College of Arts and Humanities, ENGL 1102
(Sections 117, 130, 158) English Composition II, Spring 2020

Instructor Information
Instructor: Matt Rood
Office: Pafford 304- E
Office Phone: 706-237-8188
E-mail: mrood@westga.edu

Office Hours: Email for appointment
M: 1-4 p.m.
W: 10 a.m.-3 p.m.

Writing Center Hours:
M: 10 a.m.-1 p.m.

Support for courses
*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page
Backup Website for Class Material
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 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

Course Information

Course Description
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.

Texts, Readings, Instructional Resources, and References

Required Texts and Materials:
1. Coursepack, available only through the UWG Bookstore
Course Themes and Expectations
During the semester, we will focus on the analysis of dystopian text, in philosophy as well as application. While we work on writing, you will explore some interesting concepts about the post-apocalyptic world in which we will find ourselves immersed. American literature is so prominent with stories about people finding solace in the hardest of situations, all the way still gaining their agency through action. This will lead to interesting and potentially uncomfortable conversations about politics, religion, gender, sexuality, race, class, etc. Feeling weird or awkward is okay! Stepping out of your comfort zone and challenging preconceived notions is how you learn and grow as a person. For this reason, I expect each student to read/watch/listen to the assigned material with these themes in mind – because our goal for the semester is not the study of plot, but rather the investigation of context. Each student is responsible for taking notes while engaging with the texts.

Content Advisory
Art and entertainment are filled with the many complicated elements of human life. That means the texts we will discuss may contain violence, sexual content, all manner of potentially offensive themes, and profanity. You should be aware that your continued enrollment in this course requires that you consume such content with maturity and a scholarly perspective. No assignment will be waived on the basis of moral objection.

Learning Outcomes
- 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.

This is a Quality Enhancement Plan (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 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/.

Communication Etiquette
You are welcome to e-mail me with questions, but please do not abuse this privilege (i.e. re-sending a thesis statement with only a few words changed minutes after I made suggestions). At a certain point, this becomes excessive collaboration. Likewise, do not send e-mails 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 syllabus/handouts) and to get the notes from a classmate. I also ask that you be professional and observe standard grammar and punctuation rules when e-mailing me or any other professor. Do not send e-mails that are in “text speak.”

This is not an appropriate form of communication outside the realm of sending an actual text.

Finally, all student-professor e-mail correspondence must take place via your my.westga.edu account. If you need to reach me outside of class and/or office hours, e-mail is the most efficient way to do so. Also, please be aware that I cannot communicate with your parents due to federal privacy regulations; should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

Expected Response Times
In addition to face-to-face office hours, which are highly beneficial throughout the semester, I also hold online office hours via my westga.edu e-mail. During posted hours, I will respond to your messages as
soon as possible (usually within the hour). Other times, I will respond within 24 hours (36 hours over the weekend). Participation assignments and quizzes are generally graded by the next class meeting. Because grading essays is a more elaborate process, those are returned within two weeks.

**Course Assignments**

This English 1102 course uses **contract grading. What does that mean?**

It means that I am forming a contract with you: if you put earnest, genuine effort into the course, you’re going to pass this class. With your **best work** – and more importantly, **SHOWING UP** to class to complete all in-class writing assignments, you can probably even earn an “A” or a “B” in it.

However, this requires you to be present and working hard. If you’re used to courses in which you simply turn in a **decent** version of the required assignments, but zone out for the other daily grades, this isn’t the course for you. In fact, if that’s your type of learning style, you’ll be unlikely to pass this course at all.

<table>
<thead>
<tr>
<th>Assignment name</th>
<th>Description</th>
<th>Due Date</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>Handmaid’s Tale- Graphic Novel Essay</td>
<td>2/7</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>850 Words minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay 2</td>
<td>WWZ Essay</td>
<td>3/13</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>1000 Words minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay 3</td>
<td>Black Mirror Essay</td>
<td>4/17</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>1200 Words minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Multimodal Project</td>
<td>Week of 26th</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This project will have a presentation component. We will discuss the requirements later this semester.</td>
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</tbody>
</table>

| Quizzes         | 6 @ 20 pts each.                        | Tentative | 20               |
|                 | Quizzes will be in-class after specific readings. I will let you know prior to one. Dates are tentative. |          |                  |

| Engagement      | Attendance, Homework and In-class activities | Various | 30               |
|                 | It is expected for you to be considered engaged in the learning taking place in this course. |          |                  |

**TOTAL** 100

**Grading Information and Policies**

Grading summary with the Letter to Numeric scale:

