

ENGL 1102: English Composition Summer 2018

Instructor Information

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Note: I provide my UWG email for use in emergencies only. Please use the e-mail or chat tool in Course Den for all other communication. To conference with me, call my cell phone or set up an appointment via e-mail.

Support Sources for Classes

I provide hyperlinks here; full URLs are listed at the end of this document

- [CourseDen D2L Home Page](#)
- [D2L UWG Online Help](#) (8 a.m.-5 p.m.) Call: 678-839-6248, 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:

ENGL 1102 is a composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101. The class emphasizes interpretation and evaluation and incorporates research.

Learning Outcomes:

This class will teach you. . .

- 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:

- *American Vandal*, season one, directed by Tony Yacenda*
- *Serial*, season one, produced and created by Sarah Koenig and Julie Snyder**
- *The Elements of Style*, 4th edition, William Strunk and E.B. White***
- Various short non-fiction articles, interviews, and physical artifacts each linked in the appropriate Module in its “Get the Background: Definitions and Context” document

*You need a Netflix subscription to view this program. You might get one for one month or even get a free trial, if you have never use one. This is required.

**This podcast is available online or via any podcast service. It is free. It is required.

***I strongly suggest buying this text, as several concepts to which I refer are referenced in it.

Overview of Course Assignments, Due Dates, and Percentage Weight:

Assignment Type	Description	Due Dates	Percentage
Essays, 3 in all	-Essay One: Summary and Response -Essay Two: Critique of Another’s Argument -Essay Three: Building Your Own Argument Specific Assignment Sheets are linked in Modules	-Essay One: June 15 -Essay Two: July 3 -Essay Three: July 20 -Optional revised essay (either Essay One or Two): July 23	-Essay One: 15% -Essay Two: 20% -Essay Three: 25% Note: the revised essay’s grade will replace the original essay grade.
Discussion Topics, 8 in all	In each Module, you will participate in two Discussion Topics, one focused on the text at hand and the other on posting drafted portions of an essay and critiquing another peer’s writing using guidelines.	See Modules and Course Calendar in Course Den for online Discussion Topic due dates	30%
Class and Community	Class and Community is a category in which I evaluate your performance in the following areas at the end of the semester: Module One participation; avid engagement that creates community; interaction with me as you compose and revise; e-conferencing activities; tact; empathy; thoroughness; going above and beyond consistently; and intellectual curiosity.	N/A	10%
TOTAL			100%

Grading Scale and Rubrics:

Grading scale:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- Below 60% F

There are rubrics for each of the three formal essays linked on the main page of each Module in Course Den.

Find the Discussions Rubric by going to Assessments>Rubrics>Discussion Rubric>Preview in Course Den.

Plagiarism and Collusion:

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. I have a zero-tolerance policy and often utilize resources that help me deduce how much of your work is your own. If you are caught cheating in my course, it is an automatic "F." Please, then, think through even the most stressful of moments you may have this summer. Talk to me. I can often help before you resort to such a drastic decision to cheat.

General Class Schedule—See Detailed Materials in Each Module:

Module	Start Date	End Date	Major Text(s) Read/Studied	Assignments Completed
Module One	May 31	June 3	Syllabus, Welcome letter	Q and A Syllabus Game; Introduction
Module Two	June 2	June 15	<i>American Vandal</i>	"Get the Background: Definitions and Context", two Discussion Topics, and the Summary Response essay
Module Three	June 16	June 24	<i>Serial</i> , season one	"Get the Background: Definitions and Context", two Discussion Topics, and the beginning stages of the Critique of an Argument essay
Module Four	June 25	July 3	<i>Serial</i> , season one	"Get the Background: Continuing Context", two Discussion Topics, and the remainder of the Critique of an Argument essay
Module 5	July 4	July 20	<i>Serial</i> , season one, and secondary sources	"Get the Background: Definitions and Context", two Discussion Topics, and the Argumentation essay

Communication Rules

Contacting Me:

The most typical communication with me begins with an e-mail in the Course Den system. I will return all emails within 36-hours during the week and within 48 hours over the weekends. You

can also choose to chat with me in Course Den. You may call or e-mail during office hours and/or set up appointments with me outside of office hours, if needed, too.

Please use my UWG e-mail only in case of emergency; by using the Course Den e-mail tool, we keep everything related to our class in the Learning Management System in one handy place. There may be times when you'd like to Skype with me as well. You'll need to set up an appointment to do this, as I'll need to ensure my technology is ready on my end. You can set up face-to-face conferences with me if you live in Carrollton or wish to travel to Carrollton. Again, though, make sure to e-mail me with such a request so we can set up a date/time amenable to us both.

