SYLLABUS: ENGLISH 1102-116 (CRN 12168) – COMPOSITION II
Tuesdays and Thursdays 11:00am-12:20am in Humanities 208
Ms. Kelley M. Frank
Spring Semester 2015

Contact Information
Office: Pafford 105-A
Email (primary contact): kfrank@westga.edu
Phone: 679-839-4158

Office Hours (by appointment):
Mondays: 8:00am – 9:45am and 1:30pm – 3:00pm
Tuesdays and Thursdays: 8:00am – 9:15am and 12:30pm – 1:45pm
**Please email 24 hours in advance to schedule an appointment.

Writing Center Hours (by appointment):
Tutoring on Mondays 10:00 am – 1:00 pm by appointment
**Call the University Writing Center at 678-839-6513 to schedule an appointment.

COURSE MATERIALS

Required Texts and Materials:
• Access to the digital Bedford/St. Martin’s handbook *Writer’s Help* used throughout English 1101 and 1102 at UWG: access keys and guides are available in the UWG Bookstore.
  o You may subscribe to my Note Set in order to see tagged items I believe will be of the most use.
    ▪ Log in to *Writer’s Help* then click on Settings > Note Sets > Subscribe to another Annotation Set. Enter the following code: 43461220
• Access to a computer with word processing software (Microsoft Word preferably), the internet, a Turnitin.com account, and a reliable printer.
  o Visit the website or call Student information Technology Services (SITS) to learn how to obtain discounted copies of Microsoft Word for student use. Printers are widely available on campus: make sure you know how to access at least two of them. Their website is accessible here: [http://www.westga.edu/sits/index.php](http://www.westga.edu/sits/index.php)
  o Turnitin.com is required for this course. I will email an invitation via your WestGA email account. You must join the class and ensure you can reach the assignment submission areas in the first two weeks of class for a quiz grade

Students who add this class late: You have a one week period to make up any the work you have missed. Remember that you have begun the course behind everyone else and have subsequently missed valuable information. Withdraw if you cannot keep up with the reading and course work.
COURSE DESCRIPTION AND LEARNING OUTCOMES

Course Description: In service of the QEP and in order to help students develop skills that can be applied across the disciplines, the FYW program:

- Focuses on the needs, interests, and skill level of students when choosing texts and sequencing assignments, scaffolding assignments to advance the students’ critical reading, writing, and thinking skills throughout the semester
- Chooses length-appropriate and level-appropriate texts, consisting primarily (but not exclusively) of non-fiction
- Teaches the skills of summary, critical analysis of texts, and argumentative synthesis
- Develops a range of assignments that focus on a variety of analytical writing tasks, including at least two distinct types of writing over the three major out-of-class essays (possibilities include, though are not necessarily limited to: summary, reader response, autobiographical narrative, critiques, problem/solution, ad analysis, rhetorical analysis, description, argumentative synthesis)
- Creates grammar lessons and assignments to teach students about a range of grammatical issues and to track student progress on those issues.

General Learning Outcomes: In service of the QEP and in order to develop skills that can be applied across the disciplines, students will:

- Demonstrate an understanding of the role of rhetoric in the construction of effective academic writing
- Hone critical reading and critical thinking skills
- Develop facility with the whole writing process from invention through revision
- Complete a range of assignments that highlight different rhetorical strategies and different methods of critical analysis
- Develop the skill of summarizing an argumentative text, identifying and conveying in the student’s own words the main and supporting arguments and the evidence used to support these arguments
- Develop the skill of effectively conveying and analyzing the significance of a text, through the student’s engagement and dialogue with the text
- Develop the skill of critical analysis, both analyzing the components of an argument in texts and mounting an effective argument of the student’s own
- Develop the skill of synthesis, understanding how to analyze, integrate, and summarize the ideas from multiple texts while the student makes an argument of the his/her own
- Become proficient in accurate paraphrasing, citing, and documenting of a text
- Complete specific assignments aimed at competence in 1101-level grammar and writing mechanics, with an understanding of the application and relevance of these skills outside the context of the FYW classroom

Important Course Information for All Students: Students, please carefully review the following information at this link. 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:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

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 practice.
ASSIGNMENTS AND GRADING

Course Work: All work must be neat, clean, properly formatted, and printed on plain white copy paper in Modern Language Association (MLA) format. Unless otherwise noted, all assignments must be typed in a word processor in standard MLA format including a Works Cited page, 1” margins on all sides, 12 point font Times New Roman, and page numbers in the top right corner.

