

## ENGL 1102: Fall 2019

### Instructor Information

Professor Amy Ellison

Office Location: TLC 3131

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Phone: 678-839-4882

Office Hours: M/W from 12:30-2 pm and T/Th from 9:30-1 pm

### Course Description

This is a composition course focusing on skills required for both *effective writing* for various rhetorical situations and *critical reading* of texts. Students must demonstrate competency in argumentation and strengthen writing through the use of multiple textual sources.

### Section Description

**Course Theme:** *The Monstrous and the Grotesque*

- ❖ This course will focus on texts (primarily a novel, creative non-fiction selections, and a film) that highlight standard definitions of the monstrous and the grotesque, focusing on the human body and all the ways that it can be distorted or exaggerated, simultaneously eliciting our empathy and disgust. Our discussion will define and redefine these terms, explore authors' interpretations of these terms, and examine not only the physically "monstrous," but also that which makes us psychologically, socially, and intellectually uncomfortable.

### Texts and Course Supplies

1. *The Girl with All the Gifts*, written by M.R. Carey
2. *The Babadook* (2014), directed by Jennifer Kent
3. Reading journal: purchase a separate, hardbound journal for class readings, notes, etc.
4. Use Google Docs and Google Drive to save and backup your work.

### 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.

## Assignments

- Reading Journal: Students respond individually to daily reading assignments/discussions.
- Class Participation: Students will engage in assignments such as discussion postings, quizzes, assignments, and reading annotations. In addition, students will submit portions of their essays for peer/instructor review/online workshops prior to the submission of the final drafts of these essays. (Note: the “Class Progress” Tab in the “Grades” drop down menu is good place for both you and me to gauge this particular section)
- Essay One (Engaging the Text): Students will submit a 2-3 page essay based on the essay prompt.
- Essay Two (Analyzing Rhetoric): Students will submit a 2-3 page essay based on the essay prompt.
- Essay Three (Synthesizing Arguments): Students will submit a 3-4 page essay based on the essay prompt.
- Writing Portfolio: Students will organize a collection of their writing from the semester and, in a preface, discuss the evolution of their writing process throughout the course.

## Work Policies

- All work loses 10 points per day late. After points are no longer an option, I will not review the work.
- **\*\*Note\*\*** There is no extra credit work for this course, and no work done for another course may be recycled as an assignment for this course.
- Please see the [Common Language for Course Syllabi](#) for official information on UWG’s Academic Integrity Policy. *Note that I will enforce this policy.*

## Attendance Policy

When you enter class, make sure to sign the attendance book.  
Being engaged and active in class adds to your grade every time we meet!

## Communication Rules

You may contact me via UWG Gmail. Do not email me using an email address other than your official account (such as Yahoo)--I will not respond to you for security reasons. I will answer to all emails within 24 hours during the week and generally within 48 hours over the weekends. If you don’t hear back from me within that timeframe, please email me again or see me in class.

## Expected Response Times

Larger assignments, such as the major essays, will generally be graded within two weeks of the due date and will contain feedback on what you did well and what you can do to improve. Smaller assignments will usually take less time to return and will coordinate with the follow up exercise or assignment.

## 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.

## The University Writing Center (UWC)

TLC 1201

678-839-6513

Hours: Monday-Thursday: 10 a.m.-6 p.m.; Friday: 10 a.m.-1 p.m.

[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.

## Tentative Class Schedule

Please note that everything is due *before* class, so that we may discuss the assigned reading or work that same day.

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### August

W 8/14	Welcome to class!
M 8/19	Introduction to Essay 1: The Practice of Writing
T 8/20	Open Drop and Add Period ends at 11:59pm
W 8/21	Before class, read <i>The Girl with All the Gifts</i> Pgs
M 8/26	Before class, read <i>The Girl with All the Gifts</i> Pgs
W 8/28	Before class, read <i>The Girl with All the Gifts</i> Pgs

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### September

M 9/2	<b><i>Labor Day-No Classes</i></b>
W 9/4	Before class, read <i>The Girl with All the Gifts</i> Pgs

M 9/9	Outlining
W 9/11	Essay 1 Online Workshop on CourseDen
M 9/16	Essay 1 Final Draft Due on CourseDen
W 9/18	Essay 1 Reflection Due on CourseDen; introduction to Essay 2
M 9/23	Before class, watch <i>The Babadook</i>
W 9/25	<i>The Babadook</i> discussion continued
M 9/30	Research Discussion (bring the articles to class!)

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## October

W 10/2	Using research (bring the articles to class!)
<b>R 10/3</b>	<b><i>Fall Break</i></b>
M 10/7	Outlining
W 10/9	Essay 2 Online Workshop on CourseDen // Last Day to Withdraw with a Grade of W
M 10/14	Essay 2 Final Draft Due on CourseDen
W 10/16	Essay 2 Reflection Due on CourseDen
M 10/21	Essay 3 introduction continued
W 10/23	Topic Commitments!
M 10/28	Initial outlining/prewriting
W 10/30	Research day—no class

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## November

M 11/4	Using research (bring your articles/research to class!)
W 11/6	Revising/Re-visioning topics based on research

M 11/11      Outlining

W 11/13      Essay 3 Online Workshop on CourseDen

M 11/18      Essay 3 Final Draft Due on CourseDen

W 11/20      Essay 3 Reflection Due on CourseDen; Writing Portfolio discussion

**M 11/25      *Thanksgiving Break***

**W 11/27      *Thanksgiving Break***

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**December**

M 12/2      Writing Portfolio discussion continued

W 12/4      Writing Portfolio Workshop

F 12/6      *Last Day of Classes*

**W 12/11      **Writing Portfolio Due on CourseDen by 1:00 pm****

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Grades will be posted to BanWeb by noon on December 16th.