

College of Arts and Humanities, ENGL 1101 (Sections 9, 16, 29, 30) English Composition I, Fall 2018

Instructor Information

Instructor: Matt Rood
Office: TLC 1112 (Office C)
Office Phone: 706-728-7325
English Dept. Phone: 678-839-6512
E-mail: mrood@westga.edu

Office Hours:
Monday: 12:45 pm -1:45 pm
Tuesday: 9:45 am -12:45 pm
Wednesday: 12:45 pm – 1:45 pm
Thursday: Online (also by appointment)
Writing Center Hours:
Tuesday: 1:00 pm-4:00 pm.

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[Student Services](#)

[Backup Website for Class Material](#)

[Center for Academic Success](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

678-839-6280

Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[Distance Learning Library Services](#)

[24/7/365 D2L Help Center](#)

[Ingram Library Services](#)

Call 1-855-772-0423

[Accessibility Services](#)

678-839-6428

[University Bookstore](#)

counseling@westga.edu

Course Information

Course Description

ENGL 1101 is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation.

Texts, Readings, Instructional Resources, and References

Required Texts and Materials:

1. Various YouTube videos, articles, PDFs, and other links posted on CourseDen/backup website
2. *Trinity: A Graphic History of the First Atomic Bomb* (book by Jonathan Fetter-Vorm)
3. *Black Mirror* (television show streaming on Netflix)
4. Notebook of the student's choice
5. Folder with pockets
6. Large Blue Book for pre-test and post-test (you can use the same one for both)
7. USB drive or Google Drive to save essays and other class work

Course Themes and Expectations

During the semester we will investigate, as a class, modern society's obsession with paranoia. Americans love searching for ideas and formulating theories that exist beyond the societal understanding of an event or belief. This questioning past the borders has affected current events and changes the course of the future. We will analyze and look as to why these conspiracies exist. This will lead to interesting and potentially uncomfortable conversations about politics, religion, gender, sexuality, race, class, etc. Feeling weird or awkward is okay! Stepping out of your comfort zone and challenging preconceived notions is how you learn and grow as a person. For this reason, I expect each student to read/watch/listen to the assigned material with these themes in mind – because our goal for the semester is not the study of plot, but rather the investigation of context. Each student is responsible for taking notes while engaging with the texts.

Content Advisory

Art and entertainment are filled with the many complicated elements of human life. That means the texts we will discuss may contain violence, sexual content, all manner of potentially offensive themes, and profanity. You should be aware that your continued enrollment in this course requires that you consume such content with maturity and a scholarly perspective. No assignment will be waived on the basis of moral objection.

Course Objectives and Learning Outcomes

1. To identify and employ a variety of rhetorical modes and techniques of persuasion and acquire reasonable mastery of conventions of college-level prose writing.
2. To develop and apply critical thinking skills in effective expository, analytical, and argumentative writing and to gain facility with the entire writing process from invention through revision.
3. To develop organizational strategies, incorporate and document additional textual materials to strengthen and support argument.

This is a Quality Enhancement Plan (QEP) Course

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 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/>.

Course Assignments

<i>Assignment name</i>	<i>Description</i>	<i>Due Date</i>	<i>Total Percentage</i>
Essay 1	Conspiracy Paper	9/24	150
	2-3 pages minimum (500-1000 words)		
Essay 2	Trinity Paper	10/22	150
	3 pages minimum (1000-1200 words)		

Essay 3	Black Mirror Paper	12/5	200
	3-4 pages minimum (1000-1200 words)		
Pre/Posts-tests	Pre/Post-tests	8/29 & 11/28	50
	Pre/Post-tests: You will be asked to write two handwritten in-class essays to measure your writing development at the beginning and end of the semester. These essays will be at least 2 paragraphs in length—one paragraph will be a summary of an article given to you, and the other paragraph will be an argument prompted by the article.		
Final	Multimodal Project	12/12	100
	This project is a “repackaging” of Essay 3 using a mode other than or in addition to the written word; for example, a physical or digital academic-style poster or comic strip. This project will also have a presentation component. We will discuss the requirements later this semester.		
Quizzes	6 @ 25 pts each.	Tentative	150
	Quizzes will be in-class after specific readings. I will let you know prior to one. Dates are tentative.		
Class Engagement	Daily attendance, participation, and homework activities	Various	200
	It is expected for you to be considered engaged in the learning taking place in this course.		
TOTAL			1000

Grading Information and Policies

Grading summary with the Letter to Numeric scale:

A+ = 980; A = 950; A- = 900

B+ = 880; B = 850; B- = 820

C+ = 780; C = 750; C- = 720

D+ = 680; D = 650; D- = 620

F=500

For each essay, students are required to take part in writing workshops during class. Failure to do so will affect both your participation grade and the quality of your essay. We will review the grading guidelines for out-of-class essays in class. Students will have the opportunity to revise ONE essay (we will discuss the requirements for this optional assignment later in the semester). In order to move on to ENGL 1102, you must make a C- or higher on at least one of the essays. Failure to do so could result in a failing grade for the semester.

