College of Arts and Humanities, ENGL 1102
(Sections - 12, 13, & 125)
English Composition II, Spring 2020

Instructor Information
Instructor: Tim Payne
Location: Humanities 206, 131, & 208
Office: Pafford 304-J
English Dept. Phone: 678-839-6512
E-mail: tpayne@westga.edu

Office Hours: TR: 3:00-4 p.m.
Virtual Office Hours: TR: 9:00-11:30 am
Writing Center Hours: F: 10:00 am.-1:00 p.m.

Support for courses
*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 D2L Help Center
Call 1-855-772-0423
University Bookstore
Student Services
Center for Academic Success

Course Information
Course Description
ENGL 1102 is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation.

Texts, Readings, Instructional Resources, and References
Required Texts
- *Slaughterhouse-Five*, Vonnegut
  978-0385333849
- *Die Hard*, McTiernan
Course Themes and Expectations
This class seeks to highlight and interrogate texts and the art of writing through intersections governed by the Humanities. Intersections of history, language and literatures, art (visual, written, and performative), and philosophy and cosmology govern class pedagogy and interrogation. The connections between these disciplines and how they illuminate the ideological and behavioral distinctions of societies and their various sub-groups inform the daily workings of our classes and the larger goals of First-Year Writing.

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.

Course Objectives and Learning Outcomes
1. To identify and employ a variety of rhetorical modes and techniques of persuasion and acquire reasonable mastery of conventions of college-level prose writing.
2. To develop and apply critical thinking skills in effective expository, analytical, and argumentative writing and to gain facility with the entire writing process from invention through revision.
3. To develop organizational strategies, incorporate and document additional textual materials to strengthen and support argument.

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/.

Course Policies and Assignments
Assignments

<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>Analysis 3 pages</td>
<td>2/3</td>
<td>20%</td>
</tr>
</tbody>
</table>
| Essay 2                                    | Informative Synthesis  
|                                          | 4 pages minimum                  | 3/4 | 20% |

| Essay 3                                    | Argumentative Synthesis  
|                                          | 5 pages minimum                  | 4/15 | 25% |

| Multi-Modal Presentations                          | Group sit down with me in my office  
|                                          | various                                  | 5% |

| Process Writing                                    | Process Writing constitutes a substantial portion of the final course grade  
|                                          | and will be based on in-class contributions (in-class assignments, group work, discussion posts) as well as homework that contributes to the writing of your essay. | various | 30% |

| TOTAL                                               |                              |                              | 100% |

**Grading Information and Policies**

Grading summary with the Letter to Numeric scale:

- 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%

For each essay, students are required to take part in writing workshops during class. Failure to do so will affect both your participation grade and the quality of your essay. We will review the grading guidelines for out-of-class essays in class. Students will have the opportunity to revise ONE essay (we will discuss the requirements for this optional assignment later in the semester). In order to pass this class, 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.

This class will be assessed using a grading contract. We will go over this the first day of class and information will be posted on CourseDen.

**Grading Rubrics**

Will be made available during the semester as essays are assigned.

*Please see the [Common Language for Course Syllabi](#) for official information on UWG’s Academic Integrity Policy.*
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). Also keep in mind that I only check voicemails once a day, so phone is not the best way to contact me in emergencies.

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.

Class Schedule Information

(*Note: Dates may change at the instructor’s discretion: all changes will be announced via e-mail. Major assignments, papers, and exams are in bold.)
*All assignments are due for the class meeting in which they appear.
*Numbers in parentheses indicate the page number of the assigned reading.
*All homework is due before class.
*All Fairchild readings are on Courseden.

January

M 1/6
In class: First day of class. Review syllabus. Class introductions. How do we read poetry?
Homework Due:
Reading Due:

W 1/8
In class: Read Paper One Prompt. MLA review.
Homework Due:
Reading Due: Essay 1 prompt (CD); Fairchild: “Old Men Playing Basketball”

F 1/10       Open Add/Drop ends at 11:59 pm

M 1/13
In class: Analysis practice.
Homework Due: (CD): Poem Explication (500 words).
Reading Due: Fairchild: “The Machinist, Teaching His Daughter” & “Little Boy”

W 1/15
In class: discussion; close reading practice & paragraph construction
Homework Due: (CD): Discussion board.
Reading Due: Fairchild: “Body and Soul”

M 1/20       *MLK Day. No Class.*

W 1/22
In class: discussion; close reading practice; thesis statements; intros
Homework Due: (CD): Two discussion responses.

M 1/27
In class: thesis statements; workshop
Homework Due: tentative thesis statement; body paragraph due to (CD) before class
Reading Due:

W 1/29
In class: workshop; title, peer review (bring a copy of your draft to class)
Homework Due: Rough Draft (*Turnitin*).
Reading Due:

**February**

M 2/3
In class: Introduce Essay 2; brief discussion of Vonnegut
Homework Due: **Essay 1 due (Turnitin).**
Reading Due: Essay 2 prompt (CD).

