

**University of West Georgia**  
**Department of English & Philosophy**

**FALL 2017**

**ENGL 1101**

**Instructor:** Nikki R. Byrom

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**Office:** TLC 1114C

**Office Hours:** M-R 10A.M.-12 P.M. , and by appointment

**Writing Center Hours:** FRIDAY 10 A.M. -1 P.M.

### **Course Description**

English 1101 is a composition course that focuses on the skills required for effective writing in multiple contexts, with an introduction to various research skills. The topics described include:

- Strategies for college level writing, including vocabulary, grammar, style, purpose and audience,
- Revision;
- Basic research methods for college- level work, including an introduction to library resources;
- Analysis of texts orally (class discussion) and in writing.

Upon completion of this course, students will be able to:

- write organized, clear, correct, and purposeful prose;
- understand the principles and strategies of argumentation and analysis;
- be sensitive to written and oral language as a means of understanding how we relate as individuals to the larger community
- grasp the essential nature of research and how to synthesize research in writing so that he insights and documentation are logical and clear;
- understand through the use of textual models how writing and reading are means for connecting the writer to contemporary culture and its diverse problems and conditions.

Students will be generally assessed according to ability to create basic college-level essays that:

- use correct, idiomatic, grammatical standard English;
- present logical, focused discussions of the issues at hand;
- employ evidence appropriately and effectively;
- observe the proper conventions of format, presentation, and documentation.

### **Required Texts:**

Losh, Elizabeth M, Jonathan Alexander, Kevin Cannon, and Zander Cannon. *Understanding Rhetoric: A Graphic Guide to Writing.* , 2017. Print.

**Supplemental Readings:** Other reading assignments for our class can be found on my blog, <http://nikkirbyrom.wordpress.com> under the heading “1101 Readings”.

### **Why should I show up? (Attendance Policy)**

**You are allowed 3 absences over the course of the semester.** These include excused and unexcused absences; there’s no difference between the two. **Miss four classes and you’ll lose 10 points per absence off your final grade.** Don’t let your hard work go to waste, come to class. I want to see your beautiful face every week.

### **What do I need to bring to class:**

- Physical or electronic access to the text being covered each class session, unless otherwise instructed
- Notebook for note taking
- Writing utensils
- Access to printer and money to print
- A positive attitude
- An open mind

### **Expectations:**

- Students should **consult the syllabus regularly for assignments and their due dates**
- Students should **have assignments completed and submitted on or before the due date given**
- Students should **come to class prepared to discuss, through written or verbal means, the assignments given**
- Students should **back up all files electronically and have hard copies in case of “technical difficulties”**
- Students should **participate in class discussions, and be respectful of the opinions expressed**

**While we’re at it, let’s talk about decorum:**

This class is a judgement free zone. We are all here to learn from each other. To that end, **I will not tolerate any behavior that creates an atmosphere of chaos or intimidation.** 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. In layman’s terms, don’t come to class loud and wrong. Pick a struggle. If your social media/ texting/ phone obsession is such that you cannot handle being present in class, be prepared to be asked to leave. **Each dismissal of this kind will count as an absence and will be applied toward the attendance policy stated above.**

**HB 280 (Campus Carry) UWG follows University System of Georgia (USG) guidance:**  
[http://www.usg.edu/hb280/additional\\_information#](http://www.usg.edu/hb280/additional_information#)

**You may also visit our website for help with USG Guidance:**  
<https://www.westga.edu/police/campus-carry.php>

### **Professor Byrom, why is this course important? How is this not a waste of time?**

Clear written communication is important in all disciplines, and increasingly employers are expecting college graduates to be good writers. That's one reason why UWG is focusing on improving undergraduate student writing across the core. When you hear about the QEP—UWG's Quality Enhancement Plan—know that what your peers and professors are talking about is WRITING, because we are committed to giving you opportunities across your core curriculum to improve the quality of your writing. Want to know more? Visit the QEP website at <http://www.westga.edu/qep/>

### **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.

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 University of West Georgia.

### **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.

**\*\*\*\*Please do not send me messages via CourseDen. If you need to contact me outside my office hours, class time or Writing Center Hours, please email me using the email address listed on this document. It is the absolute best way to reach me. In addition, I respectfully ask that you refrain from emailing me after midnight and keep your weekend emails to the barest of minimums. This request takes into consideration that emergencies happen. You probably won't have an emergency every day during the semester, so just be mindful of your emailing. Please allow a minimum of 24 hours for a response. Can't make any promises about the weekends.**

### **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).

## University of West Georgia 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. Updated April 19, 2013 2

Additionally, you are responsible for safeguarding your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.

