**ENGL 1102: Composition II, Spring 2009**Marie Elliott

CRN: 20195 T & R 2-3:15PM, A & S, room 351B

CRN: 20196 T & R 3:30-4:45PM, A & S, room 351B

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Office Hours: T & R 1-2PM

Office Location: A&S 153

Required Texts:

The Compact Bedford Introduction to Literature: Reading, Thinking, Writing,

8th Ed. by Michael Meyer.

Writing About Literature: A Portable Guide (w/MLA 2009 update)

by Janet E. Gardner

Referenced Texts:

[EasyWriter: A Pocket Reference](http://www.bedfordstmartins.com/newcatalog.aspx?search=easy+writer&isbn=0312433093). 3rd ed. by Andrea A. Lunsford

**Course Synopsis:** Classes will consist of both exercises and discussions of the assigned readings for that day. You are expected to read the appropriate pages for each class period, contribute considerably in each class session, and read, write, compose, create, and sometimes act in this class in order to shape your critical leans, the way in which you absorb and view world literature. We will examine the power of the written word to inform, persuade, explore, and, ultimately, connect us to each other and the world around us. You will then be required to write three essays and a final research paper on the readings assigned.

**Course Description**: In 1102 this semester, we will explore, examine, and think critically about various texts in fiction, poetry, and dramatic writing. The English 1102 composition course develops writing skills beyond the 1101 classroom using interpretation and evaluation of texts and more advanced research methods. While 1101 practices critical, analytical writing through the reading of exemplary essays, 1102 develops analytical, interpretive writing through the reading of literature. The goal of the class for you as a student should be to engage yourself into the literature presented, and then interpret and formulate distinctive, researched, argumentative papers about the works reviewed. The directions and specific instructions for the essays/papers will be administered throughout the class. We will journey through the entire writing process from your own Blog that collects your initial responses to writing about literature, to formulating interpretive theses by doing literary research, outlining and drafting papers, doing peer reviews, and finally, writing revisions.

All students, regardless of their degree program, must earn a grade of C or better in English 1102, as it, along with English 1101, fulfills the Area A. Essential Skills requirement in the Core Curriculum.

**Objectives:**--Master and ascertain a critical vocabulary for in class discussion;

--Basic introductions to various types of literature, including poetry, drama, and prose fiction; --Strategies for college-level writing about literary texts, including vocabulary, grammar, style, purpose and audience;

--Revision;

--Basic research methods for college-level work;

--Analysis of texts orally (class discussion) and in-class writing;

--To reinforce principles of writing acquired in ENGL 1101;

--To reinforce the principles and strategies of argumentation and analysis acquired in ENGL 1101;

--To understand complexities of culture in order to write or speak about them;

--To create forceful and effective written argument in the academic environment;

--To reinforce principles of academic research and how to synthesize research in writing so that the insights and documentation are logical and clear;

--To gain insight into various ways of interpreting texts and presenting insights about them in writing.

**Requirements**:1. Attendance and Tardiness: You are required to show up on time, and be fully prepared for the day’s tasks. Attention and participation are required for every scheduled class session. You are allowed three absences throughout the semester. Each subsequent absence will lower your overall letter grade by one third of a letter. Absences documented with a legitimate doctor’s excuse will be excused, granted the date and time of the excuse corresponds with the date and time of the class missed. Tardiness is inexcusable. If you are not in the classroom during roll call, you will be counted absent for the day. 2 Late Work: Late work is not accepted unless due to dire circumstances (IE: family or personal tragedy, etc.). Extreme reasons for late work should be discussed with me in private, via email, phone, or in person, and should be brought to my attention as soon as they are encountered.

