

Composition II: Image & Text ENGL 102, section 3

2:30-3:45 MW

TCES 139

Fall Semester 2014

Instructor: Laura Wetherington
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Office: 2nd floor TCES
Office Hours: Mondays and Wednesdays, 11:30 a.m.-1:00 p.m.

Required Books

1. *The Little, Brown Compact Handbook with Exercises*, 8th ed. by Jane E. Aaron ISBN-13: 978-0205217519 ISBN-10: 0205217516
2. *Exit Wounds* by Rutu Modan ISBN-10: 1897299834
3. *Mother, Come Home* by Paul Hornschemeier ISBN-10: 1560979739
4. *They Say, I Say* 3rd ed. by Gerald Graff and Cathy Birkenstein ISBN-13: 978-0393935844
5. *Readings on Moodle*

Course Description

Every field of study, from psychology to business to biology, introduces students to disciplinary habits of mind. That is to say: Each department on campus has different and specific approaches to critical thinking. A liberal arts education, then, is buffet of incredibly rigorous and sometimes wildly different ways of approaching ideas.

In general, your English classes are a chance to use writing as a tool for discovery, to practice looking for patterns, themes, and arguments in writing (your own and others'), and to try on different perspectives. In specific, this course builds on and further develops the writing skills introduced in ENGL 101 with a focus on analyzing images' messages and conducting scholarly research. Students will examine graphic novels and practice writing in a variety of modes. Students are required to conduct both primary and secondary research, synthesize and integrate researched material into original work, and present individual research in papers and projects.

Student Outcomes

On successful completion of this course, students will be practiced in writing well-constructed arguments that matter in a variety of academic contexts. They will be equipped to read actively, question critically, generate research questions, and understand academic writing as a process of discovery. They will, in addition, be familiar with the methods of library research.

Methods of Assessing Student Outcomes: Student outcomes will be assessed using the following:

1. Class Preparation, In-Class Discussions and Participation
2. Four Essays
3. Research Project

4. Midterm Portfolio (featuring revisions)
5. Final Portfolio (featuring self-reflection and the research project)

COURSE POLICIES

Workshops, Discussions, and the Group Brain

This kind of class functions best with active, dynamic feedback from all of the students. A discussion or a workshop session, when it's singing, becomes a macrocosm of the mind at work: one student's comment fires a series of thoughts for the rest of the class. Questions and ideas build until the entire class has an epiphany. The students and the teacher work together to tackle material and grapple with complexity. We become a group brain. While the material we will discuss models the finished product, our discussions model the writing process. We work to hone a set of skills: close-listening and keen observation, recognition of categories and definitions, suspension of disbelief, risk-taking, and a wild willingness to try on different points of view. In our discussions we practice identifying where the complications of an essay lie, and then we look for keys to unlock those gray areas. By doing this work together, we create a space for the whole group to move forward in its thinking.

Attendance

Because much of the work and learning for this course depends on the successful collaboration and cooperation of all class members, attendance and active participation are required throughout the semester, and they will contribute to your grade. Please plan to attend every class and stay for the entire period. If you know you will need to leave early on any given day, please let me know before class begins.

After your third absence, each absence will result in a reduction of one letter grade. For example, if you have an 85% at the end of the semester and have missed 5 classes, then your grade will be dropped to a 65%. Chronic lateness will accrue toward absences.

Some absences may be excused and will not adversely affect students' grades. All excused absences require documentation. These include absences followed by a note from a medical facility identifying you were under medical care during scheduled class time and absences followed by documentation of a school-related trip. Other absences may be excused if the situation warrants. It is the students' responsibility to see me to discuss the nature of the absence.

When you plan to be absent, you are responsible for making arrangements in advance for turning in assignments that are due while you are away. Please make it your responsibility to find out what you missed in class and to be fully prepared for the next session.

Office Hours

Feel free to drop by my office if you have any questions or problems concerning this class. If you are unable to see me during my office hours, send an e-mail and we can set up an appointment that fits into your schedule.