## Grade Scale:

For this course, I'll be using a **point- letter grading** system. Which means, in order to get a particular letter grade, you must have a specific number of points. Here's the breakdown:

<b>1500-1400</b>	<b>A</b>
<b>1399-1299</b>	<b>B</b>
<b>1298-1198</b>	<b>C</b>
<b>1197-0</b>	<b>F</b>

**Now.** This system might be a little confusing, so I'll explain it here and in class. This system does not use averages or percentages. It'll be tempting for you to add your grades up and average them to attempt to figure out what your grade is. The only way to correctly find out what your grade is, is to add up all of your points and fit that number into the scale. So let's say the semester is almost over and you have 1277 points before the final paper. Well, according to the scale above, that gives you a "C" in the class. It's not a complicated system at all, and I also grade assignments using the same system.

**\*\*\*\*NOTE:** If you know you “need” an “A” or “B” in this course, it would behoove you to make sure you come to class, take notes, ask questions, visit the University Writing Center when necessary, and do your absolute best so that you can **EARN** an “A” or “B”. **I am not in the business of giving grades.** The grade you receive will be an accurate reflection of your hard work or lack thereof in this course. You can do it!

## Assignments

Most of your assignments will be preceded by an assignment sheet, schedule and writing guide to help explain exactly what is expected. **Assignments must be turned in as instructed, and substitutions will not be granted (i.e. if you are asked to hand in a hard copy, you may not email the assignment).** There will be FEW exceptions (emergency, cancelled class, etc.), on those occasions, you will be informed in enough time to make the necessary adjustments.

### Late assignments

Assignments are due on the date listed on the assignment sheet unless otherwise noted or discussed. **I will not accept late assignments.** You will be given assignments in enough time to complete them by their due dates. If an assignment is to be turned in electronically (DropBox or Email), it is due before 11:59 P.M. on the date listed on the assignment sheet. If it is to be turned in physically, it is due at class time, unless otherwise instructed. Extensions will be given at my discretion.

**You will be graded on four major assignment types. The length and breadth of these assignments will be further explained in accompanying assignment sheets.**

**Essays (500 possible points):** You will write 3 major essays in this course. Each essay will correspond with a specific skill set being developed as we move through the semester. With the exception of the **Personal Narrative**, each essay includes a workshop and an opportunity for revision. These essays will help you sharpen your skills as a collegiate writer and scholar, and are worth a possible 100 points each. The accompanying revisions and workshops are worth a possible 50 points each.

**Weekly Motivation Responses (200 possible points):** You will be given a total of ten (10) quotes to which you will write a 1-2 page response. These responses will be included in your portfolio.

**Module Responses (400 possible points):** Our readings are divided into 4 modules. Each module has an overall theme. At the end of each module, you will write a 2-3 page response on the general theme and specific works included in that theme. These responses will be included in your portfolio\*.

**\*Portfolio:** Your portfolio will be a collection of your responses turned in together. Each individual assignment in your portfolio is worth a grade, so it helps if you keep up with everything.

**Creative project (400 possible points):** You will develop a creative project at the end of the semester that adequately discusses some aspect of what we've discussed in this course.

## **LET'S TALK ABOUT ACADEMIC DISHONESTY AND PLAGIARISM, SHALL WE?**

### **Honor Code:**

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### **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.**

### **Plagiarism includes:**

Any attempt to pass off someone else's words and ideas as your own. This means, if you submit a paper you were given by another student, or one that was purchased for the

express purposes of saving you a little time so you wouldn't have to do the assignment yourself, **that's plagiarism.**

If you go online and search for the text we're reading, find a summary of that text, and copy and paste that summary in your word processing software in order to submit it for a grade in this class; **that's plagiarism.**

In other words, if you acquire **any** portion of your submission from anywhere except your own brain, and you don't credit the person who wrote it, you have stolen it and you will be dealt with accordingly. It doesn't matter to me if it's 2 sentences, 2 paragraphs, or 2 pages, **stealing is stealing.**

### **What does that mean Professor Byrom?**

It means that you will receive an automatic F on that assignment and you will not be able to revise that assignment or participate in the accompanying workshop; meaning you'll receive an F for those assignments as well. In addition, we will have to have a meeting to discuss your plagiarism, and the issue will be reported. So let's say you decide to plagiarize a few lines of your 2<sup>nd</sup> essay. That essay is worth a total of 200 points (essay+ revision+ workshop). Those 200 points could make a huge difference in your grade, or you could potentially fail the class outright. It's not worth it, trust me. You have enough resources at your disposal to crush all your assignments, there's absolutely no situation wherein plagiarism is necessary or beneficial.

