

# COURSE SYLLABUS

## ENGL 1102-130

### SPRING 2019

Monday/Wednesday  
3:30PM – 4:45PM  
13032  
HUMANITIES 229

Instructor: Ashley Warner  
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Office: PAF 304C

**Office Hours:**  
Tuesdays: 1:30PM-4:30PM  
Thursdays: 9:00AM-12:00PM (virtual)

**Writing Center Hours:**  
Mondays: 2:00PM – 3:00PM and 5:00PM – 6:00PM  
Tuesdays: 10:00AM – 1:00PM and 5:00PM – 6:00PM

## COURSE DESCRIPTION AND LEARNING OUTCOMES

**Catalogue 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.

## COURSE MATERIALS, ASSIGNMENTS & GRADING

### Required Texts and Materials

*\*Note – You will need repeated access to your own copies of these materials for the appropriate class meetings. If you order materials, they should arrive before we discuss them in class. If the materials do not arrive in time for you to prepare before class, you are still responsible for obtaining the information by some alternate means. You will absolutely need to repeatedly read and view the texts in order to write about them analytically.*

## Texts

Beyoncé's *Beyoncé* visual album  
Beyoncé's *Lemonade* visual album  
Gwendolyn Brooks's Selected Poems  
Quentin Tarantino's *Kill Bill: Volume 1*

## Content Advisory

Many artful and meaningful texts contain adult content, including violence, sexuality, nudity, profanity, and/or themes that could potentially be construed as offensive. Art, literature, film, and other types of media contain complex depictions of humanity, so all of the messy parts of life often appear. Since this is a college-level, adult class, some or all of our texts may contain adult content. Your enrollment in the course requires maturity and intellectual engagement with that material.

## Required materials for all sections

- reliable internet access—we will use both Course Den/D2L and turnitin.com; you will need access to D2L for syllabi, handouts, and any assigned online readings.
- a word processing program (preferably Microsoft Word or easily-compatible program)
- a flash drive or some other portable electronic storage
- please be sure to bring paper and writing instruments to each class

## Communication Procedures

- **Email:** Students must check myUWG and CourseDen accounts regularly
- **CourseDen/D2L:** Students are required to use and check CourseDen/D2L regularly for announcements. The instructor will not use CourseDen email, so please send messages through MyUWG. I will not accept responsibility for missed messages via CourseDen.
- MyUWG and CourseDen/D2L serve as the only legitimate modes of communication for the course.

## Approximate Assignment Values

Essay 1	20%
Essay 2	20%
Essay 3	20%
Critical Writing Assignment 1	5%
Critical Writing Assignment 2	5%
Critical Writing Assignment 3	5%
Critical Writing Assignment 4	5%
Homework/Quizzes/Discussions	10%
Participation	10%

### **Grading**

Because assignment percentages are listed here at the beginning of the semester and because you receive grades for each assignment, it is your responsibility to keep track of your average during the course of the semester.

- **Students must earn a final letter grade of “C” or better in order to exit the course. Unless this grade requirement is met, this course will not be credited toward graduation.**
- **Plagiarism is grounds for failing ENGL 1102.**

## Essay Grading Rubrics

### ESSAY RUBRIC

#### To earn a “C,” a student must

Respond to *all* of the constraints of the assignment:

Paper should be formatted according to MLA style guidelines with no major errors.

Paper should incorporate at least two independently chosen secondary sources.

Paper should meet the minimum length requirement specified on the assignment sheet.

Paper should adequately respond to one of the assigned topics.

Posit a clear thesis/argument:

Thesis must center on a concrete claim.

Essay should be comprised of textual analysis from both primary and secondary sources in support of the thesis.

Present a well-organized essay:

Essay should contain distinguishable introductory and conclusion paragraphs of adequate length and appropriate tone.

The majority of body paragraphs should provide supporting evidence from both primary and secondary sources, demonstrating an understanding of context and purpose in relating secondary sources to essay's claims.

Paragraphs should contain topic sentences and/or transitions.

Maintain a tone appropriate for the audience:

Essay should not contain colloquialisms or excessively informal language.

Essay should not rest on personal opinion.

Construct grammatically sound paragraphs with no pervasive pattern of grammatical errors and/or sentence-level incoherence.

