

## College of Arts and Humanities, ENGL 1102 (Sections 122, 123, 124, 139) English Composition II, Spring 2019

### Instructor Information

Instructor: Matt Rood  
Office: Pafford 304- E  
Office Phone: 706-728-7325  
E-mail: mrood@westga.edu

Office Hours:  
TR: 10 am -12:45 pm  
Writing Center Hours:  
Tuesday: 1:00 pm-4:00 pm.

### Support for courses

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

[CourseDen D2L Home Page](#)

[Student Services](#)

[Backup Website for Class Material](#)

[Center for Academic Success](#)

[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)

678-839-6280

[Distance Learning Library Services](#)

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

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

[University Bookstore](#)

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

### Course Information

#### Course Description

ENGL 1101 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:

1. Coursepack, available only through the UWG Bookstore
2. *Fight Club*, directed by David Fincher
3. *Educated*, by Tara Westover. (Excerpt will be posted on Courseden to read)
4. *American Girls*, by Alison Uminger. ISBN: 978-1250133823, available through the UWG Bookstore.

## Course Themes and Expectations

This is a composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. This class will give you the tools to be able to first analyze texts, and then write about them. We will explore the ways by which we can employ our abilities to analyze rhetorical nuances in order to make argumentative claims and participate in an intellectual discourse (through writing) about a variety of topics including but not limited to: education, race, gender, consumerism, political perspectives, American media, and more. In short, our class will require and support your development of critical reading skills, but will be focused on the act of writing and articulating your analytical perspectives.

## 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

- 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

## 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/>.

## 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.

## Course Assignments

| <i>Assignment name</i> | <i>Description</i>   | <i>Due Date</i> | <i>Total Percentage</i> |
|------------------------|--|-----------------|-------------------------|
| Essay 1                | Fight Club Paper   | 2/6             | 20                      |
|                        | 3 pages minimum  |                 |                         |
| Essay 2                | Educated Paper   | 3/13            | 20                      |
|                        | 4 pages minimum  |                 |                         |
| Essay 3                | American Girls Paper   | 5/1             | 25                      |
|                        | 5 pages minimum  |                 |                         |
| Final                  | Multimodal Project   | 4/3             | 10                      |
|                        | You will be teaching a section of the class. This project will also have a presentation component. We will discuss the requirements later this semester. |                 |                         |
| Quizzes                | 5 @ 20 pts each.   | Tentative       | 10                      |
|                        | Quizzes will be in-class after specific readings. I will let you know prior to one. Dates are tentative.   |                 |                         |
| Class Engagement       | Attendance, Homework and In-class activities   | Various         | 15                      |
|                        | It is expected for you to be considered engaged in the learning taking place in this course.   |                 |                         |
| TOTAL                  |  |                 | 100                     |

## Grading Information and Policies

Grading summary with the Letter to Numeric scale:

A+ = 98; A = 95; A- = 90

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 recommended to take part in writing workshops during class. We will review the grading guidelines for out-of-class essays in class. Students will have the opportunity to revise TWO essays (we will discuss the requirements for this optional assignment later in the semester). In order to move on, 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 must obtain a C or higher in order to exit ENGL 1101. Final grades will be posted to CourseDen and BanWeb; no grades will be given via telephone or e-mail.

## Evaluation Processes

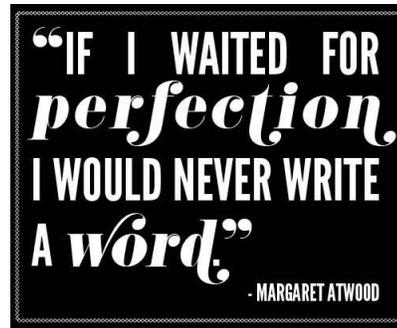
### In Class Work: 25%

You will receive a daily grade in the course in the form of either a **reading quiz** or **in-class writing** work. These cannot be made up for any reason, but I drop the two lowest daily grades at the end of the semester.

