

English 1101: (English Composition 1)

Section 136 & 137/ TLC 1109

Class Meeting Times: Tues/Thurs

5:30-6:50 & 7:00-8:20

Fall 2015 Syllabus

Evolution of the American Dream through: Gender, Class, and Culture

Instructor: Valerie Thomas

Office: Pafford #304 C

Office Hours: Tuesday/ Thursday 4:30-5:30 and after 8:20 by appointment

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Course Materials, Assignments, Grading

- *A Writer's Reference* – Online Copy Available
- Jump Drive (USB Drive) (Non- Negotiable) (Please have the USB Drive within 2 class periods. This is an essential part of the course. It is mandatory.)
- Additional material used for class discussion, i.e., visual images, historical readings, and short pieces of fiction, will be provided during class discussion either in hard copy or online.

Assignments:

- Over the course of the semester, each student will be responsible for completing at least 4,000 words of formal writing.
- *****A Note about Averages***:** It is your responsibility to be aware of your grade in the class at all times. Please check the online portal for any assignments posted.
- **Essays: (out of class):** 70% (Essay #1-20%, Essay #2-25%, Essay #3-25%)
Work completed for another course will not be accepted in this course.
- **Quizzes, Discussions and Key Skills Assignments:** 20% (4 separate assignments, each counting 5%)
- **In-Class Writing:** 10% (This writing will include complete in class paragraph length responses to assigned topics as ways to teach and practice different rhetorical strategies that would be useful as parts of a longer essay and/or in practicing the development and support of an "argument," a thesis, topic sentence, or claim.)
- ****NOTE:** *A grade of "C" or better is required to exit the course. Unless this grade requirement is met, this course will not be credited toward graduation. In addition, in order to pass this class with a grade of "C" or better, the student must turn in all out-of-class assignments and have at least a "C" average (70%) on those assignments.*
- *****NOTE:** *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:*

Grading:

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

Coursework Policies

Course Policies/Statements (General)

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

(more specific language regarding the general policies is listed below)

Learning Outcomes (General and Specific):

http://www.westga.edu/english/index_322.php

Assessment of Out-of-Class Writing (specific rubrics for each out-of-class essay will be provided—TBA)

Plagiarism and Excessive Collaboration Policy: (if a student violates this policy, he/she may receive an "F" for the assignment or an "F" for the course at my discretion)

Plagiarism & Academic Honesty: 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.westga.edu/~vpaa/handrev/>); Student Undergraduate Catalog, "Academic Honor Code": (<http://www.westga.edu/undergrad/1762.htm>)

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.

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 Disability 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, contact Disability Services.

Attendance Requirements: Please be aware of the attendance protocol for courses that meet twice a week: A student is allowed three absences. Upon the fourth absence, the student may not pass the course. Be aware that no distinction exists between

excused and unexcused absences. If the student is notified that he/she will fail the course due to excessive absences, the student can continue to attend class meetings as long as he/she is not disruptive. If disruption occurs, the student will be reported to the Office of Student Affairs and Enrollment Management (department of Judicial Affairs). ****Note: Tardies will also be counted as part of the attendance requirements. A student is considered tardy if he/she is 15 minutes or more late. Two tardies will equal one absence.****

Disruptive Behavior: [The Student Conduct Code, section 3.00 \(Appendix A in the Student Handbook\)](#) prohibits disruptive behavior on campus, defined as “interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services.” Reasonable examples of appropriate classroom behavior prohibit such actions as cell phone use, eating in class, talking while the instructor is talking, coming late or leaving early, sleeping, etc. Specific information on disruptive behavior in the classroom and how such behavior is addressed can be found by visiting the following: http://www.westga.edu/vpsa/index_4721.php (Office of Student Affairs and Enrollment Management)

Role of the Writing Center: The role of the Writing Center is to offer 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 to student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center: www.westga.edu/writing

Writer's Resource Page: [Writer's Archive](#)

Severe Weather Guidelines for Department of English and Philosophy:

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.

Course Policies: (Specific):

Revision Policy/ Extra Credit Policy: The revision process is an important one, and essential to the writing process. Each paper cycle, there will be opportunities for revisions. Extra Credit exists in the form of book talks and guest lecturers. These events will happen during the semester and you are allowed to attend up to **1** for extra credit points. Any additional will not be recognized. No exceptions. Once you attend the event, you are responsible for submitting **a one page, double spaced write up** about the event. This must be submitted within one week of the event, no exceptions. You may add +5 points for the event. These points are not added to your final average, but, for example, may take the place of a key assignment.

