

Spring 2017
English 1102 Sections A-13 & A16
Composition II

Section A-13	T/R 12:30 p.m. to 1:45 p.m. Humanities 209
Section A-16	T/R 3:30 p.m. to 4:45 p.m. Pafford 109

Instructor:	Crystal R. Shelnett	Office Hours:	
Office:	TLC 3136	T/R	9:30 a.m. to 11:00 a.m. & 2:00 p.m. to 3:00 p.m. (and by appointment)
E-mail:	cshelnett@westga.edu		
Phone:	(678) 839-4858	W	10:00 a.m. to 1:00 p.m. (in the Writing Center)

Required Texts & Materials

- Bamforth, Iain, Ed. *A Literary Anthology of Modern Medicine*. Verso, 2003.
- Jahren, Hope. *Lab Girl*. Knopf, 2016.
- *Still Alice*. (film provided by instructor)

- Notebook for journal entries.
- Access to video recording device (e.g. Smartphone, video camera, etc.)

Specific Course Description: Literature & Medicine

This semester we will put our inquisitive minds to work as we tackle some of the emerging theory concerning the role of literature and narrative in medicine. We will deliberate over experts' opinions regarding our transforming relationship(s) to biomedical science and the body, and the responsibilities therein; we will consider the extent to which those interactions intersect with art, design—our everyday world. Additionally, we will evaluate the moral and ethical claims made by some and extend those conversations to other literary pieces as we ponder some of the big questions about the nature and manifestation of illness, in particular how some authors, sensing the terrors and tremors within our modern culture, a culture seemingly centered on health care and the body, express their vision in narrative.

Although we will be engaging with provocative essays, film, and other texts, this class will focus on creating arguments from those ideas and presenting them logically, using textual evidence, while improving grammar and mechanics.

Course Description for English 1102

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

1. Develop an understanding of genre and the role of genre in textual analysis.
2. Understand connections between primary and secondary sources and how those connections affect and generate intertextuality.

Writing Process and Rhetorical Objectives

1. Demonstrate the ability to connect primary and secondary sources in a logical, persuasive, and correct way.
2. 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.

Common Language for Course Syllabi:

Please carefully review the information at the following link, for it contains important information about your rights and responsibilities in this course: http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Course Assignments, Format, & Grading

General

Be aware that this course is reading-intensive, meaning that you will be required to read hundreds of pages of text in several different genres throughout the semester. Please survey the Course Calendar for an idea of the approximate number of pages you must read each week.

You must submit all major assignments on time in order to pass this course. Individual out-of-class essay topics with clear instruction as to required texts, length, etc. will be provided as a link from the calendar/reading list approximately two weeks prior to each essay's due date. You are responsible for obtaining your own copy of that essay assignment. All papers and documentation must be written in standard MLA format.

Additionally, you must complete each class's required readings **prior** to the date listed on the reading schedule. I expect each of you to arrive at class ready to contribute to class discussions, engage with the texts under scrutiny, and generate ideas for further exploration.

Grading & Evaluation

NOTE: You must earn a letter grade of C or better in order to pass ENGL 1102. Take special note of the following break-out percentages and utilize them to keep abreast of your own scores throughout the semester. I do not maintain individual averages.

Assignments	Percentage
Daily in-class writing exercises, quizzes, discussion board postings, & journal entries, etc.	10%
Class Participation	10%
Final Video Presentation	10%
Out-of-class essays:	
Essay I	20%
Essay II	25%
Essay III (Research)	25%

In-Class Writing Assessment

Guidelines by which I will assess your in-class writing are those formally adopted by the English Department and may be found on the First Year Writing Program's web page: :

<http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/InClassWritingAssessment.htm>

- Grading summary: Unless otherwise noted on your papers, the following number to percentage scale will be used when grading in-class work (*pending FYW Committee & English Department approval*):

Number	Percentage
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 Writing Assessment

Guidelines by which I will assess your out-of-class writing are those formally adopted by the English Department and may be found on the First Year Writing Program's web page:

<http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/OutOfClassWritingAssessment.htm>

- Grading Summary: Unless otherwise noted on your papers, the following letter to numeric scale will be used when grading out-of-class work (*pending FYW Committee & English Department approval*):

Letter	Percentage
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%

The Writing Center

I encourage you to visit The Writing Center at various points during the writing process and throughout the semester generally. Regardless of your skill level, you will benefit from having an additional pair of "eyes" viewing your work; those in the Center are professionals who provide knowledgeable and valuable advice. The role of The Writing Center is to offer you an opportunity to consult with tutors who question, discuss, and respond to your ideas, offer assistance with rhetorical choices and strategies, and encourage revision in your essays.