- A+ = 98; A = 95; A- = 90
- B+ = 88; B = 85; B- = 82
- C+ = 78; C = 75; C- = 72
- D+ = 68; D = 65; D- = 62
- F = 50
For each essay, students are recommended to take part in writing workshops during class. We will review the grading guidelines for out-of-class essays in class. Students will have the opportunity to revise TWO essays (we will discuss the requirements for this optional assignment later in the semester). In order to move on, you must make a C- or higher on at least one of the essays. Failure to do so could result in a failing grade for the semester. You must obtain a C or higher in order to exit ENGL 1101. Final grades will be posted to CourseDen and BanWeb; no grades will be given via telephone or e-mail.

**Evaluation Processes**

**In Class Work: 50%**
You will receive a daily grade in the course in the form of either a reading quiz or in-class writing work. These cannot be made up for any reason, but I drop the two lowest daily grades at the end of the semester.

Your regular participation in this class is vital to your success. If you are absent, it is your responsibility to contact another student (not me) for an explanation of what was covered, and you will not get credit for any work that was done that day outside of class. Your attendance is tied in with the daily assignments. If you miss, then you will get a zero for the day.

For any classes that meet twice a week, a student is allowed five absences. Arriving late for class counts as 1/2 an absence. After the fifth absence, the professor reserves the right to give the student an F for the course. Be aware that no distinction exists between excused and unexcused absences.

**Written Assignments: 40%**

- **Handmaid’s Tale- Graphic Novel**
  The student reader/writer critically engages with a text, focusing on determining “what” the text is arguing and “what” the student reader/writer argues in response. Essay #1 will require students to begin practicing how to develop critical reading skills and apply them to an argumentative response tied to an analytical thesis in a basic format that is easy for the reader to understand. The reader/writer joins an ongoing critical conversation about a text and adds their own argumentative voice to that conversation.

- **WWZ**
  Building on their work in essay #1, the student reader/writer will focus on “how” a text presents its “what” in essay #2. In this essay, students must read beyond the "what” of the paper and begin to identify “how” the text performs its argument by identifying the formal and rhetorical choices the text makes to produce its effects.

- **Black Mirror**
  You will continue working on the methods of writing an analytical argument towards the text, all the while joining in a critical conversation that may be across multiple texts/ mediums.

**Multi-Modal Project: 10%**
Multimodal composition is the practice of using communicative modes such as still images, moving images, recorded audio, and speech rather than, or in addition to, the written word to communicate with an audience.

