ENGL 3000: Research and Methodology
Fall 2015
MW 3:30-4:50
PAF 309
3 credit hours

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THE CLASS
Section-Specific Course Description
After spending over twelve years in school, you already know a great deal about reading and writing in academic spaces. Our class focuses on enhancing these abilities via study of various schools of literary criticism, researching processes, and writing practices found in the English major. Think of our endeavors, then, as extended preparation for the work that upper-division English courses will require of you.

Catalog Course Description
ENGL 3000 is a gateway course that introduces students to representative critical approaches that they will encounter in the major. Emphasis will be given to research skills, methodology and analytical writing. Required for the major and minor in English. Only six hours of upper division work may be taken before the completion of this course.

Learning Outcomes
- Students will cultivate skills in reading, writing, and critical analysis appropriate for the advanced English major.
- Students will understand major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using a variety of critical perspectives.
- Students will articulate how these perspectives both inform and direct our understanding and appreciation of literature.
- Students will develop competence in literary analysis from at least three different critical perspectives.
- Students will organize and complete a substantive research paper that demonstrates the ability to engage effectively in critical research and writing.
- Students will demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of course-related material.
- Students will demonstrate their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose.

Required Texts and Film (in the order you will need them)*
- Charles Bressler, Literary Criticism, 5th edition
- Pat Mora, My Own True Name
Ruta Sepetys, *Between Shades of Gray*
Wes Anderson, *Moonrise Kingdom*

*All texts are readily available at the university bookstore and from a variety of online vendors like Amazon. There will be a copy of our required film, *Moonrise Kingdom*, on reserve in the library.*

**Suggested Texts**
- A high-quality grammar handbook
- A high-quality literary terms glossary

**THE WORK**

**Major Assignments**
- 2 short papers (3-5 pages)—15% each
- 1 long paper (7-10 pages)—30%
- Pop quizzes on primary and secondary readings—20%
- Conferences (2)—10%
- In-class participation—10%

**Detailed Description of Major Assignments, Percentage Breakdown**

*Essays (15%, 15%, and 30%)*
Each short essay will have an assignment sheet with options from which to choose. Each will ask students to interpret one of the primary texts using a particular literary lens (e.g. a Marxist reading of *Between Shades of Grey*).

The final, long essay involves interpreting a class text using a literary lens but also requires research and the successful incorporation of secondary materials. This final paper will be completed over a five-week period and will include in-class composing, library training and independent research, an in-class peer review, one required in-office conference, and evidence of revision and editing before you turn in the entire paper packet.

The assignment for each paper will be uploaded to the class resource page by the indicated syllabus date.

*Pop Quizzes (20%)*
Reading well is a fundamental for success in our class. To promote this imperative practice, students can expect at least one pop quiz per week that covers primary text plot or secondary text content. Each quiz will be five questions long with the occasional bonus question.

Since reading well is a necessary component of critical thought and writing, students must earn a 60% average in this area in order to pass the entire class.

*Conferences (10%)*
Two in-office conferences are required and graded, though students may attend as many as they wish to discuss work. Students should prepare for each conference by writing down questions, preparing full or partial drafts, and/or coming with previously graded work to talk through comments.

*Participation (10%)*
This section of ENGL 3000 requires your active engagement via large and small group discussion, contribution in collaborative classwork. Students should come prepared with assigned texts and reading notes, ready to ask and answer questions as they work with peers and professor. We will spend some time talking about effective annotation.

**Day-to-Day Procedures**

This semester, class time will involve the discussion of particular pieces of literature along with associated terminology; discussion of critical lenses; and writing practice. I will also cancel class twice for the two required conferences. Typically, we will discuss our impressions of the literature first, along with any lenses we have already studied. Then, we will move into discussion of a new lens’s principles and begin applying our literature to our text. There will be entire class periods devoted to writing and/or research practice, and during these, you will bring portions of your essay or compose practice paragraphs during these classes. In sum, then, we will focus on the literature and associated literary elements; the literary criticism; and writing.

**THE POLICIES AND PROCEDURES**

**University of West Georgia Honor Code and its Application in this Course**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing.

The department of English 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. Plagiarism is grounds for failing this course.

*Did you know?*

“Excessive collaboration” includes having family members, friends, or significant others edit your work. This means that no one should “fix” your grammar for you or “write in” sentences/sources/documentation for you. This sort of behavior is also cheating and will be treated as such. We will collaborate in class, and you have the University Writing Center as well as my input should you need extra advice about your writing. All assignments are included here in the syllabus on this first day, so you have ample time to complete work and/or get feedback, should you choose.

