

ENGLISH 1102

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Office Hours: MW 11:00-3:00; T 10:00-11:00 and 4:00-5:00 (other days/times by appointment)

Faculty Page: http://www.westga.edu/english/show_bio.php?emp_id=23583

COURSE DESCRIPTION

“We took away your art because we thought it would reveal your souls.

Or to put it more finely, we did it to prove you had souls at all.”

–Ishiguro, *Never Let Me Go*

This is a composition course focusing on skills required for both *effective writing* for various rhetorical situations and *critical reading* of texts. Students must demonstrate competency in argumentation and strengthen writing through the use of multiple textual sources.

English 1101 and 1102 courses are often challenging for students because of the rigorous nature of the courses. We read regularly—but we write constantly. The only way to improve your writing is to *write*. During the semester, you will learn to identify and analyze text-based arguments, developing your own interpretive positions while training to clearly and effectively express yourself in writing. Although this may sound intimidating, rest assured that we will work *together* throughout the semester, breaking down the process into achievable steps. Please keep in mind that I am dedicated to assisting you throughout the learning process and supporting your transition from high school to college (and beyond).

Our course theme focuses on the ethics of technology, in philosophy as well as application. Hopefully, while we work on writing, you will explore some interesting concepts about the technological world in which we find ourselves increasingly immersed.

Course Description and Learning Outcomes: http://www.westga.edu/english/index_307.php

COURSE MATERIALS, ASSIGNMENTS & GRADING

Required Texts

All texts, with the exception of the film, are available at the UWG Campus bookstore and online sources like Amazon and Barnes and Noble. The film can be purchased or rented online through a variety of sources, including Amazon. Seriously, buy the DVD—it's worthy of your money.

- “Learning to Be Me” by Greg Egan (provided online for free by professor)
- *Never Let Me Go* by Kazuo Ishiguro (ISBN 978-1400078776)
- *Guardians of the Galaxy*, directed by James Gunn
- *They Say, I Say* by Gerald Graff and Cathy Berkenstein (ISBN 978-0393935844)

- *Writer's Help*, an online handbook compiled by Bedford/St. Martins (subscription required)
 - I *strongly* recommend buying the 4-year subscription for a few extra dollars. UWG will fully adopt this handbook in Fall 2015 and you will be expected to have access to this handbook in future courses. Subscriptions can be purchased at the UWG Bookstore or directly from the BSM website:
<https://purchase.bfwpub.com/purchase/whtransaction/transaction.php?productId=helphandbook>

Assignments

All written assignments must be typed and formatted to MLA standards (1 inch margins, 12-point Times New Roman font, double-spaced, no title page, properly documented, works cited). Refer to our grammar handbook to answer questions about format, citations, and mechanical issues, or see me.

- Essay #1 – Argumentative Analysis of “Learning to Be Me” (15%) – 3-4 pages
 Essay one will analyze how the short story constructs an argument that considers the ethics of using a technology that develops its own consciousness.
- Essay #2 – Argumentative Analysis of *Never Let Me Go* (25%) – 4-6 pages
 Essay two is an analysis that examines one of the many arguments made by the novel, to be determined by individual students. This essay will include use of two secondary sources.
- Essay #3 – Argumentative Research Essay on *Guardians of the Galaxy* (30%) – 5-7 pages
 Essay three is an analysis that examines one of the many arguments made by the film, to be determined by individual students. This essay will include use of a minimum of three secondary sources.
- Process Exercises (10%)
 We use process exercises to generate and revise writing into final essay products. Although these assignments make a small impact on the final average, they significantly impact the quality of the larger essays. Students experience greater success when truly dedicated to improving their writing through each step of the process.
- Literature Review (10%)
 A literature review is a critical overview of published research that explores secondary sources for your final essay, requiring summary of the sources as well as drawing connections to your own essay topic. The literature review will be 2-3 pages in length with 5 sources minimum.
- Final Presentation (10%)
 This is a 5-6 minute presentation on a *text of your choice*. Think of this as an oral essay presenting an argument about the text, supporting the claim with detailed evidence and analysis.

Grading

Grade Chart: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = F (Not turned in = 0)
 You must earn a letter grade of C or better in order to complete English 1102. All essays must be completed in order to pass this course. Additionally, all essays will be graded according to the department's shared grading rubrics for ENGL 1102. We will discuss the grading rubric in class prior to the due date for each essay so that you will be familiar with the criteria.

