ENGLISH 112 Syllabus

Dr. Carey Applegate
Online
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Office hours: Monday, Wednesday, Friday from 12:00-1:00 and by appt

Course Description:

English 112 advances students' critical reading and writing skills by exploring how writing creates knowledge and shapes meaning; therefore, student writing will involve both print and digital formats. Throughout the semester, students will define terms, conduct research, and evaluate and synthesize evidence in order to create clearly written, sustained arguments as well as one research paper. Readings for each section of ENG 112 will explore a specific and unifying theme or question, and may include readings in fiction and non-fiction. Enrollment is limited to eighteen students. Prerequisite: ENG 111 or equivalent.

Course Theme: 21st Century Monsters

What is it about vampires, werewolves, ghosts, and other supernatural monsters that captures our imagination? Why are true-crime podcasts and shows like *Squid Game* – both genres that feature people who could arguably be called monsters - topping the pop-culture charts? This course explores the concept of monstrosity in the popular imagination during the 21st century (so far) and how we think about the limits of humanity.

Course Texts:

Hoffman, Andrew. *Monsters: A Bedford Spotlight Reader.* 2nd ed., Bedford/St. Martin's, 2019.

ENG 112 – Outcomes

Adapted from the Writing Program Administrators Outcomes Statement (2014)

Rhetorical Knowledge
By the end of ENG 112, students should
- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure
- Match the capacities of different environments (e.g., print and electronic) to varying rhetorical situations

Critical Thinking, Reading, and Composing
By the end of ENG 112, students should
- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and

professionally established and maintained databases or archives, and informal electronic networks and internet sources
- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from appropriate sources

Processes
By the end of ENG 112, students should
- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress
- Adapt composing processes for a variety of technologies and modalities
- Reflect on the development of composing practices and how those practices influence the writer

Knowledge of Conventions
By the end of ENG 112, students should
- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising
- Understand why genre conventions for structure, paragraphing, tone, and mechanics vary
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts
- Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions
- Practice applying citation conventions systematically in their own work

Course Policies

Attendance
Successful students will do the following:
- Read and submit assignments
- Participate in Blackboard discussions
- Participate in writing tutorials

Please note that if a student misses more than three weeks of tutorials and/or Blackboard discussions or falls more than three weeks behind on assignments, they will be advised to withdraw from this class. If there are circumstances that will prevent timely completion of assignments or participation in tutorials and/or Blackboard discussions, please contact me as soon as possible.

Teaching Methods
As this is an online course, it requires a good deal of self-discipline and time management skills in order to be completed successfully. It is up to you, the student, to understand the schedule and keep up with the assignments. Make sure you know your deadlines and due dates. A variety of teaching methods and approaches will be used including: readings, discussions, writing assignments, and writing teams.

Communication Policy

The best way to contact me is through email (capplegate@coker.edu). I try to respond to emails within 24 hours during weekdays; however, after 5 or 6 pm, you may or may not hear back right away. Also, on weekends, I may not respond as promptly. I welcome and am eager to talk to students, so please don't hesitate to contact me.

Essay Format

Papers should follow the formatting style that is most relevant for your field **OR** MLA format. It is your responsibility to do a Google search (or ask a professor in your major) to learn what this formatting style is if you don't know. If you haven't decided on a major yet, or have another reason not to explore other formatting styles, you may feel free to use MLA format for your papers. Learn more about MLA at [Purdue University's Online Writing Lab](). They also have excellent guides for APA, Chicago, AMA, ASA, IEEE formatting styles; you can find all [research and citation resources here]().

Late Papers/Missing Work

In this course, you are expected to practice communicating in a professional manner. This includes making a professional submission of your materials on the appointed due dates. Major assignments will be penalized one letter grade for every day past the due date, and homework assignments/posts will be deducted five points for any late assignment. Students are expected to be aware of all the due dates as listed on the course syllabus on Blackboard.

