University of West Georgia
English 1102 (English Composition II); Spring 2017
Monday/Wednesday
Sections: 14: 2:00-3:15 (TLC 1109); 18: 3:30-4:45 (TLC 1116)

Instructor: Laura McKee
Email: lmckee@westga.edu
Office phone: 678-839-4965
Office Hours: (TLC 1112C): Appointments are strongly encouraged. Please email me at least twelve hours in advance to schedule a meeting.

Mon & Wed: 8:30-9:30 AM & 1:30-2:00 PM (in-person drop-in & by appt.)
Tues.: 10:00-11:00 AM & 2:15-3:15 PM (in-person drop-in & by appt.)
Writing Center Hours: Tues: 11:00-2:00 PM (TLC 1201: must call 678-839-6513 to make with me during this window)
Thurs: 2:00-4:00 PM (electronic & phone meetings by appointment only during this time.)

Required Texts:
2) Salvage the Bones, Jesmyn Ward, Bloomsbury, 2011. ISBN: 978-1-60819-626-5 (cover price: $15.00)
3) Misc. readings to be posted in Course Den (it is your responsibility to print these for class discussion; budget: $10-15)
4) Fight Club (film), directed by David Fincher, 1999 (streaming, downloaded, or DVD versions fine. You just need a copy you can watch multiple times during Unit 3)
5) Mad Max: Fury Road (film), directed by George Miller, 2015 (streaming, downloaded, or DVD versions fine. You just need a copy you can watch multiple times during Unit 3)

Materials Needed for Class:
1) Notebook for lecture and discussion notes
2) Folder for class handouts & readings printed from Course Den
3) Pencil, pen, stapler (I won’t provide stapler; recommend purchasing small, travel-size stapler.)

Section Specific Description: In this class we will analyze various representations of gender and violence, specifically looking at how various poems, stories, essays, and films explore, question, and disrupt traditional binaries of masculine/feminine, aggressor/pacifist, hero/villain, and victim/perpetrator in narratives of violence.

General 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:** 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.

**Important Information on University Policies, Honor Code, & ADA:** Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change:

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

**Email Policy:** Please email me only from your UWG account. Though I will often reply much sooner, please allow 24 hours for a response during the week (48 hours over the weekend), before sending a follow-up email. Email is another opportunity to practice good writing techniques—always include a greeting (Dear, Hello, Hi Ms. McKee) and a closing with your name. Also, be sure to proofread for clarity, spelling, and grammar. Remember: well-written, courteous emails will get you far in life, and are MUCH more likely to receive prompt replies.

**Attendance/Lateness Policy:** You may miss class up to 3 class sessions without penalty, no questions asked. Use these days wisely. After the 3rd absence, you MUST provide documentation (doctor's note, death of immediate family member, legal reason etc.) Missing class for work, transportation issues etc. are NOT excusable absences. This is why you should use your freebies wisely over the semester. **For every unexcused absence after the initial 3 freebies, 10 points will be deducted from your final participation grade.** Arriving late or leaving early will count as a ½ absence. If you miss class, you need to check Course Den for any important announcements or adjustments to the syllabus.

**Disruptive Behavior 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 Paperless Policy:** As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

**Plagiarism & Excessive Collaboration Policy:** 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:

https://www.westga.edu/academics/coah/english/department-plagiarism-policy.php
By the end of the term in both ENGL 1101 and 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.

**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. For more information, visit the Writing Center online at [http://www.westga.edu/writing](http://www.westga.edu/writing).

**Laptop Policy/Cell Phone Policy:** You are allowed to use laptops to take notes and for in-class writing exercises. However, you may only have word processing programs open during class (i.e. Word)—in other words—**absolutely no Internet usage during class.** Be honest with yourself—if you can’t resist the temptation to check email or Facebook, don’t use your laptop or have your cell phone in sight. (Violations will significantly impact your participation grade.)

**Cell phone use is NOT allowed in class.** Please make sure your cell phones are silenced and put away before class begins. Failure to do so will impact your participation grade as above. This includes, texting, email, surfing the web, or taking photos in class (not allowed without instructor permission. See additional info. under Taking Notes below). If you’re looking at your lap, I pretty much assume you’re texting.

**Quizzes & Homework Checks:** Quizzes will consist of both scheduled and pop quizzes; homework checks will generally be unannounced. **Pop quizzes and homework checks can, under no circumstances, be made up.** This is another reason it is absolutely imperative you come prepared to every class and that you attend regularly. I will, however, drop your lowest quiz/homework grade at the end of the semester.

**Taking Notes:** Learning to take comprehensive detailed notes is an absolutely critical skill for your college years. You are expected to take notes throughout every class session, and your notes should include key points and ideas raised in our conversations about the texts as well as my lectures and visual presentations. If you miss class for any reason, it is your responsibility to obtain a set of notes from a classmate—I do not provide my students with my lecture notes, nor do I post lectures on Course Den. It’s fairly easy to record notes from Power Point presentations, but you need to practice synthesizing and summarizing information transmitted through spoken lectures and class discussions as well. That said, if you ever need an idea or concept repeated or clarified, don’t be afraid to ask!

