Course Description
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
    1. 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.
    2. 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
    1. Continuation of the paragraph development skills required in ENGL 1101.
    2. 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
1. Continuation of ENGL 1101, consistent evidence of sentence variety and control of syntax to achieve clarity.
2. Consistent use of apt and varied diction.
3. Additionally be able to use quotations in sentences while maintaining grammatical correctness and competent punctuation.
4. Demonstrate a command of mechanics, grammar, and usage conventions of Standard Edited English as required in ENGL 1101.
   o Documentation Style
     ▪ Use the MLA style for documenting sources.
   o Technological Objective
     ▪ Demonstrate the ability to use word processing and to find and evaluate electronic resources.

Note: a grade of C or higher is required to pass this course.

**Required Texts and Materials**
1. *Analyze Anything* by Gregory Fraser and Chad Davidson. (ISBN: 978-1441107305)
4. Documentary film: *Waste Land* (2010) – directed by Lucy Walker, Karen Harley and João Jardim. ASIN: B004CJQVQC (You don’t need to own a copy of the film, but you should plan to have it available to you for repeated viewing.)
5. Subscription to *Writer’s Help*, an online writing platform, available through www.writershelp.com or through the UWG bookstore (currently mislabeled as “Writer’s Reference ebook only”).

Note: If you plan to purchase any of these texts online, you are required to have them at your disposal before needing them for class. A delay in shipping or ordering is not an acceptable excuse for not being ready for class.

**GENERAL COURSE STATEMENTS AND POLICIES**

**ACADEMIC SUPPORT**

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services in 123 Row Hall, by calling 678-839-6428, or email: counseling@westga.edu

**Center for Academic Success:** The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

**University Writing Center:** The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

**ONLINE COURSES**
UWG takes students’ privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

HONOR CODE

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. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

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.

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).
Plagiarism and Excessive Collaboration Policy
If a student violates this policy, he/she may receive an F for the assignment or an F for the course (at my discretion).
For more about plagiarism, visit http://www.westga.edu/~engdept/Plagiarism/index.html.

Plagiarism & Academic Honesty:
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. (See also Excessive Collaboration.) 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/)
- Student Uncatalogue: "Rights and Responsibilities"; Appendix J. (http://www.westga.edu/handbook/)

Excessive Collaboration:
By the end of the term, 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 therefore will not be permitted.

Attendance Requirements
Your regular participation in this class is a vital part of its success. You are expected to attend every class session regularly. What we cover in class is what you need to know. If you are absent, it is your responsibility to contact another student for an explanation of what was covered. Each student is allotted up to four absences—no more. Upon the student’s fifth absence, he or she will have two options: 1) withdraw from the class, which will generate a W if done before March 3, 2016—or a WF if after that deadline; or 2) remain on the roll (still attending classes, if so desired) and receive an F for the course/semester. Therefore, if you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: The English Department draws no distinction between excused and unexcused absences.

Other Important Attendance Points:
- Tardies will also be counted as part of the attendance requirements. A student is considered tardy if he/she arrives to class after I do. Note: three tardies will equal one absence.
- Sleeping, texting, or disruptive behavior at any time during the class period will be treated as an absence.
- In case of absence, you are responsible for keeping up with all assignments, readings, and in-class work. I do not make lecture notes etc. available to students who missed class (so please get in touch with a fellow student).
- I can only accept late work if you discussed the issue with me ahead of time. (All exceptions and acceptance of excuses are completely at my discretion.)
- March 3, 2016 is the last day to withdraw with a grade of W (without incurring a WF).

Disruptive Behavior
Students will be dismissed from any class meeting during 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, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above.

Role of 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. The Writing Center is located in the Parkman Room, TLC 1201. Call 678-839-6513. Or visit the Writing Center online: UWG Writing Center.

Library Instruction Sessions
Students enrolled in 1000-/2000-level courses, inexperienced researchers, and students needing refresher classes in basic research are strongly encouraged to sign-up for the basic library instruction sessions and online research sessions. Please visit the links below for further information and scheduling:

  Online Research: [http://www.usg.edu/galileo/skills/](http://www.usg.edu/galileo/skills/)
  Basic Library Instruction: [http://www.westga.edu/~library/nav/stuinstruct.shtml](http://www.westga.edu/~library/nav/stuinstruct.shtml)

Department Paperless Policy
As of 2006, the English Department implemented a "paperless" policy in its classrooms. Therefore, most materials (handouts, assignment sheets, notes, etc.) will be made available online—if possible. Students may print these necessary course documents, including the full syllabus, on their home computers or in the computer labs for individual use.

