

ENGL 1102-11, 16: English Composition II / Science-Focused Sections, Spring 2019

Instructor Information

Instructor: Pam Murphy

Class Meeting, Time, Location: Section 11: M/W 11-12:15 in Hum 130

Section 16: M/W 12:30-1:45 in Hum 130

Office Location: TLC 1114B

Telephone (direct): 678-839-4885

Telephone (department): 678-839-6512

Office Hours: Monday-Thursday: 10-11 am

Fridays online only: 10am-12 pm

Also available by appointment.

Writing Center Hours: Tuesdays and Thursdays, 12-1:30pm, by appointment.

Course Information

Course Description

This is a composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods.

Section Description

This section takes as its theme ideas related to our relationship with nature. Our class will perform a critical exploration of our understanding of and fascination with nature, specifically in context of the notion of nature as both the therapeutic counterpart to culture and as a threat to cultural ideations.

In addition to the primary texts listed below, we will read and discuss brief essays/articles (available as hyperlinks on my website), as well as other texts/media suggested by either myself or students during class discussions.

Texts, Readings, Instructional Resources, and References

Required Text(s)

- 1) *Soul of an Octopus*, by Sy Montgomery
- 2) *Into the Wild*, directed by Sean Penn, available via *Netflix*
- 3) *Return to the Wild: The Chris McCandless Story*, directed by Andrew Wegst, available via *Amazon Prime*
- 4) A selection of podcasts and TED talks, TBA

Additional Supplies:

- A flash drive for saving essays;
- reliable access to a printer, internet, and email;

- access to *Netflix* and *Amazon Prime*

Additional Text(s) *See links available on my website.*

*Course Objectives and Learning Outcomes

As a result of close readings and of critical engagement with various texts, students will be able

- To extend the skills of effective expository, analytical, and argumentative writing established in English 1101 and to comprehend principles important to constructing analysis-based essays.
- To apply critical thinking skills to analyze, synthesize, and evaluate information and ideas from diverse oral, written, and/or visual sources.
- To conduct research, develop organizational strategies, and compose documents using the academic conventions of English and to include both primary and secondary sources.

Assignments

Assignment name	Description	Due Date	Weight
Reading Responses	Students respond individually in writing to daily reading assignments/discussions.	In-class work, completed daily.	10%
Class Participation	<p><u>Online Postings:</u> You will be expected to submit portions of your out-of-class essays on Course Den before final drafts of those essays are due. These submissions will be used in writing workshops the following class day.</p> <p><u>Regular Attendance:</u> After four missed classes, absences will count against your participation score and impact your overall grade. Each absence beyond four will lower your final score by one letter grade.</p> <p><u>Daily engagement with classroom activities:</u> Your attention and investment in the classroom directly impacts your performance on essays and other assignments. Aside from missing out on the opportunity to maximize your course performance as a writer, distractions such as cell phones, browsing on personal computers, working on assignments for other classes, sleeping in class, or simply not participating will have more concrete consequences: I will</p>		15%

	mark you down as non-attending, and you will enjoy the penalties listed above in the Regular Attendance section.		
Essay One	Summary/Response 3 pages minimum (750-1000 words)		20%
Essay Two	Critique 3-4 pages minimum (1000-1200 words)		20%
Essay Three	Argumentative Synthesis 4 pages minimum (1200 words)		25%
Multimodal Project	This project is a “repackaging” of Essay 3 using a mode other than or in addition to the written word; options will be discussed in class and outlined on my website. This project will also have a presentation component. See my website for more detailed information.		10%

TOTAL	--	--	100%
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Grading Information and Policy

Grading structure and point scale

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
700 points - 799 points	70% - 79%	C
600 points - 699 points	60% - 69%	D
< 600 points	< 60%	F

Essay Revision Policy

You will have the option to revise Essay One and Two. This revision must include: 1.) a hardcopy of your revised essay, 2.) a stapled copy of the original graded draft, and 3.) a metacognitive reflection paragraph that thoughtfully discusses your plan for improving your essay (details for the revision reflection and submission guidelines can be found on my website). See course calendar for revision due dates. **No** late submissions allowed for revisions.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Late Work Policy

- **Essays:** All final drafts must be submitted in hard copy and in essay drop boxes in Course Den by the beginning of class on the due dates. Any essays submitted after the due date will receive a 5-point deduction (half a letter grade) each day they are late. Essays over 10 days late will NOT be accepted. Students with valid emergencies (hospitalization, family death, etc.) should speak with me by the due date (preferably before the due date, if possible) if an extension needs to be discussed.
- **Class Participation:** If you miss an in-class assignment because you are tardy or absent—as with the attendance policy, no distinctions will be made between excused and unexcused absences—you will NOT be allowed to make up the assignment you missed. However, I will drop ONE low or missed class participation grade at the end of the semester. You can also earn an additional extra credit that will replace ONE low or missed daily grade with a “100.” To earn this extra credit, you must do the following:
 - **Attend an on-campus or off-campus academic event** (for example, a guest lecturer or filmmaker, a COAH event, a play, etc). from any discipline and write a 1-2 paragraph, typed response to the event. This response should:
 1. Clearly identify the event you attended and the date and time of the event.
 2. Include a thoughtful response that addresses some or all of the following questions: How does the event connect to themes/ideas discussed in class? What was your reaction to the event? What was discussed at the event you attended? What did you learn? If it was a film or theatrical performance, what themes were addressed? What do you make of the character performances, staging, etc.?
 3. Extra credit will not be accepted after the last day of regular classes.

