

ENGLISH 1102: Composition II
Comedy & Composition
CRN: 1615; 6759
Spring 2016

Time: 8:00a-8:50a MWF; 8:00a-9:15a TR

Place: Nesbitt 2218; Nesbit 2213

Instructor: Professor Owen Cantrell

Phone: 678.717.3876

Office: Nesbitt 4110

Office Hours: 10:00a-11:30a MW; 12:30p-2:00p TR

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COURSE DESCRIPTION

English Composition II (ENGL 1102) is the second of two three-semester-hour composition courses required of every student in Area A of Semester Core Curriculum. The aim in English 1102 is to expand students' understand of how an idea, an era, or an experience can find expression in multiple forms and genres and move them toward greater independence in their own academic writing. To be eligible to take ENGL 1102, a student must have a great of C or better in ENGL 1101 or ENGL 1101H (Honors Composition I). If a student receives a 5 on the AP English Examination, the student may exemption ENGL 1102. In accordance with UNG Gainesville regulations, a student must make a great of C or better to earn credit for ENGL 1101. The course carries three semester hours of transfer credit.

GENERAL LEARNING OUTCOMES

In keeping with the university's mission, ENGL 1102 prepares students for college Critically and career writing experiences by directing them to the basic organization and development of essays of various lengths. The specific objectives of the course address an integral part of the university's general education requirements. These include:

- Taking control of one's own writing process, and learning to adjust the process for the purpose.
- Critically engaging multiple perspectives; identifying established authorities; recognizing bias.
- Reading a variety of complex texts independently, with an emphasis on evaluating sources.
- Increasing understanding of academic discourse, with more emphasis on thesis-driven essays.
- Developing abilities to analyze a variety of texts.
- Incorporating independent research (library, Internet, and other electronic media) into an essay that takes a position. Incorporating multiple sources with distinct perspectives into a single paper. Increasing mechanical skills in integrating sources into a text, handling quotations, and using a standard documentation style to give appropriate credit to sources.
- Demonstrating competence with the following word-processing concepts: creating charts using the tab key, inserting and labeling images, creating outlines, attaching Word documents to e-mail.

- Recognizing and understanding grammatical and mechanical terms.

COURSE MATERIALS

Graff, Gerald and Cathy Bierkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 2nd Ed. New York: Norton, 2009. Print. (ISBN: 978-0-39393-361-1)

Smith, Alison D. *Signs: A Grammar Handbook*. New York: Fountainhead P, 2011. Print. (ISBN: 978-1-598-71250-6)

Additional Handouts will be e-mailed, posted online, or passed out in class and must be available for student perusal during class time, either in printed or digital form.

OTHER REQUIRED SUPPLIES: pen/pencil & notebook, 3-ring binder for handouts, printed drafts, and note-taking.

ASSIGNMENTS AND EVALUATION

The final grade for this course is comprised of the following assignments:

Reading Responses	10%
Research Prospectus	20%
Annotated Bibliography	20%
Research Essay	30%
Comedy Presentation	10%
Attendance, Participation, and Quizzes	10%

PAPER GUIDELINES: PLEASE NOTE — you will receive a detailed assignment sheet for each essay, and we will discuss the assignments in class. Papers should be typed, double-spaced, 12-point font, and have 1-inch margins. All essays **must be submitted digitally to Lore.com to be graded**. All file names **must have the following format: (LastName_FirstName)**. Any submission **not correctly formatted may be sent back to the student for correction**.

HOMEWORK AND QUIZ GUIDELINES: I will occasionally give homework assignments due for the next class. These will usually be assigned in-class. If you are absent, it is your responsibility to find out what homework is due. There will be no make-up for homework missed. Additionally, if you miss a quiz by being either absent or late, **you cannot make it up**.

GRADES:

A 100-90

B 89-80

C 79-70

Grades below are considered failing grades

D 60-69

F below 60

COURSEWORK POLICIES

ATTENDANCE AND PARTICIPATION

Class attendance is an important part of doing well in class. I will take attendance each class, which will factor into your final participation grade. I do not distinguish between excused and unexcused absences, so please keep that in mind throughout the semester. Any tardy, which means **more than fifteen minutes late** to class, will count as an absence. If you have to miss class for extra-curricular activities, please see me regarding what verification I need from your coach/advisor.

