Gordon State College – Division of Humanities – English Department

FALL 2015 COURSE SYLLABUS

PART I OF FALL 2015 SYLLABUS (= SCHEDULE OF ASSIGNMENTS)

ENGL 1101 – CRN 470 - 8 AM - Rm Ac 205 - MW Office Hours: - By appointment

ENGL 1101 – CRN 473 - 9:30 AM - Rm Ac 205 - MW MW: 7:00-7:50; 12:20-1:10

ENGL 1101 – CRN 707 - 11 AM - Rm Ac 205 - MW Email: [jcorley@gordonstate.edu](mailto:jcorley@gordonstate.edu)

Attend the class and hour for which you registered. See Registrar to change your class time.

Expect a quiz or a paper over each daily assignment.

**A Winning Writing Process = Prewrite, Form Rough Draft, Edit/Proof, Revise, Submit**

Required Texts:

* *Literature and Ourselves*, 6th Edition, Gloria Mason Henderson, Bill Day, Sandra Stevenson Waller, Anna Dunlap Higgins, Pearson Longman Publishers, c. 2009. No in-class sharing of textbooks.

The *Prentice Hall Reference Guide*, no longer required, is on reserve in the library. Assistance with grammar is also available at the SSC. For assistance with MLA guidelines, consult: *Literature and Ourselves*, pp. 1142-1164, the GSC Library, SSC, and Purdue Online Writing Lab (OWL). Google *purdue owl* and click on *MLA Formatting and Style Guide.*

ADA/504

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility.  The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities.  Course requirements will not be waived, but accommodations may assist you in meeting the requirements.  For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

Title IX

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking.  If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters.  Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator.  If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center.  The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions.  Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

