**ENGL 1101-LCO**

 **M/W 2:00-3:20**

**Fall 2014**

**Professor:** Pam Murphy

**E-mail:** pamm@westga.edu

**Office:** TLC 1114-B

**Office Hours:** M 12-1:30 p.m., T/W 11 a.m.-1:45 p.m., and by appointment

**Writing Center:** R 10:30 a.m.-1:30 p.m., by appointment

**Course Description:**

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. We will use cultural observations, poems, a memoir, and film to focus our examinations.

Course Description and Learning Outcomes:

<http://www.westga.edu/english/index_317.php>

Access out-of-class essay rubrics via my website: http://westga.edu/~pamm/

**Course Materials:**

Moore, Judith. *Fat Girl.* Plume. 2005.

Hughes, Holly, ed. *Best Food Writing 2013 .* Da Capo Press. 2013*.*

Hacker. *Writer’s Reference eBook*. St. Martins. 2014.

**Expectations**

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.

**Major Assignments and Grade Breakdown:**

Key Skills Assignments 20%

Essay #1 (3-4 typed pages) 20%

Essay #2 (3-4 typed pages) 20%

Essay #3 (4-5 typed pages) 20%

In-Class Writing 10% (In-class paragraph-

length responses to develop skills for longer essays)

Daily Participation 5% (journaling, class discussion, attendance, etc)

End-of-term Individual Presentations 5%

Essay Format**:** **ALL** papers must be in accordance with MLA guidelines, typed and double-spaced. If you submit an essay that does not abide by the MLA guidelines, your grade for that assignment will automatically result in a 10-point deduction.

Late and/or Make-Up Work Policy**:**

·All late essays will be penalized 1/3 of a letter grade per day late (not per class period) and are no longer accepted for a grade past one week of the deadline (unless you make arrangements with me in advance *and* you have a legitimate medical reason for submitting the work after the deadline). Essays are late when they are not submitted to Turnitin prior to the *beginning* of class on the due date.

·If you arrive to class late and miss an in-class quiz or assignment, or if you miss an in-class quiz or assignment due to an absence, you may not make it up.

·I do not accept assignments sent to me via email unless approved by me in advance.

**Course Requirements & Policies:**

Attendance and Participation Requirements**:** This is a writing- and reading-intensive course. More than likely, it requires more advanced critical and analytical skills than those you have developed in high school literature and writing courses. Consequently, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and homework exercises should be completed in advance of each class. You should be prepared to participate actively by volunteering to share ideas related to class discussions OR by simply asking questions. Remember: if you do not understand something presented in class, ask!

·**If you find it unavoidable to miss class, be aware of the following guidelines:** Your regular participation in this class is a vital part of its success. Each student is allotted up to four absences--no more. Upon the fifth absence, you will receive an “F” in the course. Therefore, if you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: The English Department draws no distinction between excused and unexcused absences. Friday, October 17th, is the last day to withdraw from class with a “W” (without incurring a WF).

          Other Important Attendance Points:
1. Tardies will also be counted as part of the attendance requirements. A student is considered tardy if he/she arrives to class after I do. Note: three tardies will equal one absence.
2. Sleeping or disruptive behavior at any time during the class period will be treated as an absence.
3. I do not make lecture notes etc. available to students who missed class (so please get in touch with a fellow student).
4. Bring ALL required materials to class every day. It is the Instructor’s prerogative to dismiss students who come to class without the required materials. \*\*\*\*The attendance policy also applies with these kinds of dismissals.\*\*\*\*

**Email Policy:** Be aware that an email asking questions about an essay CANNOT replace an actual meeting with me during office hours. It is difficult to respond to your questions and your needs strictly via email, especially if your questions are general. I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very *specific* question that doesn't require discussion. **Please Note**: The official email communication method will be through campus e-mail (MyUWG).

**Disability 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 272 Parker Hall at (678) 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 Accessibility Services at the University of West Georgia.