NOTE: No additional opportunities will be given to make up missed class work.

Attendance Policy

Your regular participation in this class is a vital part of your success. Each student is allotted up to four absences—no more.

Upon the student’s fifth absence, his/her average will automatically decrease by one letter grade and, upon the sixth, by two letter grades.

If your absences put you at risk of failing the class, you will have two options: 1) withdraw from the class, which will generate a W if done on or before Wednesday, February 27—or a WF if after that deadline or 2) remain on the roll (still attending classes, if so desired) and receive your earned score minus penalties for the course/semester. 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 again: There is no distinction between excused and unexcused absences. Again: Wednesday, February 27 is the last day to withdraw from class with a W (without incurring a WF).

Communication Rules

Communication Rules:

I prefer that you contact me via westga email, as I rarely check CourseDen email. I will do my best to respond to all emails within 24 hours during the week and generally within 48 hours over the weekends. If you don’t hear back from me within that timeframe, please write to me again.

Expected Response Times

Out-of-class assignments will generally be graded within two weeks of the due date and will contain feedback on what you did well and what you can do to improve. When I offer revision opportunities, expect response times to be a bit longer, as I place priority on original assignments when allocating my grading time.

Tentative Class Schedule*

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week One	<p>Monday, January 7:</p> <p>Introduction to course and course theme: Cultural Fascination with Nature</p>	<p>Wednesday, January 9:</p> <p>Active Reading and Analysis Practice</p> <p>Open drop ends at 11:59pm.</p>

<p>Week Two</p>	<p>Monday, January 14:</p> <p>Introduction to <i>Into the Wild</i></p> <p>Reading excerpts from Krakauer’s text.</p> <p>Journal response/class discussion.</p>	<p>Wednesday, January 16:</p> <p><i>Watch Into the Wild (available on Netflix) prior to class.</i></p> <p>Journal response/class discussion.</p>
<p>Week Three</p>	<p>Monday, January 21:</p> <p>MLK Holiday: Campus Closed</p>	<p>Wednesday, January 23:</p> <p>Continue film discussion: themes, emerging ideas, etc.</p>
<p>Week Four</p>	<p>Monday, January 28:</p> <p>Essay One Assigned.</p> <p>Essay Brainstorming: in-class writing day.</p>	<p>Wednesday, January 30:</p> <p>Introduction writing: practice and assessment.</p> <p>Staging Your Essay: Writing an introduction that effectively summarizes the text’s main argument, and critically engages with and responds to the text’s argument.</p>

<p>Week Five</p>	<p>Monday, February 4:</p> <p>Submit a draft of your introduction to CourseDen dropbox by 11:59pm on Sunday, February 3.</p> <p>Class group work: evaluating and revising introductions.</p>	<p>Wednesday, February 6:</p> <p>Idea generation for the summary and response essay.</p>
<p>Week Six</p>	<p>Monday, February 11:</p> <p>Finding your voice: building your argument.</p> <p>Identifying and clarifying your argument in clear topic sentences; crafting a thesis statement that effectively umbrellas underneath it your main points.</p>	<p>Wednesday, February 13:</p> <p>Submit a draft of your first body paragraph via CourseDen by 11:59 p.m. on Tuesday, February 12.</p> <p>Workshop.</p>
<p>Week Seven</p>	<p>Monday, February 18:</p> <p>Critiquing summary and response essays (position papers) objectively. What moves is the author making? Are they effective? Why or why not?</p>	<p>Wednesday, February 20:</p> <p>Submit a draft of a second body paragraph via CourseDen by 11:59 p.m. on Tuesday, February 19.</p> <p>Workshop.</p>

<p>Week Eight</p>	<p>Monday, February 25:</p> <p>Essay One due in CourseDen dropbox AND in hard copy by the beginning of class.</p> <p>Discuss the critique essay. Begin watching <i>Return to the Wild</i> in class (fifteen minutes). Discuss.</p> <p>Components of the Critique Essay: How to critique and evaluate a source: assess effectiveness, persuasiveness, and identify its rhetorical appeals.</p>	<p>Wednesday, February 27:</p> <p>No class.</p> <p>Reading Day:</p> <p>Finish the documentary. Annotation/journal homework: identify, categorize, and ask questions about themes, textual presentation, and implied opinions or concerns or ideologies from characters in the text.</p> <p>Last day to withdraw with a grade of W.</p>
<p>Week Nine</p>	<p>Monday, March 4:</p> <p>Discuss the documentary.</p> <p>Identifying themes and arguments.</p>	<p>Wednesday, March 6:</p> <p>In-class writing day: idea generation.</p>
<p>Week Ten</p>	<p>Monday, March 11:</p> <p>Group introduction work.</p> <p>Discuss claim and thesis development: focus on value judgements about the text, including WHY the text is effective or persuasive or WHY it's not.</p> <p>Discuss research options.</p>	<p>Wednesday, March 13:</p> <p>Submit research ideas to CourseDen by 11:59pm on Tuesday, March 12.</p> <p>Assess and evaluate critique essays.</p>
<p>Week Eleven</p>	<p>Monday, March 18:</p> <p>SPRING BREAK</p>	<p>Wednesday, March 20:</p> <p>SPRING BREAK</p>