“IF I WAITED FOR perfection, I WOULD NEVER WRITE A word.” —MARGARET ATWOOD
# Class Schedule Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic/Activity</th>
<th>Assignments/Due Dates/Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 7th-Jan</td>
<td>Discuss Course Themes/Expectations</td>
<td>Print out syllabus and keep it in your class folder; review policies and due dates frequently (not just in class today!)</td>
</tr>
<tr>
<td>Thursday 9th-Jan</td>
<td>Syllabus and Packet Discussion</td>
<td>Rules for paper and formatting. Active reading exercise (image analysis) Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go over Analysis Techniques and Semiotic Iceberg before class</td>
</tr>
<tr>
<td>Tuesday 14th-Jan</td>
<td>Introduction to <em>Handmaid’s Tale</em></td>
<td>Have read Chapters I-VIII</td>
</tr>
<tr>
<td>Thursday 16th-Jan</td>
<td>Discussion on <em>Handmaid’s Tale</em></td>
<td>Have read Chapters IX-XI</td>
</tr>
<tr>
<td>Tuesday 21st-Jan</td>
<td>Discussion of <em>Handmaid’s Tale</em></td>
<td>Have read Chapters XII-Historical Notes</td>
</tr>
<tr>
<td>Thursday 23rd-Jan</td>
<td>Discussion of <em>Handmaid’s Tale</em></td>
<td></td>
</tr>
<tr>
<td>Tuesday 28th-Jan</td>
<td>EB 1 for <em>Handmaid's Tale</em></td>
<td>Be prepared to work on EB- Part 1</td>
</tr>
<tr>
<td>Thursday 30th-Jan</td>
<td>EB 2 for <em>Handmaid's Tale</em></td>
<td>Be prepared to work on EB- Part 2</td>
</tr>
<tr>
<td>Tuesday 4th-Feb</td>
<td>EB 3 for <em>Handmaid’s Tale</em></td>
<td>Be prepared to work on EB- Part 3</td>
</tr>
<tr>
<td>Thursday 6th-Feb</td>
<td>EB 4 for <em>Handmaid’s Tale</em></td>
<td>Be prepared to work on EB- Part 4</td>
</tr>
<tr>
<td>Sunday 9th-Feb</td>
<td>Essay 1 is due by 11:59 p.m.</td>
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</tr>
<tr>
<td>Tuesday 11th-Feb</td>
<td>Reading Day for WWZ</td>
<td>No class. This works as a day to read WWZ stories.</td>
</tr>
<tr>
<td>Thursday 13th-Feb</td>
<td>Discussion of WWZ</td>
<td>Read the intro to page 28</td>
</tr>
<tr>
<td>Tuesday 18th-Feb</td>
<td>Discussion of WWZ</td>
<td>Have read pages 32-76</td>
</tr>
<tr>
<td>Thursday 20th-Feb</td>
<td>Discussion of WWZ</td>
<td>Have read pages 92-130</td>
</tr>
<tr>
<td>Tuesday 25th-Feb</td>
<td>Discussion of WWZ</td>
<td>Have read pages 137-186</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Description</td>
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<tr>
<td>Thursday 27th-Feb</td>
<td>Revision Day for Essay 1</td>
<td>This class is set to discuss feedback on Essay 1 and prep for revision.</td>
</tr>
<tr>
<td>Friday 28th-Feb</td>
<td>Withdraw Date</td>
<td>Late day to withdraw with a “W”</td>
</tr>
<tr>
<td>Tuesday 3rd-March</td>
<td>EB 1 for WWZ</td>
<td>Be prepared to work on EB- Part 1</td>
</tr>
<tr>
<td>Thursday 5th-March</td>
<td>EB 2 for WWZ</td>
<td>Be prepared to work on EB- Part 2</td>
</tr>
<tr>
<td>Sunday 8th-March</td>
<td>Essay 1 Revision is due by 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>Tuesday 10th-March</td>
<td>EB 3 for WWZ</td>
<td>Be prepared to work on EB- Part 3</td>
</tr>
<tr>
<td>Thursday 12th-March</td>
<td>EB 4 for WWZ</td>
<td>Be prepared to work on EB- Part 4</td>
</tr>
<tr>
<td>Sunday 15th-March</td>
<td>Essay 2 is due by 11:59 p.m.</td>
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<tr>
<td>Tuesday 17th-March</td>
<td>Spring Break</td>
<td>No class.</td>
</tr>
<tr>
<td>Thursday 19th-March</td>
<td>Spring Break</td>
<td>No class</td>
</tr>
<tr>
<td>Tuesday 24th-March</td>
<td>Introduction to Black Mirror</td>
<td>Have watched &quot;Fifteen Million Merits&quot; before class</td>
</tr>
<tr>
<td>Thursday 26th-March</td>
<td>Discussion of Black Mirror</td>
<td></td>
</tr>
<tr>
<td>Tuesday 31st-March</td>
<td>Discussion of Black Mirror</td>
<td>Have watched &quot;Nosedive&quot; before class</td>
</tr>
<tr>
<td>Thursday 2nd-April</td>
<td>Discussion of Black Mirror</td>
<td></td>
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<tr>
<td>Tuesday 7th-April</td>
<td>Scholar’s Day</td>
<td>No class</td>
</tr>
<tr>
<td>Thursday 9th-April</td>
<td>EB 2 for Black Mirror</td>
<td>Have finished EB- Part 1 before class. Be prepared to work on EB- Part 2</td>
</tr>
<tr>
<td>Sunday 12th-April</td>
<td>Essay 2 revisions due Sunday by 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>Tuesday 14th-April</td>
<td>EB 3 for Black Mirror</td>
<td>Be prepared to work on EB- Part 3</td>
</tr>
<tr>
<td>Thursday 16th-April</td>
<td>EB 4 for Black Mirror</td>
<td>Be prepared to work on EB- Part 4</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Sunday 19th-April</td>
<td>Essay 3 is due by 11:59 p.m.</td>
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<tr>
<td>Tuesday 21st-April</td>
<td>Day to work on Multi-modals</td>
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<tr>
<td>Thursday 23rd-April</td>
<td>Day to work on Multi-modals</td>
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<tr>
<td>Week of April 26th</td>
<td>Multi-modal Presentations</td>
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</tbody>
</table>

*Note: Dates may change at the instructor’s discretion: all changes will be announced in class. Major assignments, papers, and exams are in bold.

