments and reading.

OVERVIEW OF MAJOR ASSIGNMENTS:

Essay #1, 2-3 Pages: “People are People” : 5%
Introduce a Classmate with Library Research on Classmate’s Favorite Activities:
Independent research required. Have Library Research Form completed and signed by Librarian.
DUE: Friday August 19

Essay #2, 3 Full Pages: “Stories People Tell”: 10%
Read the Folk Stories and Fairy Tales in the Shared Google Drive. Select three or more stories from different
cultures for an analytical and rhetorical comparison contrast essay. Include historical and academic context
from independent research as needed. Draw a conclusion: What story is most appropriate to share with a
child? Why? Your essay must be carefully organized to support your conclusion. Independent research
required. Have Library Research Form completed and signed by Librarian.
DUE: FRIDAY September 16

Essay #3, Critical and Rhetorical Analysis of Excerpt from Claudia Rankine’s Citizen,
MORE than 3 Full Pages: 20% Independent research required. Have Library Research Form
completed and signed by Librarian.
DUE: FRIDAY October 14

Essay #4, MORE than 4 FULL Pages: 30 Consider Shirley Jackson’s We Have Always
Lived in the Castle and a contemporary movie featuring a troubled character in a
difficult situation through one of the critical lenses we review in class. This prompt
may evolve during class discussions. Movies to consider: Biutiful, Ex Machina

Independent research required. Have Library Research Form completed and signed by Librarian.
DUE: FRIDAY, November 11

**Please note: Out-of-Class essays are due to Google Drive on the due date before midnight.

COURSE CALENDAR

Week 1. (August 10 and 11)
   Syllabus Review, Materials Reviews, and Essay 1 Assignment

Week 2. (August 15-18)
   A) Syllabus and Plagiarism Exam. Continue Classmate Interviews.

   B) Deliver Introductions. Fact Check your notes.2-3 page essay on classmate due Friday to
Google Drive. For Next Week, Review Fairy Tales Folder and English Comp in 12 Steps.
Available in Google Drive.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10:00-12 and 2-3, Appointment
Required
ESSAY 1 DUE TO GOOGLE DRIVE, FRIDAY August 19: Formal Classmate Biography with associated and appropriate research. 5% of total grade. 2+ pages with Works Cited Page.

Week 3. (August 22-25)
A) Finish Introductions.

B) In class writing. Reimagine a famous fairy tale and write a different conclusion. For example, imagine that the wolf is the central character and is prevented from attacking LRRH and her grandmother. How? Why? What changes? Discussion and reading continues. Introduction to essay organization. Prepare an annotated bibliography before our next class. How To: http://guides.library.cornell.edu/annotatedbibliography

Essay 2 Assigned. General Prompt: a) Read the Folk Stories and Fairy Tales in the Shared Google Drive. Select three or more stories from different cultures for an analytical and rhetorical comparison contrast essay. Include historical and academic context from independent research as needed. Draw a conclusion: What story is most appropriate to share with children? Why? Your essay must be carefully organized to support your conclusion. Why do the stories we tell matter? This prompt may evolve in class discussions.

Week 4. (August 29-Sept 1)


Week 5. (September 5-8)
A) Draft One- 5 Pages Handwritten (legible) OR 3 Pages Typed and Printed. In-class workshop. You will be dismissed from class and counted absent if you do not have an appropriate draft. Draft one may be in first person. Subsequent drafts should be in an objective, academic voice using third person pronouns.

B) Revised Draft - MUST BE TYPED AND PRINTED. MUST BE SIGNIFICANTLY REVISED. MUST USE THIRD PERSON PRONOUNS and objective voice: the reader, the audience, etc. Constructive Critique. Have you made a case? Does it matter?

Week 6. (September 12-15)
A) Revision #3 MUST BE TYPED AND PRINTED - Revised and reorganized essay. Focus on Essay Organization. Complete Reverse Outline in class. Class Workshop and Discussion as time permits.

B) Focus on MLA and Works Cited.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10:00-12 and 2-3, Appointment Required
Review Claudia Rankin’s Citizen. Review Folder in Google Drive.

