Instructor: Mr. K. Murphy
Office: 1113 F TLC
Office Phone: 678-839-4894 (available only during office hours)
Office Hours: M 2-3pm; T 3-5pm; W 1-5pm; R by appointment only
Writing Center Hours: M 3-6pm
E-mail: kmurphy@westga.edu

COURSE DESCRIPTION AND LEARNING OUTCOMES

The course serves as a continuation of English 1101 and as an introduction to more sophisticated study of argument and textual analysis, focusing on the composition of increasingly complex analytical essays about written and visual texts. Students must demonstrate advanced competency in critical analysis and interpretation of texts.

General Learning Outcomes
- To develop reading, understanding, and interpreting of 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 extend the skills of analytical writing, critical thinking, and argumentative interpretation of meaning established in English 1101.
- To enhance the understanding of literary principles and the use of basic terms important to critical writing and reading.
- To construct essays using textual evidence from both primary and secondary sources.

Specific Learning Outcomes

Critical Reading and Analysis
- Develop an understanding of genre and the role of genre in textual analysis.
- Understand connections between primary and secondary sources and how those connections affect and generate intertextuality.

Writing Process and Rhetorical Objectives
- Demonstrate the ability to connect primary and secondary sources in a logical, persuasive, and correct way.
- Expand the length and complexity in the writing and thinking process

Minimal Competency Requirements

Essay Level
- Continuation of the learning objectives of ENGL 1101, that is, creation of clear theses, effective introductions and conclusions, and logical, persuasive patterns of essay organization.
- Additional requirements include the ability to develop a logical argument advancing a particular explication or interpretation of a literary text, focusing on the ways in which the incorporation of secondary materials enhances argument.
Paragraph Level

- Continuation of the paragraph development skills required in ENGL 1101.
- Additionally be able to manage quotations from primary and secondary texts as a means for developing paragraphs, neither letting the quotations dominate the paragraphs inappropriately nor under-explaining the quotations once used.

Sentence Level

- Continuation of ENGL 1101, consistent evidence of sentence variety and control of syntax to achieve clarity.
- Consistent use of apt and varied diction.
- Additionally be able to use quotations in sentences while maintaining grammatical correctness and competent punctuation.
- Demonstrate a command of mechanics, grammar, and usage conventions of Standard Edited English as required in ENGL 1101.

COURSE MATERIALS, ASSIGNMENTS & GRADING

Required Texts & Materials

- *Genesis* (Bernard Beckett)
- *The Village* (Film: Director M. Night Shyamalan)*
- A college dictionary, stapler, three-ring binder, college-ruled paper, and pens/pencils
- Selected items posted on Course Den D2L (Occasionally, you will be required to print hard copies of texts posted on Course Den to use during class. Having these copies in class will be a graded component of this course.)

*The film *The Village* can be purchased from Amazon.com using two different methods: it can be rented for $2.99 and instantly streamed to a compatible electronic device, or you can purchase a DVD, Widescreen Edition for $7.55 and have it delivered to your physical address. You will need to watch the film more than once as you compose your essay on it.

Assignments

- 5000 words of graded writing
- Three out-of-class essays, all of which will require secondary research
- Preparatory assignments, including in-class writing, designed to help in the composition of your major essays
- One oral presentation during the final exam period
- Unannounced quizzes, class exercises, and group work
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 pass ENGL 1102.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class writing, exercises, quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>First paper</td>
<td>20%</td>
</tr>
<tr>
<td>Second paper</td>
<td>25%</td>
</tr>
<tr>
<td>Third paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam (oral presentation)</td>
<td>10%</td>
</tr>
</tbody>
</table>

For the grading rubric for in-class writing assignments, visit: http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/InClassWritingAssessment.htm

For the grading rubric for out-of-class assignments, visit: http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/OutOfClassWritingAssessment.htm

Grading summary with the letter to numeric scale:

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

COURSEWORK POLICIES

University Guidelines and Regulations
Students, please carefully review the following information at this link: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

The Writing Center
The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student’s work. For more information, visit the Writing Center online at http://www.westga.edu/writing.

