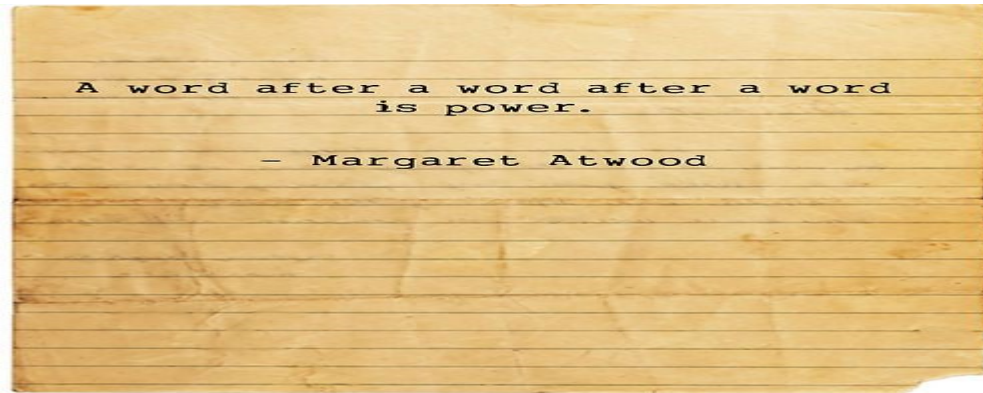


ENGL 1102-104
T/Th 2-3:15, Nursing 112
ENGL 1102-111
T/TH 3:30-4:45 PAFF 110



Professor: Pam Murphy

E-mail: pamm@westga.edu

Office: TLC 1114B

Office Hours: M/W 5-5:30 p.m., T/Th 10:30 a.m. -12:30 p.m., 5-6 p.m., and by appointment

Writing Center: T/TH 12:30-2 p.m., by appointment

Course Description and Learning Outcomes

This is a QEP course, with emphasis as follows:

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/>.

Additionally, 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.

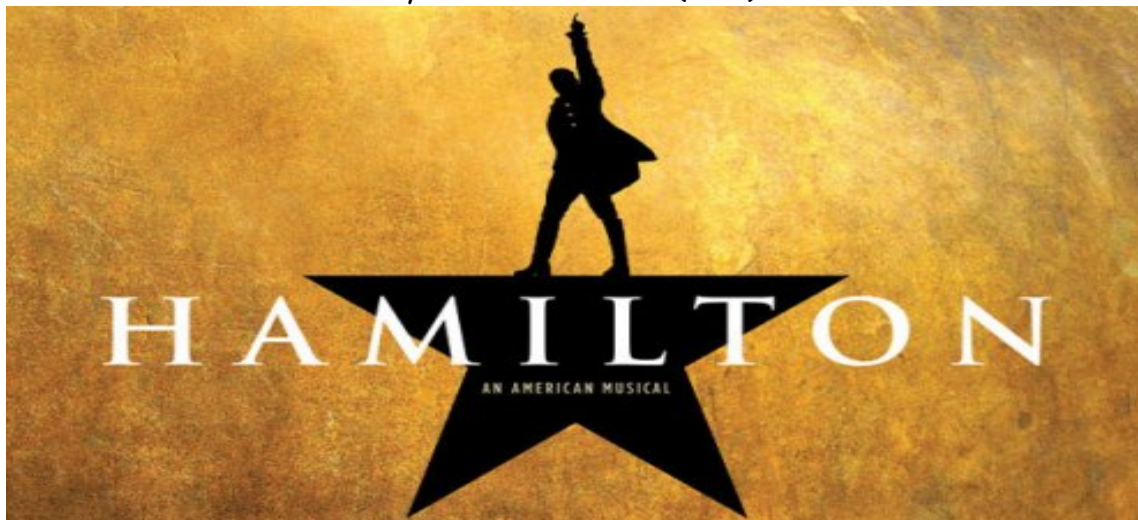
Learning Outcomes

- extending the skills of expository writing and critical thinking established in English 1101
 - reading, understanding, and interpreting fiction, drama, poetry, and film in order to write analytically about those genres
 - understanding and utilizing literary principles and basic terms important to critical writing and reading
 - constructing essays using textual evidence from both primary and secondary sources.
-



Course Materials:

1. Access to *Hamilton* soundtrack.
2. Umminger, Alison. *American Girls*. Flatiron Books. 2016. ISBN: 1250075009 or 1250133823.
3. Access to a printer and Microsoft Word or compatible alternative.
4. Access to documentary on Netflix/HULU (TBA).