You must obtain a C or higher in order to exit ENGL 1101. Final grades will be posted to CourseDen and BanWeb; no grades will be given via telephone or e-mail.

Grading Rubrics

[Essay 1 Rubric](#)

[Essay 2 Rubric](#)

[Essay 3 Rubric](#)

[Final Presentation Rubric](#)

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

Communication Etiquette

You are welcome to e-mail me with questions, but please do not abuse this privilege (i.e. re-sending a thesis statement with only a few words changed minutes after I made suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails 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 syllabus/handouts) and to get the notes from a classmate.

I also ask that you be professional and observe standard grammar and punctuation rules when e-mailing me or any other professor. Do not send e-mails that are in "text speak." This is not an appropriate form of communication outside the realm of sending an actual text.

Finally, all student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, e-mail is the most efficient way to do so. Also, please be aware that I cannot communicate with your parents due to federal privacy regulations; should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

Expected Response Times

In addition to face-to-face office hours, which are highly beneficial throughout the semester, I also hold online office hours via my westga.edu e-mail. During posted hours, I will respond to your messages as soon as possible (usually within the hour). Other times, I will respond within 24 hours (36 hours over the weekend). Also keep in mind that I only check voicemails once a day, so phone is not the best way to contact me in emergencies.

Participation assignments and quizzes are generally graded by the next class meeting. Because grading essays is a more elaborate process, those are returned within two weeks.

Class Schedule Information

Date	Class Topic/Activity	Assignments/Due Dates/Deadlines
Wednesday 15-Aug	Review syllabus	

	Discuss course themes/expectations	Print out syllabus and keep it in your class folder; review policies and due dates frequently (not just in class today!)
Friday 17-Aug	Open drop ends at 11:59 p.m.	No class on Fridays
Monday 20-Aug	Active reading discussion	Read The Role of Active Reading before class
Wednesday 22-Aug	UWG Writing Center Info. Paper Formatting.	Read MLA Format: Quick Tips, and explore Purdue OWL before class
Monday 27-Aug	Introduce TDQA. Active reading exercise (image analysis)	Read Analysis Techniques and Semiotic Iceberg before class
Wednesday 29-Aug	Rules for papers and analysis. Rood rules.	Read Rules for Writing a Bad Essay
Monday 3-Sep	Labor Day	No Class
Wednesday 5-Sep	Start Unit 1: The Dangers of Paranoia	Watch podcasts before class
Monday 10-Sep	Finish Unit 1: The Dangers of Paranoia Discuss Essay 1 requirements	Listen to podcast before class Watch Troll Hunters before class.
Wednesday 12-Sep	Troll Hunters discussion (cont.)	Listen to the podcast before class.
Monday 17-Sep	Thesis statement workshop	Read how to Write an Introduction before class
Wednesday 19-Sep	Body paragraph workshop	Bring printed copy of body paragraph outline to class /Read Commas, Commas, Everywhere, and Clause Structure before class
Monday 24-Sep	Begin Unit 2: <i>Trinity</i>	Essay 1 due at the beginning of class Read epigraph and William Blake's "The Lamb" before class
Wednesday 26-Sep	Continue Unit 2: <i>Trinity</i>	Read pp. 1-38 before class/ Bring notes

Monday 1-Oct	Continue Unit 2: Trinity Essay 2 expectations/Modeling Essay 2	Read pp. 39-79 before class/ Bring notes
Wednesday 3-Oct	Fall Break	No class today
Monday 8-Oct	Continue Unit 2: Trinity Writing a Body Paragraph	Read pp. 80-129 before class. Last day to withdraw with a grade of W.
Wednesday 10-Oct	Finish Unit 2: Trinity Group Work	Finish book before class
Thursday 11-Oct	Undergraduate Research Conference	No classes on Thursdays
Monday 15-Oct	Essay Building Day: Trinity Gathering Passages	
Wednesday 17-Oct	Essay Building Day: Trinity Building Topic Sentences	
Monday 22-Oct	Essay Building Day: Trinity Building Intro/Thesis	
Wednesday 24-Oct	Essay Building Day: Trinity Assembling Essay	Essay 2 due by Friday, Oct 26th
Monday 29-Oct	Start Unit 3: Black Mirror Go over Essay Structure	Watch 1 st Black Mirror Episode before class
Wednesday 31-Oct	Continue Unit 3: Black Mirror Modeling Essay 3	Watch 2 nd and 3 rd Black Mirror Episodes before class
Monday 5-Nov	Continue Unit 3: Black Mirror Writing a Body Paragraph Discuss Essay 3 and Multimodal Project requirements	
Wednesday 7-Nov	Finish Unit 3: Black Mirror Group Work	
Monday 12-Nov	Essay Building Day: Black Mirror Gathering Passages	
Wednesday 14-Nov	Essay Building Day: Black Mirror Building Topic Sentences	
Monday 19-Nov	Thanksgiving Break	No class today

