**English 1102: English Composition II, Spring 2012**Section 01: TR 8:00-9:15AM, Arts & Sciences 1-50

**Instructor:** Jonathan Phillip Walker **Email:** jonathan.walker@gcsu.edu **Phone:** 478-445-2013 (office) **Office:** Arts & Sciences 1-53 **Office Hours:** TR 9:15-10:30, or by appointment

**Required Texts:**

* Schlib, John, and John Clifford. *Making Literature Matter: An Anthology for Readers and Writers.* 5th ed. (ISBN-13: 978-0-312-62241-1)
* King, Stephen. *The Gunslinger Born.* (ISBN-13: 978-0785121442)

**Course Objectives**: The undergraduate course catalog describes English 1102 "a composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, emphasizes interpretation and evaluation of texts, and incorporates a variety of more advanced research methods."

In this class we will learn how to closely read poems and key passages from fiction and drama. We will cover the entire writing process, from a reading journal that collects your initial response to a work of literature, developing an interpretive thesis, outlining and forming the initial draft of a paper, literary research, peer review, and revision. These practices will help your writing skills in any subject, not just literature.

 **Topics** (as described by our course’s Academic Assessment page):

* 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 writing.

All students, regardless of their degree program, **must** earn a grade of C or better in English 1102 to fulfill the Area A1, Essential Skills, requirement in the Core Curriculum.

**Assignments:***Journals* **-**  You will be required to keep a journal for this course in which you will reflect, respond, and write about the literature we read. A response (up to 200 words) is required for every reading. Entries may be assigned during class time as responses to specific prompts. Journals will be collected periodically to be read, checked, and graded. To receive full credit, **date each entry**.

While you read, focus on the process of acquiring evidence and ideas. Get into the habit of noting the information you come across. The process of marking important places that you discover in the text, then selecting which of those is most significant, will help you better interpret what you are reading and generate your own ideas and opinions about it. This process- marking the text itself, selecting the most important passages, analyzing their meaning, and connecting them to other readings- will lead to high quality papers in all your classes. Through class discussions and group work, you will hear other evidence and ideas that you might connect to the arguments you’re developing on your own. So take notes on what your classmates say! When it is time to begin writing your paper, you will have a wealth of arguments/ideas/evidence to draw from. Think of each class as a step in writing your papers.

 *Paper #1, Poetry Response –* Develop a response to a poem we have read. Use your journal to come up with ideas to talk about. The intent of this paper is to clarify your thoughts and feelings about the selected poem. Ask yourself why you felt a particular emotion while reading the poem. What from your history/culture may have triggered that emotion? How does your experience compare to that of the speaker/characters from the work? After this paper is graded, you are to revise the paper based on the feedback I give you and turn it in when indicated. This paper requires a revision.

*Paper #2, Explication –* This is a 4-6 page paper that will explore a prominent theme or idea in a work of literature. You could consider a particular theme apparent in our culture and reflect upon a work we have read that deals that them. Consider how the theme is similar/different when set in the context of the work than when it is set in a cultural context. Also, analyze the structure and style of the writing, the author’s use of formal elements such as symbolism, metaphor, plot, character development, etc. How do the elements used relate to the theme? This paper requires a revision.

*Paper #3, Research Paper –* The 6-8 page research paper will research and interpret an issue in a work of literature. You will have to turn in a brief synopsis and thesis on what issue or topic you have chosen for your research paper. If you are having trouble with this, I will assign a topic individually. You are to expand your understanding of a work by investigating sources related to the text you have chosen. You will be required to accurately cite up to four outside sources. You ***cannot*** revise this paper.

*Group Work –* On certain days the class will divide into groups of 3-4 to discuss readings collaboratively, and later with the whole class. Both written and oral participation in the group is required. At the end of class each person will turn in a brief summary of what conclusions were made in their group. For the last genre (Drama) groups will give a brief 15-20 minute presentation about Antigone.

*Other* – There are a number of homework and writing assignments designed to prepare you for the papers. If I feel you haven’t been doing the readings, I will give pop quizzes.

**Grades:**

Participation/Informal Writing: 35%
Paper #1, Poetry Response 15%
Paper#2, Critical Literacy: 20%
Paper #3, Literary Theory Research: 20%
Group Work: 10%

**Participation/In-Class Work**: Your participation grade will be based on attending class, being prepared for class, and completing in-class assignments. With few exceptions, there will be an in-class assignment (written or discussion) each class period. We will be working with challenging texts, therefore, we’ll all benefit from sharing our ideas and questions in class.

