ENGLISH COMPOSITION 1102 Spring 2018

Melissa Dickson Jackson, mjackson@westga.edu
Office: Pafford 105-A. W 9–12 and 2–3pm, Th 2–3pm, and by appointment
Writing Center: Monday 10:00–12 and 2–3, appointment required

Syllabus and Class Calendar

This 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 academic 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

EC 1102 SYLLABUS: Sections 08, 23, 31, 35

Spring Semester: January 6 -May 8, 2018

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<tr>
<td>11508</td>
<td>1102-09</td>
<td>12:30 pm - 1:45 pm</td>
<td>M/W</td>
<td>HUMANITIES</td>
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<tr>
<td>11522</td>
<td>1102-23</td>
<td>9:30 am -10:15am</td>
<td>T/TH</td>
<td>MILLER</td>
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<tr>
<td>11528</td>
<td>1102-31</td>
<td>11:00am-12:15pm</td>
<td>T/TH</td>
<td>MILLER</td>
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<tr>
<td>81897</td>
<td>1102-35</td>
<td>12:30pm- 1:45pm</td>
<td>T/TH</td>
<td>MILLER</td>
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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
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.

Our course will be divided into three major modules and projects. The first project will use the Musical Hamilton and the first two chapters of Ron Chernow’s biography of Alexander Hamilton. After close readings of these texts, I will ask you to consider when and how artists should use historical material creatively. Is it okay to change the facts of a person’s history in order to make art or change perceptions? Under what circumstances and how? The second project will use a collection of persona poems that tell the story of the West Virginia coal mine wars of the 1920s. I will ask you to analyze how the poet uses her craft to inform and persuade us. Finally, we will read several short stories together. You will work in small groups to find out more about the historical moment in which the story was written, the biography of the author, and the response to the original publication. You will then write prepare a presentation and write a paper synthesizing your research with your own interpretation of the text. By the end of the semester, you should have a good grasp of how to approach the analysis of a text, what types of questions to ask, and how to organize an essay using evidence and support.

REQUIRED MATERIALS & TEXTS to PURCHASE NOW
1) Kettle Bottom by Diane Gilliam Fisher
2) Reading and Writing about Literature by Gardner

ONLINE MATERIALS AND TEXTS
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.

OTHER MATERIALS
Composition Notebook for in-class writing assignments, notes, and journaling
Binder for notebook and printed texts
Internet and UWG email access

ONLINE Texts
Hamilton - See Course Den module
Persona Poems - See Course Den Module

Office: Pafford 105-A, W, 9-12 and 2-3pm, Th 2-3pm Writing Center:M 10-12 and 2-3, Appointments Required
Short Fiction Links - Also provided in Course Den Module


“A Rose for Emily”  William Faulkner  1930  http://xroads.virginia.edu/~drbr/wf_rose.html


CELL PHONES: This classroom is a cell phone-free zone. Put your phone away. 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.

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 non-fiction. In writing, students must demonstrate competency in exposition, argumentation, and writing that is strengthened by the use of multiple textual sources.
https://www.westga.edu/academics/coah/english/engl-1102.php

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.

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)

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

A paper that is submitted at 10:01 will receive 17 of 20 points. Major essays receive 20 points, a paper that is three days late will receive a zero. Late papers will lose three points automatically and an additional five points for each day they are late. 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 FEBRUARY 28. You are advised to withdraw with a W instead of risking a WF or a failing grade. Similarly, if you have not been accumulating process work points by submitting your pre-work, you are advised to drop the class.

MAKEUP WORK: If you miss a quiz or daily class assignment, you may check Course Den or ask a classmate for the information. If your name is not on paper quizzes or assignments, you will not receive a grade.

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.

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

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.

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

Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15</td>
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<tr>
<td>Process and Diagnostic Work</td>
<td>20</td>
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<tr>
<td>Out of class essays</td>
<td>65</td>
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<tr>
<td>Diagnostic Essay</td>
<td>5</td>
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<tr>
<td>Essay 1</td>
<td>20</td>
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<td>Essay 2</td>
<td>20</td>
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<tr>
<td>Final Project</td>
<td>20</td>
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(Late papers are not accepted. Plagiarized, Recycled or Collaborated papers will receive a 0.)


Plagiarism Exemplified: [https://drive.google.com/drive/folders/0BycRKzSms-ZHA1OUJoVXJaUU](https://drive.google.com/drive/folders/0BycRKzSms-ZHA1OUJoVXJaUU)

OVERVIEW OF MAJOR ASSIGNMENTS:

**DIAGNOSTIC Project**

DUE: FRIDAY January 19 by 10AM to Course Den Drop Box

Identify 6 strategies LMM uses to tell Hamilton’s story. Use the same strategies to tell your story. Extra credit if you also perform it for the class or prepare a video! (EC: 5 non revocable participation points and 2 process points).