Essay Due Dates: #1 M - Day 6

#2 W - Day 16

#3 M - Day 26

#4 = FINAL EXAM

See Days 31 & 32 for Final Exam dates

Minimum number of words & sources to be assigned

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| # | Day | Date | Assignment | Vocabulary | DONE? |
| 1 | W | 8/12 | Homework: From my faculty Web Page, print out, fill in, and sign Plagiarism Policy,  due at beginning of class on day 2. Print hard copy of syllabus; bring to class daily.  Read syllabus carefully. Quiz on day 3 over PART II OF SYLLABUS (= COURSE POLICY). In class: Go over syllabus.  8:00 and 9:30 classes meet tomorrow in IC 102; 11:00 class meets in A 109 for Library  Orientation. (Library is temporarily unavailable due to Library renovation). | |  |
| 2 | M | 8/17 | **LIBRARY ORIENTATION**  **MEET IN 1C 102 (8:00 and 9:30 classes; 11:00 class meets in A 109)**  **A QUIZ OVER THE MATERIAL FOLLOWS THE LECTURE.**  Signed Plagiarism Policy = due at beginning of class. Quiz on day 3 over PART II OF SYLLABUS (= COURSE POLICY). | |  |
| 3 | W | 8/19 | Item # 1 = SSC in-class presentation.  Homework: Read Edward J. Whitelock’s “Future Connected By,” pp. 140-142. Write paper on “Crafting Arguments” # 2, p. 142. No quiz. Dr. Whitelock is Chairman of the Department of Humanities here at Gordon. This is your first “daily paper.” **ALL** daily papers must be typed, 25 lines in length (use 2 sheets if necessary), double-spaced, 3 cites minimum, and due at beginning of class on the next class day. Format is one full-page paragraph. Paper must be accompanied by a cover page; see p. 9 of COURSE POLICY for cover page format and other details such as font, font size, and margins. Paper must also be accompanied by a "Works Cited" page. See Web Page for the cover page and "Works Cited" page needed for this paper. Adjust as appropriate for subsequent papers. See Web Page also for MLA in-text citing guidelines; In class: Quiz over PART II OF SYLLABUS (= COURSE POLICY). |  |  |
| 4 | M | 8/24 | Whitelock paper due at beginning of class. Homework: Read Bill Cosby, from “Fatherhood,” pp. 46-51, = 3 short stories. No paper to write. Quiz on day 5 over pp. 46-51 and Day 4 vocab words 🡪. **ALWAYS** include author’s bio for quiz responsibility. In class: Distribute vocab sheets. Begin discussion of 5-paragraph essay format and **ESSAY 1, = Autobiographical Narrative to be written in class on day 6 = Monday, 8/31.** | aberrant  abhorred  abomination |  |
| 5 | W | 8/26 | Homework: None. In class: Quiz over Cosby, pp. 46-51 and Day 4 vocab words. Continue discussion of 5-paragraph essay format and **ESSAY 1, = Autobiographical Narrative to be written in class on day 6 = Monday, 8/31.** |  |  |
| 6 | M | 8/31 | In class: (1 ) **Class writes ESSAY 1 = Autobiographical Narrative.** (2) Distribute grammar review exercise. Homework: Fill in grammar review exercise. Bring to class next time to facilitate in-class grammar review. |  |  |
| 7 | W | 9/2 | Homework: None for next time. In class: (1) **Assign and discuss ESSAY 2. ESSAY = due at beginning of class on Day 16, Wed, 10/7. Do literary criticism essay on an author. Choose from Truman Capote ("A Christmas Memory"), Ernest Hemingway ("Hills Like White Elephants"), and William Faulkner ("A Rose For Emily"). Distribute and discuss essay guidelines. Your 1st paper involving sources other than textbook. Differentiate between cites and sources. Avoid first-name-only when referring to authors. See** **student essays, citing, and "Works Cited" examples in text book, = pp. iv, v, 34 f., and 222 f**. (2) Today and Day 8 will be given to a review of grammar. Even though you have access to grammar guidelines through the Purdue Online Writing Lab (OWL) and the SSC, this exercise will be a very helpful review. Other class time will be given to principles of grammar as deemed appropriate. This would occur on days when syllabus requirements are met early. This grammatical review is to prepare you for the Comprehensive Grammar Exam to be given on Day 9. Grammar exam counts 10% of final grade. Grammatical focus will be on:  Capitals  Punctuation = commas, apostrophes  Look-alikes/Sound-alikes (e.g., their vs. there vs. they're)  Pronoun case and antecedent/referent  Sentence clarity = fragments, comma splices, run-ons  Dangling/misplaced modifiers |  |  |
|  |  |  | **MONDAY, 9/7, = LABOR DAY**  **CLASS DOES NOT MEET** |  |  |
| 8 | W | 9/9 | Homework: None  In class: Day 2 of Grammatical Review. Next time bring Scantron card (purchase from bookstore) and # 2 pencil for Comprehensive Grammar Exam to be given in class on Day 9, Monday, 9/14. A letter-grade penalty for arriving in class without needed materials. Exam counts 10% of final grade. |  |  |