Grading: All essays must be completed in order to pass this course. You must earn a letter grade of C or better in order to pass English 1102. Students who fail to submit any one of the essays will fail the course. Essays are due on Turnitin.com by the beginning of class on the due date: this is a firm, non-negotiable deadline. Once our class time begins, Turnitin.com will no longer accept essay submissions. The grading rubric penalizes essays submitted in the wrong format, including length and improper MLA. It is students’ responsibility to familiarize themselves with the guidelines and grading rubric for each essay (see Course Den in each essay module).

Grade Scale: 100-90 = A (exceeds expectations) 80-89 = B (above expectations) 70-79 = C (meets expectations) 60-69 = D (below expectations) 59 and below = F (failed expectations)

- Essay 1 – Staging a Sign: 20%
Select a sign from popular culture and write a four page (1000 word) “staging” of this sign. This requires three phases of development within the essay: 1) Make the sign the star, 2) Situate and contextualize the sign, and 3) Pose the problem. More information on this assignment can be found in Analyze Anything (65-75).

- Essay 2 – Semiotic Analysis of a Scene: 20%
Write a five page (1250 word) semiotic analysis of a scene from a Twilight Zone episode. The key to this assignment is in selecting a scene that enables rich discussion of a specific sign, so choose your particular scene and episode carefully. Focus on one specific element of the scene’s composition. This could be the sign’s relationship to a particular character; use of a particular color, sound effect, or camera technique; a specific prop or image; or any other element that strikes you as meaningful, significant, and worthy of analysis. Finally, speculate as to why the filmmakers chose that specific element (for this program, in this time period, for this particular audience, in this particular way) – move beyond content and focus on the context here. This assignment requires you to consult at least two credible sources (sources found using the Ingram Library databases rather than Google) and to correctly incorporate and cite those sources within your essay according to MLA format. Submit printed, annotated copies of your sources on the due date.

- Essay 3 – Argumentative Analysis of a Work of Literature: 30%
Your final will be a six page (1500 word) essay on Kazuo Ishiguro’s Never Let Me Go. This paper must be argumentative: make a unique claim about the text and support this claim with analysis and evidence from the text. You must consult at least four credible outside sources for this assignment (sources found using the Ingram Library databases rather than Google), and those sources must be cited according to MLA format.

- Annotated Bibliography: 5%
As part of your final essay, you will write a three page (750 word) annotated bibliography, each entry of which consists of two main parts: 1) Summarize the source. What are the main points the source presents? Cite from the source in MLA format in the summary part of your annotations. 2) After summarizing the significant parts
of the source, reflect on how you will use the source in your essay. How does it help shape your argument? How has this source influenced how you approach your research topic?

- Proposals: 10%

Students must submit a one page (250 word) proposal via Turnitin.com for each essay. These assignments indicate the selected sign, why you find it important enough to discuss in an essay, and how you plan to approach it using elements of the VOICE Test: visibility, originality, import, complexity, and energy. Use the language of the VOICE Test to indicate important elements and ideas. More information on this assignment can be found in Analyze Anything (44-51).

- Quizzes and Writing Projects: 15%

Students will complete various minor projects throughout the semester to develop and practice their analytical and critical thinking skills. Each project must be two pages (500 words) typed in MLA format with all sources cited accordingly. Submit all projects in hardcopy; projects may be submitted in advance.

  o Project 1: Annotate Stanley Milgram’s “The Perils of Obedience,” then summarize the article: What are the most important points? Next, offer some analysis: How might this experiment be applicable today? Submit both your essay and the annotated copy of Milgram’s essay for full credit.

  o Project 2: Examine a sign and its significance in the Twilight Zone episode “I Sing the Body Electric.”

  o Project 3: Annotate Phillip Zimbardo’s “A Situationist Perspective on the Psychology of Evil.” Summarize the article’s most important points in a single paragraph, then use this source to analyze one of the fictional texts examined so far for class.

  o Project 4: Analyze the Star Trek: The Next Generation episode “The Measure of a Man” in terms of the nature of humanity, equality, and the notion of disposability.

COURSEWORK POLICIES

Late Work: Whether caused by an absence or a lack of preparation, I will not accept unexcused and/or late, out-of-class assignments without a verifiable, documented excuse. Furthermore, I do not accept emailed copies of any work except in the event of a documented emergency or with prior permission.

  - Quizzes may only be made up on receipt of a documented excuse for the missed class day. These excuses must be in hard copy. Students have a one-week grace period to arrange a suitable makeup day and time with me and to deliver any excuse for their absence. After that, I assign a zero for the assignment. In-class process work such as peer review cannot be made up.

