**English 1102: English Composition II Spring 2013**

CRN 20682, Section 13: Arts & Sciences 1-50, MWF 9-9:50

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Office Hours: MW 9:55-10:55 and by appointment

**Required Texts:**

* Dufresne, John. *Louisiana Power & Light*. New York: W. W. Norton, 2008. Print.
* Kennedy, X. J., Dana Gioia, and Nina Revoyr. *Literature for Life*. Boston: Pearson, 2013. Print.
* Handouts (provided by instructor)

**Required Materials:** A hard copy of the text to be discussed in class and a standard-size notebook.

**Course Description:** A composition course that develops writing skills beyond the levels of proficiency required by English 1101, emphasizes interpretation and evaluation of texts, and incorporates a variety of more advanced research methods.

**Course Objectives:** English 1102 will cover the following topics:

* 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.

**Course Goals:** As a result of taking English 1102, students will be able to do the following:

* Write organized, clear, and purposeful prose that meets conventional standards of correctness;
* Understand complexities of culture in order to write or speak about them;
* Create forceful and effective written argument in the academic environment;
* Reinforce principles of academic research and how to synthesize research in writing so that the insights and documentation are logical and clear;
* Gain insight into various ways of interpreting texts and presenting insights about them orally and in writing.

**Assignments:**

* Participation: 10%
* Small Projects: 15%
* Explication Paper (3-4 pages): 20%
* Culture and Theme Paper (5-6 pages): 25%
* Research Paper (7-8 pages): 30%

**Attendance:** **Class attendance is mandatory.** **You are allowed three unexcused absences throughout the semester. Beginning with your fourth absence, I will deduct 10% from your final grade for each additional absence. Missing seven classes will result in an automatic failure of the course.** Please use your absences wisely. If you are absent, email me as soon as possible if you are unsure about what you missed or should be working on.

* **Tardiness:** Tardiness is disruptive and will not be tolerated. **If you are more than 10 minutes late for class, you will be counted absent for the day. Every three times a student is late (10 minutes or less), will count as one absence.**

**Participation:** Students are expected to come to class prepared and ready to participate in class discussions. Participation includes completion of reading responses, in-class writing activities, and active engagement in class discussions.

**Conduct in Class:** Cell phones and laptops are distracting to you, to me, and to the rest of the class. You do not need a laptop or a cell phone to participate in classroom activities, so please don’t have them out. If I notice that you are using electronics in class, I will count you absent. Please come to class prepared to discuss the readings. If I find that you are not prepared for class, it will affect your participation grade.

**Notebooks:** **All in-class writing/activities, reading responses, and additional homework are to be competed in your notebook. Reading responses, in-class writing/activities and additional homework will be included in your notebook grade. These assignments must be written in pen. Pencil will smudge and I will not be able to read your work. If I cannot read it, you will not receive credit.**

**Reading Responses:**

* Reading responses must be written in your notebooks and include the author’s name, title of the text, and the date assigned at the top of each response in order to receive credit.
* **Responses are required for each selection assigned. If two selections are assigned for one class period, two responses are required.**
* Each response must include **commentary on the intention of the assigned selection, stylistic choices (imagery, diction, syntax, etc.), moments of emotional depth (did the selection evoke an emotional response from you, the reader), and moments of confusion (unfamiliar vocabulary, historical references, portions of the selection itself, etc.)** These four requirements may be written in paragraph or list form.
* Responses are not required to be positive and there is no set answer when analyzing literature. Honest, individual opinions, whether positive or negative, should make up these responses. I will not grade these based upon your opinion.
* Responses will be checked frequently throughout the semester.