POLICIES

Expectations

Imagine me as your manager for this course. When you are hired, the manager has high expectations for your abilities as well as your professionalism; each time you disappoint your manager, her opinion of your professionalism goes down. As your manager, 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
- Offer constructive critiques on your classmates' work and 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 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 to see the same level of dedication in you. I want to help you make the grade you desire; I promise that you will receive the grade you earn.

Submitting Assignments

All assignments must be submitted through TurnItIn (www.turnitin.com). There are no waivers for computer, program or user errors. Essays are the only assignments accepted late, losing one letter grade per 24-hour late period beginning immediately after the scheduled submission time.

Revision Process and Opportunity

The process exercises assigned for each essay integrate revision opportunities for students prior to turning in the actual essay. Essentially, for every essay, you will generate prewriting that should be revised *into* an essay based on feedback. Because revision is an imperative part of the composition process, we will practice it regularly. If you wish to revise a paper, you must: (1) meet with me in person to discuss the paper and my comments; (2) email the revision to me within a week's time of receiving your graded paper; (3) and undertake substantial work to revise. If the revision meets all of these requirements, I will replace the original grade with the revision grade. Only the first two essays may be revised.

Office Hours

I encourage you to visit me during my office hours (or to make an appointment if you cannot make my regular times). Please feel free to come by to say hello, to introduce yourself, to ask questions about the readings, or to discuss any element of your writing and research (at any stage of the process). See me the *same day* you begin to have a question or concern. Please do not wait until the day before an assignment is due to seek assistance—give yourself time to think and write, and ask questions early and often.

Attendance

Regular participation in this class is vital to its success. You are expected to attend every class session regularly. What we cover in class is what you need to know. If you are absent, it is your responsibility to contact another student for an explanation of what was covered. I offer you **4** absences to do with as you like—use them wisely for the inevitable "stuff" that will mess up your semester: illness, traffic, death in the family, etc. **If you miss 5 classes for whatever reason, you will not pass this class.** Two late arrivals count as one absence, and leaving early applies in the same manner. No distinction exists between excused and unexcused absences, and assignments are still due on the day assigned.

Disruptive Behavior and Electronic Devices

Students will be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or video devices. Laptops and tablets may be used for class-related work only; use for other purposes will result in your dismissal from class. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy. Sleeping—for a minute or an hour—counts as an absence. For the sake of transparency, my biggest pet peeves are off-task electronic usage and class disruption.

Email Policy

The official communication method for this class occurs through campus email or CourseDen. You remain responsible for regularly checking both UWG Email and CourseDen. In order to guarantee your privacy, I do not respond in detail to emails sent from alternate email providers. Additionally, please understand that even my life is sometimes hectic, and allow me at least twenty-four hours to respond to any attempts at communication. If for some reason you do not hear from me within twenty-four hours, assume the technology has failed and try again. I want to help and will always respond.

The Writing Center

The role of the Writing Center is to offer consultation 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.

1. For more information, visit the Writing Center online: <http://www.westga.edu/writing/>.
2. To schedule an appointment, call 678-839-6513 or email writing@westga.edu.
3. The UWC is located in TLC 1201.

Plagiarism and Academic Dishonesty

The university considers plagiarism and other forms of academic dishonesty to be a serious breach of academic ethics. Section 207 of the University of West Georgia Faculty Handbook, which defines plagiarism as “Improper academic conduct...the purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and information obtained from another person without giving credit to the person from whom such information was obtained.”

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.

Each incidence of plagiarism is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to the disciplinary review board (which may ultimately result in the expulsion, suspension, or disciplinary removal of the student from the university). In order to facilitate the prevention and detection of plagiarism the Department of English and the University of West Georgia will maintain records of plagiarized assignments and those who prepare and/or submit them.

I have a no-tolerance plagiarism policy. If plagiarism occurs, the student receives an automatic F for the course. ***In short, please do not plagiarize.*** If you are struggling with time constraints for any reason, see me before making a poor decision like plagiarizing. For further information: <http://www.westga.edu/~engdept/Plagiarism/index.html>.

University of West Georgia 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.

Students with Special Needs/Disability Pledge

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 he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her 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.

