

# ENGL 0099: Course Syllabus

## Fall 2009

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**Office Hours:**  
M 1:30-2:30 p.m.  
T & R 2:30-3:30 p.m.  
**And by appointment**

- Texts:**
- 1) Anker, *Real Writing with Readings*, 4<sup>th</sup> ed. (Bedford, 2007) **(required)**.  
Online resources at <http://bcs.bedfordstmartins.com/realwriting4e/default.asp>.
  - 2) **Our eLearning Commons site** also serves as a “textbook” of required resources.  
Log on to **eLearning Commons** (<https://www.elc.uga.edu/webct/entryPageIns.dowebct>) and select ENGL 0099 (Hayes). **Check that site daily. (required)**
  - 3) A good dictionary (preferably a hardcover, such as *The American Heritage Dictionary* or *Webster's New Collegiate Dictionary*) **(recommended)**.

### Special Needs:

Students with special needs are invited and encouraged to discuss them with the instructor.

### Brief Course Description

ENGL 0099 is an *intensive*, three-hour composition course designed to prepare you for the kinds of academic writing required in English 1101 and English 1102 and in other university courses. More importantly, the course will lead you to practice the imaginative and analytical modes of thinking and writing that characterize intellectual inquiry. You may come to see how using language—in particular, composing in written language—helps you to understand and influence the world around you. In some ways, writing even creates the reality we perceive.

Think about that last sentence: *Writing creates reality*. How you see the world and how you make meaning of it are largely dependent on your imaginative capability to represent that world in language, and for most of us, writing is the best way we have of making meaning. Notice what Kenneth Dowst says about the relation between language and knowledge:

- (1) [W]e do not know the world immediately; rather, we *compose* our knowledge by composing language;
- (2) how we can act depends on what we know, hence on the language with which we make sense of the world;
- (3) serious experimenting in composing with words is experimenting in knowing in new ways, perhaps better ways. . . . The way [we] use language, then, seems not only to reflect but in part to determine what [we] know, what [we] can do, and in a sense who [we] are.

My purpose in this course is to guide your developing use of language and thought, and I do that by asking you to write.

While thought (a process) and language (both a product of and a spur to thought) are not the same, language evokes and embodies thought. "I do not sit down at my desk to put into verse something that is already clear in my mind," writes the poet C. Day Lewis. "If it were clear in my mind, I should have no incentive or need to write about it. [ . . . ] We do not write in order to be understood; we write in order to understand."

Novelist E. M. Forster asked, "How do I know what I mean until I see what I say?" In other words, how do we know what we think until we are able to look at or hear what we've thought? Language is an embodiment of thought, thought captured and molded into form. "The relation between thought and word is a living process; thought is born through words. A word devoid of

thought is a dead thing, and a thought unembodied in words remains a shadow," writes the cognitive psychologist Lev Vygotsky.

If you think about all this, you may see that the quality of your thought is related to the quality of your use of language. I don't think I'm exaggerating, then, when I say that this course *may* be one of the most important ones you will take in the university.

In other courses as well, you will have to demonstrate to your professors what you know and how you make logical connections between events, processes, and ideas. You will have to organize information clearly and logically. You will have to support your assertions with evidence and examples. You will have to follow accepted conventions of usage, mechanics, punctuation, and grammar. And you will need to express your ideas interestingly and convincingly.

To help ensure that you gain as much from the class as possible, I have a few course policies that should guide you toward doing your best work. Please read and follow these policies carefully.

### General Course Objectives

1. to learn and include the kinds of supportive information appropriate for an academic essay;
2. to organize essays logically and coherently;
3. to edit and proofread essays well enough that proofing and syntactic errors will not distort meaning.

### Course Policies

1. **Electronic and wireless devices:** Turn off and put out of sight **cell phones and audio devices** (e.g., iPods). After the second day of class, **any student whose cell phone or audio device is visible or sounds during class will be counted absent.** See the attendance policies below.

**Open laptop computers are not allowed to be used in class unless I give permission for a specific assignment.**

2. **Attendance:** I expect **daily** and **punctual** attendance. **Note these specific policies:**
  - a) Students with perfect attendance will have one point added to their final course average.
  - b) Students who accumulate **more than the equivalent of three unexcused absences** will have **.5 point deducted from their course grade for each absence past three.** For instance, a student with four absences will lose one-half point. If that student's numerical average is 80 (a B-), the absences will result a revised average of 79.5 (a C+).
  - c) Students who fall asleep, put their heads on their desks, or otherwise appear to be sleeping will be counted absent.
  - d) Examples of **excused absences** include *documented* illnesses (proof of a physician's appointment), a death in the immediate family (*documented proof* in the form of an obituary notice or other acceptable notice), and official University-sponsored functions. Examples of **unexcused absences** include oversleeping, missing a ride to class, registering for classes, seeing an advisor or other professor, attending events for other classes, and undocumented alien abduction.