| 9 | M | 9/14 | Homework: Read Truman Capote, pp. 97-106, “A Christmas Memory.” No paper. Quiz next time (= Day 12, Wed, 9/23, after conferences) over pp. 97-106 and Day 9 vocab. Display syllabus showing conference information and alphabetical assignment days. Display conference requirements. Students attending should come prepared to discuss areas of personal difficulty/interest. Students not coming for conference have 2 days off. All students counted present both days.  In class: **Class takes Comprehensive Grammar Exam. Counts 10% of final grade**. | adherents  admonition  aesthetic |  |
| 10 | W | 9/16 | No class. Opportunity provided for voluntary student conferences.  Conferences not in classroom. In room 102. 1st floor by elevator.  **Bring required materials.** Strictly voluntary. All students counted present both days. **DAY 1 OF VOLUNTARY STUDENT CONFERENCES = FOR 1ST HALF OF CLASS ALPHABETICALLY = STUDENTS WITH LAST NAMES A-L** |  |  |
| 11 | M | 9/21 | No class. Opportunity provided for voluntary student conferences.  Conferences not in classroom. In room 102. 1st floor by elevator.  **Bring required materials.** Strictly voluntary. All students counted present both days. **DAY 2 OF VOLUNTARY STUDENT CONFERENCES = FOR 2ND HALF OF CLASS ALPHABETICALLY = STUDENTS WITH LAST NAMES M-Z** |  |  |
| 12 | W | 9/23 | Homework: Read James Joyce's "Araby," pp. 984-989. Quiz next time over "Araby" and Day 12 vocab words.  In class: Quiz over pp. 97-106, “A Christmas Memory,” and Day 9 vocab. Discuss "A Christmas Memory." Capote = an author some of you are writing on for ESSAY 2. Hand back Scantron cards. Discuss Comprehensive Grammar Exam and SSC follow-up. Discuss helps/hints for future essays. | consensus  constrained  corroding |  |
| 13 | M | 9/28 | Homework:Read Max Shulman’s “Love Is a Fallacy,” pp. 238-246.  Quiz next time over pp. 238-246 and Day 13 vocab words.  In class: Quiz over James Joyce's "Araby," pp. 984-989 and Day 12 vocab words. Discuss "Araby." | ascending  ascribe  assiduous |  |
| 14 | W | 9/30 | Homework: Read “Hills Like White Elephants,” pp. 297-301. Write paper on “Crafting Arguments” # 2, p. 301. No quiz. In class: Quiz over Max Shulman’s “Love Is a Fallacy,” pp. 238-246, and Day 13 vocab words. Discuss "Love Is a Fallacy." | implicit  incarcerated  indulgent |  |
| 15 | M | 10/5 | "Elephants" paper due at beginning of class. Homework: Read “A Temporary Matter,” pp. 301-315. Quiz next time over pp. 301-315 and Day 15 vocab words. In class: Discuss "Elephants" paper, Hemingway. | eviscerated  explicit  extraneous |  |
| 16 | W | 10/7 | **ESSAY 2 on author due at beginning of class.** Homework: Read Joyce Carol Oates’ “Where Are You Going, Where Have You Been?” pp. 106-120. Do paper on “Questions for Engagement…” # 5, p. 120. No quiz. In class: Quiz over “A Temporary Matter,” pp. 301-315, and Day 15 vocab words. Discuss movie, *Smooth Talk*. |  |  |
|  |  |  | **MONDAY, 10/12 – WEDNESDAY, 10/13 = FALL BREAK**  **CLASS DOES NOT MEET** |  |  |
| 17 | W | 10/14 | Oates paper due at beginning of class. No homework assignment for next time.In class: (1) Day 1 of movie, *Smooth Talk*, based on “Where Are You Going, Where Have You Been?” (2) **Assign and discuss ESSAY 3. ESSAY = due at beginning of class on Day 26, Mon, 11/16. Paper = Argument/persuasion essay. Read pp. 22-34 in text on argument essays. Assign topic(s). Discuss argument essay and thesis statement. Distribute and discuss essay guidelines. Do not procrastinate. Though discussion will continue on Monday, you have ample information for beginning today. This assignment is most like the papers required in 1102.**  **Counts 20% of Final Grade.** | inherently  innocuous  inordinately |  |
| 18 | M | 10/19 | No Homework: In-class grammar exercise next time is comprehensive. The only practical homework assignment would be to "brush up" on all grammar. The in-class exercise will consist of  correcting the grammatical errors in one paragraph. In class: (1) Day 2 of movie, *Smooth Talk*, based on “Where Are You Going, Where Have You Been?” (2) **Continue discussion** of **ESSAY 3 = Argument/persuasion essay due at beginning of class on Day 26, Mon, 11/16. Address any questions about the argument essay and argument-essay thesis statement. Clarify and discuss essay guidelines. Reminder: counts 20% of Final Grade.** |  |  |
| 19 | W | 10/21 | Homework: Read “The Yellow Wallpaper,” pp. 274-287. Do paper on “Crafting Arguments” # 1, p. 287. No quiz. In class: Grammar exercise to identify and correct errors. Next week = voluntary conferences. Come prepared to discuss areas of personal difficulty/interest. Display conference requirements. Voluntary conference times assigned. Students not coming for conference have two days off. All students are counted present both days. All are responsible for "Wallpaper" paper, due at beginning of class on Day 22, Mon, 11/2. |  |  |