Paper Format: All out-of-class essays should be submitted according to MLA format. Please see *A Writer's Resource* and the UWC website for additional information.

Penalties for Late Work: Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present, but does not turn in the work on the assigned due date, 5 points will be deducted from the overall grade of the assignment for each class period the work is late. If a student finds it necessary to miss class on a day work is due, the material should be emailed to me the day work is due in order to avoid any penalty. ****Note:** Once an assignment is more than two weeks late, that assignment will not be accepted.

Office Consultations: An office consultation, whether it is conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very **specific** issues, i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc. **If an office consultation is scheduled to discuss a final grade on one of the out-of-class essays, you must wait 24 hours from the time I return the essay to you to meet with me. This**

will give you the opportunity to review my comments. When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to "go over it." **(I will also NOT review/proofread entire drafts that are emailed to me. You MUST schedule an appointment during office hours)** In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down EXACTLY what concerns you, i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc. This will give us some guidelines during our consultation and help to generate discussion. It is very difficult to respond to your questions and your needs by only responding to an 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). **You are also NOT allowed to meet with me about an essay on the day it is due. All office consultations must occur prior to the essay due date.**

Important Dates

August 24 th	Classes Begin
August 25 th - 27 th	Open Add Period
Sept. 7 th	Labor Day/ No Class
Nov. 23 rd -27 th	Thanksgiving Break
Dec. 5 th – 11 th	Final Exam Period

Course Schedule

Date of Class	Tuesday Session	Thursday Session
Week of August 25 th	Syllabus, Class expectations and Class Session Schedule disseminate	Discuss conventions, themes, effective paper strategies- Read and interpret themes of "short work"
Week of August 31 st	TED Talk on American Dream, focusing on qualifiers of course	Introduce thesis workshop and elements of thesis. Allow exploration with thesis discovery. Key Assignment #1
Week of September 7 th	"Tell Me a Riddle" Tillie Olsen/ Discussion	Discussion/ Course Den WebCT- Paper Topic Disseminated
Week of September 14 th	"Gideon"- Z.Z. Packer- Discussion	Integration of paragraph elements into papers- Include elements of thesis development. Outline Addressed and Modeled

Week of September 21 st	"Desiree's Baby"- Kate Chopin/ Discussion	Continue with Quote Incorporation- MLA Format Discussion Assignment #2
Week of September 28 th	Paper Draft Due- Portfolio Beginning	----Paper 1 Due ----- Address Quote Incorporation, text associations, symbolism, ect
Week of October 5 th	"Ellis Island," "I Have a Dream Speech," "I Hear America Singing"- Discussion	Paragraph Development — Assignment #3
Week of October 12 th	Definition of "American Dream" , "I too Sing America," "America," "City Upon a Hill"- Discussion	Thematic Discussion of Works read during the week of the 29 th and the 6 th
Week of October 19 th	"The Lesson," "The Puritan Legacy," "The New Colossus"- Discussion Paper Topics Disseminated-Begin Outline	Discussion Paper Topic Themes Discussed/ Common Mistakes Reviewed
Week of October 26 th	Begin Outline for Paper 2 Paper 2 Due	Paper Outline, Themes Discussed in Detail – Conference (Paper 2)
Week of November 2 nd	Class Video Review—	Class Video Review—
Week of November 9 th	Symbolism in Texts, Discussion Reviewed, Interrogate themes	Discussion- Assignment #4 - Symbols/- Paper Topics Disseminated
Week of November 16 th	Discussion of Topics for Paper	Paper #3 Due- Establish Premise, Themes, Content, Outline guide for In Class Essay
Week of November 23 rd	Thanksgiving Break	Thanksgiving Break
Week of November 30 th	In-Class Essay	In Class Essay Conference/ (Evals)- Key Assignment Make-Up
Week of December 7 th	Final Exam Time Discussed/ Presentations Continue	

****Scheduled course readings are subject to change, based on scheduling, weather, ect. ****

FALL READERS' SCHEDULE: (*Note* All readings are in the "Nook" (Ingram Library/1st Level) and are from 7:30-9:00 pm)