Contact Information
Mrs. Julie Steed
Email: jsteed@westga.edu
Office: 310B Pafford Hall

Office Hours
M: 8:30-10:30 Online
T: 8:15 -9:15 Office
W: 8:30-10 Office 10-1 UWC* 1-2:30 Office
Th: 8:15-9:15 Office
*UWC hours require an appointment scheduled via the UWC.

Course Description:
The course serves as a continuation of English 1101 and as an introduction to more sophisticated study of argument and textual analysis, focusing on the composition of increasingly and 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.

Required Materials
• *Salvage the Bones* by Jesmyn Ward
• Three-ring binder to house all hardcopies of essays and classwork, loose leaf paper, pens, pencils, and highlighter. Bring these supplies to every class.
• A printer, whether it be your own or one on campus, that you know how to operate and can access quickly and easily. [As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, most materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers].
• A complete hard copy of this syllabus (bring on the first day of class).
• Access to Course Den for handouts and assignments as designated on your course schedule.

Optional Materials
• *Analyze Anything* by Gregory Fraser and Chad Davidson (Highly recommended; available at bookstore)
• *Hamilton: An American Musical* by Lin-Manuel Miranda (music; CD/streaming)
Common Language for all Syllabi (students are expected to read and understand):
https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Course Policies:

Assessment of Formal, Out-of-Class Essays: Specific rubrics for each out-of-class essay will be provided via Course Den. Rubrics are standard across the department.

Paper Format: All out-of-class essays should be submitted according to MLA format and will be turned in in both hardcopy and electronic copy. Please see course material/instruction and also refer to the UWC website for additional information.

Plagiarism and Excessive Collaboration Policy: (if a student violates this policy, he/she may receive an "F" for the assignment or an "F" for the course at my discretion). Policies on the university’s honor code can be found by clicking on the “Common Language” PDF. The department policies are listed below:

Plagiarism & Academic Honesty: 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)

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.

Attendance Requirements: For courses that meet twice a week (such as this one), a student is allowed three absences. Five points will be deducted from your final grade for each absence after the third. Be aware that no distinction exists between excused and unexcused absences. If a student is notified that he/she will fail the course due to excessive absences, the student can continue to attend class meetings as long as he/she is not disruptive. If disruption occurs, the student will be reported to the Office of Student Affairs and Enrollment Management (department of Judicial Affairs).

Please note that leaving before I dismiss class will earn you an unexcused absence. I will let you know when it is appropriate to leave. If you have an emergency or need to leave early, let me know before class. Otherwise, I will assume you are willing to accept an absence.

In addition, arriving late to class is a component of the attendance requirements. A student is considered tardy if he/she arrives after I begin class. Students entering the classroom late are a distraction to me and to the other students who arrived on time. Two tardies equal one absence.**

Revision Policy: You may revise either essay one or two if you have an average of B or lower at the end of the semester. I will average the revised grade with your original grade to create your final grade for the revised
essay. Revision means making substantial changes to your work and you will be advised, through my comments, about specific ways you can revise your paper. Papers exhibiting minimal effort (change in punctuation/grammar only) will not be graded and your original grade will stand. One visit to the writing center is required before I will accept your revision.

**Penalties for Late Homework/Classwork:** Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the assigned due date, five points will be deducted from the overall grade of the assignment for each day (not class period) the work is late. If a student finds it necessary to miss class on a day work is due, the material should be emailed to me the day work is due in order to avoid any penalty. **Note:** Once an assignment is more than one week late, that assignment will not be accepted.

**Late Work Policy for Essays:**
All rough drafts and final drafts are due at the beginning of class; therefore, bring them to class already printed and stapled. All papers turned in after class has dismissed will be penalized five points, and five points will also be deducted each day thereafter they are late. If you have a planned absence on the day a paper is due, you MUST make arrangements to turn your paper in prior to your absence. Any essays submitted over seven days beyond the due date will NOT receive a grade! **Note:** To avoid confusion and potential emailing problems, I will not grade emailed papers—you must turn in a hard copy. If, however, you turn in an essay outside of class and I am not in my office when you turn it in, you should also email a copy of your paper (through Course Den) just to document the time and date you turned your paper in. Otherwise I will assume the paper is late and will deduct points. Also, if you have an emergency and cannot come to class the day a paper is due, you must email me a copy of your finished paper (through Course Den) to document its completion AND turn in a hard copy of the paper upon your return to class. In these cases, I will always verify through Course Den mail that I received your paper.