| 20 | M | 10/26 | No class. Opportunity provided for voluntary student conferences.  Conferences not in classroom. In room 102. 1st floor by elevator.  **Bring required materials.** Strictly voluntary. All students counted present both days. **DAY 1 OF VOLUNTARY STUDENT CONFERENCES = FOR 1ST HALF OF CLASS ALPHABETICALLY = STUDENTS WITH LAST NAMES A-L** |  |  |
| 21 | W | 10/28 | No class. Opportunity provided for voluntary student conferences.  Conferences not in classroom. In room102. 1st floor by elevator.  **Bring required materials.** Strictly voluntary. All students counted present both days. **DAY 2 OF VOLUNTARY STUDENT CONFERENCES = FOR 2ND HALF OF CLASS ALPHABETICALLY = STUDENTS WITH LAST NAMES M-Z** |  |  |
| 22 | M | 11/2 | "Wallpaper" paper due at beginning of class. Homework: Read “A Rose for Emily,” pp. 480-487. No paper. Quiz next time over pp. 480-487 and Day 22 vocab words. In class: Hand back and discuss graded Comprehensive grammar exercise. | fluent  formulaic  fortuitously |  |
| 23 | W | 11/4 | Homework:Read “Trifles,” pp. 763-775. No paper. Quiz next time over pp. 763-775 and Day 23 vocab words. 🡪  In class: Quiz over pp. 480-487, “A Rose for Emily” and day 22 vocab words. Discuss "A Rose for Emily" and Faulkner. | oblique  obsolete  palpable |  |
| 24 | M | 11/9 | Homework: Read “Phenomenal Woman” and “Barbie Doll,” pp. 321-324. No paper. Quiz next time over pp. 321-324 and Day 24 vocab words. In class: Quiz over pp. 763-775, "Trifles," and Day 23 vocab words. Discuss “Trifles.” | frugal  gustatory  impassive |  |
| 25 | W | 11/11 | Homework: Read “Harrison Bergeron,” pp. 723-729. No paper to write. Quiz next time over pp. 723-729 and Day 25 vocab words. In class: Quiz over “Phenomenal Woman” and “Barbie Doll,” pp. 321-324, and Day 24 vocab words. Discuss "Phenomenal Woman" & "Barbie Doll." | tangible  tedious  tepid |  |
| 26 | M | 11/16 | **ESSAY 3, Argument/Persuasion essay, due at beginning of class.** Homework: Read Bio. on Frost, pp. 391-392, and “The Death of the Hired Man,” pp. 400-404. No paper to write. Quiz next time over “The Death of the Hired Man,” pp. 391-392 and pp. 400-404 and Day 26 vocab. words. In class: Quiz over "Harrison Bergeron," pp. 723-729 and Day 25 vocab words. Discuss "Harrison Bergeron." | pedantically  penance  perfunctory |  |
| 27 | W | 11/18 | Homework: Read “A Good Man Is Hard to Find,” pp. 1075-1088. Quiz next time over “A Good Man Is Hard to Find,” pp. 1075-1088, and Day 27 vocab words. In class: Quiz over “The Death of the Hired Man,” pp. 391-392 and pp. 400-404 and Day 26 vocab words. Discuss Frost and “The Death of the Hired Man.” | extrinsic  farcical  fervent |  |
| 28 | M | 11/23 | Homework: Re-read "Future Connected By," pp. 140-142. Type up (key in) and turn in next time five questions you would like to ask Dr. Whitelock about himself, his family, his career, his poem, about being an author/poet, college professor. He will be our guest lecturer next time. In class: Quiz over “A Good Man Is Hard to Find,” pp. 1075-1088 and Day 27 vocab words. Discuss “A Good Man Is Hard to Find.” | Alleged  alluded  ambivalence |  |
|  |  |  | **WEDNESDAY, 11/25 – FRIDAY, 11/27 = THANKSGIVING**  **BREAK CLASS DOES NOT MEET** |  |  |
| 29 | M | 11/30 | **Dr. Edward Whitelock, Department Head of Humanities at Gordon State College, will be our special guest today. Dr. Whitelock is author of and the key character in his poem, "Future Connected By." Class time will be given to his elaborating this poem and his leading us in a question/answer session about himself, this poem, and other published works.** Youwill be expectedto ask questions from your prepared list.Following the discussion with Dr. Whitelock, turn in your typed questions. |  |  |
| 30 | W | 12/2 | **Assign and discuss Final Exam, = in-class Essay. Distribute and discuss Final Exam guidelines. Very important to demonstrate understanding of thesis statement, topic sentences, concluding summary, and their interrelatedness. Citing and Works Cited page must also be properly addressed. Review/display argument essay thesis statement.**  Follow proper procedure to request another exam time. Details at: <http://www.gordonstate.edu/forms/registrar/StudentPetition.pdf> |  |  |
| 31 | F | 12/4 | **Final Exam for CRN 470 = 8:00-10:00** |  |  |
| 32 | M | 12/7 | **Final Exam for CRN 473 = 10:15-12:15** |  |  |
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|  |  |  | **Grades due by noon, Friday, December 11** |  |  |
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PART II OF SPRING 2015 SYLLABUS (= COURSE POLICY)

