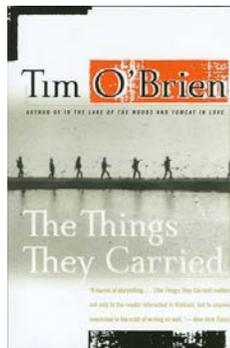
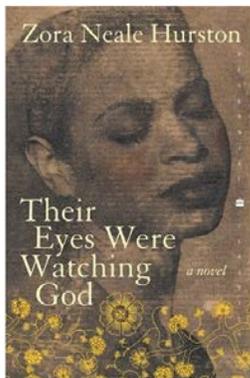


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I am the Caged Bird who Sings: An Exploration of the African American Woman's Experience



*What am I that I cannot speak?
What is it that I want to achieve?
Why do I feel so confined, yet I am free?
What is the song that I want to sing of myself?
Will my song break free and sing itself?*

-Marian Muldrow

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Fall 2011

ENGLISH 1101- LCA

Instructor: Marian Muldrow, Ed. S.

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URL: www.westga.edu/~mmuldrow

<http://www.westga.edu/%7Eengdept/FirstYearWriting/ENGL1101and1102/English1101CourseDescription.htm>

COURSE DESCRIPTION AND LEARNING OUTCOMES

This is a composition course focusing on skills required for both *effective writing* for various rhetorical situations and *critical reading* of texts. In writing, students must demonstrate competency in argumentation, and writing that is strengthened by the use of multiple textual sources.

General Learning Outcomes

- To read, understand, and interpret a broad range of written and visual texts from a variety of genres (including but not limited to nonfiction, fiction, poetry, drama, and film).
- To understand literary principles and use basic terms important to critical writing and reading.
- To develop skills in all the tools necessary for effective argumentation.
- To develop facility with the whole writing process from invention through revision.
- To understand and employ a variety of rhetorical modes and techniques of persuasion.
- To acquire reasonable mastery of conventions of college-level prose writing.
- To incorporate and document additional textual materials to strengthen and support argument.

Specific Learning Outcomes

Critical Reading and Analysis

- Develop close reading skills through the analysis of textual passages.
- Identify in readings the main purpose, central arguments, and cultural contexts implied by the text in relationship to the course content.
- Learn to recognize recurring patterns of development and persuasion among course texts.

Writing Process and Rhetorical Objectives

- Develop an understanding of varied compositional strategies for both revised writing and in-class timed writing.
- Understand that the composing process is a continuous cycle of invention, drafting, and revising.
- Survey and practice some of the best-known techniques of invention.
- Practice techniques for analyzing specific audiences and adjusting one's style and presentation to those audiences.

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- Understand the fundamentals of essay organization and logical argument.
- Understand persuasion as a fundamental exchange between reader and audience.
- Demonstrate the writing styles appropriate to academic audiences.

Minimal Competency Requirements

Essay Level

- Be able to recognize and generate competent thesis sentences.
- Write effective introductions and conclusions.
- Organize essays according to recognizable patterns.
- Be able to recognize and employ standard expository modes.
- Develop a logical argument advancing a particular explication or interpretation of a literary text.

Paragraph Level

- Be familiar with the various methods of developing paragraphs.
- Be familiar with the various methods of developing paragraphs.
- Recognize and generate topic sentences where appropriate.
- Employ details and examples for concrete paragraph developments.

Sentence Level

- Write coherent sentences that conform to the grammar and usage conventions of Standard Edited English.
- Avoid short choppy sentences through variety of sentence structure and sentence combining abilities.
- Effect a clear style of expository prose by using parallelism, clearly placed modifiers, complete predicates, logic and other devices of clear style.
- Demonstrate the use of a vocabulary appropriate for freshman-level college discourse.

COURSE MATERIALS, ASSIGNMENTS & GRADING

Required Texts and Materials

- *The Things They Carried*, Tim O'Brien (shared text)
- *Their Eyes Were Watching God*, Zora Neale Hurston
- *Imitation of Life*, Allison Joseph

- *A Writer's Resource* (handbook)
- *Good Hair* 2010 (optional)
- Links to handouts, artwork, and articles provided by the instructor

Assignments

- 4000 words of graded writing
- 3 out-of-class essay assignments that make use of revising opportunities
- 2 in-class essays

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Grading

All assignments must be completed in order to pass this course. NOTE: You must earn a letter grade of C or better in order to go on to English 1102.

Exercises, quizzes, and participation	15%
First paper	10%
Second paper, in class	15%
Third paper	20%
Fourth paper	20%
Fifth paper, in class (final)	20%

In-Class Essay: 4=95%; 4/3=92%; 3/4=88%; 3=85%; 3/2=82%; 2/3=78%; 2=75%; 2/1=72%; 1/2=68%; 1=65%; 1/0=62%; 0=50% In-Class Essay Rubric

Out-of-Class Essay: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50% Out-of-Class Essay Rubric

COURSEWORK POLICIES

The Writing Center

I encourage you to visit The Writing Center at various points in the writing process. Regardless of writing skill level, one may always benefit from an intelligent discussion with knowledgeable peers. The Writing Center is located in TLC 1-201. To make an appointment, call (678) 839-6513.

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.

The University policies for handling Academic Dishonesty are found in the following documents:

Student Uncatalogue: "Rights and Responsibilities"; Appendix J.

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

Excessive Collaboration

By the end of the term, students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows a level of competency in both ENGL 1101 and 1102. 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

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original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

Late Work

All assignments are due on the due date. No exceptions. Will submit papers electronically through Course Den, and the assignment drop box will be available at least one week prior to due date.

