



Syllabus

Course Name: Composition II

Course Number: ENGL 1302

Instructor Information

Name: Tamara Richert

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Office Hours: daily 7:30-8:00 and 3:30-3:50

Textbook Information *Perrine's Story and Structure*, ISBN 13:978-1-111-34823-6, Thomas R. Arp and Greg Johnson, 13th ed.

Materials needed: writing tools, paper, flash drive

Course Description: A continuation of English 1301 with emphasis on reading, critical and analytical thinking, research skills, and writing about various genres of literature

Prerequisite: Satisfactory completion of ENGL 1301

Exemplary Objectives: (The following reflect the state-mandated perspectives taught in this course.):

Communication: (composition, speech, modern language) The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. To understand and demonstrate writing and speaking processes thought invention, organization, drafting, revision, editing, and presentation
2. To understand the importance of specifying audience and purpose and to select appropriately communication choices
3. To understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument
6. To develop the ability to research and write a documented paper and/or to give an oral presentation

Student Learning Outcomes: Upon completion of this course, the student will be able to demonstrate the following learning outcomes:

1. Recognize non-fiction, fiction, drama, and poetry as a literary genre
2. Identify literary terminology and vocabulary
3. Identify literary conventions
4. Demonstrate knowledge of the methodology for conducting research about literature
5. Understand and analyze literary criticisms
6. Analyze literary elements including: character, setting, theme, point of view, irony, and symbolism
7. Analyze and explicate poetry using the following devices: rhythm, rhyme, alliteration, assonance, consonance, onomatopoeia, simile, metaphor, personification, imagery, tone, irony, and hyperbole

Basic Intellectual Competencies : (The following reflect the state-mandated perspectives taught in this course) Reading and Writing, Listening and Speaking, Critical Thinking and Problem Solving, and Computer Literacy

Reference: ccrs@theccb.state.tx.us

Student Requirements For Completion: Students will write at least three essays and/or one literary project over the course of the semester that will include a research essay. The research essay will be at least 4-7 pages in length, use Modern Language Association (MLA) documentation and format, and require a minimum of four sources. Instructors will use the Texarkana College Grading Rubric for English 1301 Composition I and English 1302 Composition II. Students will incorporate the Literary Elements and Poetic Devices to analyze various genres of literature. Students will take the English 1302 Departmental Pre-test and Post-test.

Three major essays will be assigned including an extended literary analysis essay. Each essay will be worth 200 points with the exception of the extended literary analysis essay that will be worth 300 points. 50 % of the overall grade will come from the essays. Short story quizzes, short story analysis, reading response journal, collaborative work, and participation will make up 20% of the grade, and the other 30% of the overall course grade will come from one unit exam and the final exam/literary project. **Failure to turn in any one of the three essays will result in a failing grade for the course.**

Student Assessment:

Assignments and Assessments	Percentage of overall grade	# of Activities	Total Percentage of Final Grade
Essays	50%	3 Essays	50 %
In-Class Essays	30%	Unit Exam & Final Exam/Literary Project	30 %
Daily Assignments	20%	10+ Assignments & Journal	20 %
Total Points/Percentage Possible			100 %

Grading Scale:

Grade	
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Major Essays: All major essays must have a rough draft. Rough drafts must be completed the class day before the final paper is due. On this day each student will edit and revise essays. Each student must bring a copy of his/her rough draft in order to receive daily work points for that day.

Additional requirements for these papers are listed below:

1. All papers must be typed and double-spaced using 12 point Times New Roman in black ink. The second floor of the Humanities Building has a Macintosh Writing Lab available. **Be sure to save all work!**
2. Plan ahead! Computer emergencies can and do happen, but they will not be an excuse for a late paper.
3. Rough drafts and final papers must be turned in together the day they are due. No folders, please. Remember to always retain copies of the essays.
4. Unless otherwise instructed, students will type the following information on the right hand corner of the first page of each essay and type in a header with their last name and page number on remaining pages:

Student's Name
English 1302
Ms. Richert
Date (4 March 2014)

5. Any paper turned in after class on the day the paper is due will be considered late, and 20 points will be deducted for every day it is late.