**Formal Papers:** On the assigned due date your papers are to be turned in. Papers must be formatted according to MLA style and adhere to the following:

* 12-point Times New Roman (or similar) font
* Double-Spacing
* 1-inch margins

If your final draft of a paper does not extend **at least** three-fourths the way down the minimum page requirement, I will take off 10% of the final grade. Note: detailed assignment sheets will be handed out for each formal essay. Also, essays are to be submitted to ***TurnItIn***.

**Late Assignments:** Except in rare cases of emergency, late work will incur a grade deduction of 5 points per class day

 **Revision: You must revise the first two essays**. Resubmit your essay within seven calendar days after it is returned to you (or at a date established by ME). Your revision must reflect significant effort and change. The grade you receive on your revision **will never be lower than the original, although it may not be higher**. The final grade for your essay will be an average of the original grade and the revision grade, so be sure to take the assignments seriously when you first turn them in.

**Policies & Procedures:**

**Attendance:** You are allowed a total of **four** absences for any reason. After that, **each** absence will lower your participation gradeby 10%. If you know you are going to miss class, you may (but are not required to) email me. You will **fail** the course entirely if you miss more than eight classes. **You** are responsible for finding out what you missed in class.

**Religious Observance Policy**: Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the **GC Honor Code**. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

**Tardiness:** Please be on time. Except in rare cases of extreme emergency, if you are more than ten minutes late, you will be counted absent for the day.

**Academic Dishonesty:** The integrity of students and their written and oral work is a critical component of the academic process. All written work submitted in this course **will be** individual work unless otherwise instructed. The submission of another's work as one's own is **plagiarism** and will be dealt with using the procedures outlined on pp. 64-67 in the Undergraduate Catalog. Remember that allowing another student to copy one’s own work is considered cheating. Familiarize yourself with the **Honor Code**. As plagiarism is not tolerated at GCSU, any student found guilty of willful plagiarism will automatically **fail the course**. Remember, all formal papers will be submitted to [***TurnItIn***](http://www.turnitin.com)**.**

**TurnItIn** is technology used to prevent **plagiarism**. Students have the option of submitting papers online through TurnItIn or allowing the instructor to submit hard copies of these papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

**Assistance for Student Needs Related to Disability:** If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

**Student Opinion Surveys:**Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated and class time will be given for you to participate.

**Writing Center:** The GCSU Writing Center 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. While no extra credit will be offered, you are encouraged to visit regularly.

**Technology Etiquette:** Please silence cell phones or other electronic devices before class begins. At any point, if I catch a student texting, surfing the Internet, chatting, playing games, sleeping, etc. during class time, the student will receive 0% participation grade for the day and you may also be counted as absent. Not only are unnecessary distractions rude, they also interfere with your classmate’s right to learn. Realize you may also be asked to leave class if any of the above becomes a habitual problem. You may use your laptops only on designated days, of which I’ll inform you in advance. Anyone on a social networking site (Facebook, MySpace, etc) during class will be considered absent for the day and lose their laptop privileges for the remainder of the course.

**Fire drill:** Fire drills will be conducted during the semester. In the event of a fire alarm signal, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of A&S. Do not use elevators. Crawl on the floor if you encounter heavy smoke. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count behind the fountain.

**Class Schedule**

**T 1/10:** Introductions, Syllabus, Expectations, Reading List
**Homework:** Read *Making Literature Matter (MLM)* pg. 3-7, 17-21, and 22-26. Prepare to discuss “Lying in a Hammock...” Wright (3); “What Work Is” Levine (145); “Sonnet 18” Shakespeare (handout)

**R 1/12:** Discussion on Literature; First Journal entry
**Homework:** Read *MLM* pgs 157-163. Prepare to discuss “I Heard a Fly Buzz...” Dickenson (1611); “Cherrylog Road” Dickey (handout); “A Story About the Body” Hass (handout); “In a Station of the Metro” Pound (handout)

**T 1/17:** Intro to poetry: Group discussions of readings
**Homework:**  “To His Coy Mistress” Marvell (688); “Dear John Wayne” Erdrich (998); “What Lips My Lips Have Kissed...” Millay (592); “Litany” Collins (handout); “You Don’t Know What Love Is” Addonizio (handout)

