ENG 102: Composition II—*Monstrosity*

**COURSE DESCRIPTION**
Taken as a whole, English 101 and 102 aim to introduce students to the strategies, tools, and resources necessary to becoming successful communicators in a wide range of academic, professional, and public settings. Designed to build upon the repertoire of strategies for successful writing learned in English 101, English 102 focuses on persuasive and researched writing. English 102 will help you develop critical thinking and writing skills as you learn to synthesize your perspectives with those of other writers. Thus we will focus on the summary, analysis, and synthesis of texts, as well as both traditional and alternative forms of research. This section of 102 is themed around *fictional monsters* and the *monstrous society in which we live*. This course will allow students to think carefully about the above topics as concrete figures and abstract ideas imbued with social cues and consequences. In exploring various contexts through which we encounter *monsters*, students will critically reflect on writing by engaging a variety of discursive forms, including academic articles, opinion pieces, essays, and Young Adult (YA) fiction.

**STUDENT LEARNING OUTCOMES**
The Composition Program at Southern Miss has identified specific learning outcomes for each of its first-year writing courses. At the completion of ENG 102, students will:

- have a deeper appreciation for how rhetorical situations influence reading, writing, speaking, and thinking;
- be able to engage texts more critically, and to more appropriately and accurately incorporate the ideas of others in writing;
- know the “moves” for making and supporting several different kinds of academic arguments, including how to use a range of evidence to support claims;
- be able to use several common academic genres, including annotated bibliographies, reports, research studies, scholarly reviews, etc.;
- be more adept at addressing different academic audiences, including how to discover the specific conventions for communicating in a range of academic communities;
- appreciate the differences in how various disciplines and fields create and circulate knowledge, and the assumptions that inform various research methods;
- know how to conduct focused research using a range of library resources, including the library catalog and databases of scholarly articles;
- understand that an integral part of the revision process is discovering meaning and rethinking the rhetorical choices that best portray these ideas;
- communicate more effectively using the conventions of standard edited English.
REQUIRED MATERIALS

- *Praxis: Food, Monsters, and (E)dentity*
- 3-ring notebook for notes and journal entries

ONLINE MATERIAL

To access the online components of this course, you must first go to https://usm.blackboard.com, then follow the log-in instructions. You will need to have your EMPLID and password (the same information you use to access SOAR and register for classes). If you have any questions or run into difficulty accessing the Blackboard material for this course, please call the iTech Help Desk at 601-266-4357 or helpdesk@usm.edu. You can also get specific instructions on how to use components of Blackboard by visiting www.usm.edu/elo.

REQUIREMENTS

In order to receive at least a “C” grade in this course, you must satisfactorily complete all of the following:

- complete all **major writing projects**, each to be submitted in a folder with any rough drafts, workshop notes, and/or supporting research materials relevant to the project;
- complete a **Final Portfolio** and **Self-Reflection**, to be submitted at the end of the semester (in lieu of a final exam);
- complete all **reading assignments** and **homework**, actively **participate in class discussions** and workshops, and **maintain regular classroom attendance**.

COURSE POLICIES

**GRADES**

Writing and thinking are complex processes that take time to develop. Thus, your overall grade for English 102 is as dependent on how much your writing improves over the course of the semester, your demonstrated commitment to learning and support of your peers, the careful completion of homework and class assignments, and your own assessment of your strengths and progress, as any strict calculation of paper grades. Indeed, much of your final grade for this course will be determined by your Final Portfolio/Self-Reflection project, which you will submit at the end of the semester. The following should serve as only a guide to how grading will be approached:

**Project One: Argument Essay (15%)**

An argument essay (1200-1500 words) in which you illustrate your ability to synthesize numerous course readings revolving around **Fictional Monsters** as you develop and forward your own argument.
Project Two: Research Paper
Proposal (5%): A brief proposal (250-500 words) regarding your tentative research project that includes your specific research questions and goals for the project. Annotated Bibliography (10%): An assignment in which you gather at least eight (8) sources related to your research project and summarize and analyze each source in an attempt to determine how the source might be of use to you in your research project. This assignment will be broken into two (2) parts. Research paper (30%): An argumentative research essay (1850-2500 words) exploring the proposed topic.

Project Three: An Writing Redux (15%)
An opportunity to revise one of your primary assignment for a new audience in a completely new medium. In addition to the “redux” you will write a head’s up paper examining your rhetorical choices.

