

**“Trouble is my business”: The Detective in Fiction**

**English 1102-12**

**Instructor:** Anna Payne

**Office:** 1112A

**Office Hours:** Tuesday 11:00-1:00; Thursday 11:00-12:00; Friday online office hours through Gmail  
Chat 9:00-1:00

**Writing Center Hours:** Monday and Wednesday 10:00-11:00; Monday 2:00-3:00

**E-mail:** apayne@westga.edu

(all e-mail communication between the student and instructor **must** be conducted via my.westga.edu account)

**COURSE INFORMATION AND OBJECTIVES**

**Required Texts and Materials**

Christie, Agatha. *Murder on the Orient Express*, William Morrow Paperbacks, 2011. (ISBN: 9780062073495)

Required articles and worksheets will be posted on CourseDen/backup website

Notebook (ideally with pockets) for notes, etc.

Reliable access to Netflix for the last month of class

**Recommended Texts and Materials:**

USB drive for saving and storing various writing assignments

Highlighter(s) to be used during reading and note taking; also useful when creating color-coded systems of Organization

Wilhoit, Stephen. *Brief Guide To Writing From Readings*, 7th ed., Pearson, 2015. (ISBN: 978-0133800333)

**Course Description:** The course serves as a continuation of English 1101 and as an introduction to more sophisticated study of argument and textual analysis, focusing on the composition of increasingly complex analytical essays about written and visual texts. Students must demonstrate advanced competency in critical analysis and interpretation of texts.

**General Learning Outcomes**

To develop reading, understanding, and interpreting of a broad range of written and visual texts from a variety of genres, including but not limited to nonfiction, fiction, poetry, drama, and film.

To extend the skills of analytical writing, critical thinking, and argumentative interpretation of meaning established in English 1101.

To enhance the understanding of literary principles and the use of basic terms important to critical writing and reading.

To construct essays using textual evidence from both primary and secondary sources.

**Specific Learning Outcomes**

- Critical Reading and Analysis
- Develop an understanding of genre and the role of genre in textual analysis.

- o Understand connections between primary and secondary sources and how those connections affect and generate intertextuality.
  - Writing Process and Rhetorical Objectives
- o Demonstrate the ability to connect primary and secondary sources in a logical, persuasive, and correct way.
  - o Expand the length and complexity in the writing and thinking process
    - Minimal Competency Requirements
  - o Essay Level
    1. Continuation of the learning objectives of ENGL 1101, that is, creation of clear theses, effective introductions and conclusions, and logical, persuasive patterns of essay organization.
    2. Additional requirements include the ability to develop a logical argument advancing a particular explication or interpretation of a literary text, focusing on the ways in which the incorporation of secondary materials enhances argument.
  - o Paragraph Level
    1. Continuation of the paragraph development skills required in ENGL 1101.
    2. Additionally be able to manage quotations from primary and secondary texts as a means for developing paragraphs, neither letting the quotations dominate the paragraphs inappropriately nor under-explaining the quotations once used.
  - o Sentence Level
    1. Continuation of ENGL 1101, consistent evidence of sentence variety and control of syntax to achieve clarity.
    2. Consistent use of apt and varied diction.
    3. Additionally be able to use quotations in sentences while maintaining grammatical correctness and competent punctuation.
    4. Demonstrate a command of mechanics, grammar, and usage conventions of Standard Edited English as required in ENGL 1101.
  - o Documentation Style
    - Use the MLA style for documenting sources.
  - o Technological Objective
    - Demonstrate the ability to use word processing and to find and evaluate electronic resources.

**Course Theme and Expectations:** This course examines the evolution of the classic detective figure in fiction as well as how that figure is represented in today's television, film, and literature. The detective has undergone multiples incarnations and served many functions throughout his existence, and this course will examine how that figure has evolved in response to both the reading tastes of the public and the ideological changes in society. As a course intrinsically interested in genre, we will track the development of the detective from his birth in the mid-19th century to the modern day fascination with the TV sleuth. This course will challenge students to question how and why the detective figure holds such fascination for the public. Student writing throughout the semester will reflect thoughtful considerations of how rhetorical situation and genre inform one another as well as how the evolution of the detective signals larger shifts in thought.