<p>Week Twelve</p>	<p>Monday, March 25:</p> <p>Thesis critique and workshop.</p> <p>Optional Essay One Revision and Metacognitive Reflection due in hardcopy and in CourseDen prior to class.</p>	<p>Wednesday, March 27:</p> <p>Sample Body Paragraph Assessment.</p> <p>Individual in-class writing: Body Paragraph Development.</p>
<p>Week Thirteen</p>	<p>Monday, April 1:</p> <p>Introduction to Argumentative Synthesis.</p> <p>Essay Two due in hard copy and in CourseDen prior to class.</p>	<p>Wednesday: April 3:</p> <p>Reading Day: Complete chapters 1-4 before Monday, April 8.</p> <p>No class today!</p>
<p>Week Fourteen</p>	<p>Monday, April 8:</p> <p>Discuss reading.</p> <p>Multimodal Project Discussed and Assigned: Blogs, Podcasts, Comic Strips, Etc. (A 4-5 Week Project, conversing with your synthesis paper and culminating in an in-class presentation)</p> <p>Identifying emerging patterns / themes/ arguments/ contradictions across the semester.</p> <p>Practicing argumentative synthesis.</p>	<p>Wednesday, April 10:</p> <p>Read chapter 5 and 6 prior to class.</p> <p>Discussion.</p> <p>Essay three assigned: Argumentative Synthesis.</p> <p>Developing Essay Three—Introduction.</p> <p>Revision Discussion for Essay Two.</p>

<p>Week Fifteen</p>	<p>Monday, April 15:</p> <p>Finish the book prior to class.</p> <p>Drafting introductions for practice.</p>	<p>Wednesday, April 17:</p> <p>Drafting body paragraphs for practice.</p> <p>Identifying credible and relevant sources.</p>
<p>Week Sixteen</p>	<p>Monday, April 22:</p> <p>Post introduction and first body paragraph to CourseDen by 11:59pm on Sunday, April 21.</p> <p>Developing Essay #3—Modeling Body Paragraphs and Conclusions.</p> <p>Integrating and Citing Sources.</p>	<p>Wednesday, April 24:</p> <p>Optional Essay Two Revision and Metacognitive Reflection due in hardcopy and in CourseDen prior to class.</p> <p>Critique and assessment of sample synthesis paper.</p>
<p>Week Seventeen</p>	<p>Monday, April 29:</p> <p>Post your chosen sources (at least two) in the form of a Works Cited page to CourseDen by 11:59pm on Sunday, April 28.</p> <p>Discussion of multimodal project progress.</p> <p>In-class writing: essay three.</p>	<p>Wednesday, May 1:</p> <p>Multimodal Presentations for Section 16: 11am-1pm</p>
<p>Finals Week</p>	<p>Monday, May 6:</p> <p>Multimodal Presentations for Section 11: 11am-1pm</p>	<p>Wednesday, May 8:</p> <p>Essay Three due for both sections in CourseDen only by 11:59 p.m.</p>

****Note:** All times are EST. Dates may change at the instructor’s discretion: all changes will be posted in the News/Announcements section of CourseDen.

Late work policy:

There are no extensions without penalty for out-of-class assignments. We are working on a tight timeline and must stick to the schedule. Assignments are accepted up to ten days late, with penalties as described in the Late Work Policy above. Read the policy carefully, because misunderstanding could cause you to fail this class. The final assignment and final project must be completed by the due date, no exceptions.

Expectations of Students**Course Structure:**

I expect you to:

- Display 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
- 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 questions or 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 and expect to have the same from you.

Course and UWG Policies**Attendance Policy:**

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this class, students are required to be present in class during week one, in order to be considered as attending class. Students who do not attend in the first three days may be dropped from the class for non-attendance.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

HB 280 (Campus Carry):

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information You

may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

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, 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](#).

Course Support

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the

document. [CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu [24/7/365](tel:247365)

[D2L Help Center](#) Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#) 678-839-

6428 counseling@westga.edu

Additional Support Information

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
http://uwgonline.westga.edu/students.php_online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-coursesyllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibilityservices.php>
- **Student Services**
<http://uwgonline.westga.edu/onlinestudent-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/onlinestudent-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooOzRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>