#### To earn a “B,” a student must

Adhere to all assignment requirements (MLA style and formatting, length, assigned topic, incorporation of secondary sources).

Anchor essay via concrete thesis statement focusing on a thoughtful analysis of the assigned text(s) and topic(s).

Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.

Demonstrate an ability to analyze the text through an interdisciplinary lens (situating the text within a cultural or political context, for example).

Have no distracting pattern of error.

Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

#### To earn an “A,” a student must

Adhere to all assignment requirements, with no major errors in MLA style or formatting.

Provide a sophisticated thesis demonstrating independent thinking.

Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay  
Provide secondary sources that indicate independent research.  
Present original ideas with respect to secondary sources, illustrating a meaningful dialogue with said sources and how they relate to the primary text  
Provide a sophisticated analysis of the ways in which other disciplines relate to the text (again, be they historical, political, etc.)  
Guide argument via strong topic sentences and appropriate transitions.  
Have very few grammatical errors, none of which interfere with coherence.  
Display significant improvement with respect to errors marked on previous essays/graded writing.

#### **A “D” grade results from**

Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting)  
Failure to adequately incorporate secondary sources  
A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).  
A pervasive pattern of minor errors that undermines sentence-level coherence.  
A pattern of repeated errors marked on previously graded work.

#### **An “F” grade results from**

Failure to adhere to basic assignment requirements.  
Two or more of the faults listed under “D.”

#### **Out-of-Class Essay 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%

#### **Grade Queries**

After final grades have been posted, if you feel I have made a clerical or mathematical error, I will be happy to check the math again. However, requests to reconsider final grades based on effort or eligibility (for scholarships, extracurricular activities, etc.) will not be honored. Likewise, requests to assign or grade work, especially “extra” work, after the final exam will not be considered.

Please keep in mind that UWG does not designate “plus and minus” in final averages.

All final grades will be posted on Banweb. No grades will be distributed via phone or email.

#### **Essay**

**The final essay will be analytical, text-based arguments. They should conform to UWG English Department rubric guidelines, to MLA formatting guidelines, and to class instructions.** All essays will require evidence of drafting on the part of each individual student.

## Feedback

The assumption is that all drafts are works in progress and will improve significantly before they are submitted as final essays. Therefore, a completion “A” on a writing assignment does not mean the final essay will be an “A.” The class affords you the time and opportunity to engage in the writing and drafting process, but separate grades reflecting on the *quality* of the drafts are not necessarily accommodated. In other words, it’s your responsibility to visit the Writing Center and/or to seek feedback from your instructor about drafts **before** the essay as a final essay is due. (Another way to look at this situation is that you are being awarded credit for simply completing drafts, a necessary writing step you would be/should be engaging in anyway.)

## Quizzes/Homework/Daily Grades

These assignments may or may not be posted on CourseDen/D2L. Often, instructions for these will be announced in class and not posted. These assignments cannot be made up.

Quizzes will occur at the beginning of class periods for which we have assigned reading.

Homework is any preparation or assignment that I request from you for the next class period. Homework is due at the beginning of class and cannot be made up. You may be asked to respond, on paper and/or in verbal presentation, to texts or course material. Daily grades may arise from group exercises or activities in class, including drafts. Daily work will include responses to instructor feedback, quizzes, and in-class presentations.

# IMPORTANT WORK SUBMISSION POLICIES

## **Work Submission Policies**

### Essay Submission Requirements

- In order to be counted as “on time,” all out-of-class essays must be submitted via turnitin.com in a Word-compatible format by the time and date specified.

**Turnitin.com issues a “receipt” for each assignment submitted; please make sure you have received this confirmation when submitting assignments. In the event of a question about a missing assignment, you may be asked for this confirmation number.**

- In the event that online grading becomes unsustainable for some unforeseen reason, I reserve the right to revert to hard copy grading.

### Late Daily Work

- Daily work will never be accepted late. Daily work includes drafts, quizzes, feedback for classmates’ drafts, and any other assigned homework.
- If you simply cannot attend class to turn in work, submit that assignment to me via email **before or by class start time**. Any daily work submitted after that time will not be counted.