Your regular participation in this class is vital to your success. If you are absent, it is your responsibility to contact another student (not me) for an explanation of what was covered, and you also are responsible for keeping up with how many classes you have missed. Two late arrivals count as one absence, and leaving early applies in the same manner. You are considered tardy if you arrive more than ten minutes late to class.

For classes that meet twice a week, a student is allowed five absences. Arriving late for class counts as 1/2 an absence. After the fifth 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 27<sup>th</sup>, the student will receive a grade of W. If withdrawal occurs after Wednesday, February 27<sup>th</sup>, the student will receive a grade of WF. (FYW Department Policy).



### Written Assignments: 65%

- *Fight Club*: Essay 1

In this essay, worth 20% of your grade, you must demonstrate the ability to accurately summarize the source text and develop an argument directly in response to the author's argument. In other words, this essay depends heavily on your ability to vividly re-articulate—to summarize—your evidence in order to support your response.

- *Educated*: Essay 2

In this essay, worth 20% of your grade, you must demonstrate the ability to critique, evaluate, and otherwise assess what you have read. Essay 2 is different from Essay 1 in that the summary/response asked you to focus on what argument was being presented in two texts. This assignment asks that you spend more time thinking about both how and how well the authors are articulating a specific argument

- *American Girls*: Essay 3

This essay, worth 25% of your grade, should demonstrate your own ability to identify a critical conversation and join it. This assignment invites you to use the analytical skills gained from the first two essays, synthesizing multiple sources to an original argument

### Multi-Modal Project: 10%

Multimodal composition is the practice of using communicative modes such as still images, moving images, recorded audio, speech, and even gestures rather than, or in addition to, the written word to communicate with an audience. More information TBA.

## Class Schedule Information

| Date                                | Class Topic/Activity   | Assignments/Due Dates/Deadlines  |
|-------------------------------------|--|--|
| Monday<br>7-Jan                     | Discuss Course Themes/Expectations<br><br>Introductions  | Print out syllabus and keep it in your class folder; review policies and due dates frequently (not just in class today!) |
| Wednesday<br>9-Jan                  | Rules for paper and formatting. Active reading exercise (image analysis)<br><br>Syllabus and Packet Discussion | Go over <a href="#">Analysis Techniques</a> and <a href="#">Semiotic Iceberg</a> before class                            |
| Wednesday & Thursday<br>9 & 10- Jan | <b>Open Drop Ends- 1-9</b><br><br><b>Open Add Ends 1-10</b>  |  |
| Monday<br>14-Jan                    | Quiz and Discussion on FC  | Watch Fight Club before class  |
| Wednesday<br>16-Jan                 | Discussion of FC   | Be prepared to work on TDQA, Page 7  |
| Monday<br>21-Jan                    | MLK Jr. Day  | No class   |
| Wednesday<br>23-Jan                 | Discussion of FC   | Be prepared to do EB- Part 1 as homework.  |
| Monday<br>28-Jan                    | EB 2 for FC  | Be prepared to work on EB- Part 2  |
| Wednesday<br>30-Jan                 | EB 3 for FC<br>Discuss Essay #1 Prompt   | Be prepared to work on EB- Part 3  |
| Monday<br>4-Feb                     | Writing Center Presentation<br>EB 4 for FC   | Go over MLA Format: Quick Tips, and explore Purdue OWL in class<br>Be prepared to work on EB- Part 4                     |
| Wednesday<br>6-Feb                  |  | <b>Essay #1 due on Wednesday midnight</b>  |
| Monday<br>11-Feb                    | Analysis Project   |  |
| Wednesday<br>13-Feb                 | Quiz and Discussion of Educated  | Have read excerpt before class   |
| Monday                              | Discussion of Educated   | Have read excerpt before class   |