For this reason, I expect each student to read/watch/listen to the assigned material with this theme in mind because our goal for the semester is not necessarily the study of plot, but rather the investigation of context. Each student is responsible for taking notes while engaging with the texts. I suggest that everyone purchase a

highlighter so that he/she can highlight significant passages while reading. I also suggest that every student utilize post-it notes or some other marking tool while engaged in reading/viewing/listening.

**Specific Course Requirements:** All assignments must be completed in order to pass this course, but please remember that class discussions are designed to help each student develop original ideas that can be “fleshed out” in out-of-class essays. Therefore, active participation from each student is crucial to the success of every individual, as well as the class as a whole.

Students will write **three out-of-class essays**, which will ultimately constitute **70% of the final course grade**. 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 (either the first or second). In order to move on to ENGL 1102, 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 can find the rubric on CourseDen.

Students will deliver an in-class presentation that serves as your final exam, which will constitute **10% of the final course grade**. We will review the grading guidelines for this presentation later this semester.

**Process Writing** constitutes **15% of the final course grade** and will be based on in-class contributions (in-class assignments, responding to questions, asking interesting questions of your own, etc.) and attending/engaging with class presentations. **Any process writing grades due in class cannot be made up.**

You must read the assigned material in order to do well in this class. Therefore, I will administer surprise quizzes at the beginning of certain class periods. These quizzes will count **5% of the final course grade and cannot be made up.**

You must obtain a **C or higher** in order to exit ENGL 1102. Final grades will be posted to CourseDen and BanWeb; **no grades will be given via telephone or e-mail.**

## Grading

Process Writing (discussion, classwork, homework, etc.)	15%
Quizzes	5%
Cultural Artifact essay	15%
Informative Synthesis essay	15%
Research Project	50% total, breakdown as follows
Essay	20%
Position Paper	10%
Annotated Bibliographies 1-2	5%
Annotated Bibliographies 3-4	5%
Final presentation	10%

**Grading Summary with the Letter to Numeric Scale:**

**Out-of-Class Essay:** 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%

Out-of-Class Essay Rubric available on CourseDen and backup website.

This is a **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—UWG's Quality Enhancement Plan—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/>

**Title IX Reporting:** As of July 1, all faculty and staff at public universities in Georgia became mandatory reporters for sexual assault. We are required to report any incidences of sexual assault, and we are not allowed to maintain the information in confidence with the student. You are encouraged to report any instances of sexual assault. Here is the form to do so. What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

UNIVERSITY POLICE 678-839- 6000

(96000 on campus) (This one is not confidential, but you should have it)

HEALTH SERVICES 678-839- 6452

PATIENT /VICTIM ADVOCATES 678-839- 0641;

COUNSELING CENTER Counseling Center

Location: 123 Row Hall

Office Hours: Monday-Friday, 8:00 AM-5:00PM

Tel: (678) 839-6428 (after hours call UWG Police)

Email: [counseling@westga.edu](mailto:counseling@westga.edu)

678-839- 5338

(after hours 678-839- 6000)

**Late Add, Late Drop, and Reinstatement** periods are no longer available. Students who wish to add or drop courses must do so during the scheduled Add and Drop periods. There is no Reinstatement period for students whose schedules are dropped. On **Friday, August 12th, at 4pm**, the Drop period (with refund) ENDS. After that date, there is NO dropping classes with a refund. Open Add period continues until **Monday, August 15th at 4pm**. Students may withdraw from classes up until 9/30/16 and receive a “W” This is the final withdrawal deadline. After this date, a student must seek a hardship withdrawal (initiated through Health Services).

**ACADEMIC SUPPORT**

**Americans with Disabilities Act:** I pledge to do my best to work with the university to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.

If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Accessibility Services in 272 Parker Hall.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law! For more information, please contact Accessibility Services at the University of West Georgia.

**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 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. For more information, please contact Accessibility Services.

