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 and complex analytical essays about written and visual texts. Students must demonstrate advanced competency in critical analysis and interpretation of texts.

**COMMON LANGUAGE FOR COURSE SYLLABI** (June 30, 2015)

Students should review the following information each semester.

**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. 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

**This is a QEP Course.** Clear written communication is important in all disciplines, and increasingly employers are expecting college graduates to be good writers. That’s one reason why UWG is focusing on improving undergraduate student writing across the core. When you hear about the QEP—UWG’s Quality Enhancement Plan—know that what your peers and professors are talking about is WRITING, because we are committed to giving you opportunities across your core curriculum to improve the quality of your writing. Want to know more? Visit the QEP website at http://www.westga.edu/qep/

**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  (6 Hours per week out of class)**

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).

**Departmental Paperless Policy:** As of Fall 2006, our English Department has implemented a “paperless” policy. I will post things on Course Den to download, print, and bring to class. It is your responsibility to check the syllabus and follow through.

**FERPA:** Please be aware that I cannot communicate with your parents unless you complete a FERPA form (available upon request). Should you have concerns about your progress in the course, or any other issues that arise, it’s best that you address them with me personally.

**PER THE BOARD OF REGENTS ALL FACULTY MEMBERS ARE MANDATORY REPORTERS OF SEXUAL MISCONDUCT:** This means that no conversation I overhear, or that we have, is confidential if any sexual misconduct is mentioned. Even if the incident occurred off campus or before you became a student at UWG, or doesn't even involve you personally, I am legally obligated to report the information I hear. To review the policy in full: [http://www.usg.edu/policymanual/section4/policy/C327/](http://www.usg.edu/policymanual/section4/policy/C327/)

**RESOURCES FOR ACADEMIC SUPPORT AND PERSONAL GROWTH**

**ONLINE COUNSELING:** [https://www.westga.edu/student-services/counseling/online-counseling.php](https://www.westga.edu/student-services/counseling/online-counseling.php)

**TRADITIONAL COUNSELING SERVICES:** [https://www.westga.edu/student-services/counseling/appointments.php](https://www.westga.edu/student-services/counseling/appointments.php)

**REPORT AN INCIDENT:** [https://publicdocs.maxient.com/incidentreport.php?UnivofWestGeorgia](https://publicdocs.maxient.com/incidentreport.php?UnivofWestGeorgia)

**HEALTH SERVICES:** [https://www.westga.edu/health/](https://www.westga.edu/health/)

**PEER TUTORING:** [http://www.westga.edu/cas/6024.php](http://www.westga.edu/cas/6024.php)

**SUPPLEMENTAL INSTRUCTION:** [http://www.westga.edu/cas/6083.php](http://www.westga.edu/cas/6083.php)

**LIBRARY:** [http://www.westga.edu/library/](http://www.westga.edu/library/)

**THE WRITING CENTER:** TLC 1201  678-839-6513  Writing@westga.edu  www.westga.edu/~writing

Hours: Monday - Wednesday: 10am-7pm, Thursday 10am-3pm, Friday 10am-1pm

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm  **Writing Center:** M 10-12 and 2-3, Appointments Required
EC 1102 SYLLABUS: Sections 7, 28, 31, 36

1102-07  M/W  12:30-1:45  Humanities 231
1102-28  T/H  9:30-10:45  Humanities 209
1102-31  T/H  11:00-12:15  Calloway 146
1102-36  T/H  12:30-1:45  Calloway 146

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 here. The guidelines, expectations, and grading criteria are clearly outlined, and these will govern the structure of the class. You should keep a hard copy of the syllabus in your class binder and make note of any changes or important questions as they occur.

REQUIRED MATERIALS & TEXTS

1) *The Annotated Uncle Tom’s Cabin* (Novel, 1852)
   Harriet Beecher Stowe, Henry Louis Gates, Jr

   **NOTE:** I’ve asked you to purchase the annotated version by Henry Louis Gates; however, in a pinch you can use this pdf. Please be aware that the essay will require you to use the annotations only available in the book. [http://www.gutenberg.org/ebooks/203](http://www.gutenberg.org/ebooks/203)