Should I have evidence of any cheating, you will earn an “F” for the course. My policy, then, is a zero tolerance one.

**Website/Paperless Policy**

Many of your past professors may have used Desire 2 Learn (D2L) for getting information to you. However, I primarily use my website (www.westga.edu/~ainsenga) and often e-mail the class with my thoughts, suggestions, or announcements. Most information for this course—this document, information about exams, short required texts, announcements, and resources—is hyperlinked on the website. Please check my site regularly for updates. You will be responsible for printing out all assigned documents from my website or those sent to you via e-mail for class and bringing them with you on the days designated on the detailed daily syllabus below.
**Attendance and Disruptive Student Policies**

Students who miss more than four class periods cannot pass our course, as the missed work and classroom activity will significantly impact any student’s ability to perform well. No distinction exists between excused and unexcused absences, so please make use of your absences wisely. Avoid repeated tardiness in a class where we seek to hone professionalism; entering class after we begin disrupts ongoing teaching, discussion, and learning.

**Required Format**

Each major assignment must be word-processed and delivered in hard copy. When formatting and citing, please use MLA documentation. If you need a refresher on MLA format, please see the MLA documentation link on the class resource page and/or feel free to talk with me in a conference.

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email. Please send all communication to me via your “My UWG” account. Further, all students should assume a professional disposition when e-mailing or communicating about or in class and/or when speaking to fellow students, guest speakers, and/or professor about the course, scheduling conferences, or English programs. Students should check university e-mail daily to avoid missing important messages. E-mailing is an essential part of effective and professional communication for the university at large, and for the teaching profession many of you seek to enter. I also ask that you utilize your West Georgia e-mail when communicating with me electronically. Remember, too, that FERPA law prevents me from discussing grades online or over the phone.

**Americans with Disabilities Act and Accommodations**

Students with a documented disability may work with UWG Disability Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor in writing by the end of the second full week of class and include a copy of your Student Accommodations Report (SAR), which is available only from Disability Services. Students are entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

Any student who has a special need should inform me at the end of the first class. We will then set up a conference to discuss the specifics of the official paperwork from Disability Services.

**Late Work/Make-Up Work**

As a general rule, late work is not accepted except under the direst of circumstances, and those who miss class cannot make up work missed or turn in any work that was due on the afternoon of their absence. However, if you believe your circumstance to be extenuating, make every attempt to see me in conference during office hours or during a scheduled conference to discuss
the problem. At that time, I will determine whether or not an assignment can be turned in late and what deduction, if any, will apply.

**I realize that, occasionally, “life happens” and that some problems beyond your control crop up once in a while. Never hesitate to discuss problems with assignments or attendance with me if you feel that your circumstance is dire. With honest and swift communication, many issues can be resolved to your advantage!**

**Credit Hour Policy**
The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**Administrivia**
- The absolute best way to contact me outside of office hours is via your university e-mail account. Of course, you may call or come by during office hours, too.
- While I am interested in discussing your ongoing work with you, please note that e-mail is not an appropriate venue to discuss grades or to hold extended conversation related to writing. I am best equipped to help you as we examine a draft or partial draft in office.
- Please turn off all electronic devices upon entering our classroom. Such noise distracts your fellow classmates and me and prevents us from doing our work together. Should you need to keep in contact with someone, turn your phone to vibrate so as not to disrupt classmates' work environs.
- I reserve the right to amend this document with future handouts.
- Coming to class unprepared must result in an automatic absence. You must have your materials in order to participate fully. You will be free to stay in class for the benefit of instruction and discussion, but you are essentially not here when you do not have your materials.

**THE DAILY SYLLABUS**
- **August 24**
  - *In class:*
    - Course Introduction
      - *For next class:*
      - Reread the syllabus
      - Read and annotate Bressler, chapter 1
      - Read the Critical Reading links on the class resource page, which include ideas for annotation
- **August 26**
  - *In class:*
    - Stocking the Toolbox: A Central Metaphor
    - Toolbox: Reading Poetry
      - *For next class (September 2):*
      - Read and annotate Pat Mora’s *My Own True Name* (entire text)
- Read the Toolbox links for poetry on the class resource page, which include ideas for annotating poetry
- Bring your annotations of Mora’s poetry to our next class period

- **August 31**: no regular class or office hours

- **September 2**
  *In class:*
  Discuss Mora
  Essay One assigned
  *For next class:*
  - Read and annotate Bressler, chapter 3
  - Begin brainstorming and planning for Essay One

- **September 7**: Labor Day holiday—no regular class or office hours

- **September 9**
  *In class:*
  Discuss Bressler and Mora
  *For next class:*
  - Continue planning for Essay One
  - Read and annotate Bressler, chapter 6