## Course and UWG Policies

### Attendance Policy:

Attendance is required for this course; we will meet approximately 30 times this semester, twice per week over 15-16 weeks. You may miss no more than four total absences throughout the course of the semester. Any additional absences beyond four missed classes will result in a failing grade for the course. On the other hand, don’t worry too much if you miss one or two classes; each class counts for a small percentage (around 2 points per class missed) of your overall final grade.

There is no distinction between “excused” absences (including medical appointments or athletic events) and unexcused absences. In extreme circumstances involving personal serious injury, deaths of close family members, or other medical or mental health issues, please contact Accessibility Services. It is their job to document these serious and rare events and contact instructors directly with documentation.

### Late Work

To receive full credit, essays must be submitted before the beginning of class. Any essay submitted after that time will be penalized one letter grade per day. I will not grade any essay submitted later than three days after the due date. In certain instances, a student may be granted an extension period to complete the assignment. These instances must constitute an emergency and the student must discuss the extension period with me at least 24 hours before the assignment is due. In the event of rare, life-altering circumstances (car accident, death in the family, etc.) I will work with students on a case-by-case basis. Students may not make-up missed quizzes or other in-class assignments unless there are extenuating circumstances. As we do Kahoot quizzes, you need to ensure that you will be on time. Once we start the quiz, there is no signing up after.

### 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 – habitually arriving late for class, allowing 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. This means the student will receive an automatic 0 regardless of class performance.

### Academic Dishonesty

Plagiarism: 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.

**Excessive Collaboration:** 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.

Academic dishonesty – on any assignment, large or small – will result in failure of the course. Lack of dishonest intent is not an acceptable excuse for plagiarism/excessive collaboration. Confusion over the definition of plagiarism is not an acceptable excuse for plagiarism/excessive collaboration. Should you have any questions about what constitutes plagiarism, address these with me and/or the Writing Center. Do not make assumptions and do not take risks. It is not worth it.

For more information on the university’s policies for handling academic dishonesty, visit the Common Language for Course Syllabi.

**MLA Documentation**
The department expects that students learn to cite sources accurately in the MLA style for documentation. You can find a wealth of information at Purdue University’s Online Writing Lab.

**Extra Credit**
I reserve the right to give Extra Credit, if I choose to. I will assign an Extra Credit folder to Courseden to confirm the way to get the extra points.

**Recycled Essays**
I will not accept recycled essays (papers written for another class) in any form for any reason. Each essay assignment will be uniquely designed for this course and for this reason; it is unlikely that any essay previously written by the student will adhere to the specific guidelines of the essay prompts. As I use Turn-it-in, you need to be aware of proper citation procedures.

**Paperless Course**
To conserve departmental resources, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students will print these necessary course documents, including the syllabus, on their own.

Please see the Common Language for Course Syllabi for official information on UWG’s Academic Integrity Policy.

**Writing Center**
TLC 1201 678-839-6513
Writing@westga.edu www.westga.edu/~writing

The University Writing Center is strongly recommended as a resource for help with your assignments for this class. The office works with students and other members of the UWG community to improve writing skills.

**What They Do:**
- Discuss ideas, read drafts, and work through revisions of essays; they do not proofread
- MLA, APA, Chicago/Turabian, and other citation formats

**Policies:**
Please make appointments in advance. They accept walk-ins, but they cannot guarantee that a tutor will be available.

If you cannot keep your appointment, you must call or e-mail 24 hours in advance to cancel. If you do not notify them 24 hours in advance, you will be counted as a No Show.

Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.

If you have three No Shows in one semester, you will not be able to have any more appointments for that semester.

**Hours:**

Monday-Thursday: 10:00 a.m.– 6:00 p.m.
Friday: 10:00 a.m.– 1:00 p.m.

**Title IX Reporting**

Effective July 1, 2016, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any information concerning sexual assault, and we are not allowed to maintain the information in confidence with the student (the only exceptions being the Counseling Center, the clergy, and medical staff). You are encouraged to report any instances of sexual assault.

**HB 280 (Campus Carry)**

UWG follows University System of Georgia (USG) guidance for this policy, which can be found [at this site](#). You may also visit the designated university website for help with USG guidance.

**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 Accessibility Services. 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 e-mail, credit hours, 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.

**Additional Support Information**

**Technical Support**

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

**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 though 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. Our email address is [cas@westga.edu](mailto: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/
- **Backup Website for Class Material**
  https://westga.edu/~jsewell
- **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-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCaresh.php
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://uwgonline.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/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16Ri1XgaXIgx28ooOzRvYPravV3aQ3F5ZJYbVGDVnEA/edit?ts=57b4c82d#heading=h.yrqefffvs1f