

**The Mystique of Main Street**  
**College of Arts and Humanities, ENGL 1102**  
**(Sections -02 & -05)**  
**English Composition II, Spring 2019**

## Instructor Information

Instructor: Anna Payne  
Location: Humanities 205  
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E-mail: [apayne@westga.edu](mailto:apayne@westga.edu)

Writing Center Hours: Tuesdays and Thursdays  
11:00-12:30  
Office Hours: Mondays and Wednesdays  
11:00-12:00; Fridays (through Gmail Chat)  
8:00-12:00; by appointment

## Support for courses

\*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

678-839-6280

[D2L UWG Online Help](#) (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[24/7/365 D2L Help Center](#)  
Call 1-855-772-0423

[Accessibility Services](#)  
678-839-6428

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

[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 and Materials

Reliable access to *Netflix*

*The Wild and Wonderful Whites of West Virginia* directed by Julien Nitzberg (available on Amazon)

**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

**Course Themes and Expectations**

The Society and Culture Pack 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

Assignment name	Description	Due Date	Total Percentage
Essay 1	Summary/Rhetorical Response 2-3 pages	2/6	20%
Essay 2	Critique 3 pages minimum	2/28	20%
Essay 3	Argumentative Synthesis 3-4 pages minimum	4/11	25%
Multimodal	Final, creative project tied to Essay 3	various	10%
Process Writing	<b>Process Writing</b> constitutes a substantial portion of <b>the final course grade</b> and will be based on in-class contributions (in-class assignments, group work, discussion posts, the final multimodal assignment) as well as homework that contributes to the writing of your essay.	various	25%
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.

## 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; Numbers in **bold** indicate the approximate length of the reading so you can manage your time accordingly.

\*All homework is due before class (all work due to Turnitin has been **bolded** on the syllabus)

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## January

M 1/7

In class: Syllabus; introduction to class

Homework Due:

Reading Due:

W 1/9

In class: Introduce Essay 1; summary practice (“Why Do We Feel Nostalgia?”)

Homework Due: **Turnitin registration and sample submission** (see the announcement entitled “Essay Submission” on CourseDen)

Reading Due: Essay 1 prompt (on CD)

**Open drop ends at 11:59 p.m. No dropping classes with a refund after this date and time.**

TH 1/10      **Open add ends at 11:59 p.m.**

M 1/14

In class: Summary practice; group work; discussion; quotations

Homework Due:

Reading Due: “You Can’t Go Home Again Homesickness and Nostalgia in U.S. History” by Susan J. Matt (on CD) **(TBD)**

W 1/16

In class: discussion; summary practice; close reading practice & paragraph construction

Homework Due:

Reading Due: Watch *The Andy Griffith Show* “The Pickle Story” (S2 E11) **(26 mins)** (on *Netflix*)

M 1/21      **MLK Day: NO CLASS.**

W 1/23

In class: discussion; close reading practice; workshop

Homework Due: Close Reading assignment due to CD before class

Reading Due:

M 1/28

In class: thesis statements; outline practice

Homework Due: body paragraph due to CD before class

Reading Due: Thesis Statement handout (on CD)

W 1/30

In class: workshop; MLA, title, intros

Homework Due: thesis statement due to CD before class

Reading Due:

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## February

M 2/4

In class: Introduce Essay 2; brief discussion of common texts; discuss “criteria and standards”;  
final concerns about Essay 1; peer review (have access to draft in class)

Homework Due: **rough draft due to Turnitin before class**

Reading Due: Essay 2 prompt (on CD)

W 2/6

In class: Guest Speaker: Duane Theobald from UWC

Homework Due:

Reading Due:

**W 2/6 Essay 1 Final Draft due to Turnitin before midnight**

M 2/11

In class:

Homework Due:

Reading Due: watch *Queer Eye* (S1 E1) (**48 mins**) (on *Netflix*); “mise-en-scene” (on CD);  
“Glossary of Film Terms” (on CD)