3. Blog: You are required to start your own Blog this semester. Technical and logistical details of this will be provided in a handout at a later date. The purpose of the Blog is to respond to the chapters in the Gardner book and articulate for the class how you will incorporate the principles discussed into your essays. Your individual Blogs will be presented throughout the semester, so remember that you are writing for a discursive community; try to be insightful, complex, and effective in your interpretations. This also means that you will be responding on your Blogs to the Gardner chapter assignments before that scheduled class period. Time-stamped Blog entries are worth ten points per chapter assignment. Failure to provide a time-stamped Blog entry if called upon will result in zero points for that Blog assignment.

4. Quizzes: There will be seven short quizzes administered randomly throughout the semester on the readings from the Bedford book. At the end of the semester, the two lowest scoring quizzes will be dropped from your overall quiz grade. Quizzes are not repeatable if you are absent on the day a quiz is administered. Quizzes count towards your participation grade, and are worth twenty points each.

5. Failure of the Course:

There are three ways to fail the course: 1) failing to regularly attend class, 2) plagiarizing, 3) failing an assignment that is worth 15% or more of the course grade, be it from poor quality, lateness of submission, or a combination of poor quality and lateness. By contrast, students who regularly attend class, complete their work with academic integrity, and submit assignments on time will pass the course.

6. Oral Presentations: Oral Presentations will be done in groups for the Drama portion of the course, in which you will talk in front of the class on one play of your choosing that we have not covered in class. A detailed outline and info packet will be distributed later in the course.

**Course Policies:**

1**.** A Statement on Equal Opportunity:

In accordance with the Americans with Disabilities Act, if you have a disability that affects your progress as a student in this class, please meet with me so we may discuss how to create an environment in which you can best learn. Your notification will be kept confidential.

2. Disability Services*:*

In accordance with the Americans with Disabilities Act and GCSU's [Policy For Students with Disabilities that Affect Learning](http://gcsu.edu/studentlife/accommodations.html), if there is a student in this class who has a disability that may affect her learning and progress, please meet with me so we can discuss your particular needs. Notification will be kept confidential. Students with disabilities should also contact Mike Chambers, [mike.chambers@gcsu.edu](mailto:mike.chambers@gcsu.edu) or 445-5931, at [Disability Services](http://gcsu.edu/studentlife/disabledstudent.html) in Maxwell Student Union 133.

3.The Writing Center:

Though you can arrange a time to meet with me, you can always drop by the Writing Center for individualized writing feedback. [The Writing Center](http://www.gcsu.edu/writingcenter/) is a free service available to all members of the university community. Consultants assist writers in the writing process, from conception and organization of compositions to revision to documentation of research. Located in Lanier Hall 209, the Center is open Monday through Friday. Call 445-3370 or email [writingcr@gcsu.edu](mailto:writingcr@gcsu.edu) for more information.

4.Plagiarism:

ANY type of academic dishonesty is absolutely unacceptable in this class and will result in a CRITICAL reduction of the student’s grade, if not expulsion from the class. Plagiarism will not be tolerated. The [Honor Code](http://www.gcsu.edu/studentlife/handbook/code.htm) defines plagiarism as "presenting as one's own work the words or ideas of an author or fellow student.” Students should document quotes through quotation marks and footnotes or other accepted citation methods. Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment." [Section 3.01](http://info.gcsu.edu/intranet/handbooks/academic_affairs/aahandbook/301.html) of the Academic Affairs Handbook elaborates other examples of academic dishonesty and outlines disciplinary procedures and appeals for academic misconduct. As plagiarism is not tolerated at GCSU, any student found guilty of willful plagiarism will fail the assignment and the course. Therefore, when submitting formal paper assignments, you will also be required to turn in a digital copy of your work via email

5.Honor Code:

Assignments are designed to provoke original works of analysis. However, please consult the GCSU Honor Code. It can be found at <http://www.gcsu.edu/honorcode>.

6.TurnItIn.com and Student Email*:*

We will be using TurnItIn.com this semester and [GCSU email](http://email.gcsu.edu/) for class communication. It is your responsibility to check your university email for possible course related messages. I suggest that you forward your university email to your private email account (or vice versa). Instructions for TurnItIn.com will be provided on paper hand-outs which you will get at a later date.