Expectations:

- Demonstrate a working knowledge of the syllabus
- Attend all classes, arriving on time with relevant materials in hand
- Participate fully and respectfully in class discussions
- Remain attentive and engaged throughout the class period
- Offer constructive critiques on your classmates' work and respond graciously to constructive criticism
- Improve your writing during each step of the process
- Avoid repeating mistakes addressed in feedback
- Submit quality work, complete and on time
- Communicate promptly with me about any concerns

Ultimately, your success depends on how much time, energy, and effort you are willing to put into the class. I am only in control over one-hundred percent of my own effort, but I promise you will always receive my full effort. I hope to have the same from you.

A Note Regarding Personal and Academic Responsibility

Being part of an academic culture (and "real life" in general) necessitates that you accept responsibility, not only for your actions, but for the work that you do; this means that it is ultimately up to you to meet deadlines, complete assignments, and accept the consequences when you do not comply with course policies. You are not entitled to a passing grade simply because you are enrolled in the course; likewise, in a university setting such as this one, 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 that you earn; I cannot ethically give you additional points because you need to pass the course in order to avoid academic suspension or losing a scholarship. You know what the stakes are for you if you do not do well in the course, so take responsibility for your performance and engagement.

Major Assignments and Grade Breakdown:

1. Process Work 5%: This grade includes class participation, various types of quizzes, peer review workshops, and writing exercises/responses, all of which are based on class discussions and prepare you for the major assignments.
2. Key Skills Assignments 15%: Each key skill assignment counts for 5% of your final grade. These assignments prepare you for the first major essay.
 - a. KSA1: Demonstrating your familiarity with the KSA1 assignment expectations available on my website, craft a Works Cited page that follows MLA formatting and style guidelines. Your "practice" Works Cited page must include five selections from the list of sources named in the KSA1 assignment description provided on my website.

- b. KSA2: Demonstrating your familiarity with the KSA2 assignment expectations available on my website, write an arresting staging (intro) for your chosen sign/topic, raising your driving theoretical question(s) either explicitly or implicitly.
 - c. KSA3: Demonstrating your familiarity with the KSA3 assignment expectations available on my website, develop one theoretical claim that persuasively answers the question(s) posed in your field of inquiry (using the "sign-signal-significance" model). Then compose a reasoned persuasive paragraph designed to substantiate your claim (using the three "I"s discussed extensively in class).
3. Formal Out-of-Class Essays 65%: These essays must analyze chosen texts and are based on a range of topics from class discussions and texts.
 - a. Essay 1 (3-4 pages; 20%): Argumentative analysis of your chosen sign/topic from *Hamilton*, as developed through the KSAs. You will have the option to revise this paper, in accordance with revision guidelines provided on my website.
 - b. Essay 2 (5-6 pages; 25%): Extended argumentative analysis of your first essay. (Film: TBA). This essay must include at least three secondary sources. You will have the option to revise this paper, in accordance with revision guidelines provided on my website.
 - c. Essay 3 (2.5-3 pages; 20%): Argumentative analysis of a chosen sign/topic from the novel *American Girls*. This essay must incorporate at least one secondary source.
4. Online Writing Assignment 10% (1.5-2 pages): Craft a summary of a secondary source. Assess the analysis presented in the source and devise an argument in support of your assessment.
5. Graded Outlines for Essay Two and Three, due as indicated on the course calendar: 5%

*****Note: Failure to submit one or more out-of-class essay(s) will result in a **failing grade for the course.** *****

*****Note: Failure to earn a grade of 70 or higher on at least one of your out-of-class essays will result in a **failing grade for the course.** *****

Note: Access out-of-class essay rubrics via my website: <http://westga.edu/~pamm/>

Discussion of Work

I will not discuss an individual's grade during a class session or in front of other students. Please visit me during my office hours or make an appointment to discuss your work. For

several reasons, I will not discuss any work until the day after I have handed back the assignment. This interval gives you the opportunity to look at my comments and to generate specific questions about improving your essay. On your graded essays, you will see my notes in the margins to help you—make sure you read what I've written before you come to see me!

Office Consultations

Students who seek help outside of class, either from me or the Writing Center, are usually the most successful. An office consultation, whether conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very specific issues, (i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc.). When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to "go over it." In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down exactly what concerns you, (i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc.). This list will give us some guidelines during our consultation and will help to generate discussion.

