English Composition I | ENGL 1101 | Fall 2016

Class Location: 302 | 304  
Days | Time: MW 240-355 | TR 200-315

Instructor: Dr. Kendra N. Bryant  
E-Mail Address: kendra.bryant@ung.edu
Office Location: 311B  
Office Hours: MW 12-2 | TR 1230-130

Course Description

*English Composition I* is the first of two mandatory 3-credit composition courses that focus on developing academic and professional written communication through a variety of rhetorical strategies. Using four units (*personal writing, professional writing, creative writing, and academic writing*) to organize the course, ENGL 1101 emphasizes critical thinking and analysis, as well as introductory academic research skills.

Course Objectives

Through class meetings and out-of-class preparation, students should expect to do the following:

1. Understand and apply the various modes of essay
2. Master team skills and interpersonal communication
3. Apply MLA style and documentation to specified essays
4. Develop skills to write for specific target audiences and purposes
5. Develop critical reading, thinking, writing, and visual skills
6. Integrate computer technologies into traditional writing practices
7. Practice basic grammar and mechanical skills

Required Textbooks | Resources

  Bedford/St. Martin's, 2016.

Method of Instruction

- Students will be assigned chapter readings from their Hacker & Sommers text in an attempt to understand and engage college writing as well as grammar and mechanical skills. Students will explicate the ideas of each particular chapter and/or apply the methods of each chapter via class discussions and writing assignments per the professor's directives.
- Students will engage weekly writing tasks that include *personal writing, creative writing, professional writing*, and *academic writing.*
  - *Personal writing* tasks include 1-2 page expository and narrative essays;
  - *Creative writing* tasks include poetry assignments that focus on form and technique;
  - *Professional writing* tasks include business assignments such as resumes and cover letters; and
Dr. Bryant, Kendra • ENGL 1101 • p. 2

- Academic writing tasks, which will require MLA style and documentation, will include traditional 5-paragraph reader response essays to creative non-fiction works.
- As necessary, students will be given quizzes to ensure they are reading and comprehending their assigned texts. Such quizzes will be given at the start of class.
- When appropriate, students will participate in collaborative work, including peer review; teacher will also lecture and facilitate class discussion.
- When necessary, students will be given practices in grammar, mechanics, and sentence structure using student assignments.

Accountability Groups
Students will be placed in groups of three or four that will mainly serve as their accountability groups. In these groups, students will be their “brothers/sisters keeper,” if you will. Students should call on the members of their groups to maintain their studies and assignments. Students will also engage in peer exercises and small in-class discussions with group members.

D2L
Students are strongly encouraged to check D2L on a daily basis. Here, students will find the class syllabus, memorandums and handouts, as well as assignment instructions. I will also use D2L to inform students of any unforeseen class cancellations and updates.

Grading
Final grades will be based on the following weights (and are subject to change):

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Percent of Total Grade</th>
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<tbody>
<tr>
<td>Unit 1: Personal Writing</td>
<td>15%</td>
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<tr>
<td>Unit 2: Creative Writing</td>
<td>20%</td>
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<tr>
<td>Unit 3: Professional Writing</td>
<td>25%</td>
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<tr>
<td>Unit 4: Academic Writing (&amp; Final Evaluation Essay)</td>
<td>30%</td>
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<tr>
<td>Miscellaneous (hmwrk, clswrk, quizzes)</td>
<td>10%</td>
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</tbody>
</table>

Grading Criteria
Students can earn up to 120 points for completing assignments in Units 1 & 2. (5pts: on time submission; 15pts: fulfilling assignment directions.) Students will also receive generous comments on these primary writing tasks in an effort to prepare them for Units 3 & 4 assignments, which will be given letter grades; quizzes will also receive letter grades. Directions for each writing assignment will be distributed and discussed in class. Please note that I will be using UNG’s grading scale. A=Excellent, B=Good, C=Satisfactory, D=Poor, and F=Failing. **Reminder: Students must have earned a C or better in ENGL 1101 to be considered passing.**

Disabilities
The University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. (Disabilities include but are not limited to: learning barriers, medical concerns, or mobility concerns). Students who require accommodations and services must register with Disability Services and submit supporting documentation. Students who suspect they may need accommodations may also want to follow up with the office. Student Disability Services provides accommodation notifications for eligible students to give to their instructors. Students are responsible for providing the “Accommodations Letter” to the instructors and must give reasonable prior notice of the need for accommodation.