- **September 14**
  *In class:*
  Discuss Bressler and Mora
  *For next class:*
  - Continue planning for Essay One
  - Bring a written thesis for Essay Two to share and discuss

- **September 16**
  *In class:*
  Thesis development workshop
  *For next class:*
  - Draft Essay One
  - Bring one body paragraph from Essay One to class

- **September 21**
  *In class:*
  Body paragraph workshop
  *For next class:*
  - Finish Essay One
  - Read and annotate Bressler, chapter 5

- **September 23**
  Turn in Essay One
  Discuss Bressler and Mora
  *For next class:*
  - Read the Toolbox links for fiction on the class resource page
  - Read and annotate *Between Shades of Gray*, chapters 1-14
- **September 28**
  
  *In class:*
  Toolbox: Reading Fiction
  Discuss *Between Shades of Gray* and Bressler
  
  **For next class:**
  - Read and annotate *Between Shades of Gray*, chapters 15-28

- **September 30**
  
  *In class:*
  Essay Two assigned
  Discuss *Between Shades of Gray* and Bressler
  
  **For next class:**
  - Read and annotate Bressler, chapter 7
  - Read and annotate *Between Shades of Gray*, chapters 29-47
  - Brainstorm for Essay Two

- **October 5**
  
  *In class:*
  Discuss *Between Shades of Gray* and Bressler
  
  **For next class:**
  - Read and annotate *Between Shades of Gray*, chapters 48-62
  - Plan Essay Two

- **October 7**
  
  *In class:*
  Discuss *Between Shades of Gray* and Bressler
  
  **For next class:**
  - Finish and annotate *Between Shades of Gray*
  - Read and annotate Bressler, chapter 8
  - Draft Essay Two

- **October 12**
  
  *In class:*
  Discuss *Between Shades of Gray* and Bressler
  
  **For next class:**
  - Continue to draft Essay Two
  - Bring a thesis for Essay Two

- **October 14: Mid-Term—last day to drop with a W**
  
  *In class:*
  Thesis development workshop
  
  **For next class:**
  - Draft Essay Two
  - Bring a hard copy of a body paragraph from your Essay Two draft to class
  - Sign up for conference one using the Sign-up Genius link sent to your email

- **October 19**
  
  *In class:*
  Body paragraph workshop
  
  **For next class (October 26):**
  - Finish Essay Two
-Read the Toolbox links for film on the class resource page

➢ **October 21**  
*In TLC 2248 (Dr. Insenga’s office):*  
Conference day one

➢ **October 26**  
*In class:*  
Turn in Essay Two  
Toolbox: Reading Film  
Essay Three assigned  
*For next class:*  
-View and annotate *Moonrise Kingdom*

➢ **October 28**  
*In class:*  
Discuss *Moonrise Kingdom*  
*For next class:*  
-Read and annotate Bressler, chapter 8  
-Brainstorm for Essay Three

➢ **November 2**  
Discuss Bressler and *Moonrise Kingdom*  
*For next class:*  
-Read and annotate Bressler, chapter 10  
-Plan and draft Essay Three  
-Remember, we meet in the library at the main circulation desk for next class

➢ **November 4**  
*In the library, in front of the main circulation desk:*  
Library Instruction Day

➢ **November 9**  
*In class:*  
Discuss Bressler and *Moonrise Kingdom*  
*For next class:*  
-Bring a thesis for Essay Three  
-Read and annotate Bressler, chapter 11  
-Draft Essay Three

➢ **November 11**  
*In class:*  
Thesis development workshop and Library Day review  
*For next class:*  
-Bring a hard copy of a full draft of Essay Three to class  
-Read Bressler, chapter 12

➢ **November 16**  
*In class:*  
Discuss Bressler and *Moonrise Kingdom*
For next class:
- Complete take-home Peer Review using the guideline sheet
- Sign up for conference one using the Sign-up Genius link sent to you

- **November 18**
  *In class:*
  Return take-home Peer Review
  Discuss Bressler and *Moonrise Kingdom*

  For next class:
  - Revise Essay Three using your peer’s comments
  - Sign up for conference one using the Sign-up Genius link sent to you

- **November 23:** **Thanksgiving break—no regular class or office hours**

- **November 25:** **Thanksgiving break—no regular class or office hours**

- **November 30**
  *In TLC 2248 (Dr. Insenga’s office):*
  Conference day two

  For December 7:
  - Finish and turn in your entire Essay Three packet at Dr. Insenga’s office by 4:30 p.m. Dr. Insenga will have conference hours on the 7th, times TBA