

English 1101: (English Composition I)

Section 29 TLC 1110

Class Meeting Times: Tues/Thurs

5:30-6:50

Spring 2016 Syllabus

Redefining Gender Roles/ Norms in Literature

**Instructor: Valerie Thomas**

**Office:** Pafford #304

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

\*\* (Skype/Face Time appointments are also available for those students with classes during office my scheduled office hours.)\*\*

**E-mail:** [vthomas@westga.edu](mailto:vthomas@westga.edu)

**URL:** [www.westga.edu/~vthomas](http://www.westga.edu/~vthomas)

### *Course Materials, Assignments, Grading*

- *Writer's Help, Bedford St. Martin's (A Writer's Reference)* – Online Copy Available  
This is an online handbook that you may purchase either through the bookstore or directly from the Bedford/St. Martin's website:  
<https://purchase.bfwpub.com/purchase/whtransaction/transaction.php?productId=helphandbook.>)
- Jump Drive/USB Drive- Non- Negotiable  
(Please have the USB Drive within 2 class periods.)
- Additional material used for class discussion will be provided 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%- 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.)
- **In-Class Writing:** 10% **\*\*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](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](http://www.westga.edu/english/index_322.php)

**Plagiarism and Excessive Collaboration Policy:** (if a student violates this policy, he/she may receive and "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](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](http://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](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:*** The revision process is an important one, and essential to the writing process. Each paper cycle, there will be opportunities for revisions.

***Paper Format:*** All out-of-class essays should be submitted according to MLA format. Please see *A Writer's Help* 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 one 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, please review my comments before the meeting.** 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 must 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. 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

January 11 <sup>th</sup>	Classes Begin
January 11 <sup>th</sup> – 14 <sup>th</sup>	Open Add Period
January 18 <sup>th</sup>	Martin Luther King Jr. Day/ No Class
March 14 <sup>th</sup> - 18 <sup>th</sup>	Spring Break
April 23 <sup>rd</sup> -29 <sup>th</sup>	Final Exam Period

### Course Schedule

<i>Date of Class</i>	<i>Tuesday Session</i>	<i>Thursday Session</i>
Week of January 11 <sup>th</sup>	Syllabus, Class expectations and Class Session Schedule disseminate	Discuss conventions, themes, effective paper strategies- Read and interpret themes of "short work"
Week of January 18 <sup>th</sup>	Short Work- Discuss the importance of work as it relates to course theme/topic	Introduce <b>thesis workshop</b> and elements of thesis. Allow exploration with thesis discovery. <b>Key Assignment #1</b>
Week of January 25 <sup>th</sup>	<b>Discussion- Sandra Cisneros House on Mango Street Excerpts</b>	<b>Paper Topic Disseminated -</b>
Week of February 1 <sup>st</sup>	<b>"Desiree's Baby"- Kate Chopin/ Discussion- Outline Addressed and Modeled MLA Format Discussion-</b>	Integration of paragraph elements into papers- Include elements of thesis development. <b>Out of Class - Assignment #2</b>
Week of February 8 <sup>th</sup>	<b>Sherman Alexie- "Every Little Hurricane"</b>	<b>- ----Paper 1 Due ----</b>
Week of February 15 <sup>th</sup>	Paper Draft Due- Portfolio Beginning	Address Quote Incorporation, text associations, symbolism, ect
Week of February 22 <sup>nd</sup>	<b>Toni Cade Bambara- "Raymond's Run"</b>	Paper topic II disseminated — <b>Assignment #3</b>
Week of February 29 <sup>th</sup>	<b>Edwidge Danticat- "Night Women"</b>	Thematic Discussion of Works

Week of March 7 <sup>th</sup>	<b>George Orwell- “Shooting an Elephant” / James Baldwin “Sonny’s Blues”</b>	Paper Topic Themes Discussed/ Common Mistakes Reviewed  <b>Paper 2 Due-</b>
Week of March 14 <sup>th</sup>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
Week of March 21 <sup>st</sup>	<b>Class Video/ Short Work Review—</b>	<b>Class Video/ Short Work Review—</b>
Week of March 28 <sup>th</sup>	Symbolism in Movie, Discussion Reviewed, Interrogate themes	<b>Discussion- Key Assignment #4</b>
Week of April 4 <sup>th</sup>	<b>In Class Conference Group 1</b>	<b>In Class Conference Group 2</b>
Week of April 11 <sup>th</sup>	<b>Paper #3 Due- Establish Premise, Themes, Content of In class Essay</b>	<b>Study Guide for In Class Essay disseminated/ discussed</b>
Week of April 18 <sup>th</sup>	<b>In-Class Essay- Paper #4</b>	<b>In Class Essay Conference/ (Evals)- Key Assignment Make-Up</b>
Week of April 25 <sup>th</sup>	<b>Final Exam Time Discussed/ Close Out Conferences</b>	

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

**SPRING READERS’ SCHEDULE:** (\*Note\* All readings are in the “Nook” (Ingram Library/1<sup>st</sup> Level) and are from 7:30-9:00 pm)