Grade Breakdown

20%   **Participation (ongoing)**
Blackboard discussions, journals, short reader-response pieces, timed writing assignments, low-stakes writing assignments, peer-editing and/or conference participation

15%   **Project #1: Everyday Monsters**
Genre: Multimodal personal narrative
Audience: Instructor and/or English 112 peers
Length: 3-4 pages typed, double-spaced + 1-page writer's memo
Sources: personal experiences; optional: *Monsters: A Bedford Spotlight Experience*

20%   **Project #2: Monstrous Portrayals**
Genre: Rhetorical analysis
Audience: college students at Coker (feel free to narrow this down)
Length: 4-6 pages typed, double-spaced + 1-page writer's memo
Sources: primary text, rhetorical analysis secondary texts, *Monsters: A Bedford Spotlight Experience*

30%   **Project #3: The Role of Monsters**
Genre: Annotated bibliography (10%) & persuasive research essay (20%)
Audience: Academic
Length: 3-4 pages (annotated bibliography) & 7-10 pages (research essay)
Sources: *Monsters: A Bedford Spotlight Experience*, Coker Library databases; optional: other primary and secondary sources

15%   **Final Exam: Reflection on Writing**
2-Hour Timed Writing on Blackboard

Evaluation

Comments on written work will consider the following aspects of writing in the context of the specific assignment: purpose, content, expression, organization, development of ideas, mechanics, and maturity of thought. Grades on major assignments will be returned within 5-10 working days.

A 100-90 = There is an imaginative, insightful, and intelligent presentation of ideas, in addition to excellent (concrete and specific) content, logical arrangement, and correct style. The thesis reflects complexity of thought and is thoroughly developed in the discussion. The writer has addressed the audience and has met all of the assignment criteria effectively. MLA (or other approved style guide) documentation is correct.

B 89-80 = There is an interesting, thorough, and competent coverage of topic, in addition to strong (concrete and specific) content, logical arrangement, and clear style. The paper attempts an original thesis and discussion but with uneven success. The writer has addressed the audience and has met most of the assignment criteria effectively. If revised or edited, the paper would be excellent. MLA (or other approved style guide) documentation is almost entirely correct.

C 79-70 = There is a satisfactory coverage of topic - there is a thesis with some explanation and some support. The writer may have ignored some assignment criteria, selected too broad a topic, and/or provided too many generalities without providing adequate support. The essay contains sections that demand revision due to sentence-level errors. The writer addresses the audience, but ideas are not developed; the paper does not offer insight about the topic. MLA (or other approved style guide) documentation is passable but flawed. The introduction, body, and conclusion are adequate.

D 69-60 = There is a glaring defect in content, organization, or style in an otherwise satisfactory paper. Most of the assignment criteria have not been met nor has the targeted audience been addressed. Ideas are supported by generalities, sections need extensive revision and/or sentences contain significant Standard Written English errors. The introduction, body, and/or conclusion is/are ineffective. If research is required, the paragraphs are either dominated by quotations or fail to include source information. MLA (or other approved style guide) documentation is unsatisfactory. **If accidental plagiarism is present, the essay cannot receive a grade higher than a 69**.

F 59-0 = There is an unacceptable defect in content, arrangement, or style. Assignment criteria have not been met, nor has the targeted audience been addressed. The thesis is unclear, the ideas are weakly supported, the arrangement is illogical, and/or the writing is unacceptable University-level prose. If research is required, there are serious citation errors in the body paragraphs. MLA (or other approved style guide) documentation is unacceptable. **If there is evidence of intentional plagiarism, the essay receives a zero and the writer fails the course.**

"D" and "F" papers will be considered unsatisfactory for University-level writing.

Writer's Studio

This semester, the Writer's Studio will again offer online tutoring services. In order to make an appointment, please go to: https://coker.mywconline.com

You will need to sign in (or register, if you have never used or been to the Writer's Studio). After you successfully log in, you will be taken to the "schedule" page where you can sign up for an appointment.

In case you cannot keep your appointment, please cancel it, so that your slot can be freed for another student. If you miss your appointment three times ("no-show"), you will not be able to make another appointment until you contact the Writer's Studio (843-383-8187) to allow you access.

Plagiarism and Academic Dishonesty (From the *Coker University Student Handbook)*

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:

- penalties assessed to the assignment, or
- penalties assessed to the course grade, or
- suspension or expulsion from the University

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of Academic Affairs to arrange review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of Academic Affairs. The Office of Academic Affairs maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

Cheating: A student is guilty of cheating when he/she wrongfully gives, takes, or receives unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

Plagiarism: A student is guilty of plagiarism when he/she submits work purporting to be his/her own, but which in fact borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend's paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she has employed them.