Additionally, the Writing Center staff will assist in creative writing projects and citation formatting. Tutors do not proofread, evaluate or overly prescribe solutions to problem areas in student essays; they are specifically trained to avoid appropriating a student's work in this manner.

For more information, visit The Writing Center online at: <http://www.westga.edu/~writing>

You must make appointments with the Writing Center in advance. While the Center does accept walk-ins, it cannot guarantee that a tutor will be available when you need one. Further, cancellations must be made 24 hours in advance and you must arrive on time to avoid penalization. Arriving 10 minutes late will count as a "no show." Three of these will exclude you from receiving assistance at the Writing Center for the remainder of the semester.

The Writing Center is located in TLC 1-208. To make an appointment, call (678) 839-6513.

The Writing Center's hours of operation:

Monday, Tuesday, Wednesday:	10:00 a.m. to 7:00 p.m.
Thursday:	10:00 a.m. to 3:00 p.m.
Friday:	10:00 a.m. to 12:00 noon

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. Again, students must print these necessary course documents, including the syllabus, on their own computers or at a UWG computer lab.

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.

Plagiarism, Academic Dishonesty & Excessive Collaboration

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; thus **any student turning in plagiarized material—intentionally or otherwise—will receive an F for project and possibly the course and may result in my notifying the Office of the Vice President for Academic Affairs of the infraction.**

For further information see: <http://www.westga.edu/~engdept/Plagiarism/index.html> or The Faculty Handbook, sections 207 and 208.0401: <http://www.westga.edu/~vpaa/handrev/> or the Student Uncatalogue "Rights and Responsibilities," Appendix J: <http://www.westga.edu/~handbook/index.php>

Excessive Collaboration: Students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, friends, family members, or other professionals in the field) that shows a level of competency. 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, etc.) is considered another form of academic dishonesty. Therefore, any assignment constructed in this manner will receive a grade of "F." **Further, handing in such material also may be grounds for failing the course.**

Recycled Papers/Work: Work completed for another class will not be accepted for fulfilling the requirements of this course; in other words, turning in these papers written for other professors is not permitted. These projects will receive an automatic "F."

**Course Policies:
Attendance, Participation, Disruptive Behavior, Late Work, & Revision**

Attendance:

It is imperative that you attend class regularly in order to succeed, as essay topics come straight from our class discussion. You are allowed three absences; use them at your own discretion.

For those who exceed these absences, however, I will impose the following penalty:

- ✚ Upon the fourth absence, the student will receive a grade of “D”; upon the fifth, a grade of “F” will result.
- ✚ Should you accrue that fifth absence, you will have two options: 1) withdraw from the class, which will generate a W if done before March 2, 2017—or a WF if after that deadline; or 2) remain on the roll (still attending classes, if so desired) and receive an F for the course/semester.

Be aware that no distinction exists between excused and unexcused absences and that it is your responsibility to contact a classmate and arrange for missed material and/or work. Please do not email expecting me to catch you up to speed. Find a buddy and pledge to take notes for one another.

Specific Participation Requirements

Because this is a writing- and reading-intensive course, student participation is both essential and mandatory. As much of this class is discussion and workshop oriented, your presence, careful preparation, and active, intelligent participation are crucial to your success. Students should come to class ready to contribute to class discussion, listen attentively and critically to others’ comments and questions, respond collegially to others’ views, and generally conduct themselves in a professional manner.

I expect you to take yourself and your work very seriously, preparing for each class by carefully reading each assignment, reflecting upon that reading, completing discussion board postings and journal entries, and thinking about the implications of the reading. Expect to spend a couple of hours a day reading and preparing for this class. Attend all class meetings with all materials in hand (see attendance policy).

If you are not prepared and do not have the materials needed for class, you will not be allowed to stay in class; your dismissal will count against your attendance and your participation grade will suffer accordingly.

To reiterate, you must:

- ◇ Procure the required texts and bring them to class daily
- ◇ Complete all assigned readings
- ◇ Contribute to class discussion
- ◇ Engage in in-class and out-of-class writing exercises
- ◇ Participate in draft workshops and group work (a draft for workshop must be a complete draft: it must have a beginning, middle and end and be ready to share); compose and submit on time all assignments.
- ◇ Propose, draft, write, and revise three out-of-class essays (and one in-class essay) of various lengths and purposes. For each essay you will turn in all workshop materials and rough drafts. You must submit all work on time.

