Office Hours, Office Location, and Contact Information
Office Hours: W 2:00-4:00 pm  
Writing Center Hours: W 11:00-2:00 pm  
Virtual Office Hours: M 9:00-12:00 pm & 1:00-3:00 pm  
Office Location: Pafford 304-J  
Contact Information: tpayne@westga.edu

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.

Course Goals
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.

Program Goals
- 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.

- 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.

**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.

The University Writing Center works with students and other members of the UWG community to improve writing skills.

**What We Do:**
Discuss ideas, read drafts, and work through revisions of essays; we do not proofread MLA, APA, Chicago/Turabian, and other citation formats.

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

**Hours:**
Monday, Tuesday, Wednesday: 10:00 a.m. – 7:00 p.m.
Thursday: 10:00 a.m. – 3:00 p.m.
Friday: 10:00 a.m. – 1:00 p.m.

**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.

**Academic Dishonesty Policy**

**Plagiarism**
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.

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 Uncatalog: "Rights and Responsibilities"; Appendix J.
http://www.westga.edu/handbook/

**Excessive Collaboration**

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.

**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).

**Required Texts**
- *The Art of the Lathe*, Fairchild  
  188295161
- *Slaughterhouse-Five*, Vonnegut  
  9780385333849
- *Fight Club*, Fincher

**QEP Courses**
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/](http://www.westga.edu/qep/).

**Attendance**
For classes that meet twice a week, a student is allowed three absences. Arriving late for class counts as 1/2 an absence. After 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.

**Policy on Missed Exams and Coursework**
I do not offer make-up exams except in the case of a medical or family emergency (see Attendance Policy “Making up missed work”). I will however, let you take an exam early only if you have cleared this with me beforehand and provide a compelling reason for doing so. All papers are due as indicated on the syllabus. There will be a 10 point deduction for every day the paper is late.

**Extra Credit Opportunities**
There will be no extra credit assignments offered in this class.

**Online Class Protocol**
If I have to cancel class because of an emergency illness or if severe weather causes a class cancellation, please look on our Blackboard Learn page for instructions. You may need to add to a class discussion board, do a peer review, or upload some kind of assignment to keep us on track for the semester.
**Mandatory Reporting**
The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link here. As of July 1, 2016, all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus. Here is the UWG Title IX website.

What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

<table>
<thead>
<tr>
<th>Mandatory Reporting</th>
<th>Mandatory Reporting</th>
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<tbody>
<tr>
<td><strong>University Police</strong> 678-839-6000</td>
<td><strong>Counseling Center</strong></td>
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<tr>
<td>(96000 on campus)</td>
<td>Location: 123 Row Hall</td>
</tr>
<tr>
<td></td>
<td>Office Hours: Monday-Friday, 8:00 AM-5:00 PM</td>
</tr>
<tr>
<td></td>
<td>Tel: (678) 839-6428 (after hours call UWG Police)</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:Counseling@westga.edu">Counseling@westga.edu</a></td>
</tr>
<tr>
<td><strong>Health Services</strong> 678-839-6452</td>
<td><strong>Patient/Victim Advocates</strong> 678-839-0641; 678-839-5338</td>
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<td>(after hours 678-839-6000)</td>
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**Americans with Disabilities Act**
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 Accessibility Services in 272 Parker Hall.

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 Accessibility Services at the University of West Georgia.

**Classroom Decorum**
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. A verbal warning (and a follow-up email) will be issued before a student is dismissed from class.
Also, this is a writing intensive course, and, as such, workshopping your writing will be crucial to your success in this class. Class workshops are not designed to embarrass students but should provide valuable group assessment that enhances not only your writing but the class’s writing as a whole. No one comes into any English class a flawless writer, and we all have something to learn.