|                     |  |  |
|---------------------|--|--|
| 18-Feb              |  |  |
| Wednesday<br>20-Feb | Discussion of Educated                       | Essay #1 back<br>Be prepared to work on Building BP worksheet, Page 23                 |
| Monday<br>25-Feb    | Discussion of Educated                       |  |
| Wednesday<br>27-Feb | Analysis Project                             | <b>Revisions due by midnight</b>   |
| Monday<br>4-Mar     | EB 1 for Educated<br>Discuss Essay #2 Prompt | Be prepared to work on EB- Part 1  |
| Wednesday<br>6-Mar  | EB 2 for Educated                            | Be prepared to work on EB- Part 2  |
| Monday<br>11-Mar    | EB 3 for Educated                            | Be prepared to work on EB- Part 3  |
| Wednesday<br>13-Mar | EB 4 for Educated                            | Be prepared to work on EB- Part 4<br><b>Essay #2 due on Sunday midnight</b>            |
| Monday<br>18-Mar    | Spring Break                                 | No class   |
| Wednesday<br>20-Mar | Spring Break                                 | No class   |
| Monday<br>25-Mar    | Discussion of America Girls<br>Quiz          | Have read pages 1-35 by class  |
| Wednesday<br>27-Mar | Discussion of American Girls                 | Have read pages 36-74 by class   |
| Monday<br>1-Apr     | Discussion of American Girls<br>Quiz         | Have read pages 75-146 by class<br>Essay #2 back                                       |
| Wednesday<br>3-Apr  | Discussion of American Girls                 | Have read pages 147-172 by class<br><b>Multimodal Project Due</b>                      |
| Monday<br>8-Apr     | Discussion of American Girls<br>Quiz         | Have read pages 173-255 by class<br>Be prepared to work on Synthesis Practice, page 39 |
| Wednesday<br>10-Apr | Discussion of American Girls                 | Finish book by class<br><b>Revisions due by midnight</b>                               |
| Monday<br>15-Apr    | EB 1 for American Girls                      | Be prepared to work on EB- Part 1<br>Second Text due before class                      |
| Wednesday<br>17-Apr | EB 2 for American Girls                      | Be prepared to work on EB- Part 2  |
| Monday<br>22-Apr    | EB 3 for American Girls                      | Be prepared to work on EB- Part 3  |
| Wednesday<br>24-Apr | EB 4 for American Girls                      | Be prepared to work on EB- Part 4<br><b>Final Exam- Evaluation Day</b>                 |

|                                    |                  |   |
|------------------------------------|------------------|---|
| Monday-Wednesday<br>29-Apr & 1-May | Final Week       | <b>Essay #3 due on Wednesday<br/>midnight</b> |
| Monday<br>13-May                   | Final Grades Due |   |

**\*Note:** Dates may change at the instructor's discretion: all changes will be announced in class. Major assignments, papers, and exams are in bold.

## Course and UWG Policies

### Late Work

To receive full credit, essays must be submitted before 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. As we do Kahoot quizzes, you need to ensure that you will be on time. Once we start the quiz, there is no signing up after.

### 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

I reserve the right to give Extra Credit, if I choose to. I will assign an Extra Credit folder to Courseden to confirm the way to get the extra points.

### 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. As I use Turn-it-in, you need to be aware of proper citation procedures.

### 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.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

### Writing Center

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 is strongly recommended as a resource for help with your assignments for this class. The office works with students and other members of the UWG community to improve writing skills.

#### What They Do:

- Discuss ideas, read drafts, and work through revisions of essays; they do not proofread
- MLA, APA, Chicago/Turabian, and other citation formats

#### Policies:

- Please make appointments in advance. They accept walk-ins, but they cannot guarantee that a tutor will be available.
- If you cannot keep your appointment, you must call or e-mail 24 hours in advance to cancel. If you do not notify them 24 hours in advance, you will be counted as a No Show.
- Please arrive at your appointment on time. If you are 10 minutes late or more, you will be counted as a No Show and will not be able to have your appointment.
- If you have three No Shows in one semester, you will not be able to have any more appointments for that semester.

#### Hours:

Monday-Thursday: 10:00 a.m.– 6:00 p.m.

Friday: 10:00 a.m.– 1:00 p.m.

## 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/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/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrgeffvts1f>