Attendance will be graded on the following scale:

0 Absences	100%
1-2 Absences	90%
3-4 Absences	80%
5-6 Absences	70%
7-8 Absences	60%
8 or more	50%

Each absence beyond eight decreases your attendance by 10%.

If you do miss class, course information will be provided on the class website, including handouts and assignments. I also encourage you to talk to classmates about what you have missed. Please do not contact me regarding your absences unless it is an emergency absence; it is your responsibility to make sure you are caught up and not my responsibility to catch you up.

CLASSROOM ETIQUETTE

Our learning environment is a forum for inquiry, experimentation, study, and conversation. Food and beverages are allowed, as long as they are not a distraction for your classmates. The use of laptops is not permitted, since this is a discussion class and any lengthy notes will be provided for you. If your cell phone becomes a distraction for you or your classmates, I will ask you to put it away. If it continues to be a problem, I will ask you to leave the class until you can control your behavior.

For students transitioning from high school to college, one of the most difficult changes is the change in expectations of student responsibility. It is important to realize that the instructor does not give you a grade; you earn a grade. I believe that a student being responsible for his or her own learning—from attendance to being prepared for class to completing assignments on time—is one of the most important and often difficult aspects of entering college. Responsibility is a behavior, and one that I expect in this classroom.

Students who exhibit behaviors that are considered to obstruct or disrupt the class or its learning activities will be considered under the Board of Regents Policy on Disruptive Behavior. Behaviors that are considered to be inappropriate in the classroom include: coming in late, interrupting others, talking out of turn, inappropriate behavior during group work, and verbal behavior that is disruptive. Students who exhibit such behavior will be given a verbal warning by the class instructor, then will be given a written warning in a

meeting with the Chair of the Humanities and Fine Arts Division, and then will be subject to disciplinary procedures as outlined in the University of North Georgia Student handbook.

LATE WORK

I expect all assignments to be turned in on time and in the correct format. All major essays must be submitted digitally via Lore by the required time.

All of our major assignments are **mandatory** and part of the course requirements. This means that **all assignments must be completed in order to pass the course**, regardless of when they are turned in, even if you do not get any points for them. For assignments that are late, the **grade of the assignment will be automatically reduced 10% per calendar day**. After **five calendar days**, I will no longer accept any assignments for credit.

Late work should not be an issue to anyone in this class. Please see me if you are having any difficulties completing an assignment so we can talk through an assignment before it becomes late and affects your grade.

REVISION

All major essays are available for revision. In order to revise, you must set up a meeting with the instructor either during office hours, by appointment, or before/after class to discuss your revision. **Revisions can only be submitted once, exactly one week after the instructor returns the essay back to the student.**

ELECTRONIC COMMUNICATION

Please check your UNG-Gainesville email daily for important announcements, handouts, or other class information. You are responsible for information/material distributed electronically.

When contacting any of your professors via email, remember to use appropriate email etiquette:

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email.
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:
- Use standard spelling, punctuation, and capitalization. **THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS.**
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business.
- Read through your email before sending it to make sure that your message is clear and that you haven't made any serious grammatical mistakes.

LORE

We will be using Lore as the course management system for this class. On the first day, I will guide you through signing up for Lore. On this site, you will find daily handouts, course readings, assignment sheets, and assignment submission.

ENGRADE

We will be using Engrade to keep track of grades and attendance throughout the semester. Engrade will also allow you to see your grade in real time, so you will always be aware of exactly how you are doing in the class.

ACADEMIC HONESTY

Plagiarism—accidental or intentional—will be dealt with in accordance with the Student Code of Conduct, which can be found in on the Dean of Student's [website](#). *The MLA Handbook for Writers of Research Papers* (4th ed.) defines plagiarism as follows:

To use another person's ideas or expressions in your writing without acknowledging the sources is to plagiarize....A writer who fails to give appropriate acknowledgement when repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking is guilty of plagiarism (Section 1.7)

DISABILITY SERVICES

Any student who feels he or she may need an accommodation based on the impact of a disability should email Disability Services at disability-gvl@ung.edu, call at 678.717.3855, or visit them at Dunlap-Mathis Building, Room 107

WRITING STUDIO: Nesbit Building 2103

Whether it be an English paper, a research paper for sociology, or a project outside of classes, we can assist you at any point in the writing process. In one-on-one sessions, our tutors engage writers in conversation about their ideas and writing assignments. Our goal is to enhance student writing by encouraging student writers to become independent, insightful, and knowledgeable about the possibilities in writing.