**Grading**
- Participation (homework, classwork, etc.) 10%
- Quizzes 10%
- Paper One 20%
- Paper Two 25%
- Paper Three 25%
- Presentations 10%

**Major Assignments**
Paper One: Analysis  
Due: 2/9  
Length: 3 full pages (20% of your total class grade)

Paper Two: Informative Synthesis  
Due: 3/16  
Length: 4 full pages (25% of your total class grade)

Presentations  
Starting 4/13  
(10% of your total class grade)

Paper Three: Research Paper  
Due: 4/27  
Length: 5 full pages (25% of your total class grade)

**Class Calendar**  
*All assignments are due for the class meeting in which they appear.*

**Week 1**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>1/10</td>
<td>First day of class. Hand out syllabus. Class introductions.</td>
</tr>
<tr>
<td>W</td>
<td>1/11</td>
<td>Open Drop ends at 4:00 pm.</td>
</tr>
<tr>
<td>R</td>
<td>1/12</td>
<td>Read Paper One Prompt. MLA review. How do we read poetry? Open Add ends at 4:00 pm.</td>
</tr>
</tbody>
</table>

**Week 2**
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17</td>
<td>T</td>
<td>“Body and Soul,” “Old Men Playing Basketball,” and “Airlifting Horses.”</td>
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**Week 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/24</td>
<td>T</td>
<td>“Song,” “Thermoregulation in Winter Moths,” and “A Model of Downtown Los Angeles, 1940”</td>
</tr>
<tr>
<td>1/26</td>
<td>R</td>
<td>“Beauty” (CD): Discussion Board Post &amp; Two Responses.</td>
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**Week 4**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1/31</td>
<td>T</td>
<td>Thesis Workshop. (CD): Read over “Citation Packet.” Bring to class. (CD): Post at least three possible thesis statements before class. Bring to class.</td>
</tr>
<tr>
<td>2/2</td>
<td>R</td>
<td>Body Paragraph Workshop. (CD): Post at least three body paragraphs before class. Bring to class.</td>
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**Week 5**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/7</td>
<td>T</td>
<td>Rough Draft Workshop. (CD): Post your rough draft before class. Bring to class.</td>
</tr>
<tr>
<td>2/9</td>
<td>R</td>
<td>Paper 1 Due. Read Paper Two Prompt.</td>
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**Week 6**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/14</td>
<td>T</td>
<td>Vonnegut: Chs. 1-4</td>
</tr>
<tr>
<td>2/16</td>
<td>R</td>
<td>Vonnegut: Ch. 5 (CD): Discussion Board Post &amp; Two Responses.</td>
</tr>
</tbody>
</table>

**Week 7**

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<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/21</td>
<td>T</td>
<td>Vonnegut: Chs. 6-10</td>
</tr>
<tr>
<td>2/23</td>
<td>R</td>
<td>Scholarly Research Crash Course (CD): Read over Annotated Bib Prompt.</td>
</tr>
</tbody>
</table>

**Week 8**
T 2/28 (CD): Annotated Bib 1 (two entries).
R 3/2 (CD): Annotated Bib 2 (two entries).
   Last day to withdraw with a W.

Week 9

T 3/7 Thesis Workshop.
   (CD): Post at least three possible thesis statements before class. Bring to class.
   (CD): Post at least three body paragraphs before class. Bring to class.

Week 10

T 3/14 Rough Draft Workshop.
   (CD): Post your rough draft before class. Bring to class.
R 3/16 Paper 2 Due. Read Paper Three Prompt.

Week 11

T 3/21 Spring Break: No Classes.
R 3/23 Spring Break: No Classes.

Week 12

R 3/30 Brainstorming Session.
   (CD): Discussion Board Post & Two Responses.

Week 13

T 4/4 Scholar’s Day/Honor’s Day: No Classes.
R 4/6 (CD): Annotated Bib 1 (two entries).

Week 14

T 4/11 (CD): Annotated Bib 2 (two entries).
   Sign-up for presentations.
Week 15

T  4/18  Presentations
   (CD): Post at least three possible thesis statements before class.

R  4/20  Presentations
   (CD): Post at least three body paragraphs before class.

Week 16

T  4/25  Presentations
   (CD): Post your rough draft before class.

R  4/27  Paper Three Due. No class.

Finals Week

Enjoy the break.