Revision Policy

Our writing process for each essay will be an ongoing process; therefore, you will have chances to revise, collaborate, and meet prior to the due date. Once you submit an essay, you will not receive an opportunity to resubmit.

Format for All Papers

All papers and documentation should be in MLA format.

Extra Credit and Previous Work Policy

- There is no extra credit work in this course
- Work completed for another class will not be accepted for fulfilling the requirements of this course.

IMPORTANT DATES:

8/28 End of Drop/Add
9/5 Labor Day
10/5 Last day to withdraw with a W
11/21-11/25 Thanksgiving Break
12/12 Grades Due

CLASSROOM POLICIES

Attendance Requirements

Students will be administratively withdrawn from class based on the following attendance policy. For classes that meet twice a week, a student is allowed three absences. Upon the fourth absence, the student will be withdrawn. Be aware that no distinction exists between excused and unexcused absences.

Communication Policy

The official communication method for this class will be through campus e-mail (MyUWG). You will be responsible for checking your MyUWG email, since I will be using that address to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

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Disruptive Behavior

Students will be administratively withdrawn from class for exhibiting 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 video devices.

Participation

You will be required to participate during the course during class, via Course Den, and independently. You will receive points for these assignments, which will count for 15% of your grade.

Special Needs

If you have a registered disability that will require accommodation, please see me at the beginning of the semester. If you have a disability that you have not yet registered through the Disabled Student Services Office, Parker Hall at (770) 836-6428.

Reading Schedule

Date	Before Class	During Class
“Yeah, Celie. Everything wanna be loved. Us sing and dance, and holla just wanting to be loved. Look at them trees. Notice how the trees do everything people do to get attention... except walk?” – from <i>The Color Purple</i>, Shug Avery		
8/22	<ul style="list-style-type: none"> ✚ Begin reading <i>Their Eyes Were Watching God</i> so that you can discuss the entire novel next month. 	<ul style="list-style-type: none"> ✚ Introduction to the course and themes ✚ Syllabus ✚ Course Den ✚ Advertisements and introduction to signs
8/24	<ul style="list-style-type: none"> ✚ Read and annotate <i>Ebony</i> articles. 	<ul style="list-style-type: none"> ✚ What does it take for a black woman to get noticed? ✚ Thesis mini-lesson
8/29	<ul style="list-style-type: none"> ✚ Read and annotate <i>Essence</i> articles. 	<ul style="list-style-type: none"> ✚ What is the essence of a black female and who set the standard? ✚ Paragraph Development mini lesson
8/31	<ul style="list-style-type: none"> ✚ Read and annotate hip-hop lyrics. 	<ul style="list-style-type: none"> ✚ Do you dance to the beat of the

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		drum?
		✚ Quote Integration mini lesson
9/7	✚ Watch YouTube clips of reality TV shows.	✚ What makes up your reality? ✚ Sentence variety mini lesson
9/12	✚ Student Presentations	✚ Dead words and active verbs mini lesson
9/14	✚ Student Presentations	✚ Workshop ✚ Introduction and Conclusion mini lesson
9/19	✚ Student Presentations	✚ Presentation Reflections
“Janie saw her life like a great tree in leaf with the things suffered, things enjoyed, things done and undone.” from <i>Their Eyes Were Watching God</i>		
9/21	✚ <i>Their Eyes Were Watching God</i>	✚ Experimenting with sexuality ✚ Thesis construction
9/26	✚ <i>Their Eyes Were Watching God</i>	✚ What's love got to do with it?
9/28	✚ <i>Their Eyes Were Watching God</i>	✚ What's in a name? ✚ Paragraph construction
10/3	✚ <i>Their Eyes Were Watching God</i>	✚ Metaphors, images, and where do we go from here?
10/5		✚ In class writing- Essay #1
10/10	✚ Draft of Essay #2	✚ Workshop
10/12	✚ Draft of Essay #2	✚ Workshop
10/17	✚ Draft of Essay #2	✚ Workshop
“If the food is filling, warm, / maybe he'll eat another plate, / maybe he'll think quietly / of me, daughter who turned her back, / left him behind for places on the map / no one else bothers with. / Maybe he'll think of forgiveness, / how it starts small—with one meal, / one bowl, one satiating, salty mouthful.” from Allison Joseph's “Incommunicado”		

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10/19		✚ Essay #2 Due to Course Den
10/24	✚ Part I of <i>Imitation of Life</i>	✚ How to read poetry
10/26	✚ Part II	✚ How to read poetry
10/31	✚ Part III	✚ How to read poetry
11/2	✚ Begin reading <i>The Things They Carried</i> for final essay	✚ Workshop
	✚ Draft of Essay #3	
11/7	✚ Draft of Essay #3	✚ Secondary Source Workshop-Library
11/9	✚ Draft of Essay #3	✚ Workshop
11/14	✚ Tentative <i>Good Hair</i> screening	✚ Essay #3 Due to Course Den
<p>“I am not my hair I am not this skin I am not your expectations no no I am not my hair I am not this skin I am a soul that lives within”</p> <p>from India Arie “I am Not My Hair”</p>		
11/16	✚ <i>Good Hair</i>	✚ How to Read Film
	✚ Work on draft over break.	
	✚ Participate in Course Den editing session over break.	
11/28	✚ Draft of Essay #4	✚ Film Discussion and Workshop
11/30	✚ Draft of Essay #4	✚ Workshop
12/5	✚ <i>The Things They Carried</i>	✚ Textual Connections
		✚ Essay #4 Due to Course Den
12/7		✚ In class writing- Essay #5