2) “Everybody’s Protest Novel” (Essay by James Baldwin):
   Print for your files

3) *A Poetics of Hiroshima* by William Heyen (Collection of Poems, 2008)
   Purchase here or at UWG Bookstore:
   [https://www.amazon.com/gp/offer-listing/0979745055/ref=tmm_pap_used_olp_sr?ie=UTF8&condition=used&qid=&sr=](https://www.amazon.com/gp/offer-listing/0979745055/ref=tmm_pap_used_olp_sr?ie=UTF8&condition=used&qid=&sr=)

4) “Bartleby The Scrivener” by Herman Melville (Short Story, 1853)
   Listen Here: [https://librivox.org/bartleby-the-scrivener-by-herman-melville/](https://librivox.org/bartleby-the-scrivener-by-herman-melville/) (1 hr 30min)

5) Non-Text Materials
   Print Materials from Course Den
   PRINT NOW, File in Notebook: Class Syllabus, Jackson’s Essay Survival Kit, English Comp in 12 Steps, MLA Guides if you do not know MLA Style
   PRINT AS NEEDED: Articles and Stories
   Composition Notebook for in-class writing assignments and notes
   Binder for notebook and printed texts
   Internet and UWG email access ($0)

**NO CELL PHONES:** This classroom is a cellphone-free zone. I may occasionally ask your help finding information online. You may use your electronic devices at that time.

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A NOTE REGARDING PERSONAL AND ACADEMIC RESPONSIBILITY: As UWG students, you accept responsibility, not only for your actions, but for the work that you do; this means that it is up to you to meet deadlines, complete assignments, and accept the consequences when you do not comply with course policies. **Grades are not assigned on the basis of effort, but rather, on the basis of academic performance.** Your final grade will be the result of the grades you earn; I will not give you additional points because you need to pass the course in order to avoid academic suspension or because you may lose a scholarship. Again, I do not round up grades. An 89 is a B. A 79 is a C.

I will be glad to help you and to provide feedback for you as you engage in the writing process, but do be aware that if you choose to see me for help with an essay, you must bring some form of pre-writing with you. In other words, do not meet with me only to tell me that you don’t know what to write about; it’s your responsibility to generate ideas, and then I will help you refine those ideas. In addition, you should not wait until the day before an essay is due to meet with me about it.

English 1102 Course Description:
A composition course focusing on skills required for both effective writing for various rhetorical situations and critical reading of texts, primarily fiction and literature. In writing, students must demonstrate competency in exposition, argumentation, and writing that is strengthened by the use of multiple textual sources.

**Course Goals**
- To extend the skills of expository writing and critical thinking established in English 1101.
- To read, understand, and interpret fiction, drama, and poetry and write analytically about them.
- To understand literary principles and use basic terms important to critical writing and reading.
- To construct essays using textual evidence from both primary and secondary sources.
- General and Specific Learning Outcomes in detail

**Program Goals**
- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness (Core Curriculum learning outcomes I)

**Assessment activities**
- The course will require at least 5000 words of graded writing.
- The course will require no fewer than three out-of-class essay assignments that make use of revising opportunities and are graded according to the Grading Rubric for out-of-class writing.
- The course will require that students earn a passing score (the equivalent of a 2 on the Recommended Grading Scale for In-Class Essays) on at least one in-class essay in order to receive a C in the class. One of the in-class essays may be completed during the final exam period.
- MLA style should be emphasized and required on out of class essays.

**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; this is another form of misrepresenting the truth. In addition, working closely with someone else to the point at which his/her ideas significantly contribute to your paper also constitutes a form of plagiarism known as excessive collaboration.

Regardless of the extent of the plagiarism, students who plagiarize will be given a 0 on the assignment and an automatic F in the course, and may face possible expulsion (Note: This policy extends to cheating on all other assignments as well, including journal entries, quizzes, or other in-class work.). See below for University policies for handling Academic Dishonesty: *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/

**Attendance:** Attendance directly affects your grade. **All absences count**, regardless of your reason for missing class. There is no need to explain absences or provide doctor’s notes. If you are absent when roll is called, you will be noted

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10-12 and 2-3, Appointments Required
as absent. Do not be tardy if you want to be counted present. Attending class is essential to your success. Our essay topics will be discussed and developed in class; your progress and participation grades will come from class work.

You can also think of this as three discretionary absences. After three absences you will receive 0% on your participation grade; after 4 absences you will lose 5% of your process work grade, 10% after five, and upon 6 absences you will receive 0% on your process work grade as well as your participation.