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 Uncatalog*: "Rights and Responsibilities"; Appendix J.

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

### **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.

### **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](mailto:cas@westga.edu)

### *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 in student essays, and tutors are specifically trained to avoid appropriating the student's work. . You will be required to schedule and attend at least 3 sessions for this class. With each appointment, you should get a receipt to verify that you were there. For more information, visit the Writing Center online at <http://www.westga.edu/writing>.

### **Now, let's take a look at our tentative schedule. Why is it tentative? I'm glad you asked.**

The schedule is tentative because we're going to be covering a lot of information throughout the semester. I want to make sure you understand the concepts I'm presenting, and that may mean that we have to delay or even scrap an assignment or a reading because we may need a little more time on a topic or module. This doesn't mean that you shouldn't come to class prepared, what it does mean is, I may announce that you don't need to read something BEFORE our next class meeting so that we can discuss what we're stuck on a little while longer.



<b>Week</b>	<b>Dates</b>	<b>What We're Reading</b>	<b>What We're Doing</b>
<b>1</b>	8/9-10	<b>THE SYLLABUS</b>	Weekly Motivation
<b>2</b>	8/14-18	Lukianoff and Haidt Ryan Holiday	Weekly Motivation
<b>3</b>	8/21-25	Ray Williams Toni Morrison	Weekly Motivation <b>Personal Narrative</b>
<b>4</b>	8/28-9/1	Roxane Gay Ross Gay	Weekly Motivation Module Response
	<b>9/4</b>	<b>Labor Holiday, No Class</b>	
<b>5</b>	<b>9/5-9/8</b>	Roxane Gay Janet Mock	Weekly Motivation
<b>6</b>	<b>9/11-15</b>		Weekly Motivation
<b>7</b>	<b>9/18-22</b>	Meredith Hall Margaret Atwood	Weekly Motivation Module Response <b>Essay 2</b>
<b>8</b>	<b>9/25-29</b>		Weekly Motivation Workshop + Revision
<b>9</b>	<b>10/2-4</b>	Hitchens & Del Conte	Weekly Motivation
	<b>10/5-6</b>	<b>FALL BREAK, NO CLASS!</b>	
<b>10</b>	<b>10/9-13</b>	RESEARCH MODULE	Weekly Motivation Module Response <b>Essay 3</b>
<b>11</b>	<b>10/16-20</b>	RESEARCH MODULE	
<b>12</b>	<b>10/23-27</b>	RESEARCH MODULE	Workshop + Revision
<b>13</b>	<b>10/30-11/3</b>	RESEARCH MODULE	
<b>14</b>	<b>11/6-11/10</b>	RESEARCH MODULE	Module Response <b>Creative Project Due</b>
	<b>11/13-17</b>		
<b>15</b>	<b>11/20-24</b>	<b>Thanksgiving Break, No Classes</b>	<b>Creative Project Due</b>
<b>16</b>	<b>11/27-12/1</b>	Emerson	<b>Portfolio Due</b>

	<b>(LAST DAY OF CLASS!)</b>		
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**Please read the following information and initial/ sign where indicated:**

<b>I have read and understand the following :</b>	<b>Initial:</b>
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I am allowed 3 absences over the course of the semester. If I miss four classes; I will lose 10 points per absence off my final grade.	
I am expected to: <ul style="list-style-type: none"> <li>• consult the syllabus regularly for assignments and their due dates</li> <li>• have assignments completed and submitted on or before the due date given</li> <li>• come to class prepared to discuss, through written or verbal means, the assignments given</li> </ul>	
I will be respectful of other's opinions in this judgement free zone. I will not participate in any behavior that creates an atmosphere of chaos or intimidation.	
I will respect the email policy	
I will respect the University of West Georgia Honor Code and the plagiarism policies.	
I understand the grade scale	
I understand the Assignments and their point value breakdowns	

**I'm ready, Professor Byrom. Let's do this!**

\_\_\_\_\_

\_\_\_\_\_

**Signature**

**Printed Name**

**Date:** \_\_\_\_\_