

UNIV 1115: 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**

**eLearning Commons:** (<https://www.elc.uga.edu/webct/entryPageIns.dowebct>) UNIV 1115 Hayes  
**St. Martin's Handbook Web site:** <http://bcs.bedfordstmartins.com/smhandbook6e/Player/index.aspx>  
**America Now Web site:** <http://bcs.bedfordstmartins.com/americanow8e/>

- Texts:**
- 1) **Our eLC site** also serves as a “textbook” of required resources. **Check that site daily. (required)**
  - 2) *The St. Martin's Handbook*, 6<sup>th</sup> ed. (Bedford/St. Martin's, 2008) **(required)**
  - 3) *America Now*, 8<sup>th</sup> ed. (Bedford/St. Martin's, 2009) **(required)**
  - 4) A good dictionary, preferably a hardcover, such as *The American Heritage Dictionary* or *Webster's New Collegiate Dictionary* **(recommended)**

**NOTE: Students who already have credit for ENGL 1101 will not receive credit for UNIV 1115.**

**Special Needs:**

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

**Brief Course Description**

UNIV 1115 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 important, 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 many 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."

A question frequently attributed to E. M. Forster asks, "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 *can* be one of the most helpful 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.

## 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 absence will result in 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 number or 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 email daily or more frequently.** 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)	<b>S/U Grade Scale</b>	S+ = 96
	90-92.9 = <u>A-</u> (3.7)		S = 86
	87-89.9 = <u>B+</u> (3.3)		S- = 70
	83-86.9 = <u>B</u> (3.0)		U+ = 65
	80-82.9 = <u>B-</u> (2.7)		U = 60
	77-79.9 = <u>C+</u> (2.3)		U- = 50
	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**. See **the asterisked note** beneath **TOTAL** percentage below.

Course grades in UNIV 1115 will be determined in the following way:

<b>Essays</b>		<b>66%</b>
Essay 1	03%	
Essay 2	03%	
Essay 3	05%	
Revision of Essay 1 or 2	20%	
Revision of Essay 1, 2 or 3	20%	
Essay 4/Final Paper	15%	
<b>Other assignments</b> (e.g., partial revisions, exercises)		<b>15%</b>
<b>Tests</b> (2-5 throughout the term, dates TBA)		<b>10%</b>
<b>Participation</b> (including collaborative work with classmates)		<b>10%</b>
<b>TOTAL</b>		<b>101%*</b>

\*Because the total percentage is 101 instead of 100, everyone receives a little extra credit and thus **the grading scale above is absolutely firm**.

**IMPORTANT NOTE:** To earn a course grade higher than an F, students must complete and turn in the Final Essay (Essay 4).

## Tentative Schedule of Major Essay Assignments (Subject to Change)

**NOTE: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. THIS SCHEDULE IS SUBJECT TO CHANGE. Specific assignments and test dates will appear on our [eLearning Commons](#) Calendar. Check eLearning Commons daily for updates and for other course handouts and information.**

<u>Week</u>	<u>Essay Assignments Due</u>
2 (8/24-8/28)	▪ Essay 1 due (8/28)
5 (9/14-18)	▪ Essay 2 due (9/16)
8 (10/5-10/9)	▪ Essay 3 due (10/7)
11 (10/26-10/29)	▪ New introduction and 1st body paragraph of Revision 1 due for peer critique (10/28)
12 (11/2-11/6)	▪ Two additional (new) paragraphs for Revision 1 due for peer critique (11/4) ▪ Polished Revision 1 due (11/6)
13 (11/9-11/13)	▪ New introduction & 1st body paragraph of Revision 2 due (11/11)
14 (11/16-11/20)	▪ Complete Revision 2 due for peer critique (11/18)
15 (11/30-12/4)	▪ Polished Revision 2 due (12/2)
16 (12/7-12/8)	▪ Both of these two days are for WMF classes, so our class meets both days.
Exam Week (12/10-12/16)	▪ <b>Tuesday, Dec. 16, 1:00 p.m. Bring the final draft of Essay 4 to our classroom. Do not arrive late.</b>