

English 1102 – 15

Syllabus for Spring 2016

Instructor: Jade Kierbow Loicano

Office: Pafford 321

Email: jadel@westga.edu (preferred contact method)

Phone: 678-839-4744

Office Hours: 12:30 p.m. - 2:30 p.m. (Monday & Wednesday); 11:00 a.m. - 12:30 p.m. (Tuesday & Thursday); by appointment

Student-Professor E-mail Correspondence: You are welcome to e-mail me with questions, but please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails asking questions that I have covered in class or that you can find on your own (due dates, course policies, etc.). Should you miss class, it is your responsibility to find out what work you missed (by consulting the online syllabus/handouts) and to get the notes from a classmate.

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.

I also ask that you observe standard grammar and punctuation rules when e-mailing me or any other professor. **DO NOT** send e-mails that are in "text speak." This is not an appropriate form of communication outside the realm of sending an actual text.

***Note:** All student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, e-mail is the most efficient way to do so. Also, please be aware that I cannot communicate with your parents; should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

Required Texts:

- *The House on Mango Street*, Sandra Cisneros (novel)

- *Galavant* (television series), "Pilot" (season 1: episode 1) and "Joust Friends" (season 1: episode 2)
- *Supernatural* (television series), "The Monster at the End of this Book" (season 4: episode 18); "The Real Ghostbusters" (season 5: episode 9); "Fan Fiction" (season 10: episode 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).

Required Materials:

- **Journal of the student's choice (examples to be shown during first class meeting)**
- **Mead folder with pockets**

Recommended Texts and Materials:

USB drive for saving and storing various writing assignments

Catalogue 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

- **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**
- **Documentation Style**
- **Use the MLA style for documenting sources**
- **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.

Grading

·	Class participation (discussion, classwork, etc.)	10%
	Quizzes	5%
·	First out-of-class essay	20%
·	Second out-of-class essay	25%
·	Third out-of-class essay	25%
·	In-class essay	15%

Grading Summary with the Letter to Numeric Scale:

In-Class Essay: 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% [In-Class Essay Rubric](#)

Out-of-Class Essay: A+=98%; A=95%; A-=92%; B+=88%; B=85%; B-=82%; C+=78%; C=75%; C-=72%; D+=68%; D=65%; D-=62%; F=50% [Out-of-Class Essay Rubric](#)

COURSE POLICIES

Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.

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 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.

Disability Pledge: 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. 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 678-839-6428.

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).

University of West Georgia 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. 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.

A complete list University-Wide Policies and Procedures can be found at

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

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, click [here](#).

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 & 208.0401 (<http://www.westga.edu/~vpaa/handrev/>)
- Student Uncatalog: "Rights and Responsibilities"; Appendix J. (<http://www.westga.edu/handbook/>)

Excessive Collaboration:

By the end of the term in both ENGL 1101 and ENGL 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 therefore will not be permitted.

Journal Policy: Students are expected to fulfill the journaling portion of this course, meaning they are expected to create and sustain a journal throughout the semester. Journal options will be discussed during first week of class.

Attendance: For classes that meet three times a week, a student is allowed two absences. For classes that meet twice a week, a student is allowed two absences. Arriving late for class counts as 1/2 an absence. Upon the third absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.

**** If withdrawal occurs prior to Thursday, March 3rd, the student will receive a grade of W. If the withdrawal occurs after Thursday, March 3rd, the student will receive a grade of WF. (FYW Department Policy)**

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/>

Basic Library Instruction: <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.

MLA Documentation Policy: The department expects that students learn to cite sources accurately in the MLA style for documentation.

Extra Credit Policy: There will be no extra credit in this class. Grades are earned by the quality of your work, not how much you do.

Late Work and Extension Policy: To receive full credit, essays must be submitted at the beginning of class. Any essay submitted after class will be penalized one letter grade per day. I will not grade any essay submitted later than three days after the due date. In certain instances, a student may be granted an extension period to complete the assignment. These instances must constitute an emergency and the student must discuss the extension period with me at least 24 hours BEFORE the assignment is due.

Make-up Work Policy: Students may not make-up missed quizzes or other in-class assignments unless granted an extension (See above policy).

Recycled Papers: I will not accept recycled papers (papers written for another class) in any form for any reason. Each essay assignment will be uniquely designed for this course and for this reason; it is unlikely that any essay previously written by the student will adhere to the specific guidelines of the essay prompts. In the unlikely

event that the pre-existing paper does correspond with the essay prompt, students are still not allowed to submit it as the final version of his/her essay.

Syllabus: This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus, as will I. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class. You should print off a copy of the calendar section of the syllabus and bring it to class with you every day, so that you may make note of any changes as they occur.

Reading and Assignment Schedule

(***note: all assignments appear in bold font and should be completed BEFORE class on the day listed)

January

T 12 Discuss syllabus, review course themes and expectations

R 14 Begin discussion of active reading (read [The Role of Active Reading](#) and [The Semiotic Iceberg](#) before class)

T 19 Begin discussion of semiotics

R 21 continue discussion; (bring a digital copy of an advertisement with you to class)

T 26 Discuss context for *The House on Mango Street*; [Essay 1 Guidelines; Introduction to the 25th anniversary edition of THMS, titled "A House of My Own"](#)

R 28 Begin discussion for *The House on Mango Street*; (read [Foster on Quests](#) before class)

February

T 2 continue discussion ; (read [Thesis Construction](#), [3 Ied Monster](#), [Stephen King on Passive Voice](#), [Awesome Action Verbs](#) before class)

R 4 finish discussion; thesis workshop in class; (read [MLA Format](#) before class and [Commas, Comma Everywhere](#) before class)

T 9 body paragraph workshop; (bring 2 copies of 3 working body paragraphs – typed and printed)

R 11 rough draft workshop;

T 16 Essay 1 due at the beginning of class

R 18 begin discussion of writing about video as a medium and *Galavant*; (watch both episodes before class; read [Camera Angles](#))

T 23 Continue discussion of *Galavant*; (read Cinema and Misc en Scene before class)

R 25 Continue discussion of *Galavant*; discuss guidelines for [Essay 2](#)

March

T 1 continue discussion

R 3 Finish discussion of *Galavant*; discuss research

T 8 thesis statement workshop;(bring 2 copies of 3 working thesis statements – typed and printed)

R 10 body paragraph workshop;(bring 2 copies of 3 working body paragraphs – typed and printed)

T 15 Spring Break! No Class!

R 17 Spring Break! No Class!

T 22 rough draft workshop;(bring 2 copies of 3 working body paragraphs – typed and printed)

R 24 Essay 2 due at the beginning of class; Begin discussion of *Supernatural* (watch all three episodes before class)

T 29 Continue discussion of *Supernatural*

R 31 discussion of *Supernatural*

April

T 5 Continue discussion of *Supernatural*

R 7 thesis and body paragraph outline workshop;(bring 2 copies of 3 working thesis statements – typed and printed)

T 12 Rough Draft workshop;(bring 2 copies of 3 working body paragraphs – typed and printed)

R 14 Essay 3 and Essay 1 Revision due at the beginning of class; Last day of class: course evaluations; prepare for the Final Exam

Final Exam

Thursday, April 28th from 8:00 a.m. – 10:30 a.m. (bring a large blue book with you to the exam)

