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.

COMMON LANGUAGE FOR COURSE SYLLABI (July 2017)

IMPORTANT: Students are responsible for reviewing the following information each semester.
https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

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.
CREDIT HOUR POLICY  (Expect 6 Hours per week out of class work)
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. (See complete information at Common Language link)

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/

RESOURCES FOR ACADEMIC SUPPORT AND PERSONAL GROWTH
ONLINE COUNSELING: https://www.westga.edu/student-services/counseling/online-counseling.php
TRADITIONAL COUNSELING SERVICES: https://www.westga.edu/student-services/counseling/appointments.php
REPORT AN INCIDENT: https://publicdocs.maxient.com/incidentreport.php?UnivofWestGeorgia
HEALTH SERVICES: https://www.westga.edu/health/
PEER TUTORING: http://www.westga.edu/cas/6024.php
SUPPLEMENTAL INSTRUCTION: http://www.westga.edu/cas/6083.php
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 02, 04, 08

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) “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)

2) Kettle Bottom by Diane Gilliam Fisher

4) Reading and Writing about Literature by Gardner

5) Other 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. “Bartleby the Scrivener,” etc.

Composition Notebook for in-class writing assignments, notes, and journaling
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.

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. Do not ask me to change or elevate your grade.

I will be glad to help you and to provide feedback as you engage in the writing process, but 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.

Office: Pafford 105-A. W, 9-12 and 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
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 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 you 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 to attend all classes. 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 SEPTEMBER 29. 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.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
MAKEUP WORK: If you miss a quiz or daily class assignment, you may check Course Den or ask a classmate for the information. However, no grade will be entered for that activity on that day. You should complete the work in your notebook for final assessment. If your name is not on paper quizzes or assignments, you will not receive a grade.

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 disregard 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. Paper copies may be requested on a case by case basis.

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 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.

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
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:

Participation 15%  (Lost with 4th absence)
Process and Diagnostic Work 20%  (Lost with each subsequent absence: 5th, 6th, 7th, 8th)
Out of class essays: 65%

(Late papers are not accepted. Plagiarized, Recycled or Collaborated papers receive a 0.)
Plagiarism Defined: http://www.westga.edu/writing/index_153.php
Plagiarism Exemplified: https://drive.google.com/drive/folders/0BycRKttSSms-ZHA1OUJoVXJaUU

OVERVIEW OF MAJOR ASSIGNMENTS:

Independent research required.  DUE: FRIDAY August 18 by 10AM

Essay #1, 3+ Full Pages: Hamilton: 20%
Select a prompt from the prompts developed and discussed in class.
Independent research required.  DUE: FRIDAY Feb 17

Essay #2, Literary Analysis of Selected Poem(s) from Kettle Bottom: 20%
3+ Full Pages. Independent research as needed to support your claims.
https://owl.english.purdue.edu/owl/resource/697/1  DUE: FRIDAY March 17

Essay #3, 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 CourseDen Drop Box before 10 AM.

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 in the revision worksheet.

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

<table>
<thead>
<tr>
<th>Frequency and Quality</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D/F</th>
</tr>
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<tbody>
<tr>
<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>
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</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
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.”

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
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

● 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.

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 FALL 2017
https://www.westga.edu/administration/vpaa/assets/docs/2017_2018_Academic_Calendar.pdf

August 9 Classes begin  October 7 No Saturday classes
August 9-11 Open Drop  November 20-24 Thanksgiving break (no classes, offices open 20th, 21st, and 22nd)
August 9-14 Open Add  November 25 No Saturday classes
August 11 Withdrawal Period Begins  December 1 Fall classes end
August 18 Rooster Verification for Faculty  December 2-8 Final exams
September 2 No Saturday classes  December 9 Graduation – Saturday
September 4 Labor Day (no classes, offices closed)  December 11 Grades due by noon
September 29 Last day to Withdraw (no refund)  
October 5-6 Fall break (no classes, offices open)  

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appointments Required
### GENERAL CLASS CALENDAR, SUBJECT TO CHANGE TO ACCOMMODATE CLASS PROGRESS

| Week One  | Syllabus Review  
|-----------|----------------|
| Wed Aug 9 | Diagnostic Essay Assigned (5% of Grade) 2 pages  
| Thurs Aug 10 | What’s the difference? Which do you think makes more sense?  
| Thurs Aug 10 | MLA Style with In-text Citations and Works Cited. Will not receive credit until all criteria are met. All sources must be properly cited and given credit in the text and in the Works Cited.  
| Thurs Aug 10 | Begin listening to Hamilton songs online by next class. Make notes in your composition journals as you listen. You will be asked to do some in-class writing.  