### Late Essays

- Essays submitted electronically after the deadline receive an immediate 10-pt. penalty and an additional 10-pt penalty per **calendar** (not class) day. For ex., if an essay is due Jan 15<sup>th</sup> at noon, and you submit your essay Jan 15<sup>th</sup> at 12:01pm, then your essay grade will lose 10 points. If your essay is due Jan.15<sup>th</sup> at noon, and you submit your essay Jan 17<sup>th</sup> at 12:01 pm, then your essay will lose 20pts.
- I will not accept any essay submitted more than a week late. The essay grade becomes a 0.

### Make-up Work

- You cannot make up daily work.
- If you know in advance that you will miss a quiz, you are welcome to take that quiz early during my office hours.

### Paper Format and Work Guidelines

- All out-of-class essays require evidence of drafting and revision. Out-of-class essays without corresponding, on-time drafts cannot receive higher than a 78 (C+). They may score lower, but they may not earn higher than a C+, as they do not show evidence of a good faith effort to engage in a Writing Process.
- All essays and documentation should be in MLA format (*Writer's Resource*, tab 6). All assignments referring to any source require correct documentation.
- Submit essays via turnitin.com; in the unlikely event that online grading becomes unproductive, you may be asked to submit hard copies.
- All work submitted to turnitin.com must be in a word document. Do not upload PDF files to turnitin.com.

### Extra Credit

Extra credit will not be guaranteed in this course.

### Previous Work Policy

Work completed for a previous or different course (with the exception of the revision essay) will not be accepted in this course. Discovery of work that has been recycled will result in an F on the recycled assignment.

## **ACADEMIC HONESTY AND ACADEMIC SUPPORT**

### The Writing Center

I strongly encourage all students to visit The Writing Center at various points in the writing process. You may attend when you first begin work on an assignment or during the later drafting process.

At the University Writing Center, faculty and graduate tutors assist students with all areas of the writing process. The UWC offers free 30-minute and hour-long individual tutorials and welcomes students from all disciplines, at any level.

### **Role of the Writing Center**

The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center online at <http://www.westga.edu/writing/>

See CourseDen for Writing Center hours and policies.

### **Plagiarism & Academic Dishonesty**

<https://www.westga.edu/academics/coah/english/plagiarism.php>

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.

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

Some examples of plagiarism: submission without adequate documentation of material, submission without adequate documentation of material that is substantially identical to that created or published by someone else; submission of passages that are identical or largely similar in vocabulary/syntax; false or erroneous attempts to paraphrase or document authorship; substitution for or unauthorized collaboration with another student or individual. See also *excessive collaboration*.

**Plagiarism is grounds for failing the course. Any individual assignment that exhibits evidence of plagiarism, whether intentional or unintentional, will earn a grade of 0. Furthermore, if plagiarism is substantiated, the result may be an F in the course; that instance of plagiarism will be reported.**



### **Excessive Collaboration**

By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, *excessive collaboration* (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

### **Acceptable Secondary/Research Sources**

College-level sources are a must. Do not rely *solely* on sources such as wiki/Wikipedia pages, dictionaries, or overly general reference sources. You may begin looking there, but the kind of writing you are engaging in is much more specific and focused; as a result, your sources should be specific and credible according to collegiate guidelines. While general sources may provide excellent and entertaining beginning places for research, they often cannot stand without further expansion into credible collegiate sources.

### **Library**

Don't underestimate the value of the Ingram Library. You will find many valuable resources there (including coffee), and some of them may surprise you. Try this link to begin:

<http://www.westga.edu/library/>

### **Office-Hour Consultation, Including Email Consultation**

- Feel free to make appointments or to come by my posted office hours with questions.
- If you make an appointment, please be courteous and notify me by email of any cancellation, preferably 12-24 hours beforehand.
- If we are discussing an essay draft, please bring a copy of it and any other relevant materials (the text, a draft, questions, etc.)
- Email works best if the question is specific. If your question requires more than 5-10 minutes of discussion, it's probably best to meet with me face-to-face during office hours. The official email communication method will be through campus e-mail (MyUWG).