Since you will be required to take the class again if you do not receive a C, it’s in your best interest, financially and personally, to attend all classes and protect your opportunity to complete the class with an A, B, or C. On days when a quiz or writing assignment is completed during class, late arrivals will be asked not to disrupt the progress of present students. They should remain outside the classroom until invited in.

Withdrawal period ends on March 2. If you have already missed three classes by that time (including late arrivals), you are advised to withdraw with a W instead of risking a WF or a failing grade.

MAKEUP WORK: If you miss a quiz or daily class assignment, you may check the blog or ask a classmate for the information. However, no grade will be entered in courseden for that activity on that day. You should complete the work in your notebook for final assessment.

Disruptive Behavior Policy (FYW policy): 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. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above. (Department Policy)

Classroom Decorum: Respect, compassion and support for the class, the instructor, yourself, and your fellow students is critical. Any behavior in opposition to this expectation will result in dismissal from class and be regarded as an absence. Such behaviors include: texting, sleeping, disruptive side-conversations, rude or inappropriate remarks, and general antipathy for the classroom.

All electronic devices (cell phones, ipods, etc.) should be turned off and out of sight during class UNLESS I ask you to assist in looking up an item related to our discussion.

Late Work Policy: Late work will not be accepted. Make-up opportunities may be assigned on a case by case basis, but the easiest and best way to preserve your grade and protect your efforts is to turn in your work on time.

Protocol for out-of-class essays: All final essays will be delivered via Course Den Drop Box.

Pre-writing: For each of your out-of-class essays, you are required to turn in pre-writing assignments, each of which will contribute to your final grade. You have the option of submitting pre-writing early for feedback. Please schedule an office visit to submit and discuss your pre-writing.

Rough Drafts: Students who do not have acceptable drafts will be dismissed from class and counted absent. For each of your out-of-class essays, you are required to turn in multiple rough drafts. Your rough drafts will be graded on the basis of completion, not content. Draft One of each assignment may be handwritten. Draft Two and any subsequent drafts must be typed and printed. Draft workshops will vary according to class needs.

Student-Professor Email correspondence: You are welcome to email me with any questions, and you may also email your thesis statement to me if you’d like feedback. While I’m happy to help via email, please do not abuse this privilege (i.e. re-sending thesis statements multiple times with changes made according to my suggestions). Likewise, do not send emails 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 course calendar, a classmate, course den). Do not, however, ask me; I will be planning our

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next class. *Note: All student-professor email correspondence must take place via your myUWG account; likewise, if you need to reach me outside of class and/or office hours, email is the most efficient way to do so.

Grading: All out-of-class essays will be graded according to the department’s shared grading rubric for ENGL 1102. We will discuss the grading rubric in class, so you will be familiar with the criteria. All out-of-class essays must be typed and formatted according to MLA style guidelines.

In the second week of the semester, you will complete an introductory essay for feedback; this will enable me to let you know if your pattern of error requires attention outside of class. It will be your responsibility to seek that help, either via an appointment with the Writing Center, Smart Thinking, or Academic Counseling. Your final grade will be the result of the grades you earn, calculated according to weights assigned to each category. Your grades are not based on how much work you do, but on the quality of the submitted essays.

IMPORTANT: I give only 5 grades: A, B, C, D, F. I do not round up. An 89 is a B, and a 79 is a C.

Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>(Lost with 4th absence)</td>
</tr>
<tr>
<td>Process and Diagnostic Work</td>
<td>20%</td>
<td>(Lost with each subsequent absence: 5th, 6th, 7th, 8th)</td>
</tr>
</tbody>
</table>

(Late papers are not accepted. Plagiarized, Recycled or Collaborated papers receive a 0.)


Plagiarism Exemplified: [https://drive.google.com/drive/folders/0BycRKttSSms-ZHA1OUJoVXJiaUU](https://drive.google.com/drive/folders/0BycRKttSSms-ZHA1OUJoVXJiaUU)

OVERVIEW OF MAJOR ASSIGNMENTS:

**Essay #1, 2-3 Pages:** “What Academic Discipline, Class Etiquette, Critical Thinking, and Analytical Inquiry Mean to Me.” : 5% A self-directed exploration of academic integrity. Use three outside sources and MLA style with in-text citations and a Works Cited page. Independent research required. DUE: FRIDAY Jan 20

**Essay #2, 3 Full Pages: Uncle Tom's Cabin:** 20%
Select a prompt from the prompts offered in class. Independent research required. DUE: FRIDAY Feb 17