What They Do:
- Discuss ideas, read drafts, and work through revision of essays; they do not proofread.
- MLA, APA, Chicago/Turabian, and other citation formats

**Policies:**
- Please make appointments in advance. They accept walk-ins, but they cannot guarantee that a tutor will be available.
- If you cannot keep your appointment, you must call or email them 24 hours in advance to cancel. **If you do not notify them 24 hours in advance, you will be counted a No Show.**
- Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.
- **If you have 3 No Shows in one semester, you will not be able to have any more appointments for that semester.**

**Hours:**
- Monday, Tuesday, Wednesday 10:00am—7:00pm
- Thursday 10:00am—3:00pm
- Friday 10:00am—1:00pm

**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:

- *The Faculty Handbook*, sections 207 and 208.0401
- [http://www.westga.edu/~vpaa/handrev/](http://www.westga.edu/~vpaa/handrev/)
- *Student Catalog*: "Rights and Responsibilities"; Appendix J.
- [http://www.westga.edu/~handbook/index.php](http://www.westga.edu/~handbook/index.php)The department of English has assembled the following resources to help prevent plagiarism:
- [http://www.westga.edu/~engdept/Plagiarism/index.html](http://www.westga.edu/~engdept/Plagiarism/index.html)

**Excessive Collaboration**
By the end of the term in both English 1101 and 1102, students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. 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 original claims to course-related work) is considered another form of academic dishonesty and as such will not be permitted.
Late Work
I will grade late papers down five points for each calendar day the paper is late, but I will accept no work after one week past the due date—unless there are extenuating circumstances (i.e. the horror, the horror!). Do not cut class because you do not have the work that is due. That absence merely adds to your total number of misses. Also, students may not make up a daily quiz due to an absence or tardiness. I do, however, drop the two lowest quiz grades. I only allow make up work when students miss because of university related events, such as band, sports, etc. In such cases, you must bring me the note from the coach or activities director. You will earn an automatic F for the entire course if you do not turn in a major assignment within seven days of its due date, no exceptions.

Department Paperless Policy
As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online via Course Den D2L.

English Department Severe Weather Policy
The University of West Georgia is committed to the personal safety of its students, faculty, and staff in the event of severe weather. University policy regarding severe weather closings is posted at http://www.westga.edu/police/index_2277.php and official announcements about class and/or examination cancellations will be made only by the President and/or the Department of Public Relations. Although it is not possible to develop policy to address every weather-related emergency, these guidelines are intended to provide some general direction about such situations.

For immediate severe weather situations, especially when classes are in session, faculty, staff and students are advised to follow the emergency procedures identified below:
1. Direct occupants to remain in the building and to seek shelter immediately on the lowest level of the building in interior rooms (closet, interior hallway) away from corners, windows, doors, and outside walls.
2. Instruct occupants to not leave the building.
3. Evacuate all offices, rooms or hallways with windows and glass or with exterior walls.
4. Provide assistance to persons with disabilities.
5. Accompany occupants to the nearest designated shelter area in the building.
6. Comply with departmental severe weather policies/procedures.
7. Wait for an “all clear” signal before resuming activity.
8. Occupants will: a) proceed to the nearest designated shelter area in the building by the closest route; b) move quickly but in an orderly manner so that all will arrive safely; c) will not attempt to vacate the premises, drive or seek shelter in cars; d) take a seat in the shelter area; e) remain cooperative with those in charge; and f) wait for an “all clear” signal before resuming activity.

In the event that classes are cancelled or disrupted for less than one calendar week, each professor, at his or her discretion, will make adjustments as needed to cover material
missed during those cancelled sessions. This may or may not involve the use of rescheduled or online classes. If the closures exceed a single calendar week, students should contact the Chair of the Department of English and Philosophy at 678-839-6512 or the professor of the class for updated information regarding changes to the schedule in the Department. It is the intention of the Department of English and Philosophy to handle every concern seriously and as effectively as possible.