The **Center for Academic Success**, located on the second floor of the UCC, provides free services for you. Peer Tutoring appointments are available for the core curriculum courses, Supplemental Instruction is offered in over 70 course sections, and Academic Coaching is available for any student seeking to become a more skilled and confident learner. Please visit their website [westga.edu/cas](http://westga.edu/cas), call 678-839-6280, or stop by the front desk in the UCC to make an appointment or learn more.

**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](mailto:writing@westga.edu)

**Library Instruction Sessions:** Students enrolled in 1000-/2000-level courses, inexperienced researchers, and students needing refresher classes in basic research are strongly encouraged to sign-up for the basic library instruction sessions and online research sessions. Please visit the links below for further information and scheduling:

Online Research: <http://www.usg.edu/galileo/skills/>

Basic Library Instruction: <http://www.westga.edu/~library/nav/stuinstruct.shtml>

**SmarThinking** provides online tutoring services and other resources free to UWG's learners who may not otherwise be able to take advantage of the same services offered on campus. Smarthinking is available from each student's CourseDen homepage. Visit

<http://www.pearsoned.com/higher-education/products-and-services/services-and-solutions-for-higher-ed/services/smarthinking/subjects/> for more information.

## **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.

## **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.

**Plagiarism – on any assignment, large or small – will result in failure of the course. Lack of dishonest intent is not an acceptable excuse for plagiarism. Confusion over the definition of plagiarism is not an acceptable excuse for plagiarism. 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.**

## **COURSE 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.**

### **Office Hours Policy**

I am more than happy to meet with you during office hours. If you are unable to meet with me during the posted hours, feel free to email me to schedule an appointment. But, if you do schedule an appointment, please make sure to show up. If, for whatever reason, you cannot make your appointment, please email me at least one hour before the scheduled time. If you fail to show up for your appointment without giving me the one hour notice, this constitutes a “noshow.” After two “noshow,” you will be banned from making further appointments with me. Being banned from making appointments does not mean you may not come to regular office hours or speak with me both before and after class.

**Department Paperless Policy:** As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers.

**Disruptive Behavior Policy:** 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—arriving late for class, allowing cell 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.

**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).

**MLA Documentation Policy:** The department expects that students learn to cite sources accurately in the MLA style for documentation.

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

**Late Work and Extension Policy:** There will be a 10 point deduction for every day the paper is late (a paper is considered “late” once the specified time has passed on the day the paper is due. e.g. if a paper is due at 10pm on 1/24, it is late at 10:01pm on 1/24). Additionally, I will not—under any circumstances—grade papers that are more than one week late. If you are unable to turn in your paper on the day it is due, (for example, in the case of an emergency that arises suddenly) you should email me your paper as soon as possible. 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. I **do not** accept late homework.

**Make-up Work Policy:** Students may not make-up missed quizzes or other in-class assignments unless there are extenuating circumstances (See above policy).

**Recycled Papers:** I will not accept recycled papers (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.

**Student-Professor E-mail Correspondence:** 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.

You are welcome to e-mail me with questions, but please do not abuse this privilege (e.g. re-sending thesis statements multiple times with changes made according to my 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 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. And, even then, we can do better.

I will respond to emails within 24 business hours of receiving them. Although I will sometimes reply after hours and over the weekend, I reserve the right to not respond to emails after 5pm and on Saturdays and Sundays.

\*Note: 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;** should you have concerns about your progress in the course or any other issues that arise, you should address them with me personally.

**Syllabus:** This syllabus serves as the contract for the class; if you are enrolled in the course, then it is understood that you will comply with the criteria set forth on this syllabus, as will I. The guidelines, expectations, and grading criteria are clearly outlined here, and these will govern the structure of the class. You should print off a copy of the calendar section of the syllabus and bring it to class with you every day, so that you may make note of any changes as they occur.

**Reading and Assignment Schedule, Important Dates**

\*All assignments are due for the class meeting in which they appear.

\*Numbers in parentheses indicate the page number of the assigned reading; Numbers in **bold** indicate the approximate length of the reading so you can manage your time accordingly.