Other Important Consultation Points:

- I will not proofread an essay for you; that step is part of your writing process.
- I will not review entire drafts that are emailed to me; instead, you must schedule an appointment during office hours to discuss specific issues with your draft.
- You are also not allowed to meet with me about an essay on the day it is due; thus all essay consultations must occur prior to the essay due date.

Essay Format: ALL papers must be in accordance with MLA guidelines, typed and double-spaced.

Late and/or Make-Up Work Policy

- All late essays will be penalized 1/3 of a letter grade per day late (not per class period) and are **no longer accepted for a grade past one week of the deadline** (unless you make arrangements with me in advance and you have a legitimate medical reason for submitting the work after the deadline). Essays are late when they are not submitted to CourseDen prior to the beginning of class on the due date. Additionally, I will NOT grade your out-of-class work until you submit it in HARD COPY.
- If you arrive to class late and miss an in-class quiz or assignment, or if you miss an in-class quiz or assignment due to an absence, you may not make it up.

I do not accept assignments sent to me via email unless approved by me in advance.

Extra Credit and Previous Work

With all of the above in mind, your best method for getting the best grade depends upon your doing all of the essays and work assigned to the best of your ability. Accordingly, remember the following:

- Do not ask for extra credit. There will be none. Extra point options are built in through revision opportunities. If you want to improve your grade, take full advantage of the options you have.
- Work completed for another course **will not be accepted** in this course.

Course Requirements & Policies:

Attendance and Participation Requirements: This is a writing- and reading-intensive course. More than likely, it requires more advanced critical and analytical skills than those you have developed in high school literature and writing courses. Consequently, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and homework exercises should be completed in advance of each class. You should be prepared to participate actively by volunteering to share ideas related to class discussions OR by simply asking questions. Remember: if you do not understand something presented in class, ask!

If you find it unavoidable to miss class, be aware of the following guidelines: Your regular participation in this class is a vital part of its success. **Each student is allotted up to four absences--no more. Upon the fifth absence, your final grade will be reduced by 1/2 letter grade per additional absence.** Therefore, if you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: The English Department draws no distinction between excused and unexcused absences. **February 28, 2018, is the last day to withdraw from class with a "W" (without incurring a WF).**

Other Important Attendance Points:

1. Late arrivals and early departures will also be counted as part of the attendance requirements. A student is considered tardy if he/she arrives to class after I do. Note: two tardies/early departures will equal one absence.
2. Sleeping or disruptive behavior at any time during the class period will be treated as an absence.
3. I do not make lecture notes etc. available to students who missed class (so please get in touch with a fellow student).

4. Bring ALL required materials to class every day. It is the instructor's prerogative to dismiss students who come to class without the required materials. ****The attendance policy also applies with these kinds of dismissals.****

Disruptive Behavior

Students will be dismissed from any class meeting during 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, rude actions or behavior, speaking disrespectfully to the instructor and/or to other students, texting, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. Repeated instances of disruptive behavior will result in judicial processing. For more information, refer to UWG's disruptive behavior policy.

Email Policy:

I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very specific question that doesn't require discussion. **Please Note:** The official email communication method will be through campus e-mail (MyUWG). I do not regularly check CourseDen mail, so any correspondence sent through that medium will likely result in delayed response time.

Disability Pledge:

- I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.
- If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Accessibility Services in 272 Parker Hall at (678) 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 Accessibility Services at the University of West Georgia.

Resources for Writing Instruction

- 1) I will gladly assist you in the writing process and with any concerns you may have in the course;
- 2) my website (see Literacy Tools, sample essays, etc.);
- 3) the University Writing Center (UWC), located in the Parkman Room, TLC 1201. The UWC is a student support center designed to offer writing-related consultation that will help you engage with and improve your own writing. Tutors are specifically trained to avoid appropriating the student's work, and will instead help you identify areas for improvement and will encourage effective revision. For more information on appointments, hours, and policies, visit the Writing Center online at <http://www.westga.edu/~writing>.

Plagiarism and 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; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. See also: excessive collaboration.