**Format for All Papers**
All papers and documentation should be in MLA format. You must staple papers before class, and they should bear the appropriate heading, title, and page numbers for the assignment. In addition to submitting papers through Course Den, you must hand in a hard copy to be graded. **I will not grade your essay until I receive a hard copy.**

**Extra Credit and Previous Work Policy**
- I do not give extra credit.
- Work completed for another class (past or present) is unacceptable in fulfilling the requirements of this course.

**CLASSROOM POLICIES**

**Attendance Requirements**
For classes that meet twice a week, a student is allowed three absences. A student will receive a reduction of five points off the final grade for each absence beyond the third. Be aware that no distinction exists between excused and unexcused absences. If you miss class, it is your responsibility to make sure you have arranged for any assignments to be turned in on time. You are solely responsible for keeping up with work missed due to an absence. Absences that are the result of an official university function, such as an athletic or academic event, will not count toward this total. In the cases of these official absences, students must provide me with official documentation. **Please note that three tardies constitute one absence.**

**Change in Reinstatement Policy**
Late Add, Late Drop, and Reinstatement periods are no longer available. Students who wish to add or drop courses must do so during the scheduled Add and Drop periods. There is no Reinstatement period for students whose schedules are dropped.

On Monday, September 2 at 12:00 Noon, the Drop period (with refund) ENDS. After that date, there is NO adding or reinstatement of classes and NO dropping classes with a refund.

Students may withdraw from classes up until midnight on Friday, October 18.
Communication Policy
The official communication method for this class will be through campus UWG e-mail. You will be responsible for checking your UWG 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. UWG email and Course Den serve as the only legitimate modes of university correspondence.

Disruptive Behavior
Students may be dismissed from any class meeting at which they exhibit 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 visual devices. I also find that students who pack up even thirty seconds before class ends very, very rude. It is disruptive and disrespectful. Please do not consume food while class is in progress. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. (Department Policy)

Note: This course traffics in frank, academic discussions of potentially volatile issues regarding race, gender, sexuality, and religion. I want two responses from you throughout the term: respect for each other as well as a thoughtful, honest analysis of whatever topic arises. If you suspect you will be unable to meet either or both requirements, you should seriously rethink your placement in this class. Since discussion is at the core of this course, its success and usefulness rest largely on your ability to formulate and express insightful opinions in class. Apathy and critical disengagement will not be tolerated. Always come to class prepared to share your ideas and opinions, even if you fear they may at times be unpopular.

Two Additional Notes
1) Presumably, you know that college writing must be superior in quality, style, and content to the writing you produced in high school. (This presumption does not mean I am looking for ten-dollar words and convoluted sentences). In general, each essay you turn in will receive a grade that reflects the quality of its content, style, organization, diction, grammar, and mechanics.

2) As for make-up work, be aware that you are responsible for what goes on in class and for the next day’s assignment, whether you attend class or not. Once I assign groups, you should exchange contact information with at least two group members, if only to ensure that a fellow classmate is available to catch you up.

Special Needs
I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Disability Services in 272 Parker Hall at (770) 839-6428.
Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law. For more information, please contact Disability Services at the State University of West Georgia.