\*Any homework due to **Turnitin** is due before class

**Week 1**

W 8/10

Reading Due	Homework Due	In-class
		<i>First Day of Class: Hand out Syllabus, Class Introductions</i>

**Week 2 The “Locked Room” Mystery**

M 8/15

Reading Due	Homework Due	In-class
<a href="#">The Role of Active Reading:</a> Anthology of Detective Fiction: “Introduction” ( <b>10</b> ) (on CourseDen); Doyle “A Study in Scarlet” Part One ( <b>30</b> ) (on CourseDen)	Practice critical reading with assigned reading	Discussion; go over Cultural Artifact Essay prompt (handout and on CourseDen); Critical Reading Practice

W 8/17

Reading Due	Homework Due	In-class
Doyle “A Study in Scarlet” Part Two ( <b>30</b> ) (on CourseDen); <a href="#">The Semiotic Iceberg</a>	“A Study in Scarlet” Discussion Questions	Semiotics discussion and practice

**Week 3 The “Locked Room” Mystery**

M 8/22

Reading Due	Homework Due	In-class

Doyle “The Speckled Band” (15) (on CourseDen); <a href="#">Analysis</a>	Bring in two potential artifacts for study	Practice working with artifacts; analysis practice
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W 8/24

Reading Due	Homework Due	In-class
Wilhoit Chp. 12 Plagiarism (on CourseDen)		Guest Speaker: Duane Theobald from UWC: Plagiarism; discussion

**Week 4 The “Locked Room” Mystery**

M 8/29

Reading Due	Homework Due	In-class
<a href="#">Thesis I</a> and <a href="#">Thesis II</a>	Decide which artifact you want to work with (bring a brief (3-4 sentences) description of it to class)	thesis workshop; freewriting; body paragraph discussion

W 8/31

Reading Due	Homework Due	In-class
	Bring laptop if you have one	Guest Speaker: Duane Theobald from UWC Research Skills; research time

**Week 5 The “Locked Room” Mystery**M 9/5 *Labor Day - Class Dismissed*

Reading Due	Homework Due	In-class

W 9/7

Reading Due	Homework Due	In-class
Wilhoit Chp. 2 Quotation (29-44) <b>(15)</b> (on CourseDen); <a href="#">Quotation Integration</a>	Settle on Cultural Artifact; bring brief write-up of Cultural Artifact; Argumentative Thesis due	thesis workshop; practice (3 I'd Monster practice); working with quotations; freewriting

**Week 6 The "Locked Room" Mystery**

M 9/12

Reading Due	Homework Due	In-class
	Revised thesis due; two <u>body</u> paragraphs due	Peer review; freewriting

W 9/14

Reading Due	Homework Due	In-class
MLA format (in Writing Materials on CourseDen)	<b>First full rough draft due to Turnitin;</b> bring paper copy of draft and highlighters to class	peer review activity; final questions about essay; wrap-up of Doyle

**F 9/16 Cultural Artifact Essay due to Turnitin before 11:59pm**

**Week 7 The Golden Age of the "Whodunit"**

M 9/19

Reading Due	Homework Due	In-class
Wilhoit Chp. 10 Informative Synthesis <b>(12)</b> (on CourseDen); Informative Synthesis prompt (handout and on CourseDen)		Discussion; go over Informative Synthesis prompt; unit evaluation

W 9/21

Reading Due	Homework Due	In-class
Cambridge Companion “Golden Age” (17): “The Puzzle Game” (9) (both on CourseDen);	(Begin reading <i>Murder on the Orient Express</i> )	Introduction to “Golden Age” of Detective Fiction; Go over Informative Synthesis Essay Prompt (available on CourseDen)

**Week 8 The Golden Age of the “Whodunit”**

M 9/26

Reading Due	Homework Due	In-class
<i>Murder on the Orient Express</i> , Part 1 (Christie: 3-72) (69)	Complete <i>MOTOE</i> Reading Guide Part 1 (on CourseDen)	Reading quiz; discussion

W 9/28

Reading Due	Homework Due	In-class
<i>Murder on the Orient Express</i> , Part 2 (Christie: 75-192) (117)	Complete <i>MOTOE</i> Reading Guide Part 2 (on CourseDen)	reading quiz; discussion

F 9/30

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 The Golden Age of the “Whodunit”**