The University policies for handling Academic Dishonesty are found in the following documents:

The Faculty Handbook, sections 207 and 208.0401:

http://www.west_ga.edu/~vpaa/handrev/

Student Uncatalog: "Rights and Responsibilities"; Appendix E:

<http://www.westga.edu/handbook/1576.php>

Student Uncatalog: "Rights and Responsibilities"; Honor Code:

<http://www.westga.edu/handbook/59.php>

Excessive Collaboration

By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce independent writing (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, excessive collaboration (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

[Plagiarism always results in an automatic F for the course, and I will report the case to the Office of the Vice President for Academic Affairs.](#)

Assessment & Guidelines:

- See my website to check the English Department's guidelines for out-of-class writing assessment (rubrics). The following chart will be used when calculating your numerical grade at the end of the semester with regard to letter grades received on out-of-class essays:

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

(***At times, I will "split" grades to indicate work that falls between two standard grading categories. For example, a student might receive an A-/B+, which translates mathematically to a 90.)

Note: In order to complete all English 1102 requirements, students must pass with a final letter grade of a C or higher. *Important: In addition to the 70 or higher final average required to pass this class, you must earn a grade of 70 or higher on at least one of your three out-of-class essays. The last day to withdraw with a W is February 28. Make this decision wisely.**

Questions or Concerns:

If ever you have a question, comment, or concern regarding your success in my class, please feel free to:

- Call or visit during my office hours: TLC 1114B; 678-839-4885
- Send me an email: pamm@westga.edu

Please understand that the life of a professor can sometimes be hectic. Therefore, allow me at least 24 hours to return your email or voicemail. If you do not get a response, please do not give up. Feel free to try again. I want to help you succeed in this course.

Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change:

https://www.westga.edu/administration/vpaa/assets/docs/facultyresources/common_language_for_course_syllabi_v2.pdf

ENGL 1102-104
T/Th 2-3:15, Nursing 112
ENGL 1102-111
T/TH 3:30-4:45 PAFF 110
Spring 2018 Readings and Assignments

Note: Readings and assignments are due on the day they are listed on the syllabus. Changes or additions to the readings may occur throughout the semester. These will be announced in class.

January

- T 1/9 Introductions, explanations, expectations. Poetry Analysis: Semiotics, close reading, analysis review. Analysis discussion.
- W 1/10 **Open drop ends at 11:59 p.m. No dropping classes with a refund after this date and time.**
- TH 1/11 Close reading practice: essays/arguments. **Open add ends at 11:59 p.m.**
- T 1/16 **No Class.** Reading Day.
- TH 1/18 **Watch/listen to selections from *Hamilton* (TBA).** KSA1 assigned. Sign inventory practice; idea generation; choosing topics
- T 1/23 Discuss *Hamilton*. Syllabus & Policies. "Reading quiz." Journaling: response to text. Semiotics and sign discussion. Essay one assigned. Plagiarism chat. How to succeed in 1102.
- Th 1/25 ****Read Essay Sample One available electronically via my website. **Bring an inventory of at least five signs from *Hamilton*.** Workshop sign specificity. Syllabus quiz.
- T 1/30 ****KSA1 due: turn in electronically via CourseDen prior to the beginning of class AND bring a hard copy to submit AT THE BEGINNING OF CLASS. **Read introductions available electronically via my website.** Intro discussion. Essay outlines. Journaling: developing a field of inquiry that invites objective interpretation. Workshopping instructor-provided theoretical questions. Discussion of Key Skills Assignment Two (staging).

February

- Th 2/1 Evaluating sample introductions.
- T 2/6 **Bring a rough draft of your introduction/staging paragraph.** Effective summary; transitioning to topic. Self-editing workshop: Essay Staging/Introduction.

- Th 2/8 **KSA2 due.** Read sign-signal-significance models available electronically via my website. Journaling: free writing about your sign. Review and practice sign-signal-significance model. Group discussions: evaluating topic sentences using instructor-provided examples. Identify volunteers to submit topic sentences after brainstorming session. Self-editing workshop: sign-signal-significance models. KSA3 (body paragraph) assigned. Extra time allotted to in-class drafting of body paragraph.
- T 2/13 ****Read “M.E.A.L. Plan: Paragraph Construction” (link available electronically via my website). **Turn in typed hard copy of your revised topic sentences. (This is for feedback, NOT a grade.)** Examine sample body paragraphs. Class work: body paragraph building, using instructor-provided topics/signs.
- Th 2/15 Group work: building a body paragraph using an instructor-provided topic sentence. Discuss group work. Discuss essay progress. Journaling: free writing using one of your S-S-S models as your prompt.
- T 2/20 **KSA3 due.** Thesis discussion.
- Th 2/22 ****Bring your thesis statement (either typed or neatly handwritten).** Discuss fragments, run-ons, number agreement, and MLA. Thesis discussion and assessment. Practice: sample essay assessment.
- T 2/27 Self-assessment workshop: **bring a completed and typed draft of your essay;** otherwise you will be counted absent and dismissed for the day.
- W 2/28 **Last day to withdraw with a W. Withdrawals after this date will result in a grade of WF.**