- e) **Students who accumulate more than the equivalent of seven unexcused absences will receive a *WF* for the course.** If you are late, it is your responsibility to remind me at the end of class that you arrived; otherwise, you will be counted absent. **Each late arrival counts as .33 absence, so three late arrivals equal one absence.**
3. **Late work:** In general, I do not accept late work, and students will receive a zero for assignments not turned in on time. Only if a *legitimate emergency or documented illness* has prevented you from turning in an assignment on time will I accept the assignment or choose to delete its grade when determining the course average.
  4. **Essay manuscript: Out-of-class papers** must be computer printed on **paper without punched holes**. For **in-class writing**, please skip lines and write on only one side of a page. Use **straight-edged paper**; I will **not accept** paper with jagged or torn edges. In the upper left corner of the first page of an assignment, give **your name, the name of the assignment, the course name, the current date, and my name (Dr. Hayes)**. Put your name on subsequent pages, too. Do not fold your papers.
  5. **Essay folder:** Students **must keep all of their written work and tests** throughout the semester. I may ask students to hand in their work at the end of the term. Students may pick up their work at the beginning of the next term.
  6. **Conferences and Academic Center Assignments:** I will require some students to come to my office for conferences or go to the Academic Enhancement Learning Center (or elsewhere) for tutoring. **Failure to show up will count as a missing assignment.** **IMPORTANT:** Students are responsible for arriving at conferences fully prepared, with appropriate materials and prepared questions.
  7. **Academic honesty and plagiarism:** Plagiarism (the unacknowledged use of another writer's or speaker's words, ideas, or organizational structure) and other instances of academic dishonesty will be reported and punished. Penalties for academic misconduct may include receiving an **F** for the assignment or for the course or even dismissal from the University. If you have questions about the appropriate or legal use of another's writings or ideas or questions about appropriate conduct, consult the University of Georgia publication titled [A Culture of Honesty](http://www.uga.edu/honesty) (online at <http://www.uga.edu/honesty>), refer to the index of *The New St. Martin's Handbook*, or see me. There are also descriptions and policies on academic (dis)honesty on our WebCT site. **Students are totally responsible for knowing UGA's policies on academic (dis)honesty and cheating. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.**
  8. **UGAMail is an official communications mode** for the University. **Students should check their UGAMail daily.** Not reading an email that I send is no excuse for not knowing its content. Students should also **check WebCT daily**, especially the Calendar site. **NOTE:** When you email me or other professors, consider your audience, i.e., an academic readership. Thus, use appropriate **spelling, grammar, and punctuation** (including capitalization). **Do not use instant messaging or text messaging abbreviations or slang.**

**Criteria for Grading Essays**

1. **Development and Support:** Each essay must prove its *thesis* with relevant and accurate information and *examples*. The *logic* must be sound and convincing. The information must develop a unified thesis or argument; that is, the essay shouldn't veer away from the major idea and supportive statements.
2. **Coherence/Organization:** The sentences must logically and smoothly follow and lead into one another. *Transitions* should be used when appropriate; and logical connections must be clear. The overall *organization* must be discernible. The essay should have a clear *introduction, body, and conclusion*. Body paragraphs should have stated or clearly implied *topic ideas*.
3. **Proofreading: Mechanics, Punctuation, Usage, and Grammar.**

**Criteria for Determining Course Grades**

<b>Grading Scale:</b>	93-100 = <u>A</u> (4.0)
	90-92.9 = <u>A-</u> (3.7)
	87-89.9 = <u>B+</u> (3.3)
	83-86.9 = <u>B</u> (3.0)
	80-82.9 = <u>B-</u> (2.7)
	77-79.9 = <u>C+</u> (2.3)
	73-76.9 = <u>C</u> (2.0)
	70-72.9 = <u>C-</u> (1.7)
	60-69.9 = <u>D</u> (1.0)
	<60 = <u>F</u> (0.0)

**NOTE:** There's a 1-point "cushion" built into each student's final course average, so **the cut-off numbers are firm**—e.g., an **82.9** average is a **B-**; an **83.0** average is a **B**. (See the **Total Percentage** below.)

<b>S/U Grade Scale</b>	S+ = 96
	S = 86
	S- = 70
	U+ = 65
	U = 60
	U- = 50

**IMPORTANT NOTE:** To qualify to move from ENGL 0099 into ENGL 1101, a student must earn a minimum grade of 70 in ENGL 0099.