**Email Etiquette:**
Your college experience prepares you for your future professional life by teaching you the knowledge needed for a particular occupation as well as by introducing you to proper etiquette in professional environments. How you address your professors and structure your emails are parts of your display of professionalism and reflect on your character. When emailing a professor, begin with a proper address (Mrs. Steed,) and follow with a thoughtfully written, grammatically sound email. Remember, emails are not texts, so write complete sentences and be mindful of spelling and tone. Sending an email that reads, “What did I miss today?”—1) Fails to address the teacher respectfully by disregarding his/her authority and time, 2) hints at your disregard for the class by not giving a valid reason for your absence, and 3) shows a disregard for class policies by not first consulting the syllabus and/or a class peer. Finally, when sending an email attachment, be sure to also include an email explaining why you sent the attachment. Don’t just send the attachment. Be respectful and thoughtful in your correspondences. Your future boss will not tolerate carelessness. He/she has a wealth of applicants to choose from, so how you structure initial communications with him/her creates an impression about your character and work ethic.

**Disruptive Behavior:**
I expect you to come to class ready to learn. If you plan to disrupt the class, stay home. My time and the time of my students is very valuable, and disruptive behavior will not be tolerated; specifically, phones should be turned off and, for the most part, out of sight. Texting, watching videos and playing games on your phone during class are all considered disruptive behavior as it distracts you, me and other students in the class. Likewise, inappropriate, loud or rude comments or behavior are not appropriate for college classes. A personal pet peeve of mine is trying to talk over other students or conversations in the classroom. I will provide plenty
of opportunities for group work, in-class collaboration, and brainstorming when talking is appropriate and encouraged; however, talking when I am lecturing is not allowed.

Consequences for Disruptive Behavior: I will give the class a verbal warning if I notice disruptive behavior. If the behavior does not cease, I will address the disruptive student individually, in front of the class. As a final course of action, the disruptive student(s) will be asked to leave class and will receive an absence for the day.

If disruptive behavior persists or escalates, the following will be implemented: The Student Conduct Code, section 3.00 (Appendix A in the Student Handbook) prohibits disruptive behavior on campus, defined as “interfering with normal university sponsored activities, including, but not limited to, studying, teaching, research, university administration, disciplinary or public service activities, or fire, police or emergency services.” Reasonable examples of appropriate classroom behavior prohibit such actions as cell phone use, eating in class, talking while the instructor is talking, coming late or leaving early, sleeping, etc. Specific information on disruptive behavior in the classroom and how such behavior is addressed can be found by visiting the following: [http://www.westga.edu/vpsa/index_4721.php](http://www.westga.edu/vpsa/index_4721.php) (Office of Student Affairs and Enrollment Management)

Role of the Writing Center: Please refer to the general information about the UWC that is found on the “Common Language” pdf. In addition, please note that the role of the Writing Center is to offer consultation (not proofread) in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas to student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center: [www.westga.edu/writing](http://www.westga.edu/writing)

Office Consultations and Conferences

- An office consultation, whether it is 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." [...I will also NOT review/proofread entire drafts via email or in person.] 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 will give us some guidelines during our consultation and help to generate discussion. Be aware that an email asking questions about an essay CANNOT replace an actual meeting with me during office hours. It is very difficult to respond to your questions and your needs by only responding to an email, especially if your questions are general. 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.

- Conferences will be held in my office at the time agreed upon in class and as indicated on the course schedule. Class will not meet on conference days; however, you will be counted absent if you miss your scheduled conference appointment with me. My office is hard to find; look for it before your conference date.

- **Please Note: The official email communication method will be through campus e-mail (MyUWG).
**Confidential Discussions:** The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link here.) As of July 1, 2016, **all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus.** Here is the UWG Title IX website. (Also, look here for a definition of sexual misconduct)

What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

<table>
<thead>
<tr>
<th>(This one is not confidential, but you should have it) UNIVERSITY POLICE 678-839-6000 (96000 on campus)</th>
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<tbody>
<tr>
<td>COUNSELING CENTER Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: <a href="mailto:counseling@westga.edu">counseling@westga.edu</a></td>
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<tr>
<td>HEALTH SERVICES 678-839-6452</td>
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<tr>
<td>PATIENT /VICTIM ADVOCATES 678-839-0641; 678-839-5338 (after hours 678-839-6000)</td>
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**Course Evaluation/Grading Procedures:** Over the course of the semester, each student will be responsible for completing three formal essays worth 70-percent of the final grade. Failure to submit one or more of the formal essays results in a failing grade for the course. Essays that are not long enough to fulfill the FULL minimum length assigned will receive a failing grade; no exceptions to this rule are granted. No extra credit will be assigned or accepted in this course.