Final Portfolio/Self Reflection Project (15%)
A significant and systematic revision of one of your three primary assignments, to be submitted with a copy of the original paper, along with any notes, drafts, or other materials that reflect the development of the revision. This project also requires you to submit a self-reflective essay representing a critical reflection on your work for the entire course.

Class Participation/Homework (10%)
Your contributions to class discussions, successful completion of homework assignments, participation in peer review workshops and group assignments, quizzes, etc.

See USM’s Department of English “Standards for Evaluating Student Writing” for more information regarding the evaluation of student writing.

Note: For program assessment purposes, some final portfolios may be randomly selected for institutional review at the conclusion of the semester. In such cases, portfolios will be collected anonymously from among all available sections of English 102H. This review is intended solely to improve the quality of the curriculum and will not affect your grade in any way.

PREPARATION
In addition to completing all reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must master the material. On the contrary, it is perfectly reasonable that you may be confused by some readings the first time we encounter them. But in such cases you should be prepared to discuss what you specifically found puzzling, aggravating, thought-provoking, engaging, or difficult about the assignment. In other words, if you feel you have nothing to state about a piece of writing, you should actively develop a list of questions about it.
Remember, much of your grade in this course will be determined by how much you improve over the course of the semester, so there is really no such thing as a stupid question, provided that you ask it in the spirit of honest inquiry.

**ACTIVE PARTICIPATION**
Being physically present in class is not enough; you must also be mentally present. Sleeping, engaging in distracting behaviors (such as interrupting discussions, texting, playing on social media, doing work for other classes, etc.), or refusing to participate in class activities and discussions is unacceptable and is grounds for being counted absent. If you have a hard time staying awake, concentrating, or sitting still at your desk, you may stand up or move around, provided you do so in a non-distracting way.

**ATTENDANCE**
The framework of this course – with its emphasis on class discussion and group work – demands that you attend class regularly. Failure to complete in-class work, such as peer reviews, in-class writing assignments, and group meetings will result in the lowering of your overall grade. Indeed, no in-class activities (including quizzes) may be made up due to tardiness or absence, and students who accumulate more than three (3) absences over the course of the semester will automatically have their final grades lowered. There is NO distinction between excused and unexcused absences. More than six (6) absences in a semester will result in your failing the course.

**LATE WORK**
Late work will only be accepted if you can demonstrate that you have encountered a valid obstacle before the deadline (i.e. that you’ve been working on the project in good faith, but have run into some problems). If you feel you may be unable to complete an assignment on time, you should contact me as soon as possible, but no later that two (2) days before the due date. After reviewing all the work you’ve done on the assignment, we will set a new deadline together. In all other cases, late work will automatically be docked one letter grade per (class) day past the deadline, beginning on the day the assignment was due. If you so chooses to turn in late work, you have one (1) week from the due date to do so. After a week, you will receive a zero (0) on the assignment. No exceptions.

**PORTABLE ELECTRONIC DEVICES**
Students are encouraged to utilize portable electronic devices (such as tablets and laptops) for constructive purposes. Students who choose to use these devices for our electronic readings must show evidence of annotation and analysis via an annotation program (iAnnotate, Good Reader, etc.). Texting, checking email and social media sites, gaming, listening to music, doing work for other classes/purposes, and other distracting uses of technology are unacceptable.
PLAGIARISM
All members of the academic community at the University of Southern Mississippi are expected to take responsibility for academic honesty and integrity. Plagiarism – the willful copying/presenting of another person’s work as if it were your own – and other forms of cheating are unacceptable. The penalties for such behavior can include failure of the course and, in some cases, even expulsion from the university. If you have any doubts about what constitutes plagiarism, please refer to your student handbook, to USM policies on Academic Honesty, or come talk to me.

EMAIL AND ELECTRONIC COMMUNICATION ETIQUETTE

We will do most of our writing in digital spaces—some formal, some informal. As we will discuss throughout the semester, different spaces and situations require different styles of communication. An informal message to a classmate, for example, may be casual in style and tone, while a polished project should have a style and tone appropriate for an academic audience. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official USM email account, and should follow this format:

Subject: Request to schedule an appointment  
A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may not be read.

Dear Ms. Coleman,  
Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person’s first name unless you have been given explicit permission to do so.