Source Acknowledgement: All members of the Coker University community are expected to adhere to the strictest standards regarding acknowledgement of the use of another person's words, ideas, opinions or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., Sources taken from the Internet may not be acceptable in some classes). It is the student's responsibility to be familiar with the guidelines for citation in their various courses.

> o Direct Quotation. All verbatim quotations, regardless of length, must be appropriately footnoted or otherwise attributed to the original source.
> o Paraphrase. To avoid using extremely long quotations, paraphrasing is recommended. Any paraphrased ideas or phrases must be appropriately footnoted or otherwise cited.

o General Acknowledgement. If a piece of academic work has been generally or specifically influenced by the words or ideas of another person, that source must be cited, even if quotation or paraphrasing of text is not employed.

o Collaboration. Only when permitted by the instructor are students allowed to collaborate with others in their work. If collaboration is permitted, the use of another student's ideas or work must be properly cited.

Technology

This course is taught entirely online through Blackboard. As such, you will need access to Blackboard on an ongoing basis, a reliable internet connection at speeds that allow for videos, and Google docs or another word-processing software. There is also a multimedia component that can be fulfilled through the use of pictures uploaded from your phone or computer, infographics through free websites, or other online resources that we will discuss in class.

IMPORTANT: You should have back-up technology plans. A disabled computer will not excuse you from the work in the course. In addition, be prepared to solve the problem. If something happens to your computer, be prepared to use the computers in the library. If you have problems accessing Bb or any technology issue, call the **IT Help Desk (843.383.8323)** or email **support@coker.edu** for more information and/or to submit a ticket. If some other catastrophe or emergency prevents you from submitting your work by the assigned deadline, please communicate with me to arrange an alternative solution; however, please do this before the assigned deadline.

Disability Assistance

(From the *Coker University Student Handbook)*

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) to provide the necessary documentation. No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Robin Richardson.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality

Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to?
While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson Student Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting
If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Center for Health and Wellness (843-917-4044).

Additional information is located under the Title IX section on the Coker website:
https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/.

Basic Needs
We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please talk with me or with the Dean of Students. Together we can work to help you find solutions.

Online Communication
This course is designed to help you to enhance your communication skills. As such, this course provides you with a forum to practice the principles of professional communication. In fact, this course is a good place to expand your network--the people in your professional circle with whom you exchange ideas, goods, and/or services. Making a good impression on the people in your network can help you in the future--through job opportunities, sales, public relations benefits, prestige, and more.

Most of our communication in this course will take place in a written format. Therefore, how you present yourself through your writing will shape the way that your classmates--new members of your network--will view you. Therefore, it is important to write clearly and respectfully on the discussion board, through email, in online chats, and in your written coursework. Follow these guidelines when communicating in class:

General Guidelines
- Write your emails/messages clearly and kindly. Before you send your messages, review them to ensure your words say what you mean.
- Proofread your writing. In business, your co-workers, customers, and clients will evaluate you in part based on your writing skills. Emails and posts that contain many grammatical errors may send the message that you are not careful with your work. Present yourself professionally to your new network peers by checking for grammar and spelling errors before you post messages.
- Participants in this course should be respectful of individuals from diverse cultures and backgrounds. Discriminatory comments based on gender, race, religion, culture, or sexual orientation will not be tolerated.

- Individuals who are rude, make personal attacks, or post discriminatory comments will be barred from the discussion board and will receive zero points for remaining discussion board assignments. At the professor's discretion, such individuals will be reported to the Dean of Academic Affairs and may be removed from the course.

Discussion Posts

- When responding to another person's post, make sure your content is related to the original thread topic. If you find yourself going into a new topic, start a new thread with a relevant subject title. This will help us to keep our discussion organized, focused, and interesting.
- Keep your paragraphs brief. (They will be easier to read online than long blocks of text.) Insert a blank line between paragraphs.
- Do not write a post in all upper-case letters. (This is equivalent to SHOUTING online.)
- Do not use text-message lingo. Write your posts in full sentences.
- Read other posts before posting your own message. Make sure you are not simply repeating what someone else has already said. Keep your conversation going by advancing the topic forward.
- Review your writing before you post it. Sometimes, humor and sarcasm are difficult to understand online. Make sure you have written your message clearly.

Emails

- Include a subject line.
- Write full sentences, and do not use text-message lingo.
- Sign your name at the end of your message.