W 2/13

In class: discussion

Homework Due: decide which secondary article and episode you’ll work with; summary of  
critical article you’re working with to CD before class

Reading Due:

M 2/18

In class: close reading practice; thesis statements

Homework Due: 3 potential signs/elements to CD before class

Reading Due:

W 2/20

In class: workshop; opposing arguments

Homework Due: thesis statement and body paragraph due to CD before class

Reading Due:

M 2/25

In-class: workshop

Homework Due: body paragraph due to CD before class

Reading Due:

W 2/27

In class: peer review (have access to draft in class); Introduce Essay 3

Homework Due: **Rough Draft due to Turnitin before class**

Reading Due: Essay 3 (Argumentative Synthesis) prompt (on CD)

**R 2/28 Essay 2 (Critique) due to Turnitin before midnight**

**Last day to withdraw with a W. Withdrawals after this date will result in a grade of WF.**

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### March

M 3/4

In class: annotated bibliography assignment prompt; discussion of critical article

Homework Due:

Reading Due: “Wild, Wonderful, White Criminality: Images of ‘White Trash’ Appalachia” by Stephen T. Young (on CD) (**13**); watch *The Wild and Wonderful Whites of West Virginia* (**1 hr. 28 mins.**) (can rent on Amazon)

W 3/6

In-class: discussion and practice argument; pre-research thesis

Homework Due:

Reading Due:

M 3/11

In-class: outline; freewriting (bring computers to class)

Homework Due: Potential Topics and text due to CD before class

Reading Due:

W 3/13

In-class: no formal class meeting

Homework Due: Final Topic Approval and Pre-research thesis due to CD before class

Reading Due:

**Saturday 3/16 Optional Revision Due to Turnitin before midnight (no late work accepted)**

**M 3/18 Spring Break.**

**W 3/20 Spring Break.**

M 3/25

In class: organization practice; drafting

Homework Due: Thesis due to CD before class

Reading Due:

W 3/27

In class: workshop; drafting

Homework Due: Annotated Bibliographies due to CD before class

Reading Due:

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## April

M 4/1

In class: workshop

Homework Due: body paragraph due to CD before class

Reading Due:

W 4/3

In class: Class Decides! (Email me your biggest concerns about Essay 3 and I'll work to address them during this class)

Homework Due:

Reading Due:

M 4/8

In class: peer review; drafting

Homework Due: **Rough Draft due to Turnitin before class**

Reading Due:

W 4/10

In class: Introduce Multimodal Presentations; final concerns about Essay 3

Homework Due:

Reading Due: Multimodal Presentation Prompt

**R 4/11 Essay 3 (Argumentative Synthesis) due to Turnitin before midnight**

**English Honors Awards 3 p.m. (this is from last year's calendar but date should be roughly the same)**

M 4/15

In class: multimodal group work; sign up for presentations

Homework Due:

Reading Due:

W 4/17 Class Does Not Meet--Work on Presentations

In class:

Homework Due:

Reading Due:

M 4/22

In class: final evaluations

Homework Due:

Reading Due:

Group Presentations in my office

T 4/23 Group Presentations in my office

W 4/24 Group Presentations in my office

R 4/25 Group Presentations in my office

M 4/29 **Spring Classes End**

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## May

**W 5/1- T 5/7 Spring Examinations**

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Note well: Grades will be posted to BanWeb by noon on May 13. 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 **Wednesday, February 27th**, the student will receive a grade of W. If withdrawal occurs after **Wednesday, February 27th**, 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](#).

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

[www.westga.edu/writing](http://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](mailto: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 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](tel:678-839-6280). Our email address is [cas@westga.edu](mailto: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>  
[online@westga.edu](mailto: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/administratio>  
[n/vpaa/common-language-course-syllabi.php](https://www.westga.edu/administratio)
- **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>