**R 1/19:** Discussion on Explication; MLA Format and Turnitin.com; Discuss readings **Homework:** “Octopus” Merrill (handout); “The Rime of the Ancient Mariner” Coleridge (handout); “The Red Wheelbarrow” Williams (handout); “The Tyger” Blake (854); “Snake” Lawrence (856)

**T 1/24:** More on MLA Format; Discuss Readings **Homework:** “The Colonel” Forche (1154); “The Unknown Citizen” Auden (71); “Dulce et Decorum Est” Owen (Portfolio p. N); “The Archaic Torso of Apollo” Rilke (handout)

**R 1/26:** Discuss Readings **Homework:** “Punishment” Heaney (1152); “Open Letter to the South” Hughes (1051); “Incident” Tretheway (1359); “Icarus Again” Devenish (handout)

**T 1/31:** Discuss Readings **Homework:** “Childe Roland to the Dark Tower Came” Browning (handout); “Do Not Go Gentle...” Thomas (1608); “The Road Not Taken” Frost (1452); “Ozymandias” Shelley (handout)

**R 2/2: Journals due.** Discussion of readings and Poetry recap
**Homework:** Work on paper #1

**T 2/7: Paper#1 draft due**; In-Class Revisions/Peer-Review **Homework:** Complete Paper #1 Final Draft

**R 2/9: Paper #1 Final draft due.** In-class Journal entry; Intro to fiction
**Homework:** Read How to Write About Stories; theme. “The Cask of Amontillado” Poe (1238); “The Necklace” Maupassant (handout); “The Story of an Hour” Chopin (705)

**T 2/14:** Discuss Readings. Groups. **Homework: “**A & P” Updike (614); “Hills Like White Elephants” Hemingway (551)

**R 2/16:** Discuss Readings
**Homework:** “Big Mama’s Funeral” Marquez (handout); “The Open Boat” Crane (handout)

**T 2/21:** Discuss Readings **Homework:** “The Yellow Wallpaper” Gilman (954)

**R 2/23:** Discuss Reading **Homework:** “The Lottery” Jackson (867); “The Use of Force” Williams (109);

**T 2/28:** Discuss readings. Discuss Paper #2;Compare/Contrast/Theme **Homework:** “The Gunslinger Born”

**R 3/1: AWP, No Class.
Homework:** “The Gunslinger Born” Work on developing Paper #2

**T 3/6 Outline/Thesis of Paper #2 due. :** Discuss reading. **Homework: “**A Good Man Is Hard To Find” O’Connor (1283); “Where Are You Going, Where Have You Been” Oates (1407)

**R 3/8:** Discuss readings **Homework:** “Barn Burning” Faulkner (handout); “Sweat” Hurston (731);

**T 3/13:** Discuss readings. **Journals due.
Homework:** “The Things They Carried” O’Brien (1475)

**R 3/15: Analysis draft due.** In-Class Revisions/Peer-Review; Discuss reading
**Homework:** “The Killings” Dubus (1213); **“**Young Goodman Brown” Hawthorne (1131)

**T 3/20 Analysis Final Draft due.** Discuss readings; Fiction recap
**Homework:** Work on Paper #2 draft

**R 3/22: Library Research Day; Intro research.
Homework:** Develop Research Thesis.

**T 3/27: SPRING BREAK, NO CLASS**

**R 3/29: SPRING BREAK, NO CLASS**

**T 4/3: Research Topic due.** Intro to Drama and Greek Mythology. **Homework:** Antigone (1309-1319)

**R 4/5:** Discuss reading. Group Presentation **Homework:** Antigone (1319-1327)

**T 4/10:** Discuss reading. Group Presentation **Homework:** Antigone (1327-1334)

**R 4/12:** **Journals due.** Discuss reading. Group Presentation **Homework:** Antigone (1334-1341)

**T 4/17:** Discuss reading. Group work. Group Presentation **Homework:** Antigone (1341-1348)

**R 4/19: Research Draft due.** Discuss reading and recap. Group Presentation **Homework:** Work on Paper #3

**T 4/24:** Conferences
**Homework:** Work on Paper #3

**R 4/26:** Conferences
**Homework:** Work on Paper #3

**T 5/1: Research Paper due.**

*Please note, schedule is subject to change.*