Monday - Thursday: 8:00 a.m. - 8:30 p.m.

Friday: 8:00 a.m. - 3:00 p.m

<http://ung.edu/writing-center/index.php>

SUPPLEMENTAL SYLLABUS

For additional university policies and procedures, please refer to the Supplemental Syllabus, located at <http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

ONLINE EVALUATION OF INSTRUCTOR

Your constructive assessment of this course plays an indispensable role in shaping education at University of North Georgia-Gainesville. Upon completing the course, please take time to fill out the online course evaluation.

COURSE SCHEDULE

<i>Date</i>	<i>Topics Covered</i>	<i>Assignment</i>	<i>Readings #1</i>	<i>Readings #2</i>
Monday, January 11 th	Course Introduction; Sign Up for Lore, Engrade	Introduce Reading Responses		
Wednesday, January 13 th	How to Read		<i>Reading Rhetorically</i> , Ch. 1 & 2 (digital)	
Friday, January 15 th	How to Read, Pt. 2		<i>They Say, I Say</i> Preface and Introduction (digital); <i>Generation Me</i> (digital)	
INTRODUCTION TO THEORIES OF HUMOR				
Monday, January 18 th	NO CLASS (MLK DAY)			
Wednesday, January 20 th	How to Have a Class Discussion		<i>They Say, I Say</i> Ch. 11: Entering Class Discussions; Ch. 12: Reading for the Conversation	
Friday, January 22 nd	Superiority Theory of Humor	Response #1		Plato, Aristotle, Hobbes (digital)
Monday, January 25 th	Incongruity Theory of Humor	Response#2		Kant, Schopenhauer (digital)
Wednesday, January 27 th	Relief Theory of Humor	Response#3; Introduce Prospectus		Freud, Bergson (digital)
Friday, January 29 th	What Do They Say/ How to Summarize			<i>They Say, I Say</i> Ch. 1 & 2: Starting with What Others are Saying; The Art of Summarizing
HUMOR IN THE COMEDIC GENRES				
Monday, February 1 st	REVIEW	Reading Responses		Moreall; Dennett, et al. (digital)

		Due; Response#4		
Wednesday, February 3 rd	Stand-up Comedy	Response#5	John Mulaney, <i>New in Town</i>	Sankey Ch.2: "Writing" (digital)
Friday, February 5 th	Stand-up Comedy	Response#6	Aziz Ansari, <i>Dangerously Delicious</i>	Sankey Ch.4: "Delivery" (digital)
Monday, February 8 th	Stand-up Comedy		HW: Watch one stand-up special (your choice)	
Wednesday, February 10 th	Sketch Comedy	Response#7; Introduce Annotated Bibliography	<i>SNL</i> : "White Like Me"; "More Cowbell"; "Matt Foley" Motivational Speaker"	Spolin (digital)
Friday, February 12 th	Sketch Comedy	Response#8; Prospectus Due	<i>SNL</i> " "D*ck in a Box"; "Mom Jeans"; "Old Glory Insurance"	Salinsky (digital)
Monday, February 15 th	Sketch Comedy		<i>SNL</i> : "The Beygency": "The Group Hopper"; "Totino's Super Bowl Commercial"; "One- Dimensional Female Character from a Male- Driven Comedy"	
Wednesday, February 17 th	Parody & Satire	Response#9	<i>Last Week Tonight</i> : TBA	"Political Satire and Postmodern Irony in the Age of Stephen Colbert and Jon Stewart" (digital)
Friday, February 19 th	Parody & Satire	Reading Responses	<i>Inside Amy Schumer</i> .	"The Funny Business of Being Tina Fey:

		Due; Response#10;	“Listen Alert,” “Last F*ckable Day,” “Say Fine to the Shirt”	Constructing a (Feminist) Comedy Icon” (digital)
JOINING THE “CONVERSATION”: ACADEMIC WRITING				
Monday, February 22 nd	Parody & Satire		<i>Key and Peele</i> : “Substitute Teacher”; <i>Chappelle Show</i> : “Racial Draft”; <i>Chappelle Show</i> : “Clayton Bigsby”	“Fight the Power: African American Humor as a Discourse of Resistance” (digital)
Wednesday, February 24 th	Writing a Research Essay	Introduce Research Essay	<i>They Say, I Say</i> Ch. 3: The Art of Quoting	
Friday, February 26 th	Writing a Research Essay		<i>They Say, I Say</i> Ch. 4: Three Ways to Respond	
Writing Your Introduction				
Monday, February 29 th	Writing Your Introduction, pt. 1			<i>Annotated Bibliography Due</i>
Wednesday, March 2 nd	Writing Your Introduction, pt. 2			IN-CLASS WRITING (Introduction: Lit Review)
Friday, March 4 th	Writing Your Introduction, pt. 3			IN-CLASS WRITING (Introduction: Thesis & Main Arguments)
Writing the Body of Your Essay				
Monday, March 7 th	Writing the Body of Your Essay, pt. 1; WITHDRAWL DEADLINE			Reading: <i>They Say, I Say</i> Ch. 5: Distinguishing What You Say from What They Say
Wednesday, March 9 th	Writing the Body of Your Essay, pt. 2			Reading: <i>They Say, I Say</i> Ch. 6: Planting a Naysayer
Friday, March 11 th	Writing the Body of Your Essay, pt. 3			IN-CLASS WRITING (Using Sources)
NO CLASS (SPRING BREAK)				
Monday, March 14 th	NO CLASS (SPRING BREAK)			
Wednesday, March 16 th	NO CLASS (SPRING BREAK)			
Friday, March 18 th	NO CLASS (SPRING BREAK)			

Cohesion and Coherence in Your Essay		
Monday, March 21 st	Cohesion and Coherence in Your Essay, pt. 1; Putting It All Together	Reading: <i>They Say, I Say</i> Ch. 7: Connecting the Parts
Wednesday, March 23 rd	Cohesion and Coherence in Your Essay, pt. 2; Point, Illustration, Example	Reading: <i>They Say, I Say</i> Ch. 8: So What and Who Cares
Friday, March 25 th	Cohesion and Coherence in Your Essay, pt. 3	IN-CLASS WRITING (Developing Arguments)
Audience & Expectations In your Essay		
Monday, March 28 th	Audience & Expectation in Your Essay, pt. 1; Academic Voice	Reading: <i>They Say, I Say</i> Ch. 9: Voice
Wednesday, March 30 th	Audience & Expectation in Your Essay, pt. 1; You May Think....	Reading: <i>They Say, I Say</i> Ch. 10: The Art of Metacommentary
Friday, April 1 st	Audience & Expectation in Your Essay, pt. 1	IN-CLASS WRITING (Metacommentary & Voice)
Revision & Editing: Multiple Drafts		
Monday, April 4 th	Revision & Editing: Multiple Drafts, pt. 1	Reading: <i>They Say I Say</i> Ch. 11: He Says Contends: Using the Templates to Revise (digital)
Wednesday, April 6 th	Revision & Editing: Multiple Drafts, pt. 2	Reading: "Shitty First Drafts" (digital)
Friday, April 8 th	Revision & Editing: Multiple Drafts, pt. 3	IN-CLASS WRITING (Revising & Editing)
Monday, April 11 th	NO CLASS (CONFERENCES)	Sign up for appointments
Wednesday, April 13 th	NO CLASS (CONFERENCES)	Sign up for appointments
Friday, April 15 th	NO CLASS (WORK DAY)	
Monday, April 18 th	Research Essay Workshop, pt. 1	Research Essay Draft Due
Wednesday, April 20 th	Research Essay Workshop, pt. 2	
Friday, April 22 nd	How to Do Stand-Up, Sketch Comedy, and Parody/Satire	Final Research Essay Due; Introduce Comedic Narrative
Monday, April 25 th	Crafting Your Material	
Wednesday, April 27 th	Writing Your Defense	

Friday, April 29 th	Performing	
Monday, May 2nd (8:00a-10:00a) @8:00a-10:00a	FINAL EXAM	Comedy Presentations