(Note: other statements of *Course Policy,* carrying the same authority as this document, may be given in class at any time; taking notes is required and assumed.)

ENGL 1101 – CRN 470 - 8 AM - Rm Ac 205 - MW Office Hours: - By appointment

ENGL 1101 – CRN 473 - 9:30 AM - Rm Ac 205 - MW MW: 7:00-7:50; 12:20-1:10

ENGL 1101 – CRN 707 - 11 AM - Rm Ac 205 - MW Email: [jcorley@gordonstate.edu](mailto:jcorley@gordonstate.edu)

Attend the class and hour for which you registered. See Registrar to change your class time.

**REQUIRED TEXT(S)**

* *Literature and Ourselves*, 6th Edition, Gloria Mason Henderson, Bill Day, Sandra Stevenson Waller, Anna Dunlap Higgins, Pearson Longman Publishers, c. 2009. **No in-class sharing of textbooks.**

The *Prentice Hall Reference Guide*, no longer required, is on reserve in the library. Assistance with grammar is also available at the SSC. For assistance with MLA guidelines, consult: *Literature and Ourselves*, pp. 1142-1164, the GSC Library, SSC, and Purdue Online Writing Lab (OWL)

🡪 Google *purdue owl* and click on *MLA Formatting and Style Guide.*

**MISCELLANEOUS MATERIALS NEEDED**

Blue or black pen Dictionary. Only hard-copy dictionaries for

# 2 pencil in-class writing assignments.

Loose-leaf paper for in-class writing Access to computer for **ALL** written assignments

Two Scantron cards (purchase @ bookstore) (hand-written "daily papers" will not be accepted)

**COURSE DESCRIPTIONS**

ENGL 1101:

* A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and including the use of research skills. Students must be placed in ENGL 1101 by their advisor. In order to be eligible to enroll in English 1101, students must have completed or must have been exempted from Learning Support courses in Reading and English
* A grade of **“D”** in ENGL 1101 is a fail, meaning you did not earn a grade of 70 or above. A “**D**”

will not transfer for credit to any other academic institution and will require you to retake and pass

1101. In order to receive credit for the course and advance to ENGL 1102, you must demonstrate

ability to do 1102-level work.

**COURSE OBJECTIVES**

English 1101is designed to teach students to use the **Winning Writing Process,** p. 1, andto produce unified, coherent, organized essays free of major errors in spelling, punctuation, grammar, and diction. Students are expected to think, read, and write with discrimination and understanding. Upon completion of the course:

* 1. Students will be able to write simple, compound, complex, and complex-compound sentences in Standard English.
  2. Students will be able to make their thinking visible by organizing a series of Standard English sentences into coherent, unified paragraphs.
  3. Students will be able to use the stylistic conventions expected by an academic and professional audience.
  4. Students will be able to cite the ideas and words of others using the M.L.A. formal system of style and citing.
  5. Students will be able to articulate and use a set of strategies for creating, reading, comprehending, and analyzing a variety of electronic and traditional texts.

