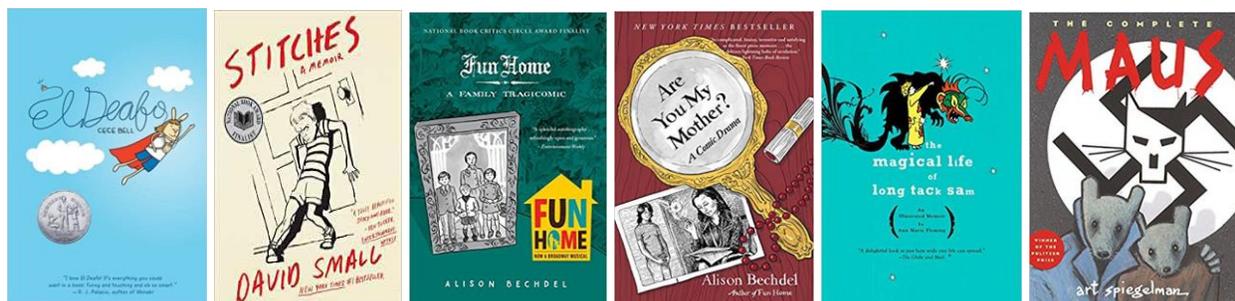


ENGL 2303-004/-010: Graphic Memoir Fall 2018



Instructor: Dr. Jennifer Miller

Email: jennifermiller@uta.edu

Office/Hours: 525 Carlisle Hall, MWF 11:00 – 12:00 or by appointment

	Time	Place
2303-004	TuTh 12:30PM - 1:50PM	TH 202
2303-010	TuTh 11:00AM - 12:20PM	TH 202

Course Description

This course focuses on graphic memoirs and introduces students to the vocabulary of comics so they can better understand and appreciate. We will read several carefully selected graphic memoirs that will encourage students to think about the relationships between past and present, image and text, childhood and adulthood as well as personal, familial, and national memory. Assigned texts explore ability, race, gender, sexuality, and religion.

Course Objectives Under the Core Curriculum

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the Signature Assignment (the last assignment in the course; see the prompt below). The Departmental guidelines for sophomore literature can be found here: <https://www.uta.edu/english/docs/sophlit.pdf>.

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture.

- Students will develop their critical thinking by learning to read literary texts closely, pay attention to relevant details, and organize their observation into cogent arguments.
- Students will develop their communication skills by discussing literature orally in class and by articulating their findings in written arguments.
- Students will develop their sense and practice of personal responsibility by learning to engage with and incorporate secondary sources into their writing.
- Students will develop their understanding of social responsibility by tracing the way that literature shapes and addresses urgent social questions, both historical and contemporary; students will do this in class discussion and most pointedly in the Signature Assignment (see below).

Course Goals

- To encourage students to see that literary studies matter and to foster enjoyment of literature
- To help students recognize that literature is in dialogue with complex cultural and historical contexts
- To develop students' ability to read critically
- To develop students' skills of writing and expression, particularly with respect to analysis of literary texts]
- To develop visual literacy

Course Texts

Scott McCloud's *Understanding Comics*

Cece Bell's *El Deafo*

David Small's *Stiches*

Alison Bechdel's *Fun Home*

Alison Bechdel's *Are You My Mother?*

Ann Marie Fleming's *The Magical Life of Long Tack Sam*

Art Spiegelman's *Maus*

Description of Assignments and Grading

Exam One	15%
Exam Two	15%
Exam Three	15%
Class Writing	15%
Understanding Comics Portfolio and Reflection	10%
Signature Assignment	30%

Signature Assignment

Overview

The signature assignment addresses all four of the course objectives. *Personal responsibility*: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates *critical thinking* and *communication skills*. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the *social responsibility* outcome.

