

Dr. Cynthia Hall

office: Conger 307
<http://www.abac.edu/chall/>

phone: 229-391-4955

chall@abac.edu

office hours:

Mon, Wed. 11-12 and 2-3 in Writing Center
 Tue, Thurs. 11-12:30 and 5-6 in Writing Center
 Friday 11-12

**Materials:**

- Text: Barnet, Burto, and Cain, *Literature For Composition*, 8th Edition
- Text: Hacker, *A Writer's Reference*, 6th Edition
- Text: Morrison, *Sula*
- Note book, paper and pens, (of course)
- Access to computer, storage device, college level dictionary, stapler, email address
- Miscellaneous printing and copying expenses

Graded Work:

Point breakdown:	Essay #1 (advertisement)	100 points
	Essay #2 (short stories)	125 points
	Essay #3 (research on novel)	200 points
	Essay #4 (film analysis)	125 points
	Reading Responses (5)	100 points
	In-Class Assignments and Quizzes	(depends on how many)
	Final Exam	100 points

(depending on the educational needs of the class, the number of essays and assignments may change). Your grade will be determined by the number of points you accumulate throughout the semester. For example a major essay may be worth 200 points, and a daily writing worth 10 points. You can figure your grade at any time by totaling your points to that date and dividing it by the number of points possible to that date.

Information Relevant to Dr. Hall's Class:

- **Plagiarism:** In order to be fair, you are expected to do your own work, by yourself. There is nothing wrong with presenting someone else's ideas in your own writing. In fact, most learning occurs as people read each other's ideas and then synthesize and build on those ideas. Some other cultures may not insist on documenting sources; however, American institutions do. The key to properly using others' ideas in your writing lies in

acknowledgement and citation. As a result, to avoid plagiarism, it is very important that you give credit where it is due. *Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.*

To avoid plagiarism, you must give credit whenever you use

1. another person's idea, opinion, or theory
2. any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
3. quotations of another person's actual spoken or written words
4. a paraphrase or summary of another person's spoken or written words

Penalties For Plagiarism:

- **Inadvertent Plagiarism:** If you make the attempt to use the tools of documentation, but fail to do so correctly, this is considered unintentional—a part of the learning process. This type of plagiarism will be graded as major errors would in an essay assignment.
- **Intentional Plagiarism:** When you use material from an outside source without any attempt at proper documentation (such as "cutting and pasting" passages from one or more sources), this is intentional. This includes using material from a source without documenting it, even when or if you document other material from the same source. Submitting an assignment that you did not write, whether obtained through purchase or from other arrangement with ANY person or source is intentional plagiarism and considered cheating. *The type and seriousness of plagiarism will be determined by the instructor and may result in a grade of zero points for the assignment or failure of the course.*

Turnitin.com

You will be required to use *TurnItIn.com* for your researched paper. I will not accept your research paper if it has not been submitted to both TurnItIn.com and to me in paper format.

Classroom Policies:

Assignments are due on or before the beginning of class on the date the schedule indicates. Place the reading responses and on the front desk as you enter the class room for class. *Late essays/submissions will not be accepted.*

All out-of-class essays must be typed on word processor and formatted in MLA style. (see grammar handbook)

Classroom Behavior:

To foster mutual respect for one another's educational experience, cell phones, pagers, and other disruptive devices should be in their "off" settings. We are here to create a learning community, which means we will be supportive and help each other. RESPECT is the only ground rule. Therefore, any behavior that disrupts the learning environment will not be tolerated: private conversations, habitual lateness, noise or disrespect, incivility or harassment of any type, checking email, text messaging, surfing the web or using personal audio devices. To help those who want to learn, I reserve the right to ask any student to leave class if he or she is disrupting our environment.

Examples of Incivility:

1. Belligerence
2. Verbally Dominating without benefit to the class discussion
3. Being perpetually late
4. Talking that does not relate to discussion or exercise
5. Being unprepared
6. Demanding special attention for no reason but needing to be center of attention
7. Acting as if you know-it-all and not allowing other opinions
8. Sassing the teacher or other students
9. Being a class clown all the time
10. Complaining about assignments or readings
11. Asking to change the work load

Involvement:

Research in education psychology suggests that more learning takes place when students actively involved in discussing and processing course material. Therefore, you will be expected to participate effectively in class discussions and exercises during each session. To give credit where it is due, I have allotted 25 points as "positive participation points." These points are completely subjective on my part. At the end of the semester, if I believe you have added to the classroom discussion and/or helped create a positive environment for learning, then you will receive a substantial amount of those points. However, if I believe you have been a detriment to the classroom environment or have used the class as your own arena for humor and attention, then I will give you fewer if any of those behavior points.