**Resources for Writing Instruction:** 1) I will gladly assist you in the writing process and with any concerns you may have in the course; 2) *Writer’s Reference eBook*; 3) my website (see Literacy Tools, sample essays, etc.); 4) the University Writing Center (UWC), located in the Parkman Room, TLC 1201. The UWC is a student support center designed to offer writing-related consultation that will help you engage with and improve your own writing. Tutors are specifically trained to avoid appropriating the student’s work, and will instead help you identify areas for improvement and will encourage effective revision. For more information on appointments, hours, and policies, visit the Writing Center online at <http://www.westga.edu/~writing>.

**Plagiarism and Academic Dishonesty**

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; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. See also: excessive collaboration.

The University policies for handling Academic Dishonesty are found in the following documents:

*The Faculty Handbook*, sections 207 and 208.0401:

http://www.west ga.edu/~vpaa/handrev/\_

*Student Uncatalog*: "Rights and Responsibilities"; Appendix E:

<http://www.westga.edu/handbook/1576.php>

*Student Uncatalog*: "Rights and Responsibilities"; Honor Code:

<http://www.westga.edu/handbook/59.php>

Excessive Collaboration

By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. 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, and I will report the case to the Office of the Vice President for Academic Affairs.*

**Course Assessment & Guidelines:**

* Response essays (60% combined; 20% each): Three full-length essays, each with varied lengths and requirements, dealing with analyses of specific cultural studies and chosen non-fiction texts. **ALL** essays must conform to specified length and topic requirements, be meticulously proofread and edited, be analytical in nature, and follow MLA style guidelines. Essays that do not meet these requirements will likely receive a failing grade. See my website to check the English Department’s guidelines for out-of-class writing assessment. The following chart will be used when calculating your numerical grade at the end of the semester with regard to letter grades received on out-of-class essays:

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=50

(\*\*\*At times, I will “split” grades to indicate work that falls between two standard grading categories. For example, a student might receive an A-/B+, which translates mathematically to a 90.)

* Active class participation (5%). Contributing to class discussions, demonstrating familiarity with assigned readings, asking questions, coming to class prepared, completing in-class assignments and journaling, and engaging actively in class workshops all contribute to this component of your overall grade.
* Key Skill Assignments (20%). The four KSAs, 5% each, will be outlined in class. You can also access assignment requirements via my website and CourseDen.
* In-Class Writing (10%).
* Individual Presentations (5%).

**Note*:* In order to complete all English 1101 requirements, students must pass with a final letter grade of a C or higher. \*\*\*Important: In addition to the 70 or higher final average required to pass this class, the average of your three out-of-class essay grades MUST be 70 or higher in order to progress to ENGL 1102. The last day to withdraw with a W is October 17. Make this decision wisely.**

Questions or Concerns**:**

If ever you have a question, comment, or concern regarding your success in my class, please feel free to:

·Call or visit during my office hours: TLC 1114B; 678-839-4885

·Send me an email: pamm@westga.edu

Please understand that the life of a professor can sometimes be hectic. Therefore, allow me at least 24 hours to return your email or voicemail. If you do not get a response, please do not give up. Feel free to try again. I want to help you succeed in this course.

**Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change:**

 <http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf>

**ENGL 1101-36**

**M/W 3:30-4:50; TLC 1109**

**Readings** **and Assignments**

**Note**: Readings and assignments are due on the day they are listed on the syllabus. Changes or additions to the readings may occur throughout the semester. These will be announced in class.

**August**

M 8/25 Fundamentals of reading and interpretation. Analytical Exercise: Denise Levertov’s “The Secret” & a segment from Virginia Woolf’s *A Room of One’s Own* (part six). Copies of the texts will be provided.

W 8/27 Syllabus & Policies. Sign discussion. Brainstorm cultural signs related to food culture.

**September**

**M 9/1 Labor Day Holiday—No classes, no office hours.**

**T 9/2 Drop/Add ends at midnight.**

W 9/3 Read sample essays available electronically via my website. Bring an inventory of at least five signs related to food culture. Workshop sign specificity. Discussion of Key Skills Assignment one (KSA1). Any extra time allotted to KSA1. Essay one assigned.