**Friday September 16: Essay 2 Due to Google Drive**

**Week 7. (September 19-22)**
A) Quiz. Citizen Discussion. Literature and Society. Why does it matter?
B) Proposals for research. Visit from Librarian?

**Week 8. (September 26-29)**
B) Proposed Essay Topic and Annotated Bibliography DUE -- Must be typed. Outline due next Class

**SEPTEMBER 30 -- LAST DAY TO WITHDRAW PASSING**
[https://www.westga.edu/assets-opentext/assetsSA/registrar/Complete_Withdrawal_Form.pdf](https://www.westga.edu/assets-opentext/assetsSA/registrar/Complete_Withdrawal_Form.pdf)

**MUST WITHDRAW** by 9/30 to receive a W. After this date, all withdrawals WF. Failing **CONSIDER:** Have you missed three classes? Did you fail your first essay? Have you completed the readings? Withdraw now to avoid a failing grade. I’ll miss you, but I’d rather see you take the class again to maintain strong grades and a high GPA!

**WEEK 9. (October 3-6)**
A) OUTLINE DUE. In Class free-writing workshop and discussion.
B) Draft 1 due - 7 pages handwritten or 4 pages typed. (Your draft should be longer than your final essay)

**WEEK 10. (October 10-13)**
A) Revision Due. 5+ pages typed with Works Cited. Reverse Outline and MLA Review.
B) Final Revision Due - 4+ pages typed. Final Workshop - Thesis Statements, Topic Sentences, Conclusions. Finish reading *We Have Always Lived in the Castle* and prepare for our next class by reviewing the folder in Google Drive.

**FRIDAY OCTOBER 14: ESSAY #3 DUE TO GOOGLE DRIVE**

**WEEK 11. (October 17-20)**
A) In Class Quiz. Review Fairy Tales Folder. Visit the ESK as needed.
B) Keep asking questions of the text. Freewriting and synthesis. In class discussion. Looking through the critical lens. Prepare an annotated bibliography and an outline for next week.

**WEEK 12. (October 24-27)**
A) Outline and Annotated Bibliography Due
B) Draft 1 Due. In class workshop.

**Week 13 (October 31-November 3)**
A) Draft 2 Due. Reorganized and Revised with Works Cited
B) Draft 3 Due in MLA form

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10:00-12 and 2-3, Appointment Required
Week 14 (November 7-10)
A) Semester Review and course goals
B) Discuss revisions. You may revise Essays 2 and 3

FRIDAY, NOVEMBER 11: ESSAY 4 DUE TO GOOGLE DRIVE

Week 15 (November 14-17)
A) Revision Workshops
B) Revision Workshops

THANKSGIVING BREAK! (November 21-25)

Week 16: (November 28-Dec 1)
A) Revisions DUE
B) Review for Final

Week 17: (December 5-9)
FINAL EXAMS
A final exam will be offered for students who wish to improve their grade. This exam is optional. Students will be asked to bring Essay 1 and 4 to class and to revise key essay components during the exam time. All changes should be annotated and explained on a separate page.


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<tr>
<th>Class Time</th>
<th>Monday/Wednesday Class Periods</th>
<th>Exam Time</th>
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<td>Wednesday, Dec. 7, 11:00-1:00 pm</td>
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Dec 12: Final Grades due to Registrar.
DON'T LET YOUR GUARD DOWN! SPRING CLASSES START JANUARY 7!

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10:00-12 and 2-3, Appointment Required
**IMPORTANT DATES/QUICK REFERENCE**

**Wednesday, Aug 10, 2016**  
Fall 2016 Classes Begin

**Saturday, Sep 03, 2016**  
No Saturday Classes (Labor Day Holiday 2016)

**Monday, Sep 05, 2016**  
Labor Day Holiday 2016. No classes, offices closed. **Thursday, Oct 06, 2016**  
Fall Break 2016. No classes, Department offices open.