Wednesday 21-Nov	Thanksgiving Break	No class today
Monday 26-Nov	Essay Building Day: <i>Black Mirror</i> Building Intro/Thesis	
Wednesday 28-Nov	Essay Building Day: <i>Black Mirror</i> Assembling Essay	Essay 3 due Friday (Nov. 30th) by midnight
Monday 3-Dec	Work on Presentations	
Wednesday 5-Dec	Work on Presentations	Bring group ideas for Multimodal Project
Wednesday 12-Dec	Final Presentations	Dates not confirmed yet.

***Note:** Dates may change at the instructor's discretion: all changes will be announced in class. Major assignments, papers, and exams are in bold.

Course and UWG Policies

Attendance

For classes that meet twice a week, a student is allowed five absences. Arriving late for class counts as 1/2 an absence. After the fifth absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.

** If withdrawal occurs prior to **Monday, October 8**, the student will receive a grade of W. If withdrawal occurs after **Monday, October 8**, the student will receive a grade of WF. (*FYW Department Policy*)

Late Work

To receive full credit, essays must be submitted before the beginning of class. Any essay submitted after that time will be penalized one letter grade per day. I will not grade any essay submitted later than three days after the due date. In certain instances, a student may be granted an extension period to complete the assignment. These instances must constitute an emergency and the student must discuss the extension period with me at least 24 hours before the assignment is due. In the event of rare, life-altering circumstances (car accident, death in the family, etc.) I will work with students on a case-by-case basis. Students may not make-up missed quizzes or other in-class assignments unless there are extenuating circumstances. As we do Kahoot quizzes, you need to ensure that you will be on time. Once we start the quiz, there is no signing up after.

Disruptive Behavior

Students will be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – habitually arriving late for class, allowing phones to ring, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. This means the student will receive an automatic 0 regardless of class performance.

Academic Dishonesty

Plagiarism: 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.

Excessive Collaboration: 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 dishonesty – on any assignment, large or small – will result in failure of the course. Lack of dishonest intent is not an acceptable excuse for plagiarism/excessive collaboration. Confusion over the definition of plagiarism is not an acceptable excuse for plagiarism/excessive collaboration. Should you have any questions about what constitutes plagiarism, address these with me and/or the Writing Center. Do not make assumptions and do not take risks. It is not worth it.

For more information on the university's policies for handling academic dishonesty, visit the [Common Language for Course Syllabi](#).

MLA Documentation

The department expects that students learn to cite sources accurately in the MLA style for documentation. You can find a wealth of information at [Purdue University's Online Writing Lab](#).

Extra Credit

I reserve the right to give Extra Credit, if I choose to. I will assign an Extra Credit folder to Courseden to confirm the way to get the extra points.

Recycled Essays

I will not accept recycled essays (papers written for another class) in any form for any reason. Each essay assignment will be uniquely designed for this course and for this reason; it is unlikely that any essay previously written by the student will adhere to the specific guidelines of the essay prompts. As I use Turn-it-in, you need to be aware of proper citation procedures.

Paperless Course

To conserve departmental resources, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students will print these necessary course documents, including the syllabus, on their own.

Writing Center

TLC 1201 678-839-6513

Writing@westga.edu

www.westga.edu/~writing

The University Writing Center is strongly recommended as a resource for help with your assignments for this class. The office works with students and other members of the UWG community to improve writing skills.

What They Do:

- Discuss ideas, read drafts, and work through revisions of essays; they do not proofread
- MLA, APA, Chicago/Turabian, and other citation formats

Policies:

- Please make appointments in advance. They accept walk-ins, but they cannot guarantee that a tutor will be available.
- If you cannot keep your appointment, you must call or e-mail 24 hours in advance to cancel. If you do not notify them 24 hours in advance, you will be counted as a No Show.
- Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.
- If you have three No Shows in one semester, you will not be able to have any more appointments for that semester.

Hours:

Monday-Thursday: 10:00 a.m.– 6:00 p.m.

Friday: 10:00 a.m.– 1:00 p.m.

Title IX Reporting

Effective July 1, 2016, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any information concerning sexual assault, and we are not allowed to maintain the information in confidence with the student (the only exceptions being the Counseling Center, the clergy, and medical staff). You are encouraged to report any instances of sexual assault.

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance for this policy, which can be found [at this site](#). You may also visit the [designated university website](#) for help with USG guidance.

Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through [Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG e-mail, credit hours, and UWG Honor Code policies, as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic

Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **Backup Website for Class Material**
<https://westga.edu/~jsewell>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>