**Essay #3, Literary Analysis of Selected Poem(s) from A Poetics of Hiroshima:** 20%
MORE than 3 Full Pages. Independent research as needed to support your claims. [https://owl.english.purdue.edu/owl/resource/697/1](https://owl.english.purdue.edu/owl/resource/697/1) DUE: FRIDAY March 17

**Essay #4, MORE than 3 FULL Pages:** 20%
Analysis of “Bartleby the Scrivener.” Prompt will be developed and discussed in class. DUE: FRIDAY, April 21

**Please note: Out-of-Class essays are due to Course Den Drop Box before 10 pm.**

A midterm and a final exam will be offered for students who wish to improve their essay grades. Students will be asked to bring Essay 2 for midterm and Essay 3 for the final to revise key essay components. All changes should be annotated and explained.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
RUBRICS
Rubric for All EC 1102 Essays

To earn a “C” on essay #3, a student must
1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines; likewise, parenthetical citations and Works Cited page should adhere to MLA style with no major errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the assigned topics.
2. Posit a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised primarily of textual analysis in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond the surface level.
3. Present a well-organized essay:
   a. Essay should contain introductory and conclusion paragraphs of adequate length and appropriate tone.
   b. The majority of body paragraphs should provide supporting evidence and accompanying analysis, with few in need of further elaboration.
   c. Paragraphs should contain topic sentences and/or transitions.
4. Maintain a tone appropriate for the audience:
   a. Essay should not contain colloquialisms or excessively informal language.
   b. Essay should not rest on personal opinion.
5. Be able to construct grammatically sound paragraphs with no pervasive pattern of grammatical errors that would undermine basic sentence-level coherence.

To earn a “B” on essay #3, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via concrete thesis statement focusing on a sophisticated analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Have no distracting pattern of error and no more than two major grammatical errors.
5. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

To earn an “A” on essay #3, a student must
1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay.
5. Have very few grammatical errors, none of which interfere with coherence.
6. Display marked improvement with respect to errors marked on previous essays/graded writing.

A “D” grade results from
1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting).
2. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
3. A pervasive pattern of minor errors that undermines sentence-level coherence.
4. A pattern of repeated errors marked on previously graded work.

An “F” grade results from Failure to adhere to basic assignment requirements.
    Or Two or more of the faults listed under “D.”

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Grading for Class Participation (from: https://www.cmu.edu/teaching/designteach/teach/rubrics.html)

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
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<tbody>
<tr>
<td><strong>Frequency and Quality</strong></td>
<td>Attends class regularly and always contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives</td>
<td>Attends class regularly and sometimes contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but rarely contributes to the discussion in the aforementioned ways.</td>
<td>Attends class regularly but never contributes to the discussion in the aforementioned ways.</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTES**

- This schedule is subject to change in order to accommodate the progress of the class. Changes will be discussed in class as needed. You are responsible for checking and updating the syllabus on a regular basis.

- Because we will read selections from our texts during class discussions, you should bring the work we are discussing to class; failure to do so will affect your participation and process grades. In some cases you may be required to print the text.

- Any use of cell phones or personal electronics at any time during class is discouraged and directly affects your grade. I do not want to see your cell phone unless I ask you to look something up. Put it away.

- All students are expected to participate in class discussions and draft workshops. Failure to do so will affect your participation grade.

- Attendance and classroom behavior directly affect your grade.

- Students will be required to take notes. Notebooks will be reviewed and will impact your grade.

- Students who plagiarize in any way including excessive collaboration, recycled papers, or failure to cite material or intellectual property will receive a 0 on the assignment in question and will fail the class. Plagiarism: Using the words and/or ideas of another without properly giving credit to the source(s). It should be noted that unintentional plagiarism is still plagiarism. In addition to obvious methods of plagiarism such as intentionally representing someone else’s words as one’s own, other acts such as "making up" sources, turning in work done in fulfillment of another course, or receiving excessive assistance are all forms of academic dishonesty, and subject to the penalties for plagiarism. [http://www.westga.edu/writing/index_153.php](http://www.westga.edu/writing/index_153.php)

- Final Essays will be due to Course Den Drop Box. Printed copies of drafts may be required for draft workshops. I use plagiarism software, such as Turnitin, to check your work.

- Reading the assigned material is essential to your success in class.

- Final grades will be posted to BanWeb; no grades will be given via telephone or e-mail.