Deadlines
Deadlines for submitting written work will be strictly observed. I will not accept late class work or homework assignments, but will consider accepting late final graded assignments. **Late graded assignments must be submitted the day the absent student returns to class.** However after **two absences**, students will not be given such an allowance. Quizzes must also be made up the day the
student returns to class. Quizzes will be given during my scheduled office hours, but if students cannot make up quizzes during my scheduled office hours, they must make arrangements to make up their quizzes in the Writing Center. **Note: Students are responsible for retrieving missed assignments and homework/classwork practice by way of D2L and/or their accountability groups. I do not accept any work via email submissions.**

**Religious Holidays**
Students are excused from class for major observances of religion, which need to be brought to my attention by the second week of class.

**Plagiarism**
Students should see [http://ung.edu/dean-of-students/student-code-of-conduct/article-3-proscribed-conduct.php](http://ung.edu/dean-of-students/student-code-of-conduct/article-3-proscribed-conduct.php) for UNG’s Conduct Standards re: plagiarism and consult with me if they have any questions. Even though I recognize the possibility of confusion, I will not tolerate any unethical behavior, which includes using material from sources without proper citation and collaboration beyond the boundaries of what I have stated is acceptable.

**Notes and Tapes of Lectures**
Selling notes or tapes of class lectures is not permitted.

**Classroom Policies**
- **Disruptive behavior will not be tolerated.** What does that mean? Basically, please respect differences of opinion, religion, dress, ethnicity, and demeanor. We are a community of learners, and we will fellowship with loving-kindness.
- **All cell phones must be turned to vibrate or silent.** I expect the same etiquette one might use at a business meeting. If students must use their cell phones, please step outside. Similarly, be wise about laptop/tablet use. While I don’t mind if students bring their laptops/tablets to class, I expect students to pay attention during class lecture or class discussion.
- **Attendance** is mandatory; however, students are permitted two absences which cover sickness, special holidays, and documented emergencies. Students are encouraged to email or phone their classmates to find out what happened in class on the days that they are absent. **Note: I do not reteach lessons just because a student was absent. In addition, I do not respond to emails that ask that I do so. Finally, an email explaining student absences is unnecessary.** Class is a mere 50-75 minutes long. Be on time.
- **Preparation:** Please come prepared for class. Have something to write with and write on. Bring materials and resources DAILY. Bring any due assignments. Bring your voice—your opinions, your confusions, your questions, your successes. Be awake. Be present.
- **Participation:** There are individual and group tasks that must be done. There are no "spectator" roles—at least not all of the time. Students are expected to be active participants in all of their work, which include actively reading and actively listening.
- **Timely Completion:** Part of being successful in a classroom environment involves being responsible for timely completion of assigned tasks. If students fall behind schedule, they are encouraged to meet with me to resolve the problem before it is too late to do anything about it.
  - Students SHOULD NOT attempt to argue for or submit late work that ignores the required deadlines and late submission procedures.
  - Students SHOULD NOT attempt to conference with me about their grades two weeks before the semester ends.
- **Emails:** I am not available to receive emails 24/7. However, I will respond to them Monday through Thursday until 5 p.m. I will not respond to emails over the weekend. **Also, all**
emails should be formally and thoroughly written to include a greeting, a body, as well as a proper closing. Emails that are not professionally written—which include following the rules to standard American grammar, punctuation, and capitalization—will not receive my response.

- FINANCIAL AID, TRANSPORTATION & PARKING, JOBS, and TECHNOLOGY: “Excuses are the tools of the incompetent used to build monuments of nothing; those who dwell upon them seldom amount to anything.” Student financial aid, transportation, job, and technology issues are not my issues. Students will be graded on their performance. The End. So please, take responsibility and accountability.

Writing Center
UNG has an excellent free tutoring center available for anyone who would like help with any aspect of writing. Visit the WC website at http://ung.edu/writing-center/ for additional information.

Emergency Plans
In the event of an emergency, it may be necessary for UNG to suspend normal operations. During this time, UNG may opt to continue delivery of instruction through methods that include but are not limited to: D2L, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the myung site for each class for course specific communication, as well as the main UNG, College, and department websites, and emails, for important general information.

Please detach this portion of your class syllabus, and submit it to your instructor.