Specific Requirements

Write a well-organized, effectively developed, 5-page of at least one of the novels studied in class. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

Possible Areas of Focus

Class and/or economic oppression; colonialism and/or empire; postcolonialism; cultural difference and/or cultural discrimination; religious discrimination; human mastery of nature and/or the environment and/or animals; national identity controversies; sexual orientation; disability; globalization and/or neo-colonialism; censorship politics; the way the work of literature itself can be seen as a rhetorical attempt to engage effectively in significant regional, national, or global issues.

Responsible Integration of Sources

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.

Secondary Sources

Students should use two secondary sources to describe the social issue they explore (i.e. colonialism; gender; sexuality; ability). Students may use additional materials to support their claim, demonstrate contemporary relevance, or provide historical context at their discretion. The only requirement is that students use two sources to set up and explain the issue they address in their interpretive argument.

Here is a list of credible sources:

- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper's*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)
- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA's library gives you access to online)
- Scholarly books or book chapters (it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn't listed here should check with their instructor.

Minimum Requirements

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA's recommendations for formatting, citation, and style.

To receive a passing grade on the signature assignment, students are expected to:

1. write an essay that is 5 pages long not including the MLA works cited page.
2. integrate two appropriate sources.
3. have a thesis.
4. have a title.
5. incorporate evidence (i.e., quotations) from the literary text.
6. have a Works Cited page.

Exams

Exams will consist of multiple choice and essay questions. They will be completed in class.

Classwork/Homework

Students will complete several short writing assignments. These assignments will require critical reflection on course materials. In class writing assignments cannot be made-up unless you have an excused absence. Some, but not all, class writing activities appear on the course calendar in bold. Homework assignments are due at the beginning of class on the due date discussed.

Classroom and University Policies

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 7-10 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Late Enrollment Policy: Though I realize that sometimes enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up attendance, missed opportunities for participation points, or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

Late Assignments: Papers are due at the beginning of class on the due date specified. Assignments turned in after the class has begun will receive a ten-point deduction unless the instructor has agreed to late submission *in advance of the due date*. Late work will not be accepted without written documentation (jury summons, doctor's note, military req, etc.) If you must be absent, your work is still due on the assigned date. It is your responsibility to deposit your work in my box or have a peer turn it in for you.

Participation Policy:

Improvement in writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays. Students must inform the instructor in writing at least one week in advance of an excused absence. I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

I have developed the following policy for this course: Students are given 100 participation points at the beginning of the semester but may lose up to (5) points daily if they fail to participate in class. Participation includes being in class on time, having all necessary materials, and being thoughtfully engaged in activities and discussions.

Classroom Etiquette: Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be *turned off and put away when entering the classroom unless the instructor asks you to use them for a class activity or writing workshop*; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and cluster readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). *Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.*

Classroom Visitors: Only students officially enrolled in this section can attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. *Discipline may include suspension or expulsion from the University.* "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2).

You can get in trouble for plagiarism by failing to correctly indicate places where you are making use of the work of another or colluding with another to prepare assignments. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Read your textbook and/or handbook for more information on quoting and citing properly to avoid plagiarism. If you still do not understand, ask your instructor. All students caught plagiarizing or cheating will be referred to the Office of Student Conduct.

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Writing Center: The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. You may register and schedule appointments online at uta.mywconline.com or by visiting the Writing Center. If you need assistance with registration, please call 817-272-2601 during regular business hours. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as consultants become available. Writing Center consultants are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

Library Research Help. UT Arlington Library offers many ways for students to receive help with writing assignments: Students have access to research guides that assist students with required research. To access the guides, go to <http://libguides.uta.edu>. Search for the course number in the search box located at the top of the page. The research guides direct students to useful databases, as well as provide information about citation, developing a topic/thesis, and receiving help. Other helpful information may be found at links provided below:

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians.....	http://www.uta.edu/library/help/subject-librarians.php
Database List.....	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://discover.uta.edu/
E-Journals.....	http://liblink.uta.edu/UTAlink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Electronic Communication Policy. All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. *Students are responsible for checking their MavMail regularly.* Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Turning in Assignments to Blackboard: Assignments submitted to Blackboard must be saved as a .doc or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that your work is saved in this way and submitted in the correct format. If you submit work that is unreadable (i.e. corrupt) or incorrectly formatted, you will receive a zero for the assignment.