- I can explain the assignment to you, but I can not understand it for you. Confusion is not an excuse for inaction. Understanding emerges from participation in the writing process. Come to me with specific questions AFTER you have completed several pages of free writing and exploration, but do not tell me you are confused. We will call this “Rule 42” in honor of Douglas Adams and his novel Hitchhiker’s Guide to the Galaxy.

**Office:** Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm **Writing Center:** M 10-12 and 2-3, Appointments Required
Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
Dickson Jackson, EC 1102  Course Calendar

YOU WILL HAVE A LOT OF READING AND PREP OUTSIDE OF CLASS. (Expect 6 Hours per Week)

**IMPORTANT DATES**
- Open drop: 1/7-1/11
- Open add: 1/7-12
- MLK: Mon., 1/16
- Faculty Roster verification 1/19-23
- W date: Thurs., March 2
- March 20-25 Spring Break
- April 4 Honors Day (cancel afternoon classes)
- May 1 Classes End
- May 2 Reading Day
- May 11 Graduation
- May 15 Grades Due

**GENERAL CLASS CALENDAR, SUBJECT TO CHANGE TO ACCOMMODATE CLASS PROGRESS**

<table>
<thead>
<tr>
<th>Week One</th>
<th>Syllabus Review</th>
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<tbody>
<tr>
<td>Jan 9-12</td>
<td>Diagnostic Essay Assigned (5% of Grade) 3 full content pages</td>
</tr>
<tr>
<td></td>
<td>“What Academic Discipline, Class Etiquette, Critical Thinking, and Analytical Inquiry Mean to Me.” Use three credible academic sources to support your claims. MLA Style with In-text Citations and Works Cited. Will not be graded or receive credit until all criteria are met. All sources must be properly cited and given credit in the text and in the Works Cited. Read The First 100 Pages of <em>Uncle Tom’s Cabin</em></td>
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<tr>
<th>Week Two</th>
<th>MLK Day Monday</th>
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<tbody>
<tr>
<td>Jan 16-19</td>
<td>In Class Discussion - Literary Terms and Understanding Genre</td>
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<td><a href="https://owl.english.purdue.edu/owl/resource/575/01/">https://owl.english.purdue.edu/owl/resource/575/01/</a></td>
</tr>
<tr>
<td>ESSAY 1 DUE</td>
<td>Weekly Writing: Annotate the Annotations</td>
</tr>
<tr>
<td></td>
<td>Diagnostic Essay Due Friday by 10pm – (Course Den Drop Box) 5%</td>
</tr>
<tr>
<td></td>
<td>Read the next 100 pages of <em>Uncle Tom’s Cabin</em></td>
</tr>
<tr>
<td></td>
<td>Essay 1 Due: 5% FRIDAY JANUARY 20 by 10 pm</td>
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<tr>
<th>Week Three</th>
<th>Present Abstract of Diagnostic Essay (E1) to Class</th>
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<tr>
<td>Jan 23-26</td>
<td>Read “Everybody’s Protest Novel”</td>
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<tr>
<td></td>
<td>Weekly Writing: James Baldwin/HLG, Jr</td>
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<tr>
<td></td>
<td>In class discussion, Close Reading:</td>
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<td></td>
<td><a href="https://owl.english.purdue.edu/owl/resource/616/01/">https://owl.english.purdue.edu/owl/resource/616/01/</a></td>
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<tr>
<td></td>
<td>Read next 100 pages of <em>Uncle Tom’s Cabin</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Four</th>
<th>Weekly Writing: The Rhetoric of HBS Negotiations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 30-Feb 2</td>
<td>In class discussions: Thesis Statement or Topic Sentence Workshop</td>
</tr>
<tr>
<td>Essay Organization: <a href="https://owl.english.purdue.edu/owl/owlprint/724/">https://owl.english.purdue.edu/owl/owlprint/724/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finish <em>Uncle Tom’s Cabin</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Five</th>
<th>In Class discussions: Revision and preparing to submit your work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 6-9</td>
<td>Composite Paragraph Workshop</td>
</tr>
<tr>
<td></td>
<td><a href="https://owl.english.purdue.edu/owl/resource/635/1/">https://owl.english.purdue.edu/owl/resource/635/1/</a></td>
</tr>
<tr>
<td></td>
<td>In Class Writing Assignment: My plan for revision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Six</th>
<th>Read A Poetics of Hiroshima</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 13-16</td>
<td>In Class Discussion: Close Reading and analysis of Poetry, Mountain of Notes</td>
</tr>
<tr>
<td>Assignment:</td>
<td>Select a poem from PoH to present to the class; craft an introduction discussing what about the poem appeals to or engages you</td>
</tr>
<tr>
<td>ESSAY 2 DUE</td>
<td>Essay 2 Due: 20% FRIDAY FEBRUARY 17</td>
</tr>
</tbody>
</table>