Revision Policy: Students have a variety of opportunities for drafting and revision, including two peer review sessions and the availability of The University Writing Center. I strongly suggest you take advantage of these opportunities. As such, there is no opportunity for revision of graded essays.

  - The Writing Center: Please visit The Writing Center at various points in the writing process. Regardless of writing skill level, one may always benefit from an intelligent discussion and advice. The Writing Center is located in TLC 1-201. To make an appointment, call (678) 839-6513.

Plagiarism & Academic Dishonesty: 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.
- Additionally, you are responsible for safeguarding your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.
- Plagiarism is grounds for failing the course. Any student who plagiarizes in this class will receive a zero for the assignment: no exceptions.
- The University policies for handling Academic Dishonesty are found in the following documents: http://www.westga.edu/handbook/59.php

**Extra Credit and Previous Work Policy:** There is no opportunity for extra credit work in this course. Additionally, work completed for another class will not fulfill the requirements of this course.

**IMPORTANT DATES**

**Due Dates:**

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<tr>
<th>WEEK</th>
<th>Assignment</th>
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<td>WEEK 8</td>
<td>Essay 1</td>
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<td>WEEK 13</td>
<td>Essay 2</td>
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<tr>
<td>WEEK 17</td>
<td>Essay 3</td>
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**Campus-Wide Dates to Remember:**

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<th>Date</th>
<th>Event</th>
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<tr>
<td>Mon 1/5 –Sun 1/11</td>
<td>Open Drop/Add period (with refunds)</td>
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<tr>
<td>Mon 1/19</td>
<td>MLK Holiday: no classes</td>
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<tr>
<td>Tue 9/2</td>
<td>University Writing Center opens</td>
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<td>Fri 2/27</td>
<td>Final Withdrawal Deadline (midpoint)</td>
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<td>Mon 3/16--Fri 3/20</td>
<td>Spring Break: no classes</td>
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<td>Mon 4/20--Fri 4/24</td>
<td>Final Instruction/Exam Week</td>
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**CLASSROOM POLICIES**

**Attendance Policy:** This class moves quickly, and we only meet twice per week. If you miss more than a week of class (i.e. two days) then you will struggle to catch up. As a result, students who miss two weeks of class or more often do not pass the course simply because they cannot make up the work in time, do not understand the assignments, and have fallen far behind their peers.
• An excused absence simply allows you to turn in the late work; it does not guarantee that you will be able to perform as well as your peers who have faithfully attended class each day. Therefore, students who **miss more than two weeks of class (four class meetings) will fail the course** whether or not those absences were excused. Upon the fourth absence from this class, the student should withdraw from the course. If absences occur after the midpoint and were caused by factors in personal or family life beyond control, the student should speak to an advisor regarding a hardship withdrawal.

• Unless an assignment requires special materials that are available only from the instructor, students must be fully prepared on the day he returns to class. The student is responsible for getting assignments from a group member or the instructor.

• Arriving late to class does not earn extra time to complete in-class work.

• Phoned or emailed explanations will not excuse absences; notes from parents, friends, or guardians may be falsified and therefore do not count.

• If you fail to sign the attendance sheet each class day, you are absent.

**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.

• This is the fastest and most reliable way to contact me; for complex questions, allow 24-48 hours before emailing me again. In most cases, I will return your email the same day.

• Email to set up appointments for meeting times: you must make appointments no less than 24 hours in advance. You have not made an appointment until I confirm it.

**Course Den Policy:** I use Course Den regularly as a repository for useful materials, handouts, assignment guidelines, and email. All announcements (cancellations, updates to the course schedule, etc.) will be posted via Course Den. I typically check my email on this account 2 times per week.

• Note that grades cannot be send via UWG email per FERPA guidelines: if you want to know your course grade, you must email me via Course Den.

• **If you have trouble with your Course Den login or account, it is your responsibility to resolve it via ITS in a timely manner.**

**Turnitin.com Policy:** This is the method used in most university writing courses to submit essays and other written work. Essays must be posted before the deadline to receive credit: students will not be able to upload late documents, and I will not accept them regardless of excuses.

• **Do not wait until the last possible moment to upload your document:** students who fail to submit their work on time often cite connectivity issues, a desire for last-minute proofreading, or computer problems. In some cases, there may be genuine difficulties with the site. **If you have trouble with your Turnitin.com login or account, it is your responsibility to contact their support system and/or navigate their FAQ section to resolve the issue.** As a precaution, the system will send a confirmation email when you successfully submit your work: watch for this to ensure you have actually uploaded the document correctly.