Finally, I choose to utilize the Announcements tool regularly to share news, advice about ongoing work, examples, and instructional videos. I suggest checking the Announcements on our class's homepage **every day**.

Expected Response Times to Assignments:

Online discussions will be graded five to seven days after submission and will contain a copy of the rubric with areas of achievement highlighted. I will also employ Vocaroo to provide short bursts of audio feedback on Discussion Topic posts, when necessary.

For each formal essay, I will give you back the rubric associated with that essay with areas of achievement highlighted. I will also employ Vocaroo to evaluate each essay using audio feedback, typically about 7-10 minutes in length. Sometimes, I will also heavily annotate a few paragraphs of the final draft of the essay you submitted to foreground specifics on which I need you to work. I find this helps if I need to discuss organization or a particular grammar convention error. Essays will be graded a week to ten days after the due date.

Expectations of Students

Network Etiquette, also called "Netiquette":

Communication in an online class requires special consideration. Please read the list of tips below and make sure to click on the "Netiquette" link in the Welcome letter in your class's Announcements section:

- Be sensitive to others' points of view. Of course, polite disagreement is often absolutely warranted as we discuss, but remaining tactful is important even as you passionately make your case.
- Don't use all caps. IT IS THE EQUIVALENT OF SCREAMING (See? Yikes!).
- Don't "flame" each other in outbursts of extreme emotion or opinion. Strive for collegiality. A real live person is on the other side of your screen.
- Don't use offensive language. True, some of our content will use such language, but there is no cause to use it as you speak to another—unless you are quoting from *American Vandal*. Thus, we might "cuss" in our posts but we should strive not to "cuss out" anyone.
- Use clear subject lines in topics and e-mails.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Finally, in Discussion Topic posts, strive not to include repeat posts in your own post, since it is difficult to scroll through repostings to get to new information. Of course, if you'd like to respond directly to someone's post, then include it in your response, but never repost the original post in the forum—the one with all the directions and questions.

Course Structure:

This course is not self-paced, meaning that you cannot work ahead to other Modules. Instead, you are expected to work within Modules, completing viewing/listening and each “Get the Background: Definitions and Context” handout in each Module prior to discussing with your classmates.

Online discussions are a central part of this class (weighted at 30%). In these Discussion Topics, you will explore the concepts introduced in the weekly reading, viewing, and/or audio assignments. You can expect to spend about **two and ½ hours per week** participating in the online discussions and you are asked to participate in the online discussions throughout each Module; that is, you will not be able to post your responses all at once and never go back to the topics to respond, ask questions, post new ideas, etc. Instead, you will post several of your own answers and thoughts and respond to others’ posts, emulating classroom discussion. Online discussions will require cooperative learning and a working knowledge of reading, viewing, or audio assignments in the Module as well, and I always work to prepare you for Discussion Topics and writing in the “Get the Background” handout as well as in the directions in the topics themselves. Thus, I seek to guide your discussion, but I also need your avid input. The more you converse, the better prepared you are for the essays.

Finally, this course contains three formal essays. I provide an assignment sheet, rubric, and a “Course Resources” Module in which several links explain concepts, give examples, and offer suggestions for writing. I am also available to discuss your writing, and you all will share and critique portions of each essay in a Discussion Topic in each Module. Essays take a great deal of time to draft, revise, and edit. Each will take you approximately **12 hours** to complete, not counting reading/viewing/listening/posting.

Course and UWG Policies

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this online class, students are required to post in Module One’s Introduction and Syllabus Game threads, to be considered as attending class. Students who do not post to Module One can be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion in Module One.

Late work policy:

Students cannot make up missed Discussion Topics, since posts must occur while others are participating in the back and forth of online conversation. The essay due dates are firm, unless an emergency arises. If this happens, you should contact me quickly to request an extension. After I hear your circumstance, I may or may not grant an extension. Essays not granted an extension and turned in late receive a letter grade per day deduction.

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 the [Center for Disability](#). 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 Email, Credit Hour, 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 Course Den, 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 through 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 and the University Writing Center:

Smarthinking offers online tutoring services and resources for UWG students/instructors in all courses. A link to Smarthinking is available in Course Den under “Resources” in the navigation bar.

During summer of 2018, the University Writing Center (UWC) will provide 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 for proofreading or editing but rather feedback and suggestions for improvement.

The service will be available from **June 11th-July 19th 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. If questions or concerns arise, please contact the UWC at 678-839-6513.

Student Services:

Here is a great resource of [Student Services](#) for all students at UWG, whether or not you are taking online courses. This link provides students with most of the information they need. If you are experiencing distress and need some help, check out [UWG Cares](#).

Full URLs for Support Sources

- **Course Den D2L Home Page**
<https://westga.view.usg.edu/>
- **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/UWGCares/>
- **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/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZnJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>