**COURSE REQUIREMENTS**

1. Students will write 8 papers (= 4 full-length essays over assigned topics and 4 shorter "daily" papers over assigned readings). Assignments will include in-class discussion and response. Students will participate in SSC workshops. Because the development of writing skills is a process, work completed at the end of the semester should show definitive, positive growth. Students will be responsible for 11 "daily" quizzes over daily reading assignments, a Syllabus quiz, a Library Orientation quiz, 2 in-class grammar exercises, a written comparison of one story's printed version versus its movie version, and pre-prepared discussion questions for a Q/A class session with guest lecturer, Dr. Edward Whitelock. The grammatical reviews and exercises are included to facilitate a college level knowledge of English grammar.

2. The **FOUR** essays will draw from the following rhetorical strategies, either in singular mode or in some combination.

personal narration

comparison/contrast

literary analysis

documentation

argumentation

**EVALUATION SYSTEM AND GRADING STANDARDS**

Basic Requirements

The student must:

1. Complete all reading and writing assignments in a timely manner in accordance with due dates delineated

in the syllabus

1. Participate in SSC workshops and conferences
2. Provide classmates with constructive and thoughtful feedback
3. Actively participate in class discussions and assignments

Grading of essays

Essays will be graded on the basis of MLA citing, subject/verb agreement, pronoun/antecedent agreement, conciseness, clarity and sentence structure, sentence length, punctuation, thesis statement, topic sentences, concluding summary, and the “Thou Shalt Not” terms. Written evaluations of the essay by the instructor will facilitate competent writing. Graded papers will carry a numerical grade of 0-100.

Letter Grade Equivalents

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Percentage breakdown of grade

Essay # 1 10% Essay # 4/Final exam 10%

Essay # 2 10% Daily exercises (quizzes/papers,

Essay # 3 20% in-class performance) 40%

Comprehensive grammar exam 10%

All grades will be available on **ENGRADE** ([www.engrade.com](http://www.engrade.com)). **ENGRADE** access codes will be available to students early in the semester. It is the student’s responsibility to keep track of academic grades via **ENGRADE**.

Perfect Attendance – five points will be added to your **FINAL** grade for perfect attendance. Because this is a free gift, that is, a student who does not receive these points is in no way being **PUNISHED** by taking from him something earned, there will be no exceptions – a miss is a miss.

SSC Workshops and Tutorial Participation – up to ten points will be added to the grade of any **seriously revised** essay which is rewritten utilizing **SSC assistance with the revision.** Revision must reflect a serious attempt to correct and learn from marked errors. Revisions not accepted after Day 28. SSC Workshops on commas, pronouns, and other grammatical subjects are highly recommended and proven effective. Avail yourself of the SSC tutoring service when writing a paper or working on grammar exercises. Make sure your SSC tutor fills out a Tutor Session Notes form when you visit. These are forwarded to me via email and will ensure that you get full credit for your SSC visits, **provided that you log in properly using your GSC ID.** One point per confirmed SSC visit will be added to your final grade up to a maximum of 3 points. The perfect attendance and SSC considerations enable a student with a grade of 82 to receive an A for the course.

Paper Format

Title

Student Name

Course Title

CRN #

Assignment Title

Assign. date – due date

Instructor’s Name

Out-of-class papers must be word-processed (i.e., typed) and double-spaced. Number the pages for essays. Set your margin at “1” for all four sides. Use font **Times New Roman**, size **12**. Minimum = 25 lines. Use 2 sheets if necessary. Submit paper with a cover page (as shown 🡪) with title, your name, course title, CRN #, assignment title, assignment date - due date, and instructor’s name. (Hint: Save cover page as a separate document and change only items 4 and 5 as needed.)