Office: Pafford 105-A. W, 9-12 and 2-3pm, Th 2-3pm Writing Center: M 10-12 and 2-3, Appoi
Essay #1, 3+ Full Pages: Hamilton: 20% 
Independent research required. **DUE: FRIDAY February 16**

Persuasive Essay: Under what circumstances is it acceptable to alter historical information for the sake of a creative project? Support your claim with evidence and research. Use examples from *Hamilton, the Musical* and from *Alexander Hamilton*, the biography, to explain and support your point of view. Begin your freewriting with your opinion but don’t be afraid to evolve as you examine the evidence and the ideas of other thinkers. Independent Research Required. Four Source Minimum including musical and biography.

Essay #2, Literary Analysis of Selected Poem(s): 20% **DUE: FRIDAY March 17**

Four to Five Pages. Independent research as needed to support your claims. 
How does Diane Gilliam Fisher use her craft to tell history and promote social justice? Is she effective? Support your claims with specific examples from the poems. Always explain how your example supports your claim.
Helpful link: https://owl.english.purdue.edu/owl/resource/697/1

Short Fiction Final Project #3, 20% **DUE: Week 15 and 16**

For our final project, you will prepare a presentation for the class about the short fiction story you have been assigned. You will work in small groups to conduct research and analysis, and to prepare then present a visual component such as a Prezi, Powerpoint, Video, or Slide Show. After the presentations are completed, you will respond analytically to the project by writing an in-class synthesis essay.

**Please note: Out-of-Class essays are due to CourseDen Drop Box before 10 AM.**

Midterm and a Final Exams will be offered for students who wish to improve their essay grades. Students will be asked to bring Essay 1 for midterm and Essay 2 for the final to revise key essay components. All changes should be annotated and explained in the revision worksheet.

**Extra Credit:** Yes, I do give extra credit, but I do NOT give extra credit at the end of the semester. You must earn it proactively.

**IMPORTANT NOTES**

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

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

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

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

- Attendance and classroom behavior directly affect your grade.

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

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

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

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

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<th>Frequency and Quality</th>
<th>A</th>
<th>B</th>
<th>C</th>
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<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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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. Pose 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 gramatically 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.

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

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

SPRING SEMESTER, 2018
April 30 Spring classes end
May 1 Reading Day or Assessment Day
May 2-8 Final exams
May 10 Graduation – Thursday
May 14 Grades due by noon