**Course Assignments and Grading**

Major Assignments (70% of your grade)

- Essay 1 20%
- Essay 2 25%
- Essay 3 25%

Additional Assignments (30% of your grade)

- Final Presentation/Portfolio 05%
- Reading Responses (5) 15%
- Participation and Process Work 05%
- Outlines (2 total) 05%

*Drafts, workshops, self-reflections, class discussions and freewrites don’t always carry weight, but they are required in order for your essays to be graded.*

**NOTE:** A grade of “C” or better is required to exit the course. Unless this grade requirement is met, this course will not be credited toward graduation. In addition, in order to pass this class with a grade of “C” or better, the student must turn in all out-of-class assignments. Essay 3 will not be accepted after the due date and time listed on the course schedule.
Course Schedule and Syllabus Modification
The instructor reserves the right to change the syllabus and/or course schedule during the course of the semester. You will be notified of any changes immediately. While this course schedule is carefully planned, changes may be made throughout the semester to accommodate the needs and interests of the class. While you should have all readings/assignments prepared as described, you should also be prepared to note any changes as necessary.

English 1102 Course Schedule, Spring 2018

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Due for Class on Tuesday</th>
<th>Due for Class on Thursday</th>
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<tbody>
<tr>
<td>1</td>
<td>1/09-11</td>
<td>First day, welcome! Open drop ends at 11:59 p.m tomorrow! No dropping classes with a refund after this date and time.</td>
<td>1101 Review and vocabulary. Expectations and explanations. In-class writing assignment (graded). Open add ends at 11:59 p.m.</td>
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<td>2</td>
<td>1/16-18</td>
<td>&quot;Alexander Hamilton&quot; lyrics; print lyrics and bring to class today; read lyrics and listen to the song on YouTube before class. Bring questions to class as directed on Thursday. Finding and responding to a sign: what to analyze.</td>
<td>Hamilton Bring “Alexander Hamilton” lyrics and all notes to class. Primary and Secondary Sources/Synthesis: What’s the connection? VOICE: Is your sign effective?</td>
</tr>
<tr>
<td>3</td>
<td>1/23-25</td>
<td>&quot;Hamilton, “Satisfied” lyrics; print lyrics and bring to class today; read lyrics and listen to the song on YouTube before class. Bring questions to class as directed on Thursday. Bring “Alexander Hamilton” lyrics and all notes to class. Finding and responding to a sign: what should you write about? Reading Response One due to Course Den before class begins.</td>
<td>Hamilton Bring “Alexander Hamilton” lyrics and “Satisfied” lyrics and all notes to class. Primary and Secondary Sources/Synthesis: What’s the connection? VOICE: Is your sign effective?</td>
</tr>
<tr>
<td>4</td>
<td>1/30-01</td>
<td>Hamilton, Continued Stage Your Sign: From Questions to Thesis. Brainstorm as a class.</td>
<td>Hamilton Wrap Up Break through the 5-paragraph essay; Generating ideas about meaning/building an essay. Outline as a class.</td>
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<tr>
<td>5</td>
<td>2/06-08</td>
<td>Peer Review Workshop* Bring a hard copy. Your peers will read your draft. A draft = 2 full pages and counts as a participation grade. A one-page draft earns 50/100 points. Anything under one page earns a zero.</td>
<td>Essay One Due: Hard copy and electronic. Also turn in the hard copy draft you brought to class and any outline/brainstorming you have available. Unit Two: Salvage the Bones Intro to Salvage the Bones by Jesmyn Ward: bring the book to class with you for a participation grade.* Clarification and assignment of group work and expectations for this portion of class.</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<tr>
<td>7</td>
<td>2/20-2/22</td>
<td>Conferences in my office, no class. You will receive your grade for essay one during this conference. Keep reading your novel! <strong>Reading Response Two due to Course Den by 11:59pm.</strong></td>
<td><strong>Read Salvage the Bones, pages 83-130 (&quot;The Fifth Day&quot;/&quot;The Sixth Day&quot;)</strong> (Group 3) AND <strong>Salvage the Bones, pages 131-176 (&quot;The Seventh Day&quot;/&quot;The Eighth Day&quot;)</strong> (Group Four). Groups Three and Four lead discussion.</td>