7.MLA Style*:*

Formal assignments should adhere to the [Modern Language Association (MLA) style](http://www.mla.org/style). Formal papers require MLA style while in-class exams; discussion board responses, informal writing, and peer review may be informally formatted. One-third of a letter grade will be deducted from a formal paper or take-home exam for problems in each of the following three categories, for a possible one letter grade deduction total: 1) header, heading, and title, 2) margins, font, and line-spacing, and 3) quotation and citation format. Before you turn in a formal paper, make sure your work follows MLA style by using the checklist on the [MLA style](http://www.faculty.de.gcsu.edu/~ablazer/Common/MLAStyle.pdf) handout. I encourage students to use my MS Word [template](http://www.faculty.de.gcsu.edu/~ablazer/Common/Template-MLAStyledPaper.doc).

**NOTE**: In case of a fire or a fire drill any time during the semester, remember to walk to the nearest exit. Crawl on the floor in the event of heavy smoke. Do not use elevators during a fire. Assemble for a headcount once you get out of the building.

**Grading**:

Assignments and Grading:

Overall, the following criteria will be used to determine your final grade:

Paper One: 15%

Paper Two: 15%

Paper Three: 20%

Final Research Paper: 25%

Blogs and Peer Response: 10%

Participation: 15%

(Oral Presentation/Attendance/Quizzes)

Grading Scale:

A = 91-100%

B = 81-90%

C = 71-80%

D = 61-70%

**Due Dates and TENTATIVE Genre Focus**

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| Week 1 | T, 01-12 | Introductions/Syllabus |
| R, 01-14 | Intro to Story  Ralph Ellison: “Battle Royal” |
| Week 2 | T, 01-19 | Elements of Fiction  Tina McElroy Ansa: “Willie Bea and Jaybird”; Janice Daugharty “You’re No Angle Yourself” |
| R, 01-21 | Anthony Grooms “Negro Progress”  Writing About Literature: Chapter One |
| Week 3 | T, 01-26 | William Faulkner: “A Rose For Emily” and “Barn Burning” |
| R, 01-28 | Flannery O’Connor: “Good Country People”  Writing About Literature: Chapter Two |
| Week 4 | T, 02-02 | NO CLASS TODAY |
| R, 02-04 | Paper #1 Draft #1 Due |
| Week 5 | T, 02-09 | Peer Response |
| R, 02-11 | Peer Response |
| Week 6 | T, 02-16 | Elements of Poetry  Bring in One Outside Poem of Your Choosing  Writing About Literature: Chapter Three |
| R, 02-18 | Poems TBA  Writing About Literature: Chapter Three |
| Week 7 | T, 02-23 | Poems TBA  Writing About Literature: Chapter Four |
| R, 02-25 | Paper #1 Draft #2 Due |
| Week 8 | T, 03-02 | Poems TBA |
| R, 03-04 | Poems TBA  Writing About Literature: Chapter Five |
| Week 9 | T, 03-09 | Poems TBA |
| R, 03-11 | Intro to Drama  Bus Stop |
| Week 10 | T, 03-16 | Bus Stop  Writing About Literature: Chapter Six |
| R, 03-18 | Paper #2 Draft #1 Due |
| Week 11 | T, 03-23 | No Class: Spring Break |
| R, 03-25 | No Class: Spring Break |
| Week 12 | T, 03-30 | Peer Response |
| R, 04-01 | Peer Response |
| Week 13 | T, 04-06 | Paper #2 Draft #2 Due |
| R, 04-08 | Film TBA |
| Week 14 | T, 04-13 | Film TBA |
| R, 04-15 | Group Projects |
| Week 15 | T, 04-20 | Group Projects |
| R, 04-22 | Paper #3 Due |
| Week 16 | T,04-27 | Conferences |
| R,04-29 | Conclusions |
| Finals |  | **Final Research Paper Due:** T, 05-04 2-4:45PM  Or  R, 05-06 2-4:45PM |