**Submitting Assignments:** All formal, written assignments should be submitted in hardcopy to me at the beginning of class on the due date. **In addition to a hardcopy, an electronic copy of each of the three major essays must be uploaded to Course Den by the due date.** (Emailed files will NOT be accepted.) All assignments should be double spaced in a 12-point plain font (i.e. Times New Roman), and follow MLA formatting guidelines.

Late Assignments/Extra Credit: **5 points will be deducted for every day late** (unless for an excused absence with written documentation—see above). Don’t miss class because you haven’t finished an assignment—you don’t want to fall further behind by missing class, and you’ll receive the deduction either way. Keep in mind, however, that I will not accept assignments more than 7 days late. **No exceptions.** On occasion, I will offer extra credit opportunities for students who volunteer their writing for class discussion/group workshop. However, in general, no extra credit will be offered.

**Drafts and Draft Workshop:** Because writing is a process, each of the formal writing assignments will build from syllabus readings, class discussions, in-class writings, and draft workshops. Draft workshops are peer review groups which allow you an opportunity to receive feedback during the final stages of revision as well as to practice your own critical reading and editing skills. These are crucial class sessions to attend. **Rough drafts will be submitted at the end of workshop days (in class) and will count as a quiz grade.**

**Revision:** As revision is one of the most effective ways to improve as a writer, you will have the option (not mandatory) to revise the first paper. If you choose to accept the revision option, you will need to carefully review my comments on your graded paper and **address all of the areas noted in need of improvement.** Revisions also must be submitted with a detailed set of revision notes. I will NOT accept any revision without a complete set of notes. Only revised papers that merit a higher
grade will receive one. If you do receive a higher grade on your revision, I will average the two grades (i.e. if you received a 70/C- on your paper and an 80/B- on your revision, you will receive a 75/C for your final grade). Revisions must be submitted within one week (along with the original, graded copy) of receiving your graded paper.

**Grading Scale:** A 90 – 100 (Excellent); B 80 – 89 (Good); C 70 – 79 (Fair); D 60 – 69 (Poor); F below 60 (Failure)

**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%
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%

**Assessment Tools:** You must complete all three essays to pass this class

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<thead>
<tr>
<th>Assignment/Assessment Tool</th>
<th>Description</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Thoughtful participation in classroom and small group discussions as well as completion of in-class writing exercises, regular attendance, and arriving to class on time. <strong>Most importantly, always come to class having completed all syllabus reading and assignments for that day. (Assignments are due the day listed)</strong></td>
<td>5%</td>
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<tr>
<td>Essay 1 (Explication/Response to <em>Winter's Bone</em>)</td>
<td>1200 words (4 pages)</td>
<td>25%</td>
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<tr>
<td>Essay 2 (Literary Analysis of <em>Salvage the Bones</em> with Secondary Sources)</td>
<td>1500 words (5 pages)</td>
<td>25%</td>
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<tr>
<td>Essay 3 (Thematic Analysis of Multiple Texts, including films, with Research)</td>
<td>1800 words (6 pages)</td>
<td>30%</td>
</tr>
<tr>
<td>Annotated Bibliography (in preparation for Essay 3)</td>
<td>1000-1500 words (Summary &amp; evaluation of 5 sources from research for Essay 3)</td>
<td>5%</td>
</tr>
<tr>
<td>Quiz/Homework Average</td>
<td><strong>Pop Quizzes &amp; homework checks can not be made up.</strong> This is another reason regular attendance is crucial. I will, however, drop your lowest grade from this category at the end of the term.</td>
<td>10%</td>
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Course Schedule: (Assignments and readings are due the day listed)

JANUARY

Unit 1: Violence & Survival

Week 1
Mon./1-9: Introduction to course, syllabus, & class procedures

Wed./1-11: Intro to Literary Analysis, Reading for Structure; Complexity & Economy of Figurative Language, Critical Reading Strategies
Read: (In-class Poetry handout)

Week 2
Mon./1-16: MLK Day; NO CLASS

Wed./1-18: Poetry ctd., The elements of fiction
Read: Poetry handout 2 & Alice Walker’s “Everyday Use”
Due: Analysis homework of figurative language in “Everyday Use”

(**Make sure you have started reading Winter’s Bone by this week. We will discuss the book in its entirety (200 pages) during weeks 3 &4 and there will be reading quizzes for each section which will count as a significant portion of your overall quiz grade.)