March

- Th 3/1 Optional conference day.
- T 3/6 **Essay One Due:** turn in electronically via CourseDen prior to the beginning of class **AND bring a hard copy to submit AT THE BEGINNING OF CLASS.** Read “Story of an Hour.” Journaling: free writing in response to reading. Group discussion.
- TH 3/8 Assessment and analysis of secondary source.
- T 3/13 Graded Online Writing: craft a summary of a secondary source. Assess the analysis presented in the source and devise an argument in support of your assessment. **Submit your 1.5-2 page summary and argument to CourseDen by 11:59 p.m. tonight.**
- Th 3/15 **** Watch film (TBA).** Essay Two assigned. Viewing quiz. Class discussion. Group work/interpretation exercises. Film discussion. Identifying credible sources. Journaling: free

write in response to the film / signs from your reading. Revision discussion and practice. Question and answer session regarding essay one revision and essay two progress. Essay outline. Staging discussion. Paragraph building.

T 3/20 Spring Break.

Th 3/22 Spring Break.

T 3/27 Continue film discussion. Discuss how to extend an existing essay. Practice topic sentence building. Journaling: Summarizing and contextualizing selected readings. Discussion of journal entry. Outline discussion. Breaking down the secondary source: technique; model.

Th 3/29 Outline Building. For a GRADE: have your essay outlined with at least three to four new topic sentences to bring to your individual conference Monday, April 2 or Wednesday, April 4.

April

T 4/3 Individual conference in lieu of class and during extended office hours. For a GRADE: bring your essay outline. See my website for a printable outline form; you can also handwrite (legibly) your outline on notebook paper if you prefer, but you must include and identify the following: your topic, your working thesis, and a sketch of five body paragraphs (including an idea, illustration, and notes about your interpretation for each paragraph).

Th 4/5 Individual conference in lieu of class and during extended office hours. For a GRADE: bring your essay outline. See my website for a printable outline form; you can also handwrite (legibly) your outline on notebook paper if you prefer, but you must include and identify the following: your topic, your working thesis, and a sketch of five body paragraphs (including an idea, illustration, and notes about your interpretation for each paragraph).

T 4/10 Sample essay evaluations.

Th 4/12 **Bring a rough draft of essay two.**

T 4/17 ****Essay two due: submit electronically via CourseDen prior to beginning of class AND bring a hard copy to the bin outside my office door prior to regular class time. Reading day: NO CLASS.**

Th 4/19 ****Optional Essay One and Key Skill Revisions due via CourseDen prior to the beginning of class AND in hard copy in a folder with each revision attached to the marked up, graded original. **** Read *American Girls* through the end of chapter ten. Reading quiz. Discussion of reading. Essay three assigned.**

T 4/24 **Finish *American Girls*. Bring an inventory of at least five topics/signs to class. Conclude discussion of the novel. Workshop topic/signs. Practice topic sentence building. Journaling: Summarizing and contextualizing selected readings. Discussion of journal entry. Outline discussion. Course Evaluations. Course outcomes and experience discussion. Essay three assisted peer review. Detailed Essay Two revision discussion.**

Th 4/26 (Optional) Graded Online Writing: craft a summary of a secondary source. Assess the analysis presented in the source and devise an argument in support of your assessment. **Submit your 1.5-2 page summary and argument to CourseDen by 11:59 p.m. tonight** (to replace original online writing grade, if desired).

May

T 5/1 NO CLASS. ** Bring essay three outline and draft to optional conference.

Th 5/3 NO CLASS for either section. Optional conferences.

T 5/8 NO CLASS for either section. Finals: **Essay Three Due in CourseDen by 11:59 p.m. for 1102-104 and 1102-111.**

Th 5/10 NO CLASS. Optional Essay Two Revision due in CourseDen by 11:59 p.m.

Note well: Grades will be posted to BanWeb by noon on May 14. No grades will be distributed via phone or email.

IMPORTANT: Red font indicates an assignment or prep work to be completed and/or submitted prior to class.