W 2/5
In class: Synthesis practice; discussion and semiotics practice
Homework Due:
Reading Due: Vonnegut: Chs. 1-2

M 2/10
In class: Discussion; scholarly research crash course
Homework Due:
Reading Due: Vonnegut: Chs. 3-4; (CD): Annotated Bib prompt

W 2/12
In class: Discussion
Homework Due: (CD): Discussion board.
Reading Due: Vonnegut: Ch. 5

M 2/17
In class: Close reading practice
Homework Due: (CD): Two responses.
Reading Due: Vonnegut: Chs. 6-7

W 2/19
In class: Jarvis discussion; Bring a laptop, or whatever you need to perform research.
Homework Due:
Reading Due: Vonnegut: Chs. 8-10

M 2/24
In-class: Synthesis
Homework Due: (CD): 4 Annotated Bib entries
Reading Due: (CD): Jarvis

W 2/26
In class: workshop
Homework Due: Essay 1 Revision due (Turnitin). Tentative thesis statement; body paragraph due to (CD) before class
Reading Due:

F 2/28 Last day to withdraw with a grade of W from Full Term (non-eCore) 16 week courses. Students who withdraw from a Full Term (non-eCore) class between August 21st and October 8th will receive a grade of W. Reminder there is no refund associated with withdrawing from a course.
March

M 3/2
In class: peer review; bring in any lingering concerns for Paper 2
Homework Due: Rough draft (Turnitin).
Reading Due:

W 3/4
In-class: What is a research paper? Die Hard prep.
Homework Due: Essay 2 due (Turnitin).
Reading Due: Paper 3 Prompt

M 3/9
In-class: Discussion; Analysis practice
Homework Due:
Reading Due: Die Hard; Film term handouts (CD)

W 3/11
In-class: Discussion; Analysis practice
Homework Due:
Reading Due:

M 3/16    Spring Break. No Class.

W 3/18    Spring Break. No Class.

M 3/23
In class: Brainstorming session
Homework Due: (CD): Discussion board.
Reading Due: (CD): Proposal prompt

W 3/25
In class: Drafting; Research (bring in a laptop, or whatever you need to perform research)
Homework Due: (CD): Two responses. (CD): Proposal.
Reading Due: (CD) Annotated Bib prompt

M 3/30
In class: workshop
Homework Due: 2 Annotated Bib entries (CD); (CD): Anxiety and Confusion discussion board. Feel free to respond to fellow students, but it’s not necessary.
*Note: You will not compose an annotated bib for your source text this time.

Reading Due:

April

W 4/1
In class: **Class Decides!** I will look over your concerns and use this to guide what we talk about.
Homework Due: 2 Annotated Bib entries
Reading Due:

M 4/6
In class: peer editing and workshop; drafting
Homework Due: (CD) tentative thesis statement and body paragraph.
Reading Due:

W 4/8
In class: Introduce Multimodal Presentations; **group sign-up**; workshop
Homework Due: (CD): Fleshed out introduction and two more body paragraphs
Reading Due: Multimodal Presentation Prompt

M 4/13
In class: peer review; bring in final concerns for Paper 3
Homework Due: Rough Draft *(Turnitin)*.
Reading Due:

W 4/15
In class: multimodal group work; memo practice
Homework Due: **Essay 3 due (Turnitin).**
Reading Due:

M 4/20
In class: Student evaluations; Questions and concerns about the final project; groupwork
Homework Due:
Reading Due:

T 4/21 Multimodal Presentations
Note well: Grades will be posted to BanWeb by noon on May 11th. No grades will be distributed via phone or email.

Course and UWG Policies

Attendance
For classes that meet twice a week, a student is allowed three absences. Arriving late for class counts as 1/2 an absence. After the third 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.

** If withdrawal occurs prior to Friday, February 28th, the student will receive a grade of W. If withdrawal occurs after Friday, February 28th, the student will receive a grade of WF. (FYW Department Policy)

Late Work
To receive full credit, essays must be submitted by 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.

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](https://writinglab.purdue.edu).

**Extra Credit**
There will be no extra credit in this class. Grades are earned by the quality of your work, not how much you do.

**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.

**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.

**Writing Center**
**The University Writing Center (UWC)**  
TLC 1201  
678-839-6513  
writing@westga.edu  
www.westga.edu/writing

The University Writing Center seeks to assist students in their pursuit to become better writers, thinkers, and scholars. We can assist students with any writing assignment in any class.

**What We Do:**
- Discuss ideas, read drafts, and work through revisions of essays/papers
- Assist students with citation questions (MLA, APA, Chicago/Turabian, and others)
Do note that we do not proofread or edit. We are here to help students become better writers—not fix issues that arise in any paper.

Policies:

- Please make appointment(s) in advance. Students can make same day appointments, but we prefer if they are made 24 hours in advance.
- If a student cannot attend an appointment, they should call or email to cancel as soon as possible.
- Please arrive to the appointment on time. Students cannot meet with a tutor after 10 minutes into the appointment.
- If a student has 3 “No Shows” in a semester, they will be blocked from making further appointments during that same semester.

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

Online Tutoring Assistance:
This summer, the Writing Center is providing online tutoring assistance. Papers should be submitted to summerwc@westga.edu (either as a Word document or a link to the student’s Google Drive). Along with the paper, please provide the prompt and/or instructions for the assignment, as well as the areas of concern the tutor should address. Please note that this service is not proofreading or editing, but rather feedback and suggestions for improvement. The service will be available from June 11-July 19 on Monday-Thursday from 10 a.m.-3 p.m. Please allow the tutor up to 48 hours to review and return the paper after submission.

Supplemental Instruction (SI) study sessions are offered for this course. SI sessions meet several times a week, throughout the semester. Supplemental Instruction is an academic assistance program which provides peer-led group study sessions to assist students in traditionally difficult courses. SI sessions are led by an SI leader who has already mastered the course material and has been trained to facilitate group sessions where students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for exams. SI is for everyone, and open to all students enrolled in this class; not just those students who are struggling. Attendance at SI sessions is voluntary. Students, who attend SI sessions weekly, typically earn higher final course and essay grades than students who do not participate in SI. Please bring your lecture notes, books, and questions with you. The time and location of your SI session will be announced in class.

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.

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
- 24/7/365 D2L Help Center
  online@westga.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/UWGCaress/
- 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://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/online-student-guide.php
- UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16Ri1XgaXiGx2BoO-zRvYPraV3Aq3F5ZNJYbVDAVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f