Paper Format
All out-of-class essays must be submitted according to current MLA format standards. Please see the UWC website for additional information.

Penalties for Late Work
Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the assigned due date, five points (¼ of letter grade) will be deducted from the overall grade of the assignment for each calendar day (not class period) that the work is late. If a student finds it necessary to miss class on a day work is due, the material should be emailed to me the day work is due in order to avoid any penalty.

  Key Points:
  • Essays are late when they are not submitted by the time stated in the prompt.
  • All late essays will be penalized a letter grade per calendar day late (thus 10 points).
  • Essays will not be accepted for grading one week past the deadline or as stated in the prompt.
  • Unless otherwise stated, all writing assignments must be submitted through Turnitin (www.turnitin.com).
  • Technological issues are never acceptable excuses for failing to turn papers in on time.
  • If you arrive to class late and miss a quiz, or if you miss a quiz, workshop, or in-class assignment due to an absence, you cannot make it up.
  • I do not accept assignments sent to me via email.
  • I do not accept any other late work.
  • Failure to submit an essay will result in receiving an F for the course.
Extra Credit and Previous Work
With all of the above in mind, your best method for getting the best grade available to you should be dependent upon your doing all of the essays and work assigned to the best of your ability. Accordingly, remember the following:
  • Do not ask for extra credit. There will be none.
  • Any work completed for another course will not be accepted in this course.

Discussion of Work
I will not discuss an individual’s grade during a class session. Please visit me during my office hours or make an appointment to discuss your work—or other questions you have. For several reasons, I refuse to discuss any work until the day after I have handed back the assignment. This interval gives you the opportunity to look at my comments and to generate specific questions about improving your paper. On your graded papers, you will see my notes in the margins to help you—make sure you read what I’ve written before you come to see me!

Office Consultations
Students who seek help outside of class, either from me or the Writing Center, are usually the most successful. An office consultation, whether it is conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very specific issues, (i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc.) When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to “go over it.” In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down exactly what concerns you, (i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc.) This list will give us some guidelines during our consultation and will help to generate discussion. Be aware that an email asking questions about an essay cannot replace an actual meeting with me during office hours. It is very difficult to respond to your questions and your needs by only responding to an email, especially if your questions are general. I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very specific question that doesn't require an extended discussion.

Other Important Points:
  • I will not proofread an essay for you; that step is part of your writing process.
  • I will not review entire drafts that are emailed to me; instead, you must schedule an appointment during office hours to discuss specific issues with your draft.
  • The official email communication method will be through campus e-mail (MyUWG) or through CourseDen D2L.
  • You remain responsible for checking your MyUWG e-mail regularly.
  • You are also not allowed to meet with me about an essay on the day it is due; thus all office consultations must occur prior to the essay due date.

Scoring and Grading
The following chart will be used when calculating your numerical grade at the end of the semester with regard to letter grades received on out-of-class papers (and I will, at times, split grades to indicate work that falls between two categories. For example, a B+/A- on an out-of-class essay translates numerically to an 89, while an A-/B+ translates to a 91; or for in-class essay, a 3/2 translates to a 82, while a 2/3 translates to a 78).

<table>
<thead>
<tr>
<th>Out-of-class Writing Grade Equivalents</th>
<th>In-class Writing Grade Equivalents</th>
</tr>
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<tbody>
<tr>
<td>Writing Grade</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>A+ = 98</td>
<td>A = 95</td>
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<tr>
<td>B+ = 88</td>
<td>B = 85</td>
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<tr>
<td>C+ = 78</td>
<td>C = 75</td>
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<tr>
<td>A- = 92</td>
<td>B- = 92</td>
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<tr>
<td>B- = 92</td>
<td>C- = 72</td>
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Communication and E-mail Policy and Etiquette
According to university policy and federal law (FERPA), I can only accept and answer emails you send me from either your official West Georgia email account (you can access this remotely through webmail or through “MyUWG”) or your CourseDen account (if applicable to this class). Also, you should follow email etiquette and observe basic rules of politeness and formality in email messages. These rules include

- any message must include an address line (e.g. “Dear Mr. McRae”)
- use polite and appropriate language, as well as reasonably edited prose (i.e. complete sentences, correct spelling, no text-messaging lingo, etc.)
- always sign off your email your name, followed by your class and section number.