Disruptive Behavior

Albeit rarely, conduct issues do arise and thus must take precedence when outlining my expectations for your behavior during the course. Therefore, here is my policy: Students will be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes but is not restricted to: arriving late for class, allowing cell phones to ring, incessant chatter, speaking disrespectfully to the instructor and/or other students, sleeping during class, checking email or surfing the Web, texting, or using/viewing personal and/or video devices.

Each dismissal will count as an absence and be applied toward the attendance-requirement policy as outlined above. Additionally, no personal electronic device may be located in your hand, upon your person, or on your desktop at any time during the class—unless previously approved by me. Stow your electronics in your bags under your seat for the duration.

A final word about cell phones: I find it odious when students attempt to sneak-check for messages or such on phones/devices during class time; please do not test me on this policy.

NB: In order to discourage the disruptions that accompany late arrivals, I will deduct ½ an absence for each day that a student is 5 minutes tardy; after 15 minutes, a student will be counted as absent.

Late Work

Late assignments will **not** be accepted. Nor do I allow electronic submissions.

Revision

You will have the option of revising your first or second out-of-class essay. Revising a paper means more than simply correcting grammatical and mechanical errors—I have already done that for you when I graded your paper. Legitimate revision means revisiting issues and ideas within your essay with a view toward producing an entirely new—and thus necessarily improved—argumentative essay. Should you choose this option, you must inform me. Obviously, a paper either not turned in or deemed to have been plagiarized is not eligible for revision.

You will have exactly one week from the time you receive your graded essay back to hand in your revision, and you will be required to complete the “Essay Revision Metacognitive Reflection” worksheet. Once you complete the revision and this document, I will average the two grades. Before you begin the revision process, visit the following websites to familiarize yourself with the true goals and terms of rewriting your paper: <http://www.ivcc.edu/rambo/eng1001/revising.htm>
<http://www.fas.harvard.edu/~wricntr/documents/Revising.html>
http://www.dartmouth.edu/~writing/materials/student/ac_paper/revise.shtml

Communication Policy

This semester I am available for conferences during my posted office hours and by appointment. Should you need to contact me directly, you may e-mail me at the address listed on this syllabus. Additionally, be aware that if you desire to meet to discuss your work, you must have in mind particular, focused questions/concerns regarding your writing project. I cannot address your paper in a “general sense.” Isolate specific areas (choose one or two at a time) within which I can offer assistance. As per University policy, I can only correspond with you by e-mail if you use your “my UWG” account.

Special Needs

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 in 272 Parker Hall at (770) 839-6428.

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 the State University of West Georgia.

Miscellaneous

While the syllabus and corresponding course calendar have been meticulously planned, I may find it necessary to adjust, tweak, or otherwise modify them in order to meet the demands of our class. As noted previously, it is your responsibility to keep up with the syllabus and/or assignments; remember too that periodic changes may be made to the schedule. Keep this in mind as you verify each day’s calendar assignments.

Final Grades

All grades are posted on BanWeb at the conclusion of the semester. UWG policy disallows instructors from dispensing individual grades by telephone or e-mail.

NOTE: A grade of C or higher in English 1102 is a prerequisite for all other English and XIDS 2100 classes.

Confidential Discussions

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.

(This one is not confidential, but you should have it) UNIVERSITY POLICE 678-839-6000 (96000 on campus)	COUNSELING CENTER Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: counseling@westga.edu
HEALTH SERVICES 678-839-6452	PATIENT /VICTIM ADVOCATES 678-839-0641; 678-839-5338 (after hours 678-839-6000)

College-Wide Grading Standards

The text below defines the outlines of the standards for the grades of A, B, C, D, and F. These standards are suggestive of common denominator academic values and must be contextualized at two levels: at the department level (to capture domain-specific variations) and at the course level (to capture course-specific differences).

High Level Performance

High level performance implies excellence in thinking and performance within the domain of a subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities.

A level work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well. Basic terms and distinctions are learned at a level which implies insight into basic concepts and principles.

The A-level student has internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and demonstrates insight into self-evaluation.

The A-level student often raises important questions and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage,

frequently identifies relevant competing points of view, and demonstrates a commitment to reason carefully from clearly stated premises in the subject, as well as marked sensitivity to important implications and consequences.

A-level work displays excellent reasoning and problem-solving within a field and works consistently at a high level of intellectual excellence.