Rubric:

(16-19 points) **The Observer:** a student who consistently attends to the instructor and his/her fellow students when they are speaking. An Observer conveys mutual respect by displaying a positive attitude through eye contact and other attentive non-verbals.

(19-22 points) **The Contributor:** a student who has all the attributes of an observer, but he/she also adds insights or examples that support course content. He might ask questions to clarify course content as well.

(22-25 points) **The Scholar:** a student who has all the attributes of a contributor but who goes beyond by asking thoughtful questions about the topic. Their comments and questions demonstrate critical thinking and application of the material. They consistently make contributions that improve the quality of learning that takes place in the classroom.

(0-16): students who are not attentive, do not participate or who are disruptive or disrespectful

Missed Work:

To be fair to all, daily quizzes and classroom assignments cannot be made up. If you miss class, you forfeit your right to earn those points. The research paper is docked one letter grade per day. After the 4th day being late, consider it an F if handed in and a zero if not.

Absences:

Because classroom participation is key to learning, MWF classes have 7 available absences. On the 8th, you receive one grade lower for your final grade. On the 9th another grade lower and so forth. Tuesday and Thursday classes have 5 available absences. On the 6th you receive one grade lower and so forth. You may use these absences as you see fit. No notes or other forms of documentation are necessary because you get more absences than was the ABAC policy, and I do not count excused or not excused. However, if you have an official school function, then I do count that as extra and above/beyond the 7 absences I am offering you.

Tardiness:

To arrive after I have finished roll call is to be tardy. Three tardies equals one absence. If you are tardy, it is your responsibility to come up to me after class and ask me to change the absence to a tardy in my roll book, and you must do this on the day the tardy occurs.

Leaving Class early == being tardy

Students With Disabilities:

Students requiring classroom accommodations or modifications because of a documented disability must discuss this need with the instructor at the very beginning of the semester. Such students should be registered with Dr. Maggie Martin's office of Counseling and Testing, in the Student Center. Students with Learning Disabilities should also register with her office

Emergency Measures: In the event a student is diagnosed with pandemic flu, or is otherwise unable to attend class for an extended period of time due to bona fide illness (i.e. verified by competent medical authority), alternative assignments and other course work will be arranged through WebCT Vista. NOTE: This option is ONLY available for medically-diagnosed illnesses requiring extended home stays and MUST be coordinated as soon after the diagnosis as possible. The excused absences AND course work option on WebCT Vista will ONLY be valid from notification of official diagnosis received by the instructor. Any work missed prior to the official notification will remain unaccepted unless otherwise provided for under these guidelines.

On The Following Pages Is Information Relevant To All English 1102 courses at ABAC:



Abraham Baldwin

AGRICULTURAL COLLEGE

A State College of the University System of Georgia

TIFTON, GEORGIA

Course Syllabus

<p>Course Name: COMPOSITION II</p>
<p>Course Number: ENGL 1102</p>
<p>Course Description: English 1102 is a composition course in which literature is used as a basis for argument and which emphasizes analysis, interpretation, and evaluation of a variety of texts. The course promotes academic writing and incorporates advanced research methods, including capability in electronic resources and documentation. Fall, Spring, Summer.</p>
<p>Pre-requisites/Co-requisites: Prerequisite: ENGL 1101 with a grade of “C” or better.</p>
<p>USG General Education Outcomes Pertinent to this Course: Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness. Competence within the context of collegiate general education is defined by the following outcomes:</p> <ul style="list-style-type: none"> ○ Ability to assimilate, analyze, and present in oral and written forms, a body of information; ○ Ability to analyze arguments; ○ Ability to adapt communication to circumstances and audience; ○ Ability to consider and accommodate opposing points of view; ○ Ability to interpret content of written materials on related topics from various disciplines; ○ Ability to communicate in various modes and media, including the proper use of appropriate technology; ○ Ability to produce communication that is stylistically appropriate and mature; ○ Ability to communicate in standard English for academic and professional contexts; ○ Ability to interpret inferences and develop subtleties of symbolic and indirect discourse; ○ Ability to sustain a consistent purpose and point of view; ○ Ability to compose effective written materials for various academic and professional contexts. <p>ABAC Course Learning Outcomes:</p>