M 9/8 KSA1 due. Read introductions available electronically via my website. Journaling: verbs, etc. Review and discussion of sign evaluation and of developing a field of inquiry that invites objective interpretation. Workshopping theoretical questions. Discussion of Key Skills Assignment Two.

W 9/10              Bring a rough draft of your introduction/staging paragraph. Journaling: making your sign visible. Workshopping: Sign Staging/Introduction.

M 9/15 KSA2 due. Read sign-signal-significance models available electronically via my website. *R*eview and practice sign-signal-significance model. KSA3 assigned.

W 9/17 Bring at least three topic sentences to class; use the S-S-S model. Journaling: free writing about your sign. Workshopping: sign-signal-significance models.

M 9/22 KSA 3 due.Read “M.E.A.L. Plan: Paragraph Construction” (link available electronically via my website)*.* Heather McHugh’s “Language Lesson 1976”: Illustration and Interpretation Workshop*.* KSA4 assigned.

W 9/24 KSA4 due. Journaling: free writing using one of your S-S-S models as your prompt.

M 9/29 Journaling: “contradictory” readings. Discuss fragments, run-ons, number agreement, and

MLA. Thesis discussion.

**October**

W 10/1 Peer review workshop: bring a completed and typed draft of your essay; otherwise you will

 be counted absent and dismissed for the day.

M 10/6 Essay One Due: turn in electronically via Turnitin prior to the beginning of class. Read *Fat Girl,* Chapters 1-8. Discuss reading. Analytical exercise: selections from the reading.

W 10/8 Conclude *Fat Girl.* Journaling: free write in response to the text / signs from your reading. Analytical exercise: selections from the reading. Essay two assigned.

M 10/13           Journaling: free write in response to the text. Sign discussion. Staging discussion. Revision

 discussion and practice. Question and answer session regarding essay one revision

 and essay two progress.

W 10/15 Graded In-Class Writing: (you will have the entire hour and twenty minutes to complete this assignment).

**F 10/17**  **Last day to withdraw with a W. WF applies thereafter.**

M 10/20 Sign-signal-significance workshop for essay two. Be prepared to discuss some of your claims/ideas/topic sentences; in other words, come to class with at least three topic sentences with which you are intimately familiar.

W 10/22 Journaling: free writing using one of your S-S-S models as your prompt. Interpretation practice. Discussion: how to avoid over-summarizing in your essay.

M 10/27 Individual conferences in lieu of class and during extended office hours.

W 10/29 Individual conferences in lieu of class and during extended office hours.

**November**

M 11/3 Essay two due: submit electronically via Turnitin prior to beginning of class. Read selections (TBA) from *Best Food Writing 2013*. Discussion of selected food essays. Journaling: free writing in response to readings.

W 11/5 Analytical exercise: clips from selected films TBA. Integrate discussion of film response with students’ responses to the assigned texts. Identify commonality, contradictions, themes, etc. Essay three assigned.

M 11/10 Essay One Revisions due via Turnitin prior to the beginning of class. Bring an inventory of at least five topics/signs to class. Workshop topic/signs from chosen text/texts.

W 11/12 Read assigned secondary texts TBA. Journaling: Summarizing secondary reading and contextualizing primary readings. Discussion of journal entry.

M 11/17 Practice essay evaluation in preparation for peer review and for informed evaluation of your

 own writing.

W 11/19            Peer review workshop: bring a completed and typed draft of your essay; otherwise, you will

 be dismissed and counted absent for the day.

**M 11/24 Thanksgiving Break: No classes, no office hours.**

**W 11/26** **Thanksgiving Break: No classes, no office hours.**

**December**

M 12/1 Individual presentations.

W 12/3 Course Evaluations. Individual presentations.

M 12/8Final: 2:00-4:30.

**W 12/10** **No class.** Third essay due electronically via Turnitin by 11:59 p.m.

Note well: Grades will be posted to BanWeb following the final exam period. No grades will be distributed via phone or email.

**IMPORTANT:** Red font indicates an assignment or prep work to be completed and/or submitted prior to class.