The Grade of B

The grade of B implies sound thinking and performance within the domain of a subject and course, along with the development of a range of knowledge acquired through the exercise of thinking skills and abilities.

B level work is, on the whole, clear, precise, and well-reasoned, but does not have depth of insight. Basic terms and distinctions are learned at a level which implies comprehension of basic concepts and principles.

The B-level student has internalized some of the basic intellectual standards appropriate to the assessment of his/her own work in a subject and demonstrates competence in self-evaluation.

The B-level student often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, typically uses language in keeping with educated usage, sometimes identifies relevant competing points of view, and demonstrates the beginnings of a commitment to reason carefully from clearly stated premises in a subject, as well as some sensitivity to important implications and consequences. B-level work displays sound reasoning and problem-solving with in a field and works consistently at a competent level of intellectual performance.

The Grade of C

The grade of C implies mixed thinking and performance within the domain of a subject and course, along with some development of a range of knowledge acquired through the exercise of thinking skills and abilities.

C level work is inconsistently clear, precise, and well-reasoned; moreover, it does not display depth of insight or even consistent competence. Basic terms and distinctions are learned at a level which implies the beginnings of, but inconsistent comprehension of, basic concepts and principles.

The C-level student has internalized a few of the basic intellectual standards appropriate to the assessment of his/her own work in a subject, but demonstrates inconsistency in self-evaluation.

The C-level student sometimes raises questions and issues, sometimes analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies some concepts competently, inconsistently uses language in keeping with educated usage, sometimes identifies relevant competing points of view, but does not demonstrate a clear commitment to reason carefully from clearly stated premises in a subject, nor consistent sensitivity to important implications and consequences.

C-level work displays inconsistent reasoning and problem-solving within a field and works, at best, at a competent level of intellectual performance.

The Grade of D

The grade of D implies poor thinking and performance within the domain of a subject and course. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.

The student is not developing critical thinking skills and understandings as requisite to understanding course content. D-level work represents thinking that is typically unclear, imprecise, and poorly reasoned. The student is achieving competence only on the lowest order of performance.

Basic terms and distinctions are often incorrectly used and reflect a superficial or mistaken comprehension of, basic concepts and principles.

The D-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and does poorly in self-evaluation. The D-level student rarely raises questions and issues, superficially analyzes questions and problems, does not recognize his/her assumptions, only partially clarifies concepts, rarely uses language in keeping with educated usage, rarely identifies relevant competing points of view, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject.

The D-level student is insensitive to important implications and consequences. D-level work displays poor reasoning and problem-solving within a field and works, at best, at a low level of intellectual performance.

The Grade of F

The student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The student is not developing critical thinking skills and understandings as requisite to understanding course content.

F-level work represents thinking that is regularly unclear, imprecise, and poorly reasoned. The student is not achieving competence in his/her academic work. Basic terms and distinctions are regularly incorrectly used and reflect a mistaken comprehension of basic concepts and principles.

The F-level student has not internalized the basic intellectual standards appropriate to the assessment of his/her own work in a subject and regularly mis-evaluates his/her own work. The F-level student does not raise questions or issues, does not analyze questions and problems, does not recognize his/her assumptions, does not clarify concepts, does not use language in keeping with educated usage, confuses his/her point of view with the TRUTH, and shows no understanding of the importance of a commitment to reason carefully from clearly stated premises in a subject.

The F-level student is oblivious to important implications and consequences. F-level work displays incompetent reasoning and problem-solving within a field and consistently poor intellectual performance.

{This article is adapted from the resource: *Critical Thinking Basic Theory and Instructional Structures.*}

<http://www.criticalthinking.org/pages/college-wide-grading-standards/441>

*Spring 2017 English 1102-A13 & A16
Course Calendar*

*NM: Narrative Medicine
BIL: The Body in the Library
LB: Lab Girl
SL: Still Alice*

Day/Date	Readings	Assignments Due
Unit One: Narrative Medicine & Honoring the Stories of Illness		
Week One: Introduction		
1/10 T	• Introduction to course, syllabus	
(1/7-1/11: Open Drop Period)		
1/12 R	• <i>NM</i> : Chapter One (pdf. in CourseDen)	