Students who successfully complete the course will

1. Use a recursive process involving stages such as planning, drafting, and revising.
2. Produce, with a sense of audience, purpose, and voice, writing with appropriate development, order, and style, in standard edited English, that shows consistently throughout the paper.
3. Summarize, add to, synthesize the positions of multiple texts and/or place own ideas among those of the texts
4. Interpret and respond to a variety of texts (not limited to written texts alone)
5. Make a clear claim about texts and support that claim by summarizing and synthesizing evidence from multiple texts
6. Interpret or analyze a literary text (fiction, poetry, drama, nonfiction), with appropriate sources of support/evidence
7. Employ argumentative strategies for a variety of rhetorical situations
8. Locate, evaluate, and incorporate secondary research, using appropriate conventions of research writing (quoting, paraphrasing, summarizing, MLA documentation)
9. Write in a controlled, timed, extemporaneous situation

College Policy on Class Attendance:

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor.

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course.

At the beginning of each semester, instructors will explain clearly to their students specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);

3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty: **ACADEMIC DISHONESTY**

Because Abraham Baldwin Agricultural College has the dual responsibility of educating students and helping them mature into worthy citizens who take their place in the larger community, it has adopted a code for dealing with academic irregularities.

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic or clinical assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

Due Process for Academic Dishonesty Cases

Step 1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will call the student into a private meeting in the faculty member's office. (The division chair will be notified of and will approve any action.)

Step 2. The faculty member will confront the student with the evidence of dishonesty and/or academic irregularity. The faculty member and the student will discuss the specifics of what occurred. If the student confesses and accepts responsibility for academic dishonesty, then the faculty member will ask the student to sign in his/her own handwriting, a statement which makes clear that the student admits responsibility for the academic dishonesty. The faculty member will then consult with the division chair. The faculty member is then free to reprimand the student, to give a failing grade for the assignment, or to require the student to resubmit the assignment in question. With approval of the division chair, the faculty member can increase the penalty up to and including a "WF" for the course if the incident(s) merit this severe penalty.

Step 3. If the student refuses to sign a statement accepting responsibility for the act(s) of academic dishonesty, then a full hearing on the matter must be held. The faculty member and chair will document this incident and schedule a meeting with the student. This information will be turned over to the Academic Dean, who will make the determination of charges against the student and notify him/her in writing. The charges will be mailed by the Academic Dean to the student along with a notice to appear at a hearing, and, if the student wishes, to bring witnesses. At least three days' notice is necessary unless the student waives the notice in writing.

Step 4. If the student requests a hearing, the Academic Dean has the option of hearing the case for administrative adjudication, convening a special hearing panel including faculty and students, or of referring it to the Student Life Hearing panel which handles all other disciplinary matters on campus. The committee will provide its recommendation to the Academic Dean. The Student Life Hearing Panel, when hearing cases of academic dishonesty, will include two faculty members, two students (one of whom will be the SGA president and the other an associate justice,) and the Director of Student Life, who oversees campus discipline and the Code of Conduct. The Chief Justice of the SGA chairs the panel. The Vice President for Student Affairs will serve as advisor to the panel for all academic dishonesty cases. In general, the decision of the Academic Dean or his/her designee will not be appealed to the Student Life Hearing Panel. An appeal of the Dean's decision will go directly to the President who may choose to use the Student Life Hearing Panel to make a recommendation to him.

Step 5. The student has a right to appeal the decision of the hearing officer or hearing panel within ten calendar days of the decision. The appeal will be to the President or his designee. The President's decision is final. The President reserves the right to review all disciplinary cases and the judgments made during the process.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

Most students who are enrolled in English 1101, or who are eligible to be enrolled in English 1101, are required to register for and to complete the Regents' Examination. Failure to do so will result in a failed attempt. Students currently enrolled in English 1102 who have not successfully completed the Regents' Exam must also register for and complete the examination. To register for the March 10th or 11th 2009 Regents' Examination please visit www.abac.edu/regents.