Daily Work: Daily work may include quizzes, in-class essay questions, reading response journal, collaborative work, and peer editing. If the student is absent, it is the student's responsibility to make arrangements to complete assignments.

Attendance Policy: Follow LEISD attendance policies
Even if you do not have an attendance policy, each professor must keep some type of roll sheet for each day of class. This can be a copy of the roll where the professor marks off each student's name when the roll is called or a sign-in sheet that is

Make-up Policy: Late work will be accepted 2 days late with a deduction of 20 points per day. After that the late work will not be accepted.

Academic Dishonesty Policy: Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If a student has an accommodation letter from the Recruitment, Advisement, and Retention Department indicating that he or she has a disability that requires academic accommodations, the student should present the letter to the instructor so accommodations can be made. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Class Policies: Follow all LEISD rules and guidelines

NOTE: The above guidelines are subject to amendment by the instructor at any point during the semester.

Turning in a paper: All papers should be turned in in the following order from top to bottom: 1. Final, printed paper with all pages including works cited page if applicable. 2. Outline (may be typed or handwritten). 3. At least one rough draft (may be typed or handwritten, but must have handwritten corrections).

All papers must be turned in to turnitin.com with no more than an 8% plagiarism rate ID 7407084 password seniors
Grading Rubric for all papers:

I. Content Development and Organization: 100 points

Headng: 5 points

Title: 5 points

Outline: 10 points

Clear Thesis(last sentence in introductory paragraph): 10 points

Introductory paragraph : 10 points

Topic sentences: 10 points

Well developed body paragraphs: 30 points

Conclusion (restate Thesis statement): 10 points

Organization and Coherence: 10 points

II. Grammar and Mechanics: 100 points

Two Points: use of contraction, error in capitalization, abbreviation, in writing numbers. quotation marks, and errors in the use of adjectives and adverbs

Five Points: misspelled word, omission of apostrophe in possessive noun, misuse of an apostrophe, comma errors other than a comma splice, dangling or misplaced modifiers, errors in italics (underlining)

Ten Points: usage (wrong word or nonstandard word), errors in pronoun case, confusing shifts in subject, verb tense, voice, fragment, fused or run-on sentence, comma splice, misuse of semi-colon, error in agreement of subject and verb or pronoun and antecedent, incoherent or awkward sentence, errors in verb tense or principle parts of a verb

PLEASE NOTE: For the first 2 essays in Comp I, instructors are allowed to count Two Points for the Five Point errors and Five Points for the Ten Point errors which will give instructors time to review grammar and mechanics skills.

Additional Guidelines for literary papers:

- a. Literary papers do contain quotes. A quote is a piece of the text copied word for word with quotation marks around it. The parenthesis go after the quotation marks. Inside the parenthesis are the author's last name and the page number where you got the quote from. The period goes after the parenthesis.
- b. You may still paraphrase if you use additional resources, but direct text should be quoted.
- c. Never use 1st person or second person pronouns when referring to literature. No first or second person pronouns: I, me, my, you, etc.
- d. Always discuss literature in the present tense.