### **Improvements**

All organizational, stylistic and grammatical considerations we discuss over the course of the semester should be reflected in your writing. Good-faith efforts to respond to instructor feedback on assignments is required. Grading of the last essay will conform to the Departmental rubric, but it will also include stipulations for each major writing concept we've discussed. Errors you make early in the semester should not appear in the final essay.

# **CLASSROOM POLICIES**

## **Missed Class Time**

There is no way to “make up” for missed class discussion and instruction. Students are expected to attend every scheduled class meeting. Be in class, be prepared, be active. Particular emphasis will be placed on class periods in which we work on the drafting process.

Please exchange contact information with two classmates; should you have to miss class, you are expected to contact your peers to obtain notes and any information you missed. Please be aware that you are responsible for any material you miss during any absence.

It is your responsibility to stay abreast of class happenings and changes, even if you miss instruction. It is your responsibility to check CourseDen/D2L for announcements and assignments.

## **Attendance Policy**

Attendance sheets will circulate during each class period; it is your responsibility to sign in. Failure to sign an attendance sheet may result in a recorded absence.

Please be aware there is no distinction between excused and unexcused absences.

A student who misses more than 3 classes (not recommended!) may expect a conversation about noticeable absences and a request to commit more fully to the course for his or her own sake. After the third absence, 2 points for each absence will be deducted from your final grade. (Ex. If Minnie misses 5 classes, then 4 points will be deducted from her final grade.)

Tardies will also affect your attendance. You are tardy if you arrive to class after 9:30AM. One tardy equals half of an absence. (Ex. If Minnie misses only 3 classes, and she is tardy 4 times, then she has 5 absences, and 4 points will be deducted from her final grade.)

Leaving the class before I have dismissed the class will have a negative impact on your participation grade.

## **Withdrawal**

If a student withdraws prior to the withdrawal date, the student will receive a grade of W. If the withdrawal occurs after that date, the student will receive a grade of WF. A withdrawal that occurs after the posted withdrawal date will not only affect a student’s GPA, but it might have a negative impact on a student’s financial aid status.

## **Add, Drop**

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. After the Drop period ends, there is NO adding or reinstatement of classes and NO dropping classes with a refund. Students may withdraw from classes up until October 8th and receive a “W.” This is the final withdrawal deadline. After this date, a student must seek a hardship withdrawal (initiated through

Health Services). If a withdrawal occurs prior to the withdrawal date, the student will receive a grade of W. If the withdrawal occurs after that date, the student will receive a grade of WF.

### **Disruptive Behavior Policy**

Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. Completing work for other classes is also disruptive. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.

### **Participation**

This class asks you to engage in a critical mode of thinking that leads you to question and uncover your own thoughts about the texts. You may not “agree” with the texts; the course does not require agreement or approval; it does require intellectual and professional interaction. Specifically, you will be asked to participate in and prepare for in-class workshopping/discussion of written work. You will also be required to

1. complete assignments outside of class as homework in a timely fashion; this will include drafting of essay parts, responses to texts, and preparation for leading class discussion (each student will be asked to prepare to lead discussion at times)
2. voluntarily involve yourself in in-class activities and preparation for them
3. voluntarily contribute to productive in-class conversations and discussion

### **Expectations**

I expect you to

- display a working knowledge of the syllabus
- attend most to all classes
- arrive on time with relevant materials in hand
- participate respectfully in class discussions
- stay attentive throughout class periods
- offer constructive critiques on your classmates’ work
- respond graciously to constructive criticism, from academic professionals and classmates
- improve your writing during each step of the process
- avoid repeating mistakes addressed in feedback
- submit quality work, complete and on time
- communicate promptly with me about any concerns

### **Disability Pledge**

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 Disability 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 Disability Services at the State University of West Georgia.

### **Severe Weather Guidelines**

The University of West Georgia is committed to the personal safety of its students, faculty, and staff in the event of severe weather. University policy regarding severe weather and emergency closings is posted at [http://www.westga.edu/police/index\\_2277.php](http://www.westga.edu/police/index_2277.php) and official announcements about class and/or examination cancellations will be made only by the President and/or the Department of Public Relations. Although it is not possible to develop policy to address every weather-related emergency, these guidelines are intended to provide some general direction about such situations.

### **Title IX Reporting**

As of 1 July 2016, 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.