Conferences and Questions: I have regularly scheduled office hours each week. This time is reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment which you have questions about, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, located on the east and west sides of the building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will arrange to assist handicapped individuals.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if he or she does not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing.



Syllabus and Schedule Changes: Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Additionally, I may need to alter the reading schedule, albeit minimally.

Course Schedule

	Class Lecture/Discussion/Work	Homework and Reading Assignments
Thursday, August 23	Introduction to Syllabus Intro to Comics/History	
Tuesday, August 28	Discussion: The Vocabulary of Comics and Reading Comics Practice: Analyzing Comics using appropriate vocabulary	Read <i>Understanding Comics</i> Chapter Two and Three
Thursday, August 30	Discussion: Time, Senses, and Emotion Practice: Analyzing Comics using appropriate vocabulary	Read <i>Understanding Comics</i> Chapter Four and Five
Tuesday, September 4	Discussion: Relationship between Image and Text as well as Creative Process	Read <i>Understanding Comics</i> Chapter Six and Seven
Thursday, September 6	Discussion: Color and Comic Book Futures	Read <i>Understanding Comics</i> Chapter Eight and nine
Tuesday, September 11	Discussion: Text	Due – <i>Understanding Comics</i> Portfolio Read <i>El Deafo</i> pp. 1 – 101
Thursday, September 13	Class Writing	Read <i>El Deafo</i> pp. 102 – 162
Tuesday, September 18	Discussion: Text	Read <i>El Deafo</i> pp. 163 – conclusion
Thursday, September 20	Discussion: Text	Read <i>Stiches</i> pp. 1 – 63
Tuesday, September 25	Discussion: Text	Read <i>Stiches</i> pp. 64 – 106
Thursday, September 27	Class Writing	Read <i>Stiches</i> pp. 107 – 156
Tuesday, October 2	Discussion: Text	Read <i>Stiches</i> pp. 160 – 242
Thursday, October 4	Exam One	Study for Exam
Tuesday, October 9	Discussion: Text	Read <i>Fun Home</i> Chapters One and Two

Thursday, October 11	Class Writing	Read <i>Fun Home</i> Chapter Three
Tuesday, October 16	Discussion: Text	Read <i>Fun Home</i> Chapters Four and Five
Thursday, October 18	Discussion: Text	Read <i>Fun Home</i> Chapters Six and Seven
Tuesday, October 23	Discussion: Text	Read <i>Are You My Mother</i> Chapters One and Two
Thursday, October 25	Discussion: Text	Read <i>Are You My Mother</i> Chapters Three and Four
Tuesday, October 30	Class Writing	Read <i>Are You My Mother</i> Chapters Five and Six
Thursday, November 1	Discussion: Text	Read <i>Are You My Mother</i> Chapter Seven
Tuesday, November 6	Exam Two	Study for Exam
Thursday, November 8	Discussion: Text	Read <i>The Magical Life of Long Tack Sam</i> pp. 1 – 43
Tuesday, November 13	Class Writing	Read <i>The Magical Life of Long Tack Sam</i> pp. 44 – 86
Thursday, November 15	Discussion: Text	Read <i>The Magical Life of Long Tack Sam</i> pp. 86 – conclusion
Tuesday, November 20	Discussion: Text	Read <i>Maus: My Father Bleeds History</i> Chapters One and Two
Thursday, November 22	No Class – Thanksgiving	Read <i>Maus: My Father Bleeds History</i> Chapters Three and Four
Tuesday, November 27	Discussion: Text	Read <i>Maus: My Father Bleeds History</i> Chapters Five and Six
Thursday, November 29	Discussion: Text	Study for Exam
Tuesday, December 4	Exam Three	
		Signature Assignment Due on University Scheduled Exam Day