Turnitin.com

Most written assignments will be turned in using turnitin.com. We'll go over how to do this in class. To enroll in this class on turnitin, you'll have to first create a user account (if you haven't

already done so). Then, you can locate the class with the class id 8064421 and enroll with the password “bluebird.” Please make sure you allow yourself some wiggle room for trouble-shooting technical difficulties when turning in assignments. Don’t wait until the last minute to upload your work.

Moodle

Sierra Nevada College uses Moodle for online course supplementation. We’ll use this site for housing reading assignments (see reading and work schedule below), handouts, and other documents for this course. We’ll go over accessing Moodle together in class.

Late Work

As a general rule, I do not accept late work. This policy is borne out of our school’s core theme of professional preparedness. Most of the work for this class is outlined in this syllabus, so please plan in advance to complete your assignments in advance of the deadline and turn them in on time using this document as a guide. If you find yourself behind on an assignment, please turn in what you have completed by the deadline. Of course, everyone runs into difficulties outside of one’s control. If you find yourself in one of those situations, please let me know as soon as possible. We can then plan together for how best to meet the remaining assignment deadlines for the course.

Manuscript Format

Except for in-class writing assignments, all work submitted in this course should be typed in black ink, double-spaced with one-inch margins all around, in Times New Roman 12 point. Moreover, you must include your name, course and section number, as well as the date of submission in the upper left-hand corner of the paper. If your work is longer than one page, you should number your pages and staple them.

Draft Review

I will be happy to review your draft with you in person during my office hours or by appointment. However, I will not comment on drafts by e-mail.

Electronic Devices

Cell phones, mp3 players, and other devices create distractions in the classroom. Use of these devices, therefore, is not acceptable during class time. Computers are to be used for class-related activities and at the instructor’s discretion. The recording of class and other curricular activities is prohibited without the express permission of the instructor and notification to all students in the class. Failure to comply with this policy will affect your final grade.

WORK

Participation

200 points

For the purposes of this class, your participation means that you have prepared for class in good faith and have done your homework on time; made a proactive, concerted effort to understand the course material; consistently contributed vocally to discussions; created space for the inclusion of your classmates in discussion; and paid attention to, listened to, and respected the

opinions of your fellow classmates. Your use of electronic devices is limited to designated times and only for class purposes. Participation is assessed at the midterm and the final.

Extra Credit

10 points ea.

The Writers in the Woods Reading Series brings creative professionals to campus to present their work and facilitate workshops with students. Students who choose to attend the Friday night readings can receive extra credit for responding to those events. Please see the college website for a list of events. The Guidelines for Extra Credit can be found on this class' Moodle page.

Assignment 1: Summarizing, Quoting, Responding (3 pages)

100 points

Write an extended summary and discussion of Scott McCloud's *Understanding Comics* excerpt, including your own ideas. You can use other essays, like Brian Doherty's "Comics Tragedy: Is the Superhero Invulnerable?" to support your ideas, but the argument should be yours.

Assignment 2: Literary Analysis (5 pages)

100 points

For this essay, you'll analyze a particular aspect (or set of related aspects) within *Mother Come Home* by Paul Hornschmeier. This paper may focus on the content of the story (plot, character development, meaning, action, argument), it may focus on the form of the story (illustration style, narration style, tone, point of view, scene construction), or it may seek to explain how the content and the form interact. Please include at least one source, properly cited in MLA formatting.

Assignment 3: Narrative Essay: Reading the World (3 pages)

100 points

This writing exercise gives students the opportunity to explore and make conscious the patterns of thought and ways of learning that we use all the time. Through observing our everyday sense-making, we'll begin to study our own strengths and natural inclinations in order to harness them for success in writing papers. For seven days straight, you'll take notes throughout the day, observing your own observations: the voice constantly playing in your head, your interpretation of the environment around you, your reactions to people, events, and other stimuli. Then look over your notes and write a four-page paper about what kind of "reader" you are. Do you notice social situations more than the natural environment? Are there qualities of events or your surroundings that you feel drawn toward or repelled from? Where are the superheroes in your everyday life?