**Formal Writing Assignments:**

* Double-spaced
* 12-point, Times New Roman font
* One-inch margins
* Adhere to MLA style
* Exclude extra spaces between paragraphs

The last requirement is hampered by Microsoft Word’s default space between paragraphs but can be remedied by changing your paragraph settings. If you are unfamiliar with Microsoft Word’s paragraph settings, please see me. **If a paper fails to meet any of the above requirements, 5% will be deducted from your final paper grade.**

**In order to meet the length requirement, essays must extend at least halfway down the minimum page assigned.** **For example, if you are writing a four-page essay, it must extend half the length of the fourth page to receive credit. Papers that do not meet the length requirement will be penalized by half a letter grade per page (If three pages are turned in for a four-page minimum assignment, half a letter grade will be deducted; if two pages are turned in for a four-page assignment, a letter grade will be deducted).**

**Peer Review:** For each formal paper, students must participate in peer review. One class period before specified review assignments, **students must bring two hard copies of their papers to exchange with group members. Students must read each group member’s essay and complete the handout I will provide. Completed handouts must be attached to group member’s essays.** **If you are absent the day drafts are exchanged, it is your responsibility to get your draft to group members. Collecting group members’ essays is your responsibility, as well. If you are absent the day peer review sheets are due, it is your responsibility to return the reviewed drafts to your group members and collect your drafts from them. If you do not participate in peer review (do not provide a draft or do not complete handouts for group members), 10% will be deducted from your final paper grade.**

**Revision:** Each student must revise the first two assigned papers (explication and social issue paper).Revisions are due one week after graded papers are returned. Revisions must reflect serious effort (a comprehensive rethinking or reorganization of the essay, not quick fixes or grammar adjustments). Revisions must include a one-page explanation and defense of the changes you made. Once received, the revised paper can add up to 10 points to your paper grade. Revision does not guarantee a grade improvement.

When turning in revisions, include the following:

* The original, graded paper with my comments
* The new, revised paper
* A one-page explanation and defense of the changes you made

**Half of your earned revision points will be deducted for failure to turn in all three revision requirements. Failure to turn in required revisions will result in a 10% deduction from your original paper grade.**

**Late Work:** All assignments are due at the beginning of class. If you are absent the day an assignment is due, the assignment is due regardless. It is your responsibility to turn your assignment in on time. **Except in rare cases of emergency, assignments will not be accepted via another student or outside of class (via e-mail or otherwise). If you cannot attend class the day an assignment is due, turn your work in during the next class period and take the deduction. For each day an assignment is late, 10% will be deducted from the assignment grade.**

**Grades:**

* 90-100 A
* 80-90 B
* 70-80 C
* 60-70 D
* 60 and below F

**\*All grades are final.**

**Technology:** We will be using [TurnItIn](http://www.turnitin.com) for assignments. Check your university email for course-related messages. Use an [online backup or cloud storage](https://secure.wikimedia.org/wikipedia/en/wiki/Comparison_of_online_backup_services) service to save your work.

**University Policies**

**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 p. 64-67 in the Undergraduate Catalog. Remember that allowing another student to copy one’s own work or submitting the same paper in two classes (recycling or double-dipping) is dishonest and considered cheating. Also see the student Honor Code at the website below: <http://www.gcsu.edu/studentlife/handbook/code.htm>. As plagiarism is not tolerated at GCSU, any student found guilty of willful plagiarism will automatically **fail the course**. This course uses plagiarism prevention technology, [TurnItIn.com](http://www.turnitin.com). The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

**Attendance Policy:** Although it is recognized that absences will sometimes be necessary, students are expected to attend classes regularly. It is the responsibility of students to be cognizant of their own record of absences and to consult the instructor regarding work missed. The decision to permit students to make up work rests with the instructor. At any time during the semester an instructor has the right to assign a grade of F for excessive absences when a student exceeds the number of allowable absences specified in the instructor’s attendance policy distributed to the student in the instructor’s course syllabus. If a student is representing the University in an official capacity, as verified on a list released from the Office of the Provost, the instructor will not penalize the student for those absences. However, students should consult their instructor before anticipated absences. Students who wish to have their instructors notified of a medical or family emergency necessitating their absence from classes, or who wish to provide documentation in support of a request for excused absences, make-up work, or grades of "W" or "I" due to an emergency, may contact the Office of the Vice President for Student Affairs. The Student Affairs staff will inform students about procedures, assist with communication to instructors, receive and file documentation, and advise students regarding their own self-advocacy; however, the final determination of excused absences, make-up classwork, and grading is determined by the instructor.—University Senate, 2010

**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. Exercise 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 of the absence. The nature of the make-up assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy. The full policy and prescribed procedures are found at: <http://info.gcsu.edu/intranet/acad_affairs/ReligiousObservancePolicy.doc>

**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.

**Fire Drill:** Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area. For more information on other emergencies, please visit <http://www.gcsu.edu/emergency/actionplanmain.htm>.