GENERAL CLASS CALENDAR, SUBJECT TO CHANGE TO ACCOMMODATE CLASS PROGRESS

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<th>Week One</th>
<th>Syllabus Review</th>
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<tr>
<td>January 8-11</td>
<td>Read Gardner 1-5 by next class</td>
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<td>Diagnostic Essay Assigned (5% of Grade)</td>
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<td>Develop your own Autobiographical Introduction based on Hamilton.</td>
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<td></td>
<td>In-Class Discussion: <a href="https://owl.english.purdue.edu/owl/resource/575/01/">https://owl.english.purdue.edu/owl/resource/575/01/</a></td>
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<tr>
<td></td>
<td>Weekly Writing: Mountain of Notes on Songs from Hamilton</td>
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<td></td>
<td>Diagnostic Example Due: 5% FRIDAY January 19 by 10 AM</td>
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<tr>
<th>Week Two</th>
<th>MLA Style Review / Plagiarism / Using Sources</th>
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<tr>
<td>January 15-18</td>
<td>In Class discussion, Close Reading: <a href="https://owl.english.purdue.edu/owl/resource/616/01/">https://owl.english.purdue.edu/owl/resource/616/01/</a></td>
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<tr>
<td></td>
<td>Read Gardner 18-24</td>
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<td>Hamilton discussions - On Going Mt of Notes</td>
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<th>Week Three</th>
<th>Weekly Writing: Develop your questions about the text into claims</th>
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<tr>
<td>January 22-25</td>
<td>Read Gardner 25-31</td>
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<td>In Class discussion: Thesis Statement or Topic Sentence Workshop</td>
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<th>Week Four</th>
<th>In-Class discussions: Revision and preparing to submit your work</th>
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<tr>
<td>January 29-Feb 2</td>
<td>Read Gardner 31-41</td>
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<td>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>
<td></td>
<td>In Class Writing Assignment: My plan for revision</td>
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<th>Week Five</th>
<th>Revision Workshops and peer review - Bring REVISED and printed drafts to class for process points.</th>
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<tr>
<td>February 5-Feb 8</td>
<td>Read Gardner 42-53</td>
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<td>Essay #1 due Friday, February 16, by 10 AM</td>
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<td></td>
<td>Read Kettle Bottom by next class</td>
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| Week Seven  
February 19-22 | 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"  
Read Gardner 100-114  
**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  
February 26-March 1 |  
**Class One:** Continue Presentations and discussions  
Read Gardner 148-164  
**Class Two:** PRINTED Draft Due: Essay 2  
https://owl.english.purdue.edu/owl/resource/588/03/  
Thesis Statement/Topic Sentence/Composite Paragraph Workshop  
FEB 28 - Last day to withdraw -- Check your points! |
| MIDTERM WEEK  
Week Nine  
March 5-March 8  
**MIDTERM REV. ESSAY 1** |  
**Class One:** Midterm Review and Revision Opportunity. Bring printed Grademark copy of your essay to class.  
**Class Two:** Revise essay 1 in class (Must use Blue Book and Marked Copy of Essay from CourseDen) |
| Week Ten  
March 12-15  
**Essay 2 DUE March 16** |  
**Class One:** Revision Workshop Essay 2 - Bring Printed draft to class  
**Class Two:** Revision Workshop. Bring REVISED Printed draft.  
Read Gardner 76-96  
Begin reading the stories on the fiction links. See links to PDF and audio files |
| SPRING BREAK  
March 19-23 | Be prepared: Read or listen to our texts as you travel.  
Be safe. Have fun. Return refreshed and prepared. |
| Week Eleven  
March 26-April 1 | Class Discussion -- Text, Biography, Historical Context. What’s weird?  
In class and complete at home Mt of Notes on your story. Read Gardner 135-154  
**Essay 3:** You will prepare an in-class presentation with a small group. After your presentation, you will write an analysis of the information you gathered. Each of these will contribute 50% of your final project grade. 10 points for presentation and 10 points for your written analysis. |
| Week Twelve  
April 2- 5 | Short Fiction Group Projects -- In Class Reading and Discussion  
Review the Glossary of Critical and Literary Terms in Gardner, 185-208 |
| Week Thirteen  
April 9-12 | Short Fiction Group Projects -- In-class Reading and Discussion |
| Week Fourteen  
April 16-19  
**Presentations and Analysis** | Short Fiction Group Projects In-Class Reading and Discussion  
Prepare for analytical response |
| Week Fifteen  
April 23-26  
**Fiction Presentations** | Short Fiction Group Projects In-Class Reading and Discussion  
Prepare for analytical response |
| Week Sixteen  
Monday, April 30 | Final Revision Workshop  
Prepare for Final Exam -- Revise Essay #2 In Class with Blue Book and Marked Copy of Essay from Course Den |
| **FINAL EXAMS**  
May 2-8 | SEE THE SCOOP OR THE EXAM CALENDAR BELOW (Copied from Scoop)  
Must have blue book, printed copy of grade marked essay, revision worksheets |

**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)  
You may attend any revision exam that suits you. Please let me know.  
**Monday/Wednesday Class Periods**  
12:30-1:45 classes.............Wednesday, May 2, 11:00 am-1:00 pm  
HUMANITIES 229  
**Tuesday/Thursday Class Periods**  
9:30-10:45 classes.............Thursday, May 3, 8:00-10:00 am  
MILLER 2328  
11:00-12:15 classes.............Tuesday, May 8, 11:00 am-1:00 pm  
MILLER 1309  
12:30-1:45 classes.............Thursday, May 3, 11:00 am-1:00 pm  
MILLER 2328  
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.
😊For Students Who Want to Make an A

If C or D works for you, please ignore this plan

Plan of Action for EACH Project

1) Come to class on time every day that we meet. I will take roll once only. If you are not present at that time, I will not change the attendance.

2) Read or listen to the material BEFORE we begin the project module. There will be regular daily quizzes that reward you for preparation. Those points will accumulate throughout the semester and will count toward your 20% process grade.

3) Review the text again. Make notes along the margins. Write down any questions you have. Are you confused about a plot detail? Write it down. Do you understand all the words? Look up any unfamiliar words and write down the definitions. Make note of anything that seems weird, interesting, or unexpected.

4) Look over all of your notes. Attempt to answer your questions by examining the text closely. Reread the text if you have to. Do research if you need to. Look into the historical moment when the text was written. Look into the biography, interests, and concerns of the author. What else was going on that may have influenced the author?

5) Develop a theory that helps you understand and analyze the text. Write your theory down. How would you support your theory? What points would you make? What evidence would you use?

6) Develop your theory into a claim that can be used as a thesis statement. Develop your support into topic sentences. Organize your evidence to support the specific claims you’ve made. Explain how your evidence supports those claims.

7) Now you can shape all of this into an essay. Add transitions at the end of paragraphs. Add in-text citations. Add a Works Cited page. Put your paper in MLA style and submit it to the Course Den drop box BEFORE the deadline.

If you do this, you exponentially increase your probability of making an A!

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