Cover Page is **NOT** page 1– refer to Microsoft Word “Insert” for information regarding page number formatting

**GENERAL COURSE POLICIES**

**Attendance**

Prompt and regular attendance is expected. The door is closed and class begins at 5 minutes past the hour. Do not knock on door or enter classroom after door is closed. To do so (1) will not eliminate your recorded absence for the day, (2) will cause you to receive a grade of zero for the day, and (3) will cause you and me the embarrassment of my having to ask you to leave the classroom.

* Check your Gordon State email daily. You are responsible for all information sent to your Gordon State email account.
* You must advise instructor immediately in the event of serious illness or family emergency requiring you to be absent. Appropriate documentation is required.
* You are responsible for all material covered in class. If you miss a class, it is ***your responsibility*** to (1) get class notes from a study buddy or other student, (2) be pro-active in asking your instructor for any missed handouts, and (3) complete all work assigned during your absence. First recourse = check your syllabus; next, text/email a study buddy/fellow student.
* Properly identify all work turned in with first and last name. A paper or quiz with only a first name or nickname will be returned ungraded. Ten points will be deducted when the paper is resubmitted with proper identification. Twenty points for second offense, etc. Hopefully, this is self-explanatory.
* You are responsible for having your own pen, pencil, paper, and other supplies in class. A ten-point penalty will be imposed for borrowing supplies from another student.
* When you must be absent, email any paper or essay that is due in time to reach the instructor by the due date and hour. This will prevent penalty for a late paper. **You will then turn in your hard copy the day you return to class.** It is not the Instructor’s responsibility to generate a hard copy of your work. Since you will know in advance the due date for every paper via your syllabus, there will be no excuse for late papers.
* Electronic toys may not be used in class. This includes ear phones and cell phones that ring in class. Turn off and put away all toys upon entering the classroom. A 10-point penalty will be assessed for the first offense of cell-phone discourtesy. Repeat offenders will be barred from the classroom and will receive a zero for the course.
* Laying your head on your desk will be viewed as lack of interest and/or consciousness and is not acceptable posture in the college classroom. If you are sleepy, it is always acceptable to quietly stand in back of the classroom.

Late Work

All writing assignments are due at the beginning of the class period on the due date indicated in the syllabus. **A** turn-in assignment may be emailed when you are absent. An emailed paper arriving by class-start time of the due date is counted current. A hard copy of the emailed paper is then due the 1st day you return to class. An email copy or hard copy received one day late receives half credit. Papers more than one day late receive a grade of zero.

**A MISSED DAILY QUIZ MAY NOT BE MADE UP. PLEASE DO NOT EXPECT TO BE AN EXCEPTION TO THIS RULE DESIGNED TO ENCOURAGE RESPONSIBLE ATTENDANCE AND TIMELY PERFORMANCE.**

Regarding a missed quiz or a “bad day”:

* Each student’s lowest quiz grade is automatically dropped by **ENGRADE**
* An automatic grade of 100 is given for filling out a Plagiarism Policy (day 1)
* One trip to the SSC will more than make up for a missed quiz ; three trips are allowed
* It should of course be expected that **REPEATED** absences will and should affect the course grade
* Showing up is an indispensable part of passing ENGL 1101

Plagiarism

PLAGIARISM STATEMENT AND POLICY

Representing another’s words or ideas as one’s own is plagiarism. The Dean has directed all English Faculty to inform him personally of any instance of a student's copying from some online or other source without proper documentation. This is criminal and may result in expulsion from the class and banishment from all schools in the University of Georgia system. Consult any outside source you wish; research is encouraged, but you **MUST** cite the source and not pretend the material you use is your original thinking.

ACCESS TO FACULTY WEB PAGE

1. Go to gordonstate.edu

2. Click on "My Gordon"

3. Scroll down under "Resources"

* Click on "Faculty Credentials and Web Pages"

4. On the left, click on "Part-time Faculty Web Pages"

5. Scroll down under "School of Arts and Sciences"

* Click on “Dr. Jerry Corley”
* Select and print out desired document(s)