Midterm Portfolio: Revisions

100 points

The midterm portfolio should consist of original drafts including my comments, a revision tracking changes, and a clean copy of the final draft for the first three assignments.

Assignment 4: Argument Paper (5 pages)

100 points

For this essay, you'll argue for a particular interpretation of *Exit Wounds* by Rutu Modan. Using at least three sources, you'll develop a paper connects all the parts: what others say, what you think, counterargument, and the "so what" question.

Assignment 5: Research Project (10 pages)

total: 200 points

| | |
|------------------------|-----------|
| Research Proposal | 25 points |
| Annotated Bibliography | 25 points |

Rough Draft (10 pages) 25 points

Final Draft (10 pages) 125 points

For this essay, you'll spend a large amount of time reading about your topic, working to winnow it down to the right size for a ten-page paper, and working on an appropriate thesis. The work you do for this paper will be collected in the final portfolio: an annotated bibliography, drafts, and your final paper. You will get more information on this project when it begins.

Final Portfolio

100 points

For the final portfolio, please complete the following steps:

1. Review your work for the course—class notes, assignment drafts, and final versions with my comments.
2. Review the learning objectives, which are outlined on the syllabus.
3. Compile a hard copy including: a table of contents page (with a compelling title), all work from your research project, and a three-page self-reflection letter that reflects on your work over the term.

Your self-reflection is a time to think about the story of your work as a student in this class. What do you think is most important aspect about your study habits and how they've evolved over the semester? Did you have any major breakthroughs that might not be apparent from your written work? Did you encounter obstacles and have a better idea now how to address similar situations in the future? How have you met/revised/grappled with the learning goals and questions posed in the syllabus? Did you set your own goals for the class, and if so, how well have you met them? How will you apply your skills from this class to your other courses, your job, or your life? What story do you think your written work tells about you as a student this semester? What's missing from that picture? What are you most proud of?

Grades: The grades you will receive for your work are identical to the official SNC catalog:

| Grade | Explanation | Grade Point Equivalent | Percentage Points |
|--------------|--------------------|-------------------------------|--------------------------|
| A | Excellent | 4.0 | 100-92 |
| A- | Excellent | 3.7 | 91-90 |
| B+ | Above Average | 3.3 | 89-88 |
| B | Above Average | 3.0 | 87-82 |
| B- | Above Average | 2.7 | 81-80 |
| C+ | Average | 2.3 | 79-78 |
| C | Average | 2.0 | 77-72 |
| C- | Average | 1.7 | 71-70 |
| D+ | Below Average | 1.3 | 69-68 |
| D | Below Average | 1.0 | 67-62 |
| D- | Below Average | 0.7 | 61-60 |
| F | Failing | 0.0 | 59- |

SCHOOL POLICIES

Sierra Nevada College Mission Statement: Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

Core Themes: Liberal Arts, Professional Preparedness, Entrepreneurial Thinking, Sustainability

Learning Differences: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu.

The Honor Code: The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Email System: The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality

of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

ENGLISH 102 READING AND ASSIGNMENT SCHEDULE

The dates below are due dates for reading and writing assignments. Please complete the assignments and readings in advance of class time. This schedule is subject to change. You are responsible for keeping up with in-class and email announcements about changes to our schedule. Unless otherwise noted, written assignments are due before class begins on turnitin.com.