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Assignments must be completed by the date for which they are listed.</th>
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</thead>
<tbody>
<tr>
<td>WEEK 6 (10/3)</td>
<td>Essay #1</td>
</tr>
<tr>
<td>WEEK 10 (10/31)</td>
<td>Essay #2</td>
</tr>
<tr>
<td>WEEK 15 (12/5)</td>
<td>Essay #3</td>
</tr>
<tr>
<td>Holidays: Labor Day 9/2 and Thanksgiving 11/25-11/29</td>
<td></td>
</tr>
</tbody>
</table>

**Course Schedule**

| Week 1: T 8/27       | Introductions / Syllabus Review |
|                     | Grammar Review / Quiz          |
| R 8/29              |                                           |

| Week 2: T 9/3        | Discuss introductory article “Utopias and Dystopias” / Review Quotation Integration / Plagiarism Lecture (Introduce Homework: Project Utopia) |
| Drop period with refund ends. |                                                                         |
|                     | Introduction to Essay #1: Text, Context, Subtext, Narrative Structure, Fictional Elements |
| R 9/5              |                                           |

| Week 3: T 9/10       | Project Utopia Due |
|                     | Discuss LeGuin, “The Ones Who Walk Away From Omelos” and Jackson, “The Lottery” |
|                     | Finish Discussion / Analysis Exercise                                        |
| R 9/12             |                                           |

| Week 4: T 9/17       | Finding and Using Secondary Research / Analysis Exercise                     |
|                     | Writing Introduction / Thesis Statement                                       |
| R 9/19             |                                           |

<p>| Week 5: T 9/24       | Introduction Due on Course Den / Writing Body Paragraphs and Conclusions   |
|                     | Flex Day / Catch-Up                                                       |
| R 9/26             |                                           |</p>
<table>
<thead>
<tr>
<th>Week 6: T 10/1</th>
<th>Rough Draft Due: Submit Draft to Course Den / Peer Edit / Grammar Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 10/3</td>
<td>Essay #1 Due / Introduce Essay #2 / Discuss Plato’s Republic / Intertextuality</td>
</tr>
<tr>
<td>Week 7: T 10/8</td>
<td>Discuss the Biblical story from Genesis</td>
</tr>
<tr>
<td>R 10/10</td>
<td>Discuss Genesis</td>
</tr>
<tr>
<td>Week 8: T 10/15</td>
<td>Analysis Exercise</td>
</tr>
<tr>
<td>R 10/17</td>
<td>Class Conducted Via Course Den, check for assignment</td>
</tr>
<tr>
<td>F 10/18 Last Day to Withdraw with a W</td>
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<tr>
<td>Week 9: T 10/22</td>
<td>Discuss Secondary Sources on Course Den / Writing Introductions / Thesis Statements</td>
</tr>
<tr>
<td>R 10/24</td>
<td>Writing Body Paragraphs and Conclusions / Class Workshop</td>
</tr>
<tr>
<td>Week 10: T 10/29</td>
<td>Rough Draft Due: Bring two hard copies to class / Peer Edit</td>
</tr>
<tr>
<td>R 10/31</td>
<td>Essay #2 Due / Introduce Essay #3 / Film Lecture</td>
</tr>
<tr>
<td>Week 12: T 11/5</td>
<td>Scene Analysis</td>
</tr>
<tr>
<td>R 11/7</td>
<td>Library orientation / Research</td>
</tr>
<tr>
<td>Week 13: T 11/12</td>
<td>Essay Organization / Building an Outline</td>
</tr>
<tr>
<td>R 11/14</td>
<td>Writing Introductions / Thesis Statements</td>
</tr>
<tr>
<td>Week 13: T 11/19</td>
<td>Writing Body Paragraphs and Conclusions / Using Research Effectively (Review Quotation Integration)</td>
</tr>
<tr>
<td>R 11/21</td>
<td>Bring two hard copies of your introduction and first body paragraph / Peer Review</td>
</tr>
<tr>
<td>Week 14: Thanksgiving Break 11/25-11/29</td>
<td>No Class</td>
</tr>
<tr>
<td>Week 15: T 12/2</td>
<td>Complete Rough Draft Due : Two copies / Peer Review</td>
</tr>
<tr>
<td>R 12/5</td>
<td>Essay #3 Due / Evaluations / Review for Final (Oral Presentation)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Section 09: R, 12/12 from 11:00-1:30PM</td>
</tr>
</tbody>
</table>