I have read and understood my syllabus for ENGL 1101, Fall 2016. My initials placed at each section of the syllabus serves as my confirmation that I have read and am agreeing to its terms.

By signing below, I also give Dr. Kendra N. Bryant permission to use any of my work—including class discussions—in her research.

Print Name_______________________________________________________

Sign Name_________________________________________ Date______________________________
## Weekly Assignments *(Note: Chapter readings and assignments are subject to change.)*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Chapter Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 22-25</td>
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<td>Review Class Syllabus, Class Introductions, Diagnostic Essay</td>
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<tr>
<td>August 29-September 1</td>
<td></td>
<td>Grammar &amp; Composition Discussion &amp; Review</td>
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| September 5-8  *(Monday, Labor Day | classes suspended) | Hacker & Sommers p. v-vii; xvii-xxvii; & Chapter 1 | Textbook Review (& tabbing)  
*Note: Please bring a sticky notes pad to class.* |
| September 12-15 | | Unit 1: Personal Writing |
| September 19-22 | | Unit 1: Personal Writing |
| September 26-29 | | Unit 1: Personal Writing |
| October 3-6 | | Unit 2: Creative Writing  
The Haiku |
| October 10-13  *(Friday, Last day to withdraw from classes)* | | Unit 2: Creative Writing  
The Ballad |
| October 17-20 | | Unit 2: Creative Writing  
The Free Verse |
| October 24-27 | | Unit 3: Professional Writing  
The (one page) Personal Statement |
| October 31-November 3 | | Unit 3: Professional Writing  
The Academic Resume |
| November 7-10 | | Unit 3: Professional Writing  
The Request for a Recommendation Letter (in memo style) |
| November 14-17 | | Unit 4: Academic Writing  
Writing a Personal Response to (one of) America's Top 100 Speeches |
<p>| November 21-24  <em>(Fall Break | classes suspended)</em> | | |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Assignment</th>
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</table>
| November 28-December 1  | Unit 4: Academic Writing
Writing a Summary to (one of) America's Top 100 Speeches                  |
| December 5-8 (Last Week of Class) | Unit 4: Academic Writing
Writing a Critical Analysis to (one of) America’s Top 100 Speeches         |
| December 12-16 (Finals Week) | Final Self Evaluation Essay                                                  |

Note: Specific details for most assignments will be placed on D2L and/or distributed in class via memorandums and email. However, it will behoove students to come to class everyday so that they can receive personal direction and instruction.
MEMORANDUM
To: ENGL 1101 Students
Fr: Kendra N. Bryant, professor kb
Re: Personal Essay Requirements
Date: September 1, 2016

REQUIREMENTS
ENGL 1101 students are responsible for writing three personal essays, each worth 20 points. (See course syllabus.) Guidelines for each essay are as follows:

1. Each essay must be written in first person point of view (I, me, my, mine).
2. Each essay must be one page, using 11pt Times New Roman font, and 1.5 spacing.
3. Each essay must include a creative title, centered at the top of the page.
4. Each essay must include a header (full name, date, class number & section) in the upper right hand corner of the page.
5. Each essay must include 1 inch margins and indented paragraphs.
6. Each essay must be free from erroneous mistakes in spelling, mechanics, and faulty sentence structure as discussed the first week of class. (See Grammar Diagnostic on D2L.)
7. Each essay must be submitted on both WordPress (blog page) and in class on time.
8. Essays must be personal reflections by way of at least two of the topics below. In other words, students can choose to write one personal essay on a topic of her/his choice that is not listed below; the remaining two topics must come from the following list:
   a. Explain how you embody the philosophies of your cultural hero.
   b. What is the meaning of your first name, and how do you live up to it?
   c. If you had one do-over in your life, what would you do over?
   d. What one song (or poem) illustrates your present mood? Explain.
   e. What is your response (feeling, attitude) toward death?
   f. How have your parents or grandparents (or guardian) shaped you into who you are?
   g. Religion.
   h. Donald Trump.
   i. Mass Media.
   j. #blacklivesmatter
   k. Who is your authentic self?
   l. What word (profane or otherwise) do you refuse to utter, and why?
   m. What will you miss when you die?
   n. Who has been a true teacher for you?
   o. For what (or for whom) are you most grateful?

DEADLINES:
Essay One: September 14 | 15
Essay Two: September 21 | 22
Essay Three: September 28 | 29