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<tr>
<td>8</td>
<td>2/27-3/01</td>
<td><strong>Read Salvage the Bones, pages 177-214 (&quot;The Ninth Day&quot;/&quot;The Tenth Day&quot;)</strong> before arriving for class (Group Five) AND <strong>Salvage the Bones, pages 215-258 (&quot;The Eleventh Day&quot;/&quot;The Twelfth Day&quot;)</strong> (Group Six) before arriving for class. Groups Five and Six lead discussion. Last day to withdraw with a W is tomorrow. Withdrawals after this date will be a WF. Continue <strong>Salvage the Bones discussion.</strong> Finding appropriate secondary sources. Reading Response Three due to Course Den before class begins.</td>
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<td>9</td>
<td>3/06-3/08</td>
<td><strong>Salvage the Bones, Wrap up Outline in class (due Thursday, so don’t wait)</strong> Putting it all together.</td>
<td>Conferences, Outline is due. No Class – Bring your draft and/or outline to my office. Submit outline to Course Den before your meeting.</td>
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<td>10</td>
<td>3/13-3/15</td>
<td><strong>Peer Review Workshop</strong> A draft = 3 full pages and counts as a participation grade. A two-page draft earns 50/100 points. Anything under two pages earns a zero.</td>
<td><strong>Essay Two Due: Hard copy and electronic. Turn in the draft you brought to class and any outline/brainstorming you have available.</strong> Midterm Evaluations Introduction to Unit 3</td>
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<tr>
<td>11</td>
<td>3/20-3/22</td>
<td><strong>Spring Break, No Class</strong></td>
<td><strong>Spring Break, No Class</strong></td>
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<tr>
<td>12</td>
<td>3/27-3/29</td>
<td><strong>Today: Know your sign and text for essay 3 (see prompt for details). Bring your text to class.</strong> Assessing the validity of your text. VOICE testing your sign.</td>
<td>Workshopping your text; small groups Generating ideas about meaning; building an essay.</td>
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<tr>
<td>13</td>
<td>4/03-4/05</td>
<td><strong>Class Online Only</strong> Reading Response Four Assigned</td>
<td><strong>Class Online Only</strong> Reading Response Five Assigned</td>
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<tr>
<td>14</td>
<td>4/10-4/12</td>
<td><strong>Reading Responses Four and Five due to Course Den before class begins.</strong> Troubleshooting; recap of online class materials. <strong>Bring your secondary sources to class.</strong></td>
<td><strong>Outline is due by midnight.</strong></td>
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<td>15</td>
<td>4/17-4/19</td>
<td><strong>Peer Review Workshop</strong> A draft = 5 full pages and counts as a participation grade. A three-page draft earns 50/100 points. Anything under three pages earns a zero.</td>
<td><strong>Essay Three Due: Hard copy and electronic. Turn in the draft you brought to class and any outline/brainstorming you have available.</strong></td>
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<td></td>
<td>Date</td>
<td>Activity Description</td>
<td>Notes</td>
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<tr>
<td>16</td>
<td>4/24-4/26</td>
<td>Teacher Evaluation, Final Presentations, Portfolio Workshop</td>
<td>No Class. Final portfolio is due in my office. Turn it in any time during your designated class time. Revision of either essay one or two due via electronic and hardcopy in your portfolio (average of B or lower).</td>
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<tr>
<td>17</td>
<td>5/01-5/03</td>
<td>Finals Week – Retrieve your portfolio.</td>
<td>Finals Week</td>
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*If you are not prepared as instructed for revision, peer review, and portfolio workshops, or if you fail to bring hard copies of texts to class as required, you will be dismissed from class and counted absent for the day.** If you do not submit an electronic copy of your essay to Turn it In, or you fail to turn in a hardcopy to Ms. Steed, your essay will be considered late until both submissions are received.

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