Course grades in ENGL 0099 will be determined in the following way:

Papers (3% each)*	15%
Revisions (6% each)	18%
Essay 1	05%
Essay 2	05%
Essay 3	15%
Tests*	12%
Class participation (preparation and work ethic)	10%
Daily grades	05%
Final exam	<u>16%</u>
<b>Total Percentage</b>	<b>101%</b>

\*I will drop the lowest paper grade and the lowest test grade.

## Course Assignments

I will post specific daily assignments on the Calendar page of our WebCT site. **Check the eLearning Commons site daily.**

**IMPORTANT NOTES:** To earn a course grade higher than an F, students must take and complete the final exam at the scheduled time (or have arranged with me to take the final at an acceptable alternate time). To avoid receiving a course grade of F, students who cannot complete the final exam essay within the allowable time must have productively used all of the allowable time in a good-faith effort to complete the essay.

**Students must earn a 70 or higher to “pass” ENGL 0099. To be eligible to enroll in ENGL 1101, students must pass both ENGL 0099 and ENGL 0099L.**

## General and Tentative Schedule of Assignments

**NOTE:** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. **Check our [eLearning Commons site](#) daily for changes and updates.**

<u>Week</u>	<u>Topics</u>	<u>Assignments due</u>
<b>1</b> (8/17-8/21)	Introduction to the course. Writing basics (audience, purpose, prewriting, structure).	<i>RW</i> , ch. 2, 3, 10. <b>Test 1 (on syllabus).</b> <b>Prewriting due.</b>
<b>2</b> (8/24-8/28)	Writing basics (structure). Email attachments. Drafting. Developing through illustration.	<i>RW</i> , ch. 4 & 7. <b>Paper 1 (illustration) due.</b>
<b>3</b> (8/31-9/4)	Developing through illustration. Word choice.	<i>RW</i> , ch. 43, 34 <b>Paper 2 (illustration) due.</b>
<b>4</b> (9/8-9/11)	<b>LABOR DAY ON 9/8</b> Developing through comparison and contrast.	<i>RW</i> , ch. 15, 48. <b>Paper 3 (comparison) due.</b>
<b>5</b> (9/14-18)	Comparison continued. Editing for comma splices and fused sentences.	<i>RW</i> , ch. 22. <b>Paper 4 (comparison) due.</b>
<b>6</b> (9/21-9/25)	Developing through cause and effect.	<i>RW</i> , ch. 16, 49. <b>Paper 5 (cause-effect) due.</b>
<b>7</b> (9/28-10/2)	Revising processes. Editing for commas.	<i>RW</i> , ch. 8, 36. <b>Paper 6 (cause-effect) due.</b>
<b>8</b> (10/5-10/9)	Editing for punctuation.	<i>RW</i> , ch. 39. <b>Revision 1 due.</b>
<b>9</b> (10/12-10/16)	Editing for apostrophes and capitalization.	<i>RW</i> , ch. 37, 40. <b>Test 1 on ch. 22 &amp; 36.</b>

<u>Week</u>	<u>Topics</u>	<u>Assignments due</u>
<b>10</b> (10/19-10/23)	Editing for subject-verb agreement.	<i>RW</i> , ch. 23. <b>Revision 2 due.</b> <b>Test 2 on ch. 23.</b>
<b>11</b> (10/26-10/29)	Preparation for Essay 1. <b>FOOTBALY GAME BREAK, OCT. 30.</b>	<b>Essay 1 due.</b>
<b>12</b> (11/2-11/6)	Developing through argument. Editing for quotation marks.	<i>RW</i> , ch. 17, 50, 38. <b>Revision 3 due.</b>
<b>13</b> (11/9-11/13)	Preparation for Essay 2. Review of punctuation.	<i>RW</i> , ch. 51. <b>Essay 2 (argument) due.</b> <b>Test 3 on ch. 37 &amp; 40.</b>
<b>14</b> (11/16-11/20)	Editing for pronouns.	<i>RW</i> , pp. 375-79 & 381-97. <b>Test 4 on pronouns.</b>
<b>THANKSGIVING BREAK, NOV. 24-28.</b>		
<b>15</b> (11/30-12/4)	Editing for spelling.	<i>RW</i> , ch. 34. <b>Essay 3 (revision of previous Essay) due.</b>
<b>16</b> (12/7-12/8)	Preparation for Final Exam. Course evaluations. Our class meets both Monday and Tuesday of this week.	
<b>Exam Week</b> (12/10-12/16)	<b>Final Exam: Wed., Dec 16, 8:00-11:00 a.m. (in the Milledge Hall Writing Center—first floor).</b>	