Week One

M 8/18

In-class Activities writing, introduction to image and text: reading the world; Being Flynn; turnitin.com; Moodle.com

W 8/20

Read Chapter 12 They Say/I Say; Chapter 2 They Say/I Say; Understanding Comics (on Moodle)

Write summary of Understanding Comics (upload to turnitin.com)

In-class Activities Entering the conversation with Understanding Comics; ethos, pathos, logos, kairos; Being Flynn read-around

Week Two

M 8/25

Read Chapter 1 They Say/I Say; Chapter 14 They Say/I Say

Write response to Understanding Comics; include one comics image (you can find one online) to support your response

In-class Activities sharing images & responses; integrating images into a paper; Being Flynn discussion

W 8/27

Read “Comics Tragedy: Is the Superhero Invulnerable?” (Moodle)

Write response to Comics Tragedy

In-class Activities content & form: essays and comics; Being Flynn questions for the author

Week Three

M 9/1—LABOR DAY no class

W 9/3

Write assignment 1

In-class Activities introduction to library research; generate research topics

Week Four

M 9/8

Read Chapter 4 They Say/I Say; “Spider-Man Sucks” (Moodle)

Write summary & nugget

In-class Activities “Spider-Man Sucks” discussion; literary analysis

W 9/10

Read Chapter 3 They Say/I Say; Mother, Come Home (1st half)

Write working thesis for assignment 2

In-class Activities building a thesis and evidence; Mother, Come Home discussion

Week Five

M 9/15

Read Mother, Come Home (2nd half); MLA formatting in the Little, Brown Compact Handbook

Write outline for assignment 2

In-class Activities drafting paragraphs

W 9/17

Write assignment 2

In-class Activities research proposal writing; library research

Week Six

M 9/22

Write notes for assignment 3

In-class Activities meet a tree—**please bring a bandana to class**

W 9/24

Read Annie Dillard “Seeing” (Moodle)

Write notes for assignment 3

In-class Activities discussion on “Seeing”; descriptive writing exercises

Week Seven

M 9/29

Read Chapter 7 They Say/I Say; Little Brown Compact Handbook sections on Research Strategy and Finding Sources

Write assignment 3 draft

In-class Activities workshoping narrative essays; intro to revision/developing checklists

W 10/1

Write assignment 3

In-class Activities Chapter 5 They Say/I Say; exercises 1 & 2; taking research notes

Week Eight

M 10/6

Read Chapter 6 They Say/I Say

In-class Activities cut-ups, collages, and revision; track changes tutorial

W 10/8

Read Chapter 8 They Say/I Say

Write revisions

In-class Activities revision workshop

Week Nine

M 10/13

Write Midterm Portfolios due

In-class Activities research check-in

W 10/15

Read Exit Wounds (1st half)

Write literature circle prep

In-class Activities discussion on Exit Wounds; literature circles

Week Ten

M 10/20

Read Exit Wounds (2nd half)

In-class Activities discussion web on Exit Wounds; developing thesis statements

W 10/22

Write draft of assignment 4

In-class Activities reverse outlining in pairs

Week Eleven

M 10/27

Write assignment 4

In-class Activities MLA basics; From Topics to Questions

W 10/29

Read & Write books, scholarly articles and note taking; Little, Brown Compact Handbook section on Working with Sources and Avoiding Plagiarism

In-class Activities MLA basics; From Topics to Questions

Week Twelve

M 11/3

Read & Write books, scholarly articles and note taking; Little, Brown Compact Handbook section on Writing the Paper

In-class Activities MLA Jeopardy; From Questions to Problems

W 11/5

Read & Write books, scholarly articles and note taking

In-class Activities storyboarding reasons, claims, and warrants; analyzing undergraduate research papers

Week Thirteen

M 11/10

Read & Write books, scholarly articles and note taking

In-class Activities presentations of storyboards

W 11/12

Read & Write books, scholarly articles and note taking

In-class Activities presentations of storyboards

Week Fourteen

M 11/17

Write draft of research paper (bring two copies)

In-class Activities research paper workshop

W 11/19

In-class Activities research check-in

Week Fifteen

M 11/24 THANKSGIVING no class

W 11/26 THANKSGIVING no class

Week Sixteen

M 12/1

In-class Activities research check-in

W 12/3 Last day of class

In-class Activities research check-in

Final Exam Period Final Portfolio Due