Any student who has a special need should inform me during the first week of class. We will then set up a conference to discuss the specifics of the official paperwork from Accessibility Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Accessibility Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php

Departmental Policy on Severe Weather

The University of West Georgia is committed to the personal safety of its students, faculty, and staff in the event of severe weather. University policy regarding severe weather and emergency closings is posted at http://www.westga.edu/police/index_2277.php and official announcements about class and/or examination cancellations will be made only by the President and/or the Department of Public Relations. Although it is not possible to develop policy to address every weather-related emergency, these guidelines are intended to provide some general direction about such situations. For immediate severe weather situations, especially when classes are in session, faculty, staff and students are advised to follow the emergency procedures identified below:

1. Direct occupants to remain in the building and to seek shelter immediately on the lowest level of the building in interior rooms (closet, interior hallway) away from corners, windows, doors, and outside walls.
2. Instruct occupants to not leave the building.
3. Evacuate all offices, rooms or hallways with windows and glass or with exterior walls.
4. Provide assistance to persons with disabilities.
5. Accompany occupants to the nearest designated shelter area in the building.
6. Comply with departmental severe weather policies/procedures.
7. Wait for an “all clear” signal” before resuming activity.
8. Occupants will: a) proceed to the nearest designated shelter area in the building by the closest route; b) move quickly but in an orderly manner so that all will arrive safely; c) will not attempt to vacate the premises, drive or seek shelter in cars; d) take a seat in the shelter area; e) remain cooperative with those in charge; and f) wait for an “all clear” signal before resuming activity.

In the event that classes are cancelled or disrupted for less than one calendar week, each professor, at his or her discretion, will make adjustments as needed to cover material missed during those cancelled sessions. This may or may not involve the use of rescheduled or online classes. If the closures exceed a single calendar week, students should contact the Chair of the Department of English and Philosophy at 678-839-6512 or the professor of the class for updated information regarding changes to the schedule in the Department. It is the intention of the Department of English and Philosophy to handle every concern seriously and as effectively as possible.

Spring 2015 Reading and Assignments Schedule

All assignments are due *before class* on the day they appear.

WEEK 1:

- Tuesday 1/6: Introduction
- Thursday 1/8: In-class reading exercise

WEEK 2:

- Tuesday 1/13: In-class Diagnostic Essay
- Thursday 1/15: Read “Learning to Be Me” (available on CourseDen; bring to class), TSIS – Chapter 12

WEEK 3:

- Tuesday 1/20: **FAQ Due**, Continued class discussion
- Thursday 1/22: *TSIS* – Read (or reread) Chapters 1-9, MARs instructions

WEEK 4:

- Tuesday 1/27: MARs draft due (print out and bring to class), plagiarism quiz
- Thursday 1/29: **MARs**

WEEK 5:

- Tuesday 2/3: *TSIS* – Chapter 10, **Essay 1 thesis statement and topic sentences**
- Thursday 2/5: **Workshop (Bring a hard copy of your essay to class)**

WEEK 6:

- Tuesday 2/10: **ESSAY #1 DUE**
- Thursday 2/12: *TSIS* – Chapter 11, introduction to *Never Let Me Go*

WEEK 7:

- Tuesday 2/17: Read *Never Let Me Go* in its entirety
- Thursday 2/19: *TSIS* – Chapters 14 & 15

WEEK 8:

- Tuesday 2/24: **MARs**
- Thursday 2/26: **2 Secondary Sources**
- Friday 2/27: Last day to withdraw with a grade of W. Students withdrawing from full term courses after midnight will be awarded a grade of WF. Note: A WF grade is calculated as an F in the GPA.

WEEK 9:

- Tuesday 3/3: **Essay 2 body paragraph with primary and secondary source quotations**
- Thursday 3/5: **Workshop (Bring a hard copy of your essay to class)**

WEEK 10:

- Tuesday 3/10: **ESSAY #2 DUE**
- Thursday 3/12: Introduction to *Guardians of the Galaxy* and analyzing film

WEEK 11:

- Tuesday 3/17: Spring Break
- Thursday 3/19: Spring Break

WEEK 12:

- Tuesday 3/24: *Guardians of the Galaxy*
- Thursday 3/26: Continued class discussion

WEEK 13:

- Tuesday 3/30: **MARs**, Literature Review Guidelines
- Thursday 4/2: No class—Research Day

WEEK 14:

- Tuesday 4/7: **Literature Review**
- Thursday 4/9: Catch-up Day

WEEK 15:

- Tuesday 4/14: **Workshop (Bring a hard copy of your essay to class)**
- Thursday 4/16: **ESSAY #3 FINAL DRAFT DUE**

WEEK 16: Exam Week

- Tuesday 4/21: Class Presentations from 11:00-1:30pm * NOTE TIME CHANGE *