M 10/3

Reading Due	Homework Due	In-class
<i>Murder on the Orient Express</i> , Part 3 (Christie: 195-265) (70)	Post Group Work to CourseDen Discussion	reading quiz; discussion; process writing; Review

	Board; Complete <i>MOTOE</i> Reading Guide Part 3 (on CourseDen)	of Golden Age features in Inf. Syn. context;
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W 10/5 Class Moved Online

Reading Due	Homework Due	In-class

**Week 10 “Hard Boiled” and the Mean Streets**

M 10/10

Reading Due	Homework Due	In-class
Cambridge Companion “Private Eye” (18); “Simple Art of Murder” (11) (on CourseDen)		Introduction to the Private Eye; group work brainstorming synthesis topics

W 10/12

Reading Due	Homework Due	In-class
		<i>The Maltese Falcon</i> ; discussion (thesis and organization)

**Week 11 “Hard Boiled” and the Mean Streets**

M 10/17

Reading Due	Homework Due	In-class
		<i>The Maltese Falcon</i> ; discussion; freewriting (thesis due at end of class)

W 10/19

Reading Due	Homework Due	In-class
	<b>First Rough Draft due</b> (750 words total to <b>Turnitin</b> )	Outline work; work with peer examples

**Week 12 “Hard Boiled” and the Mean Streets**

M 10/24

Reading Due	Homework Due	In-class
“Transitions” handout (on CourseDen)		drafting

W 10/26

Reading Due	Homework Due	In-class
	<b>Second Rough Draft due</b> (1000 words to <b>Turnitin</b> ); Last day to receive feedback via email; bring 1 <u>paper</u> copy of draft and highlighters to class	Peer review and highlighting activity; Go over Cultural Context Essay Prompt (available on CourseDen); “Position Proposal Prompt” (on CourseDen) and “Annotated Bibliography Prompt” (on CourseDen)

**S 10/29 Informative Synthesis Essay due to Turnitin by 11:59pm****Week 13 The “Collective” Detective: Sociopaths, Scientists, and Fakers**

M 10/31

Reading Due	Homework Due	In-class
BBC’s Sherlock “A Study in Pink” (on Netflix); <a href="#">Camera Angles</a> ; <a href="#">Mise-en-scène</a>		Quiz; discussion; unit evaluation

W 11/2

Reading Due	Homework Due	In-class
Criminal Minds “Extreme Aggressor” (on Netflix)		Quiz; Discussion; brainstorming

**Week 14 The “Collective” Detective: Sociopaths, Scientists, and Fakers**

M 11/7

Reading Due	Homework Due	In-class
Psych “Pilot” (on Netflix)		Quiz; Discussion of Detective’s Evolution; group work; process writing

W 11/9

Reading Due	Homework Due	In-class
	<b>Position Proposal</b> (due to <b>Turnitin</b> ) and bring paper copy to class	Drafting; process writing (working with sources); Peer review; freewriting; research time (bring/have access to all sources you’ve compiled so far); Sign up for Presentations

**Week 15 The “Collective” Detective: Sociopaths, Scientists, and Fakers**

M 11/14

Reading Due	Homework Due	In-class
	<b>Annotated Bibliographies 1-2</b> Due to <b>Turnitin</b> ; Presenters need to bring class copies of proposal	Presentations

W 11/16

Reading Due	Homework Due	In-class
	<b>Annotated Bibliographies 3-4</b> Due to <b>Turnitin</b> ; Presenters need to bring class copies of proposal	Presentations

***Thanksgiving Break - Classes Dismissed***

M 11/21

Reading Due	Homework Due	In-class

W 11/23

Reading Due	Homework Due	In-class

**Week 16 The “Collective” Detective: Sociopaths, Scientists, and Fakers**

M 11/28

Reading Due	Homework Due	In-class
	<b>Rough draft due (to Turnitin)</b> and paper copy in class; Presenters need to bring class copies of proposal	Presentations; course evaluations

W 11/30

Reading Due	Homework Due	In-class
		Presentations (if needed); Class wrap up and final comments/concerns/questions about essay; unit evaluation

- S 12/3 Last Day to Receive Feedback via Email**
- W 12/7 Research Essay due to Turnitin by 2:00pm**