BEYOND KATRINA: CLIMATE CHANGE & THE U.S. SOUTH

A Themed Introduction to Writing, Research, & Information Literacy

COURSE DESCRIPTION

Hurricane Katrina is perhaps the United States's most memorable example of how "natural disasters" can become human rights disasters. The lessons of Katrina have come serve as powerful educational and organizing tools as the Gulf Coast continues to struggle in its environmental and economic recovery some 15 years later. This course draws on those lessons, examining the literature of Katrina and beyond in order to gain a better sense of how deteriorating ecological conditions in the U.S. South, and in the Gulf Coast in particular, impact individual lives, communities, and the nation.

English 1102 is a composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101. This second-semester course emphasizes the interpretation and evaluation of texts, incorporates a variety of research methods, and employs a familiar theme to encourage the development of writing and research skills. Prerequisites: C or better in ENGL 1101, completion of ENGL 1101 within the past five years.

DR. SHANNON FINCK

Office hours: Tuesdays, 2-5 PM & Thursdays by Appointment

Office Location: TLC 1114 D

Email: sfinck@westga.edu

Photo Credit: Thomas Neff
COURSE OBJECTIVES

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.

REQUIRED TEXTS

You will need to purchase the two books and access the following podcast series and film listed below, in order of their appearance in the course:


Other short readings and texts will be made available to you on Course Den.
ASSIGNMENTS

Source Analysis (20%) - For this 2-3 page essay, you will find and review a source related to a(n) subject/issue raised in Vann R. Newkirk II's *Floodlines* that you would like to learn more about.

Braided Essay (20%) - Similar to the style of Natasha Trethewey's *Beyond Katrina*, this 3-4 page essay asks you to blend a handful of sources and writing techniques to form an original argument related to the course theme, texts, and the conversations we've been having so far.

Podcast (25%) - For the final assignment in the course, you will use the writing and research skills you learned from the previous two assignments to write and produce a 20-minute podcast connecting either Ward's novel or Zeitlin's film to a body of research you've compiled on a related environmental or eco-social topic.

Course Review (10%) - This assignment offers you the opportunity to get a few easy percentage points by sharing, in no more than 2 pages, what you've learned in class this semester.

Engagement (25%) - This grade holistically sums up your attendance in person or online (per your section), evidence of active reading, participation in class discussions, and completion of in-class writing exercises and activities.

See forthcoming assignment sheets for detailed description, requirements, and rubrics for the major assignments.

All written work for this class must be in a common scholarly format (MLA, APA, Chicago, etc.) Please familiarize yourself with one of these formats and citation styles via Purdue's OWL.

EXPECTATIONS

Section E05 takes place entirely online and will require no in-person or synchronous meetings, though in-person office hours will be offered, as will one-on-one meetings via Blackboard Collaborate. This course is asynchronous, but it is not self paced. You will be expected to participate in the course on a weekly basis.

Section 116 will involve some in-person meetings, but the format and frequency of those meetings will be up to you. Together, at our first meeting, on Tuesday, Jan. 12th, we will determine a plan that works for us, in accordance with the university's policy on attendance.

All in-person class meetings will take place from 11:00 AM to 12:15 PM in Nursing, Room 115.

GRADING 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= NO CREDIT
# Class Schedule

<table>
<thead>
<tr>
<th>Week/Unit</th>
<th>Texts</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan. 11-17</td>
<td>Course Syllabus</td>
<td>Determine course format.</td>
</tr>
<tr>
<td></td>
<td>“August 29, 2005: Hurricane Katrina” (excerpt from Claudia Rankine’s <em>Citizen</em>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By Sunday: <strong>Discussion #1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By Sunday: <strong>Discussion #2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By Sunday: <strong>Discussion #3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>By Sunday: <strong>Discussion #4</strong></td>
</tr>
<tr>
<td>Week/Unit</td>
<td>Texts</td>
<td>Assignments</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
Source Analyses due by midnight, Feb. 21st |
| 7 Feb. 22-28 | *Beyond Katrina*, pp. 1-29 | Tuesday: F2F discussion of *Beyond Katrina*  
By Sunday: **Discussion #5** |
| 8 March 1-7 | *Beyond Katrina*, pp. 31-67 | Tuesday: F2F discussion of *Beyond Katrina* and the assignment sheet and rubric for the Braided Essay  
By Sunday: **Discussion #6** |
| 9 March 8-14 | *Beyond Katrina*, pp. 71-end | Tuesday: F2F discussion of *Beyond Katrina*  
By Sunday: **Discussion #7** |
| 10 March 15-21 | *Spring Break – No Assignments* | *Spring Break – No Assignments* |
| 11 March 22-28 | *Salvage the Bones*, pp. 1-82 | Tuesday: F2F discussion of *Salvage the Bones* and the assignment sheet and rubric for the Podcast (final project).  
**Braided Essays due by midnight, March 28th** |
<table>
<thead>
<tr>
<th>Week/Unit</th>
<th>Texts</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 12        | *Salvage the Bones*, pp. 83-176 | Tuesday: F2F discussion of *Salvage the Bones*  
By Sunday: **Discussion #8** |
| 13        | *Salvage the Bones*, pp. 177-end | Tuesday: F2F discussion of *Salvage the Bones*  
By Sunday: **Discussion #9** |
| 14        | *Beasts of the Southern Wild* | Tuesday: In-class screening of *Beasts of the Southern Wild*  
Thursday: In-class screening of *Beasts of the Southern Wild*  
(If you miss the screening, you must complete **Discussion #10** by Sunday.) |
| 15        | No reading assignment | Individual conferences available in-person and remotely both Tuesday and Thursday  
Submit any revisions you plan to complete by midnight, April 25th |
| 16        | No reading assignment | **Podcasts due by midnight, May 2nd** |

*Course Reviews due by midnight, May 5th*
INSTITUTIONAL POLICIES & ACADEMIC SUPPORT

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if they need to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

ELL Resources: If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

Mental Health Support: If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

WHAT’S INSIDE THIS SECTION:

How to Get an SAR
Where to Find Extra Help
COVID-19 Protocols
Mental Health Resources
The University’s Stance on Plagiarism
And more!
INSTITUTIONAL POLICIES & ACADEMIC SUPPORT CONTINUED

Support for Online Courses: UWG takes students' privacy concerns seriously. Technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

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, aid of 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.

UWG Email Policy: University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

Credit Hour Policy: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

COVID-19 Protocols: Students should plan ahead for the possibility of having to complete all courses and/or exams online. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student’s personal needs dictate. This also includes making plans for internet access at whatever location participation may occur. Please discuss these details with your instructor or see the information provided here. Effective July 15, 2020, University System of Georgia institutions, including UWG, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing. Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. For more information about UWG COVID-19 guidance for students visit the COVID-19 Updates page.