**Unexpected Class Cancellations:** In the rare event of inclement weather or some other such dire emergency, I may need to unexpectedly cancel class, post assignments on Course Den, etc. Check Course Den and your UWG email regularly for announcements.
• Even if we cannot meet face-to-face, it is still your responsibility to get the work turned in by the due date. There is no excuse for missed work on a cancelled class day.

Disruptive Behavior: Students should refrain from behavior that disrupts the learning environment of others. Remember that college helps you become a professional, and there is nothing more unprofessional than goofing off instead of advancing your college career. Students who are asked to leave have missed the class discussion and are therefore counted absent for the day. **NOTE:** Keep the UWG Police number in your cell phone. If you encounter an emergency or an unsafe situation on campus, call the Emergency Police Line (678-839-6000).

• Belligerent or violent students will be asked to leave the class. If they refuse, they deal with Campus Police.

• It is rude to arrive late to class or to leave early. If you must leave class early, inform me before class begins. At the designated time, leave the room quietly to minimize classroom disruption. Do not enter the classroom more than 10 minutes after class has begun. By this point, you are absent.
  o Do not come and go throughout the class and do not sleep in class: you are actively wasting everyone’s time by being a distraction. I will ask you to leave and count you absent.

• If you have an emergency and absolutely must answer your phone, inform me before the beginning of class that you are waiting for a phone call (i.e. an impending birth or death). When that call comes, gather your belongings and exit the classroom quietly for the remainder of the class session.
  o Silence cell phones and mp3 players before you enter any classroom. Do not answer your phone, text, surf the web, play games, etc. during class. If your phone rings during a quiz or an in-class essay, you will leave the classroom and earn a zero for that assignment.

• I allow computer use, but only for class-related activities.

• Do not bring children to class. Students and the instructor may use colorful language at times. Bringing children to this environment is distracting and causes unconscious self-censorship that impedes discussion.

Participation: Students are expected to attend each class meet fully prepared for discussion and class activities. This means bringing basic materials to class each day and of course preparing for the day by completing the assigned homework, but it also means taking notes, asking questions, responding to questions from classmates and/or the instructor, and engaging meaningfully with class activities: these are the hallmarks of good students.

• If I suspect that the class has not read sufficiently for class discussions, I will administer pop quizzes until the class begins reading again.

• Students should log in to Course Den to access assignment information, ensure their email is working, and log in to Turnitin.com to be certain they can complete and submit assignments. Students who not regularly access Course Den, respond to email, or access Turnitin.com are not participating fully in the class and will likely fail as a result.

• Note that this class uses group work. A person who shows little interest in class by arriving late and leaving early, not coming prepared for activities, and fiddling with various electronic devices will not likely be a strong candidate for any group (or post-college employment). Respect for your peers is crucial for successful collaboration.

Americans with Disabilities Act: 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 via email by the end of the second full week of class; 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.

TENTATIVE COURSE CALENDAR

Be aware that this represents a tentative schedule and as such is subject to change based on the needs and pace of the class. This is a general plan for the course; deviations may be necessary.

- The following dates are those in which critical assignments are due. However, students must attend all class meetings, not just the ones listed below.

| Week 1 | T 1/6 – R 1/8 | Introduction to the course |
| Week 2 | R 1/13 | Syllabus quiz: bring a print copy of the syllabus to class today |
| Week 4 | T 1/27 | Project 1 due |
| Week 5 | T 2/3 | Essay 1 Proposal due |
| Week 6 | T 2/10 | Project 2 due |
| Week 8 | T 2/24 | Essay 1 due |
| Week 10 | T 3/3 | Essay 2 Proposal due |
| Week 11 | T 3/10 | Project 3 due |
| Week 12 | M 3/16 – F 3/20 | Spring Break: No Classes |
| Week 13 | T 3/24 | Essay 2 due |
| Week 14 | T 3/31 | Essay 3 Proposal due |
| Week 15 | T 4/7 | Project 4 due |
| Week 17 | Final Exam Day* | Essay 3 due (with Annotated Bibliography) |

* Final exams are administered campus-wide April 20 – 24. We will meet during Final Exam Week in our usual classroom. For the purposes of online submission, the final exam day and time is the deadline for all assignments due on Final Exam Day.

1102-114: R. APR. 23rd 8:00AM-10:30AM
1102-116: T. APR. 21st 11:00AM-1:30PM
1102-LCT: T. APR. 21st 2:00PM-4:30PM
1101-31: R. APR. 23rd 2:00PM-4:30PM