(1/7-1/12: Open Add Period)		
Week Two		
1/17 T	<ul style="list-style-type: none"> • <i>NM</i>: Chapters Two & Three (pdf. in CourseDen) • “Text as Argument” (pdf. in CourseDen) 	
1/19 R	<ul style="list-style-type: none"> • “Empty Pockets” (pdf. in CourseDen) • <i>BIL</i>: Burney, “Letter of 1812” & Nietzsche, “The Future of a Doctor” 	
Week Three		
1/24 T	<ul style="list-style-type: none"> • <i>NM</i>: Chapter Four (pdf. in Course Den) • <i>BIL</i>: Hebel, “The Cure” 	
1/26 R	<ul style="list-style-type: none"> • <i>BIL</i>: Flaubert, “The Operation” & Kierkegaard, “Making a Diagnosis” 	
Week Four		
1/31 T	<ul style="list-style-type: none"> • <i>NM</i>: Chapter Five (pdf. in Course Den) • <i>BIL</i>: Chesterton, “The Medical Mistake” & Orwell, “How the Poor Die” 	
2/2 R	<ul style="list-style-type: none"> • <i>BIL</i>: Doyle, “The Curse of Eve” & Bulgakov, “The Killer” 	
Week Five		
2/7 T	<ul style="list-style-type: none"> • <i>BIL</i>: Soderberg, “Doctor Glas”; Alain, “On Medicine,” & Kafka, “A Country Doctor” 	
2/9 R	<ul style="list-style-type: none"> • <i>BIL</i>: Duhamel, “The Machine Inside Us” & Brecht, “A Worker’s Speech to a Doctor” 	Essay I Instructions
Week Six		
2/14 T	<ul style="list-style-type: none"> • <i>BIL</i>: Woolf, “Illness” & Williams, “Jean Beicke” 	
2/16 R	<ul style="list-style-type: none"> • <i>BIL</i>: Kosztolányi, “The Stranger” & Stafford, “The Interior Castle” 	

Week Seven		
2/21 T		Essay I Workshop (Bring a full draft of your essay with you to class today.)
2/23 R		Essay II Due
Unit Two: The Body and The Disappearing Self		
Week Eight		
2/28 T	• View <i>Still Alice</i> (in class)	
3/2 R	• View <i>Still Alice</i> (in class)	
Withdrawal Period Ends 4:00 p.m. Last day to withdraw from classes without academic penalty		
Week Nine		
3/7 T	• View “<i>Still Alice</i>: An Accurate Look at Alzheimer’s?”	
	• Visual Rhetoric and Literacy: Writing About Film (pdf. in CourseDen)	
3/9 R	• <i>Still Alice</i>	
Week Ten		
3/14 T	• <i>Still Alice</i> • <i>BIL</i> : Sontag, “Making it Literal”	
3/16 R	• <i>Still Alice</i> • <i>BIL</i> : Keizer, “My Father’s Death”	Essay II Instructions
Week Respite		
3/20 – 3/24		
No classes: Spring Break		
Week Eleven		

3/28 T	• <i>BIL</i> : Valéry, “Socrates and his Physician”	
3/30 R		Essay II Due
Unit Three: A Story of Self—The Scientist as Subject		
Week Twelve		
4/4 T Classes cancelled: Honors Convocation		
4/6 R	• <i>LB</i> : Prologue & Parts I & II	
Week Thirteen		
4/11 T	• <i>LB</i> : Part III & Epilogue	
4/13 R		Essay III Instructions
Week Fourteen		
4/18 T	• <i>BIL</i> : Ceronetti, “The Silence of the Body”	
4/20 R	• <i>BIL</i> : Bamm, “Treatment as a Moral Problem”	
Week Fifteen		
4/25 T	• <i>BIL</i> : Tucholsky, “Apprehension”	
4/27 R Last day of regular classes		
4/28 F		Essay III Due
Finals Week		
5/2 T		No class: Reading Day
5/4 R		Section A-13 Final Exam: 11:30 a.m. to 1:30 p.m. Section A-16 Final Exam:

		2:00 p.m. to 4:30 p.m.
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Assignments	Percentage
Daily in-class writing exercises, quizzes, discussion board postings, & journal entries, etc.	10%
Class Participation	10%
Final Video Presentation	10%
Out-of-class essays:	
Essay I	20%
Essay II	25%
Essay III (Research)	25%

Registrar's Spring 2017 Exam Schedule T/R Classes:	
11:00-12:15 classes	Tuesday, May 9, 11:00-1:30 pm
12:30-1:45 classes	Thursday, May 4, 11:00-1:30 pm
3:30-4:45 classes	Thursday, May 4, 2:00-4:30 pm
5:30-6:45 classes	Tuesday, May 9, 5:00 pm -7:30 p.m.