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm  Writing Center: M 10-12 and 2-3, Appointments Required
<table>
<thead>
<tr>
<th>Week Seven</th>
<th>Present poems and intros (Process Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 20-23</td>
<td>Discussion and Prep</td>
</tr>
<tr>
<td></td>
<td>Analyzing a Poem - How are they different -- compression, efficiency, figurative language</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Draft Due: Essay 3</td>
</tr>
<tr>
<td>Feb 27-March 3</td>
<td><a href="https://owl.english.purdue.edu/owl/resource/588/03/">https://owl.english.purdue.edu/owl/resource/588/03/</a></td>
</tr>
<tr>
<td></td>
<td>Thesis Statement/Topic Sentence/Composite Paragraph Workshop</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Midterm Review and Revision Opportunity</td>
</tr>
<tr>
<td>March 6-9</td>
<td>Revise essay 2 in class (Must use Blue Book and Marked Copy of Essay from Course Den)</td>
</tr>
<tr>
<td>MIDTERM REV. ESSAY 2</td>
<td></td>
</tr>
<tr>
<td>Week Ten</td>
<td>In Class Discussion and Workshops</td>
</tr>
<tr>
<td>March 13-16</td>
<td>Thesis Statement/Topic Sentences/Composite Paragraph/ Peer Review</td>
</tr>
<tr>
<td>ESSAY 3 DUE</td>
<td>Essay 3 Due to Course Den Friday MARCH 17 by 10 pm</td>
</tr>
<tr>
<td>March 20-23</td>
<td>Read “Bartleby the Scrivener”</td>
</tr>
<tr>
<td></td>
<td>SPRING BREAK!</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Class Discussion-- Melville, Historical Context, How is it different?</td>
</tr>
<tr>
<td>March 27-30</td>
<td>In Class - complete at home Mt of Notes</td>
</tr>
<tr>
<td></td>
<td>Essay 4: Discuss BtS through Marxist Literary Theory or Alternative Prompt</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Draft Due: Essay 4</td>
</tr>
<tr>
<td>April 3-6</td>
<td>Peer Review- Thesis statement/Topic Sentence/Composite Paragraph workshop</td>
</tr>
<tr>
<td></td>
<td>TUESDAY April 4 Classes Cancelled for Honors Day</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Peer Review- Thesis statement/Topic Sentence/Composite Paragraph workshop</td>
</tr>
<tr>
<td>April 10-13</td>
<td><a href="https://owl.english.purdue.edu/owl/resource/635/1/">https://owl.english.purdue.edu/owl/resource/635/1/</a></td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>In Class Discussion and Workshops</td>
</tr>
<tr>
<td>April 17-20</td>
<td>Prepare final revisions</td>
</tr>
<tr>
<td>ESSAY 4 DUE</td>
<td>Essay 4 Due Friday April 21</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Prepare for Final Exam</td>
</tr>
<tr>
<td>April 24-27</td>
<td>Revise Essay #3</td>
</tr>
<tr>
<td></td>
<td>In Class with Blue Book and Marked Copy of Essay from Course Den</td>
</tr>
</tbody>
</table>

**Week 16 FINAL EXAMS MAY 3-9**


**Monday/Wednesday Class Periods**

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Exam Time</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30-1:45 classes</td>
<td>Wednesday, May 3, 11:00 -1:00 pm</td>
<td>1102-07</td>
</tr>
</tbody>
</table>

**Tuesday/Thursday Class Periods**

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Exam Time</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:45 classes</td>
<td>Thursday, May 4, 8:00-10:00 am</td>
<td>1102-28</td>
</tr>
<tr>
<td>11:00-12:15 classes</td>
<td>Tuesday, May 9, 11:00-1:00 pm</td>
<td>1102-31</td>
</tr>
<tr>
<td>12:30-1:45 classes</td>
<td>Thursday, May 4, 11:00-1:00 pm</td>
<td>1102-36</td>
</tr>
</tbody>
</table>

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