**Writing Center:** The GCSU Writing Center is located in Lanier 209 and open Monday through Friday. While no extra credit will be offered, students are encouraged to visit regularly. For more information, call (478)-445-3370 or visit online at: <http://www.gcsu.edu/acad_affairs/coll_artsci/eng/writing/>

**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 to the University. 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.

**Spring 2013 Course Schedule**

\*Schedule is subject to change\*

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| Monday, January 7 | Introduction & Syllabus  HW: Gather course materials. Read p. 17-37 |
| Wednesday, January 9 | Reading a Story  HW: Read p. 50-77 |
| Friday, January 11 | Reading a Poem  HW: Read p. 81-103 |
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| Monday, January 14 | Reading a Play  HW: Read “Araby” p. 675-680, “The Little Knife” p. 694-699, and “Incident” p. 794 |
| Wednesday, January 16 | Childhood and Adolescence  HW: Read “Brownies” p. 680-694, “We Real Cool” p. 794 |
| Friday, January 18 | Childhood and Adolescence  HW: Read p. 147-168, “Where are You Going, Where Have You Been?” p. 721-723 and “Quinceanera” p. 795 |
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| Monday, January 21 | Martin Luther King, Jr. holiday, no class |
| Wednesday, January 23 | Childhood and Adolescence  **Notebooks Due**  HW: Read p. 147-158, 169-180, 190-192 |
| Friday, January 25 | Writing About Literature: Explications  Discuss Explication Assignment Sheet  HW: Read “The Storm” p. 500-503 and “A Rose for Emily” p. 466-473 |
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| Monday, January 28 | Love  **Discussion Group One**  HW: Read “The Love Song of J. Alfred Prufrock” p. 519-523 and “First Poem for You” p. 525 |
| Wednesday, January 30 | Love  HW: Read “Sure Thing” p. 546-556, fill out peer review sheets |
| Friday, February 1 | Love  HW: Read “The Yellow Wallpaper” p. 1034, “Barbie Doll” p.1107, and “Men at Forty” p.1108 |
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| Monday, February 4 | Personal Identity  **Discussion Group Two**  HW: Read “The Chrysanthemums” p. 1067-1075 and “my old man” p. 1104-1105 |
| Wednesday, February 6 | Personal Identity  **Explication Paper Due**  HW: Read “Cathedral” p.1075-1086 and “The Ache of Marriage” p. 1106 |
| Friday, February 8 | Personal Identity  HW: Read “Andre’s Mother” p. 1086-896-899 and “So This Is Nebraska” p. 1113-1115 |
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| Monday, February 11 | Personal Identity  **Discussion Group Three**  HW: Read “The Glass Menagerie” Scene I-IV p. 849-867 |
| Wednesday, February 13 | “The Glass Menagerie”  **Character Analysis 1**  HW: Read “The Glass Menagerie” Scene V-VII p. 867-895 |
| Friday, February 15 | “The Glass Menagerie”  **Notebooks Due**  HW: Read “The Lottery” p. 902-909, “Harrison Bergeron” p. 909, and *Pride and Prejudice and Zombies* excerpt |
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| Monday, February 18 | Individual and Society  **Discussion Group Four**  Discuss Mash-up Assignment  HW: Read “A Supermarket in California” p. 944, “anyone lived in a pretty how town” p. 942, and “Her Kind” p. 946 |
| Wednesday, February 20 | Individual and Society  HW: Read “A Clean, Well-Lighted Place” p. 920-924 and “The Swimmer” p. 924-933 |
| Friday, February 22 | Individual and Society  **Character Analysis 2**  HW: Read “Barn Burning” p. 254-266, “Digging” p. 348, and “Photograph of My Father in His Twenty-Second Year” p. 371 |