Communication and Feedback Expectations
This chart outlines communication protocols for this class.

| Course Email | Contact me primarily via at rmcrae@westga.edu from your MyUWG account. This will allow us to maintain security and keep a credible record for correspondence. However, you may also email me through the CourseDen D2L email account in this course. Note: As per federal law, I cannot respond to emails from any other accounts or addresses. |
| My Response Time to You | For email: If you ask direct questions via email, I will get back with you within one business day (so response times will be longer on the weekend). For graded material: All assignments and quizzes will return to you within one week; essays will return between one and two weeks. |
| Emergencies | If you have an emergency, you can contact me via email. Please explain the nature of the emergency and its application to class. If the emergency is of a technical nature (i.e. can’t log-in to CourseDen, etc.), please contact Distance Education’s Student Support. |
| Communication in General | Online communication takes special consideration. In a professional environment, the use of acronyms and text-message abbreviations in discussions and emails is unwise and unprofessional. Also, be careful what you say to someone on any discussion boards because everyone in the class will see it, and it cannot be retracted! Please abide by netiquette when talking to your classmates online. |

Classroom Etiquette
I expect everyone to be ready to work at the beginning of class. This means in particular having all reading materials assigned for that day on hand and ready to use, as well as any tools for note-taking. You may use laptops, but you may not use wireless connections to surf the Internet or email. Please turn off or silence all cell-phones or other electronic communication devices before class. If you need to leave earlier for whatever reason, you need to let me know before the beginning of class. Sleeping during class will count as an absence for that day. You may bring drinks to class, but no food. Most importantly: Be respectful toward the opinions, ideas, and personal identity of all members of our class.
ASSIGNMENTS AND ASSESSMENT

1. Process Work (10%)
This grade includes class participation, various types of quizzes, peer review workshops, and short writing responses, all of which are based on class discussions and prepare you for the major assignments.

2. Key Skills Assignments (15%)
Following the writing process in Analyze Anything, each assignment must run for at least 250 words and counts for 5% of your final grade (15% total). These assignments prepare you for the first major essay.
   - KSA1: Locate five interesting sign from the novel The Absolutely True Story of a Part-Time Indian and make a reasoned argument detailing which one best passes the VOICE test.
   - KSA2: Write an arresting staging for your chosen phenomenon from the novel, raising your driving theoretical question(s) either explicitly or implicitly.
   - KSA3: Develop one theoretical claim that persuasively answers the question(s) posed in your field of inquiry (with the “sign-signals-significance” model) about the novel. Then compose a reasoned persuasive paragraph designed to substantiate your claim (with the “Three-ied Monster” method of argumentation).

3. Formal Out-of-Class Essays (65%)
These essays must analyze chosen texts and are based on a range of topics from class discussions and texts. Each of the three essays must be 900–1,000 words in length. NOTE: the lowest grade earned will drop, and the remaining two will each count for 32.5% of your final grade (65% total).
   - Essay 1: Three-claim essay based on your chosen phenomenon as developed through the KSAs on Sherman Alexie’s novel The Absolutely True Story of a Part-Time Indian.
   - Essay 2: Three-claim paper (following same skills process as above) based F. Scott Fitzgerald’s The Great Gatsby.
   - Essay 3: Three-claim paper (following same skills process as above) based on the documentary film Waste Land.

   Note: Failure to submit one or more essays will result in a failing grade for the course.

4. Analytical Presentation (10%)
A 3-5 minute presentation (with accompanying one-page outline) on a music video of your choice. This presentation, to be done during the final exam session, will function as an oral essay with visual elements, all of which highlight your analytical skills gained throughout the course. Detailed prompt to be provided closer to the date of the assignment.

CLASS SCHEDULE
The schedule of readings and assignments is available in CourseDen.