### **Last Note**

Though I do my best to adhere to the schedule of readings and assignments, circumstances may dictate changes to that schedule. I reserve the right to create necessary changes. In the event that changes become necessary, I would announce them, and students would then be responsible for these schedule changes.

UWG Syllabi Info can be found here:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

# ENGLISH 1102 SCHEDULE OF READINGS AND ASSIGNMENTS (Monday/Wednesday)

Note: Assignments are listed here on the day they are due. I will do my best to stick to this schedule, but I reserve the right to make changes for the good of the class.

*Quizzing is a possibility on any day we have reading or viewing due.* This will depend largely on voluntary class participation and widespread enthusiasm for discussion (i.e., not just four or five people spearheading discussion). Please remember that daily work cannot be made up.

## January

### Week 1

7 Class Intro; Watch “Blow” and “Yonce;” Discuss Topic Selection and V.O.I.C.E.S. Test  
9 Watch “Sorry” and “Hold Up;” Sign Workshop; Last day to Drop courses

**\*\*\*BEYONCE HOMEWORK ASSIGNMENT DUE FRIDAY, JANUARY 11<sup>TH</sup> AT NOON\*\*\***

### Week 2

14 Building Intro Paragraph  
16 Cont. Building Intro Paragraph

### Week 3

21 MLK – NO CLASS  
23 Writing Day – NO CLASS

**\*\*\*CWA 1 DUE FRIDAY, JANUARY 25<sup>TH</sup> AT NOON\*\*\***

### Week 4

28 Revising Intro Paragraph  
30 Claims Workshop

**\*\*\*CWA 2 DUE FRIDAY, FEBRUARY 1<sup>ST</sup> AT NOON\*\*\***

## February

### Week 5

04 Claims Workshop; BRING 3 CLAIMS TO CLASS  
06 Writing Day – NO CLASS

**\*\*\*ESSAY 1 DUE FRIDAY, FEBRUARY 08<sup>TH</sup> AT NOON\*\*\***

### **Week 6**

11 MEMORIZATION QUIZ; Discuss “the mother;” Discuss Topic Selection  
13 Discuss “kitchenette building;” Topic Selection

**\*\*\*BROOKS HOMEWORK ASSIGNMENT DUE FRIDAY, FEBRUARY  
15<sup>TH</sup> AT NOON\*\*\***

### **Week 7**

18 MEMORIZATION QUIZ; Discuss “Sadie and Maud;” Perfecting Intro Paragraph  
20 Discuss “a song in the front yard;” Claims Workshop

### **Week 8**

25 Perfecting Claims; Building Body Paragraphs  
27 Finding Textual Evidence; Last Day to Withdraw with a W

**\*\*\*CWA 3 DUE FRIDAY, MARCH 1ST AT NOON\*\*\***

## **March**

### **Week 9**

04 Finding Textual Evidence  
06 Interpreting Textual Evidence

### **Week 10**

11 Building Full Essay  
13 WRITING DAY

**\*\*\*ESSAY 2 DUE FRIDAY, MARCH 15<sup>TH</sup> AT NOON\*\*\***

### **Week 11**

18 SPRING BREAK  
20 SPRING BREAK

### **Week 12**

25 Watch Kill Bill Vol 1  
27 Watch Kill Bill Vol 1

**\*\*\*KILL BILL VOL 1 HOMEWORK ASSIGNMENT DUE FRIDAY,  
MARCH 29<sup>TH</sup> AT NOON\*\*\***

## **April**

### **Week 13**

01 Workshop  
03 Claims Workshop

**Week 14**

08 Perfecting Body Paragraphs

10 Workshop

**\*\*\*CWA 4 DUE FRIDAY, APRIL 12<sup>TH</sup> AT NOON\*\*\***

**Week 15**

15 Workshop; Locating Sources

17 Workshop; Incorporating Research into Essay

**Week 16**

22 Workshop;

24 Writing Day – NO CLASS

**\*\*\*ESSAY REVISION DUE FRIDAY, APRIL 26<sup>TH</sup> AT NOON\*\*\***

**May**

**\*\*\*ESSAY 3 DUE FRIDAY, MAY 3RD AT NOON\*\*\***