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| Monday, February 25 | Family  **Discussion Group Five**  HW: Read “A Raisin in the Sun” p. 376-404 |
| Wednesday, February 27 | Family  HW: Read “A Raisin in the Sun” p. 404-431, fill out peer review sheets |
| Friday, March 1 | Family  **Character Analysis 3**  HW: Read “A Raisin in the Sun” p. 431-443, p.158-161, p. 181-183, and p. 192 |
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| Monday, March 4 | Family  **Mash-up Assignment Due**  Writing About Literature: Analysis  Discuss Social Issue Paper Assignment Sheet |
| Wednesday, March 6 | In-class response paper |
| Friday, March 8 | Library Day/Work on Social Issue Paper  HW: Read “A Father’s Story” p. 1327-1340 and “An Occurrence at Owl Cree Bridge” p. 1312-1318 |
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| Monday, March 11 | Violence and Crime  **Discussion Group Six**  HW: Read “A Good Man is Hard to Find” p. 710-721 and “Lady Lazarus” p. 811 |
| Wednesday, March 13 | Violence and Crime  HW: Read “Dulce et Decorum Est” p.1370, “We Happy Few. . .” p.1389-1391, and “The Better Part of Valor. . .” p. 1391-1393 |
| Friday, March 15 | Violence and Crime  **Character Analysis 4**  **Notebooks Due**  HW: Fill out peer review sheets, read *Louisiana Power & Light* p. 1-26 |
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| Monday, March 18 | *Louisiana Power & Light*  **Character Analysis 5**  HW: Read *LPL* p. 27-48 |
| Wednesday, March 20 | *Louisiana Power & Light*  **Character Analysis 6**  HW: Read *LPL* p. 49-72 |
| Friday, March 22 | *Louisiana Power & Light*  **Social Issue Paper Due**  HW: Read *LPL* p. 72-98 |
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| Monday, March 25 | Spring Break |
| Wednesday, March 27 | Spring Break |
| Friday, March 29 | Spring Break |
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| Monday, April 1 | *Louisiana Power & Light*  HW: Read *LPL* p. 99-136 |
| Wednesday, April 3 | *Louisiana Power & Light*  **Character Analysis 7**  HW: Read *LPL* p. 137-169 |
| Friday, April 5 | *Louisiana Power & Light*  **Character Analysis 8**  HW: Read *LPL* p. 169-195 |
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| Monday, April 8 | *Louisiana Power & Light*  **Character Analysis 9**  HW: Read *LPL* p. 196-229 |
| Wednesday, April 10 | *Louisiana Power & Light*  **Character Analysis 10**  HW: Read *LPL* p. 229-306 |
| Friday, April 12 | *Louisiana Power & Light*  **Character Analysis 11**  HW: Read *LPL* p. 229-306 |
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| Monday, April 15 | *Louisiana Power & Light*  **Notebooks Due**  HW: Read p. 20-34 |
| Wednesday, April 17 | Writing About Literature: Research Paper  **Character Analysis 12**  Hand out assignment sheet for research paper  HW: Determine topic for your research paper |
| Friday, April 19 | Library Day  HW: Write an outline of your research paper |
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| Monday, April 22 | Conferences |
| Wednesday, April 24 | Conferences  HW: Fill out peer review sheets |
| Friday, April 26 | Conferences  HW: Fill out peer review sheets |
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| Monday, April 29 | Peer Review Day |
| Wednesday, May 1 | Research Paper Due (in the box outside A&S 1-53) |
| Friday, May 3 |  |

**\*Important Dates\***

**1/23 Notebooks Due**

**2/6 Explication Paper Due**

**2/15 Notebooks Due**

**3/4 Mash-up Assignment Due**

**3/15 Notebooks Due**

**3/22 Social Issue Paper Due**

**4/15 Notebooks Due**

**5/1 Research Paper Due**