Class Schedule:

Date:	Activity:	Due:
Week 1: Jan. 7-10	<ol style="list-style-type: none">1. Review course requirements and syllabus and check out textbooks2. Pre/post test3. Literary terms4. Review pages 3-9	
Week 2: Jan. 13-17	<ol style="list-style-type: none">1. Review test results and notes on Richard Connell2. Reading of Richard Connell's "The Most Dangerous Game"3. Reading of Richard Connell's "The Most Dangerous Game"4. Discussion of "Most Dangerous Game" and discussion of commercial and literary fiction5. Review pages 45-52 "Plot and Structure"	
Week 3: Jan. 21-24	<ol style="list-style-type: none">1. Notes on Graham Greene and Reading of Graham Green's "The Destructors"2. Notes on Graham Greene and Reading of Graham Green's "The Destructors"3. Discussion of "The Destructors" and plot structures4. Notes on Alice Monroe	
Week 4: Jan. 27-31	<ol style="list-style-type: none">1. Reading of Alice Monroe's "How I Met My Husband"2. Reading of Alice Monroe's "How I Met My Husband"3. Discussion of "How I Met My Husband" and Irony4. Review pages 103-108 "Characterization"5. Notes on Alice Walker	
Week 5: Feb. 3-7	<ol style="list-style-type: none">1. Read Alice Walker's "Everyday Use"2. Discussion of "Everyday Use" and Theme3. Notes on Katherine Mansfield4. Katherine Mansfield's "Miss Brill"5. Discussion of "Miss Brill" and Characterization	
Week 6: Feb. 10-14	Character Analysis Essay	<ol style="list-style-type: none">1. Draft of Character Analysis Essay

Week 7: Feb. 18-21	1. Character Analysis Essay	
Week 8: Feb. 24-28	<ol style="list-style-type: none"> 1. Review Pages 133-139 "Theme" 2. Notes on Eudora Welty 3. Eudora Welty's "A Worn Path" 4. Discussion of "A Worn Path" and Theme 5. Review Pages 179-185 "Point of View" and notes on Shirley Jackson 	Character Analysis Essay Due February 24th
Week 9: Mar. 3-7	<ol style="list-style-type: none"> 1. Reading of "The Lottery" 2. Discussion of "The Lottery" 3. Review pages 226-237 "Symbol, Allegory, and Fantasy" 4. Notes on D. H. Lawrence and reading of D. H. Lawrence's "The Rocking-Horse Winner" 5. Discussion of "The Rocking-Horse Winner" and symbol, allegory, and fantasy 	
Week 10 Mar. 10-14	SPRING BREAK	
Week 11: Mar. 17-21	1. Literary Analysis Essay	1. Draft of Literary Analysis Essay
Week 12: Mar. 24-28	1. Literary Analysis Essay	
Week 13: Apr. 1-4	<ol style="list-style-type: none"> 1. Notes on Nathaniel Hawthorne and reading of Nathaniel Hawthorne's "Young Goodman Brown" 2. Reading of Nathaniel Hawthorne's "Young Goodman Brown" 3. Discussion of "Young Goodman Brown" 4. Review pages 276-280 "Humor and Irony" and take notes on Frank O'Connor 5. Reading of Frank O'Connor's "The Drunkard" 	1. Literary Analysis due Monday March 31st

Week 14: Apr. 7-11	<ol style="list-style-type: none"> 1. Discussion of "The Drunkard" 2. Notes on William Faulkner and reading of "A Rose for Emily" 3. Discussion of "A Rose for Emily" 4. Short Story Exam 	
Week 15: Apr. 14-17	<ol style="list-style-type: none"> 1. Poetry 	
Week 16: Apr. 21-25	<ol style="list-style-type: none"> 1. Poetry 	
Week 17: Apr. 28- May 2	<ol style="list-style-type: none"> 1. Extended Analysis Essay 	<ol style="list-style-type: none"> 1. Literary Project Presentations Due Monday April 28th
Week 18: May 5-9	<ol style="list-style-type: none"> 1. Extended Analysis Essay 	<ol style="list-style-type: none"> 1. Draft of Extended Analysis Essay
Week 19: May 12-16	<ol style="list-style-type: none"> 1. Extended Analysis Essay 	
Week 20: May 19-23	<ol style="list-style-type: none"> 1. Final Exam 	<ol style="list-style-type: none"> 1. Extended Analysis Essay Due May 21st 2. Final Exam will be Friday, May 23rd