Week 3
Mon./1-23: Poetry ctd.; Paraphrasing & Quoting; Grammar Review: Sentence Structure & Punctuation
Read: Molly Antopol’s “My Grandmother Tells Me This Story” (Course Den)
Due: Analysis homework of “My Grandmother Tells Me This Story”

Wed./1-25: Intro to Paper 1; Review of Paragraph Structure for Academic Writing
Read: Part 1: Winter’s Bone (pages 1-114)
Due: Study Guide Part 1

Week 4
Mon./1-30: Using supporting evidence/quoting; Review MLA format (in-text citations; works cited); Developing Essay 1, Establishing Importance of topic
Read: Part 2: Winter’s Bone (pages 115-193)

FEBRUARY

Wed./2-1: Winter’s Bone ctd.; Developing thesis and introductory paragraph
Read: Review of Winter’s Bone (Course Den)
**Week 5**

**Mon./ 2-6:** Developing Essay 1, Review of argument body paragraphs (claims, evidence, analysis); Review incorporating evidence (summary, quote, paraphrase); Review MLA format (in-text citations and works cited page)

**Due:** Draft of thesis and introductory paragraph for Essay 1 (typed in electronic format)

**Wed./2-8:** Developing Essay 1; Review Transitions

**DUE:** Revised thesis and introductory paragraph + first body paragraph of essay 1 (typed)

**Week 6**

**Mon./2-13:** Revising Essay 1; Revision Workshop

*Due: Complete Draft of Essay 1 (bring typed, electronic copy; workshopped draft will be submitted into Course Den during class for quiz grade)*

**Wed./2-15:** Intro to Essay 2

**Read:** TBA

**Due: Final Draft Essay 1 (due in hardcopy and in Course Den)**

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**UNIT 2:**

**Poverty and Cultural Violence**

**Week 7:**

**Mon./2-20:** Begin Discussion of *Salvage the Bones*

**Read:** Part 1 *STB* (1-152)

**Due:** Study Guide 1

**Wed./2-22:** *Salvage the Bones* Ctd., Intro. to incorporating Secondary Sources

**Read:** Part 2 *STB* (153-258)

**Due:** Study Guide 2

**Week 8:**

**Mon./2-27:** *Salvage the Bones* ctd., Developing Essay 2, Using Secondary Sources to deepen analysis,

**Read:** Secondary Source Packet 1 (Course Den)

**Due:** Critical response to secondary sources (do you agree, disagree, or both and why?)*

**MARCH**

**Wed./3-1:** *Salvage the Bones* ctd. Developing Essay 2; Developing thesis statements; Argument & Counterargument

**Read:** Secondary Source Packet 2

**Due:** Brainstorming homework

**LAST DAY TO WITHDRAW FROM CLASS WITH “W”: THURSDAY, MARCH 3**

**Week 9**

**Mon./3-6:** Developing Essay 2; Responding to secondary sources in your analysis

**Due:** Draft of thesis statement & introductory paragraph for Essay 2
**McKee 1102 Syllabus**

**Wed./3-8:** Developing and Revising Essay 2, transitions  
**Due:** Draft of at least the first four paragraphs of Essay 2 (include at least 1 reference to secondary source)

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**Week 11**

**Mon./3-13:** Revising Essay 2  
*Due:* Complete draft of Essay 2 (to be submitted in class as quiz grade)

**Wed./3-15:** Intro to Essay 3 & Annotated Bibliography; Introduction to Analyzing Film; *Begin Fight Club*  
**Due:** Final draft of Essay 2 (in hardcopy and in Course Den)

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**Week 11: SPRING BREAK**

**Mon./3-20:** NO CLASS

**Wed. 3/22:** NO CLASS

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**Unit 3:**  
**Furious Ladies & Men in Film**

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**Week 12**

**Mon./3-21:** Choosing your Essay 3 Paper Topic; Intro to Galileo and Research Methods  
**Watch:** All of *Fight Club* before class; Research methods  
**Due:** *Fight Club* Study Guide

**Wed./3-29:** *Fight Club* ctd.; *Begin Mad Max: Fury Road*; Research methods ctd.  
**Read:** Matt Miller’s essay on masculinity (Course Den)  
**Due:** *Fight Club* Scene Analysis; bring 1 academic source from Galileo on *Fight Club* (the film)

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**APRIL**

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**Week 13:**

**Mon./4-3:** *Fury Road* ctd.; Evaluating Sources  
**Watch:** Have watched all of *Fury Road* before class  
**Due:** *Fury Road* Study Guide

**Wed./4-5:** Fury Road ctd; Developing Essay 3  
**Read:** TBA  
**Due:** Bring 3 sources to class; Brainstorming notes for Essay 3

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**Week 14**

**Mon./4-10:** Developing Essay 3  
**Read:** TBA  
**Due:** Annotated Bibliography (submit in Course Den)

**Wed./4-12:** Developing Essay 3  
**Read:** TBA  
**Due:** draft of thesis statement and introductory paragraph
Week 15:
Mon./4-17: Developing Essay 3; In-Class Conferences
Due: TBA

Wed./4-19: Developing Essay 3; In-Class Conferences
Due: TBA

Week 16:
Mon./4-24: Developing Essay 3
Due: TBA

*Wed./4-26: DUE: Draft of Essay 3 (first 4 pages) (typed in MLA format with complete works cited page)

Week 17:
Mon./5-1 (LAST CLASS)
**Due: Final Draft of Essay 3 & Final Portfolio reflection (due in hardcopy and in Course Den by the beginning of class)

***This syllabus is subject to change. The instructor reserves the right to make changes and/or adjustments to assignments, readings, and/or due dates as deemed necessary for the success of the class. If you miss class, it is your responsibility to check Course Den for any announcements regarding changes to the course schedule.