### Week Two  
**Aug 14-17**  
**Diagnostic Example DUE**  
**In-Class Discussion - Literary Terms and Understanding Genre**  
https://owl.english.purdue.edu/owl/resource/575/01/  
**Weekly Writing: Mountain of Notes**  
**Diagnostic Example Due: 5% FRIDAY AUGUST 18 by 10 AM**  
(Course Den Drop Box)

### Week Three  
**August 21-24**  
**MLA Style Review / Plagiarism / Using Sources**  
In class discussion, Close Reading:  
https://owl.english.purdue.edu/owl/resource/616/01/  
**Hamilton discussions - On Going Mt of Notes**

### Week Four  
**Aug 28-31**  
**Weekly Writing: Develop your questions about the text into claims**  
In Class discussion:Thesis Statement or Topic Sentence Workshop  
Essay Organization.  
https://owl.english.purdue.edu/owl/owlprint/724/

### Week Five  
**September 4-7**  
**Monday - Labor Day, Week Six**  
**In-Class discussions: Revision and preparing to submit your work**  
Composite Paragraph Workshop  
https://owl.english.purdue.edu/owl/resource/635/1/  
**In Class Writing Assignment: My plan for revision**

### Week Six  
**September 11-14**  
**ESSAY 1 DUE Friday, September 15 by 10 AM**  
**Revision Workshops and peer review**  
**Essay #1 due Friday, September 15, by 10 AM**  
Read Kettle Bottom by next class

### Week Seven  
**September 18-21**  
**In Class Discussion: Close Reading and analysis of Poetry, Mountain of Notes**  
https://www.arts.gov/art-works/2016/how-read-and-talk-about-poetry  
**“Let curiosity be your guide”**  
**Assignment:** Select a poem from the text to present to the class; craft an introduction discussing what about the poem appeals to or engages you. +10% points on Kettle Bottom essay for memorizing and reciting your poem to the class. Prior approval required to avoid repetition and easy picks (five line poems, etc.) Present poems (Process Grade)  
**Discussion and Prep**  
Analyzing a Poem - How are they different -- compression, efficiency, figurative language, sound, lineation

### Week Eight  
**September 25-28**  
**Continue Presentations and discussions**  
**Draft Due: Essay 2**  
https://owl.english.purdue.edu/owl/resource/588/03/  
Thesis Statement/Topic Sentence/Composite Paragraph Workshop

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**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 Nine</th>
<th>Midterm Review and Revision Opportunity</th>
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<tbody>
<tr>
<td>October 2-5</td>
<td>Revise essay 1 in class (Must use Blue Book and Marked Copy of Essay from Course Den)</td>
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<tr>
<td>Fall Break begins</td>
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<td>No Class Oct 5</td>
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<tr>
<td><strong>MIDTERM REV. ESSAY 1</strong></td>
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<tr>
<th>Week Ten</th>
<th>In Class Discussion and Workshops</th>
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<tbody>
<tr>
<td>October 9-12</td>
<td>Thesis Statement/Topic Sentences/Composite Paragraph/ Peer Review</td>
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<tr>
<th>Week Eleven</th>
<th>Final Revision Workshops and Peer Review</th>
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<tbody>
<tr>
<td>October 16-19</td>
<td><strong>ESSAY 2 DUE</strong></td>
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<tr>
<td><strong>ESSAY 2 DUE</strong></td>
<td><strong>Essay 2 Due to Course Den Friday October 20 by 10 AM</strong></td>
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<td>Read “Bartleby the Scrivener” by next class. See links to PDF and audio file.</td>
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<tr>
<th>Week Twelve</th>
<th>Class Discussion-- Melville, Historical Context. What’s weird?</th>
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<tbody>
<tr>
<td>October 23-26</td>
<td>In Class and complete at home Mt of Notes</td>
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<tr>
<td><strong>ESSAY 2 DUE</strong></td>
<td>Essay 4: Discuss BtS through Marxist Literary Theory or Alternative Prompt developed in class and approved by Mrs. Jackson</td>
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<tr>
<th>Week Thirteen</th>
<th>Mt. of Notes. In-class discussion. Rhetoric, persuasion, and the American Dream in Bartleby.</th>
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<td>October 30-Nov 2</td>
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<tr>
<th>Week Fourteen</th>
<th>Draft Due: Essay 3</th>
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<tbody>
<tr>
<td>November 6-10</td>
<td>Final revision work and peer review- Thesis statement/Topic Sentence/Composite Paragraph workshop [<a href="https://owl.english.purdue.edu/owl/resource/635/1/">https://owl.english.purdue.edu/owl/resource/635/1/</a>]</td>
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<tr>
<th>Week Fifteen</th>
<th>In-Class Discussion and Workshops</th>
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<tbody>
<tr>
<td>November 13-16</td>
<td><strong>ESSAY 3 DUE</strong></td>
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<tr>
<td><strong>ESSAY 3 DUE</strong></td>
<td><strong>Essay 3 Due Friday November 17 by 10 AM</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THANKSGIVING</th>
<th>Mt. of Notes. In-class discussion. Rhetoric, persuasion, and the American Dream in Bartleby.</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 20-23</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week Sixteen</th>
<th>Course Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 27-29</td>
<td>Final Revision Workshops</td>
</tr>
<tr>
<td><strong>FINAL EXAMS</strong></td>
<td>Prepare for Final Exam -- Revise Essay #2 In Class with Blue Book and Marked Copy of Essay from Course Den</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FINAL EXAMS</strong></th>
<th>SEE THE SCOOP OR THE EXAM CALENDAR BELOW (Copied from Scoop)</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4-8</td>
<td>Must have blue book, printed copy of grade marked essay, revision worksheets</td>
</tr>
</tbody>
</table>