**Saturday, Oct 08, 2016**  
No Saturday Classes (Fall Break 2016)

**Monday, Nov 21, 2016**  
Thanksgiving Break 2016. No classes, offices open Nov. 21-23

**Saturday, Nov 26, 2016**  
No Saturday Classes (Thanksgiving Break 2016)

**Monday, Dec 02, 2016**  
Fall 2016 Classes End

**Saturday, Dec 03, 2016**  
Fall 2016 Final Exams

**Saturday, Dec 10, 2016**  
Fall 2016 Graduation

**Monday, Dec 12, 2016**  
Fall 2016 Final Grades Due by 12:00 pm.

**RUBRICS**

Grading for Class Participation (from: https://www.cmu.edu/teaching/designteach/teach/rubrics.html)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/R</th>
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<tbody>
<tr>
<td>Frequency and Quality</td>
<td>Attends class regularly and <em>always contributes</em> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives</td>
<td>Attends class regularly and <em>sometimes contributes</em> to the discussion in the aforementioned ways.</td>
<td>Attends class regularly and <em>rarely contributes</em> to the discussion in the aforementioned ways.</td>
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**Office:** Pafford 105-A, W, 9-12 and 2-3pm, Th 2-3pm  
**Writing Center:** M 10:00-12 and 2-3, Appointment Required
Rubric for All EC 1102 Essays

To earn a “C” on essay #3, a student must
1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with no major errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the assigned topics.
2. Posit a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised primarily of textual analysis in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond the surface level.
3. Present a well-organized essay:
   a. Essay should contain introductory and conclusion paragraphs of adequate length and appropriate tone.
   b. The majority of body paragraphs should provide supporting evidence and accompanying analysis, with few in need of further elaboration.
   c. Paragraphs should contain topic sentences and/or transitions.
4. Maintain a tone appropriate for the audience:
   a. Essay should not contain colloquialisms or excessively informal language.
   b. Essay should not rest on personal opinion.
5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

To earn a “B” on essay #3, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via concrete thesis statement focusing on a sophisticated analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Have no distracting pattern of error and no more than two major grammatical errors.
5. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

To earn an “A” on essay #3, a student must
1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay.
5. Have very few grammatical errors, none of which interfere with coherence.
6. Display marked improvement with respect to errors marked on previous essays/graded writing.

A “D” grade results from
1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting).
2. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
3. A pervasive pattern of minor errors that undermines sentence-level coherence.
4. A pattern of repeated errors marked on previously graded work.

An “F” grade results from Failure to adhere to basic assignment requirements.
Or Two or more of the faults listed under “D.”

IMPORTANT NOTES

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10:00-12 and 2-3, Appointment Required
This schedule is subject to change in order to accommodate the progress of the class. Changes will be discussed in class as needed. You are responsible for checking the syllabus on a regular basis.

Because we will read selections from our texts during class discussions, you should print and bring the work we are discussing to class; failure to do so will affect your participation and process grades.

Any use of cell phones or personal electronics at any time during class is discouraged and directly affects your grade. I do not want to see your cell phone.

All students are expected to participate in class discussions and draft workshops. Failure to do so will affect your participation grade.

Attendance and classroom behavior directly affect your grade.

Students will be required to take notes in the composition notebook. Notebooks will be reviewed.

Students who plagiarize in any way including excessive collaboration, recycled papers, or failure to cite material or intellectual property will receive a 0 on the assignment in question and will fail the class. Plagiarism: Using the words and/or ideas of another without properly giving credit to the source(s). It should be noted that unintentional plagiarism is still plagiarism. In addition to obvious methods of plagiarism such as intentionally representing someone else’s words as one’s own, other acts such as “making up” sources, turning in work done in fulfillment of another course, or receiving excessive assistance are all forms of academic dishonesty, and subject to the penalties for plagiarism. http://www.westga.edu/writing/index_153.php

Final Essays will be due to Google Drive. Printed copies of drafts may be required for draft workshops. I use plagiarism software, such as Turnitin, to check your work.

Reading the assigned material is essential to your success in class.

Final grades will be posted to BanWeb; no grades will be given via telephone.

I can explain the assignment to you, but I can not understand it for you. Confusion is not an excuse for inaction. Understanding emerges from participation in the writing process. Come to me with specific questions AFTER you have completed several pages of free writing and exploration, but do not tell me you are confused. We will call this “Rule 42” in honor of Douglas Adams and his novel Hitchhiker’s Guide to the Galaxy.

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