I am a student in your ENG 101 H01E class, and I would like to schedule an appointment with you in your office to discuss my draft of the argument essay. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?  
State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as “When is our paper due?” or “What is our homework for tomorrow?” Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.

Thank you,  
Use a formal closing, such as “Sincerely,” “Respectfully,” “Thank you,” or “Best regards.”

Kim Jones  
Always sign your full name at the end of your email.
ADA NOTICE
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:
The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

THE WRITING CENTER
The Writing Center is a free program available to all student writers at the University of Southern Mississippi. It offers one-on-one help with any kind of writing project, at any stage of the writing process. The Writing Center is located in Cook Library 112. For more information, and hours of operation, you may contact The Writing Center at 601-266-4821, or visit the website at: http://www.usm.edu/writingcenter/.

THE SPEAKING CENTER
The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students, faculty, and staff. The center is available for advice on all types of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviews, campus speeches, etc. The center also offers several practice rooms for recording presentations and practicing with delivery aids (PowerPoint and internet access are available). Visit the center in Cook Library 117, call the center at 601-266-4965, or visit the website at www.usm.edu/speakingcenter.
TENTATIVE WEEKLY SCHEDULE

PR: Praxis Textbook
BB: Blackboard Readings

Week 1
1/12   Introductions/ Syllabus Review
1/14   PR: “Introduction: Haunting Boundaries”; Defining Monstrosity
1/16   Writing Sample DUE; Strategies for Arguing and Synthesizing Ideas

Theme: Fictional Monsters
Week 2
1/19- MLK Holiday- No Class
1/20 Last day to drop a class for 100% financial credit
1/21 PR: “George Romero’s Zombie Films…” and “Excerpts from World War Z”; Close Reading/ Analysis
1/23 BB: Excerpts from I Am Legend; Close Reading Cont.; Tentative Visit to Writing Center

Week 3
1/26  MLA In-Text Citation; Quoting, Paraphrasing, and Summary
1/28  MLA Work Cited Page

Week 4
2/4  PR: “Movie Psychos and Slashers: From Norman Bates to Freddy Kreuger”
2/6  Thesis Workshop

Week 5
2/9  Project 1 Draft DUE; Peer Workshop
2/11 Project 1 DUE; Decompression; Introduce Project 2

Theme: Aaah.. Real Monsters
Week 6
2/16   Madi Gras Holiday- No Class
2/18  Collecting Research
2/20  Tentative Visit to the Library
**Week 7**
2/23 BB: Excerpts from *Monster*, and “Monstrous acts: Problematizing violence in young adult literature”
2/25 Annotated Bibliographies

*Interim Grades Due*

2/27 BB: “Political Satire and British-American Relations in Five Decades of *Doctor Who*”; Clips from *Doctor Who* and “The Sheep”

**Week 8**
3/2 Readings TBA (Based on class interest)
3/4 Proposals Due; Beauty Standards and Monstrosity
3/6 (4) Annotated Bibliographies DUE; Workshop Day

**Week 9**
3/9 Spring Break Holiday- No Class
3/11 Spring Break Holiday- No Class
3/13 Spring Break Holiday- No Class

**Week 10**
3/16 Tentative Visit to the Library: Research Day
3/18 Project 2 Draft DUE; Peer Workshop
3/20 (4) Annotated Bibliography Entries DUE; Workshop Day

**Week 11**
3/23 Conferences
3/25 Conferences
3/27 Research Presentations

**Week 12**
3/30 Research Presentations
4/1 Project 2 Draft DUE; Class Workshop
4/3 Good Friday Holiday-No Class

**Week 13**
4/6 Project 2 DUE; Decompression; Introduce Project 3
4/8 Rhetorical Situations and Genres
4/10 Workshoping Various Genres

**Week 14**
4/13 Brainstorming Revisions
4/15 Studio Day
4/17 TBA
Week 15
4/20  Studio Day
4/22  Project 3 Draft DUE; Peer Workshops
4/24  Project 3 DUE; Decompression; Assembling the Final Portfolio; Reflection Essay

Week 16
4/27  Revisions: Portfolio Workshops
4/29  Editing: Portfolio Workshops
5/1   Reflection Essay: Portfolio Workshops

Exam Week
Final Portfolios DUE Wednesday, May 6th by 4pm

Note: This schedule is tentative and subject to change at the discretion of the instructor.