**EXAM SCHEDULE FROM THE SCOOP:** [https://www.westga.edu/student-services/registrar/exam-schedule-fall2016.php](https://www.westga.edu/student-services/registrar/exam-schedule-fall2016.php)

**Monday/Wednesday Class Periods**

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 - 1:45 classes</td>
<td>Monday, Dec. 4, 11:00 -1:00 pm (Am Lit)</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
## Tuesday/Thursday Class Periods

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 - 10:45 classes</td>
<td>Thursday, Dec. 7, 8:00-10:00 am</td>
</tr>
<tr>
<td>11:00 - 12:15 classes</td>
<td>Tuesday, Dec. 5, 11:00-1:00 pm</td>
</tr>
<tr>
<td>12:30 - 1:45 classes</td>
<td>Thursday, Dec. 7, 11:00-1:00 pm</td>
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</table>

## FACULTY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am</td>
<td>ENGL 1102-04</td>
<td>Office</td>
<td>ENGL 1102-04</td>
<td>Office</td>
<td>ENGL 1102-04</td>
<td>Office</td>
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<tr>
<td></td>
<td>81893 Class</td>
<td>81893 Class</td>
<td>81993 Class</td>
<td>Please e-mail for appt.</td>
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<tr>
<td></td>
<td>9:30 am-10:45 am</td>
<td>9:30 am-10:45 am</td>
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<tr>
<td>10am</td>
<td>Writing Center</td>
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<td>ENGL 1102-08</td>
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<td>11am Writing Center</td>
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<td>81897 Class</td>
<td>ENGL 1102-08</td>
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<td>11:00 am-12:15 am</td>
<td>81897 Class</td>
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<td>81897 Class</td>
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<td>0024 208</td>
<td>81897 Class</td>
<td>11:00 am-12:15 am</td>
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<tr>
<td>12pm</td>
<td>ENGL 2130-04</td>
<td>ENGL 1102-02</td>
<td>ENGL 2130-04</td>
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<td>82339 Class</td>
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<td>12:30 pm-1:45 pm</td>
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<tr>
<td>1pm</td>
<td>Writing Center</td>
<td>Office till 2:30</td>
<td>Office till 2:30</td>
<td>Office till 2:30</td>
<td>Office till 2:30</td>
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<td>2-3pm</td>
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</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
Mountain of Notes (For Reference)

Dr. Master’s Mountain (of notes)

Stage one involves collecting a mountain of textual evidence, ideas, thoughts, and interpretations. You will create a typed, single-spaced document, at least two pages in length (but hopefully more like three or four), with a series of numbered entries.

Most will be quotations from the texts that you plan to use in your paper, but these entries can also be general thoughts and musings, ideas you wrote down during discussion that you want to include, and questions you have that you know you will have to answer.

Under each typed passage or big idea, type out a series of notes (I find it helps to assign each sub-note a letter). What does the passage reveal? What is the significance of a particular word, phrase, or image? How does it speak to a specific conflict or theme? I often find that some of these individual notes later become larger ideas that may or may not get positioned near the particular passage that inspired them.

Stage two will be to construct an outline based on your notes. Using Roman numerals, set up your paragraphs, assigning each body paragraph a specific topic and establishing a sense of what you intend to prove in it.

Looking over your mountain of notes, what pieces of textual evidence do you want to include? How might you group various quotations and ideas together? What other thoughts and ideas should go into this paragraph?

For each body paragraph heading, include a sentence that explains why the new paragraph needs to follow the previous one. How will it build on it? Why does the new paragraph need to follow it?

In stage three, you will finally write the first complete draft of your paper. In your introduction you should establish a strong central argument, or thesis, which establishes the foundation of the entire paper. You will need to introduce the story and its author and a sense of your paper’s larger purpose. Spend some time setting up the paper’s central concerns, and then move towards defining a thesis about the story itself and how it reflects, challenges, and complicates your central concerns.

Each body paragraph should then work to develop, substantiate, and elaborate on your main argument, and each must begin with an argument or interpretive position about the literature that announces the paragraph’s “big idea.” These opening arguments also act as bridge statements: they remind your readers of where they’ve been, and they point them to where they’re going. In other words, they help to establish the logical structure of the paper and provide a sense of forward progress.