

English 1302- Composition and Rhetoric II

Instructor- Ronni Henrico
Phone (903) 796-8259
rhenrico@qcisd.net

Required Texts:

Perrine's Story and Structure by Thomas R. Arp and Greg Johnson

Heart of Darkness by Joseph Conrad

1984 by George Orwell

Course Description:

English 1302 will cover the study of several literary genres, including, but not limited to, poetry, short story fiction, novel, and film.

Course 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 process 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, expository, 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, epic, 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.

Student Requirements for Completion:

Students will write at least four essays and one literary project over the course of the semester that will include a research essay. **The research essay will be at least 6-8 pages in length, using MLA documentation and format, and require a minimum of eight 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. (The Post-Test is NOT your final exam!)

Four major essays will be assigned including an extended literary analysis essay. Each essay will be worth 300 points with the exception of the extended literary analysis essay, which will be worth 400 points. Fifty percent of the overall grade will come from the essays. Short story quizzes, short story analysis, collaborative work, and participation will make up 20% of the grade, and the other 30% of the overall grade will come from one unit exam and the final exam/literary project. The four essays will be one character analysis, one literary analysis, one style analysis, and one extended literary analysis paper. **Failure to turn in any of the four essays will result in a failing grade for the course!!!!**

Student Assessment:

Assignments and Assessments	Percentages of overall grade	# of Activities	Total Percentage of Final Grade
Essays	50%	4 Essays	50%
In-Class Essays	30%	Unit Exam & Final Exam/Literary Project/ Novel Tests	30%
Daily Assignments	20%	10+ Assignments & Journal/ Rough Drafts for Essays	20%
Total Points/ Percentages Possible			100%

Grade 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. These rough drafts must be in final draft format. If the rough draft is unfinished, the student will only receive 50% of the grade instead of 100%.

Additional requirements for these papers are listed below:

1. All papers must be typed and double-spaced using 12 point Time New Roman in black ink.
2. Plan ahead!! Computer emergencies can and do happen, but they will not be an excuse for a late paper! You can NOT print papers during class time.
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 their last names and page numbers in the left hand corner of every page.

Student Name

Mrs. Henrico

ENG 1302: DC QC

Date: day/month/year

5. Any paper turned in after class on the day the paper is due will be considered late and will not be accepted.

Essay Guidelines and Due Dates

Feb. 26	Character Analysis: 5-7 pages/ 5 secondary sources from databases/ must be written over a short story read this semester	300 points: 100 Grammar 100 Content 100 Documentation
March 8	Short Story Project/Literary Analysis: 6-8 pages/ 6 secondary sources/ must use source from reading assigned to your short story/Group paper	400 points: 100 Grammar 100 Content 100 Documentation 100 Citations
April 2	Style Analysis: 5-7 pages/ 5 secondary sources/ must be written over a short story read this semester.	300 points 100 Grammar 100 Content 100 Documentation
May 7	Literary Research Paper: 6-8 pages/ 6 secondary sources/ may write over any piece of literature read this year.	400 points 100 Grammar 100 Content 100 Documentation 100 Citations

Daily Work:

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

Class Policies:

Cell phones must be turned off and not visible in the class unless an emergency situation exists. This situation must be discussed with the instructor prior to class. If a student is caught text-messaging in class, the student will be dropped from the class. If a student's cell phone rings in class, the student will receive a warning and will be dropped from class after the second offense.

Students should make arrangements with the instructor in advance if they need to leave class before dismissal. There will be a zero tolerance policy for any behavior that is disruptive of classroom learning. This includes ANY use of vulgar language or rude behavior toward instructor or any other student in the class.

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. Students are furnished this information during Freshman Orientation with the TC Student Handbook. This class, while being taught at Queen City High School, is a Texarkana College class. I, while teaching this class, am a professor for Texarkana College, not a teacher for QCISD. This class will be taught and handled as a TC class. Any violations will go strait to TC and will not be handled by QCISD.

Class Outline

Date:	Assignment:	Due Date:
Week 1: Jan. 11-15	<ol style="list-style-type: none"> 1. Hand out syllabus and discuss 2. Read: Part 1: Elements of Fiction: Chapter 1: Reading the Story pgs. 3-9 3. Read: “The Short Happy Life of Francis Macomber” by Earnest Hemingway pgs. 29-57 4. Read: Chapter Two: Plot and Structure pgs. 59-67 5. Read: “The Destructors” by Graham Greene pgs. 67-82 6. Questions over “Reading the Story,” “The Short Happy Life of Francis Macomber,” “Plot and Structure,” and “The Destructors” 7. Read: Chapter Three: Characterization pgs. 120-125 	 Jan. 11 Jan. 12 Jan. 13 Jan. 14 Jan. 19 Jan. 19
Week 2: Jan. 18-22	<ol style="list-style-type: none"> 1. Monday: Holiday: Martin Luther King Jr. 2. Read: “Miss Brill” by Katherine Mansfield pgs. 134-138 3. Read: “Hunters in the Snow” by Tobias Wolff pgs. 130-153 4. Questions over “Characterization,” “Miss Brill,” and “Hunters in the Snow.” 5. Read: Chapter Four: Theme pgs. 155-162 	 Jan. 20 Jan. 21 Jan. 25 Jan. 25
Week 3: Jan. 25-29	<ol style="list-style-type: none"> 1. Read: “A Worn Path” by Eudora Welty pgs. 175-182 2. Read: Chapter Five: Point of View pgs. 190-197 3. Read: “The Jilting of Granny Weatherall” by Katherine Anne Porter pgs. 224-232 4. Questions over “Theme,” “A Worn Path,” “Point of View,” and “The Jilting of Granny Weatherall” 	 Jan. 26 Jan. 27 Jan. 28 Feb. 1
Week 4: Feb. 1-5	<ol style="list-style-type: none"> 1. Begin discussing character analysis/ 5-7 pages/ 6 sources/ over any short story we have read so far 2. Read: Chapter Six: Symbol, Allegory, and Fantasy pgs. 243-253 3. Read: “The Rocking-Horse Winner” by D.H. Lawrence pgs. 254-267 4. Read: “Young Goodman Brown” by Nathaniel Hawthorne pgs. 268-280 	Friday: Feb. 26 Feb. 2 Feb. 3 Feb. 5

Week 5: Feb. 8-12-	<ol style="list-style-type: none"> 1. Read: "Bartelby the Scrivner" by Herman Melville pgs. 670-703 2. Questions over "Symbol, Allegory, and Fantasy," "The Rocking-Horse Winner," "Young Goodman Brown," and "Bartelby the Scrivner" 3. Read: Chapter Seven: Humor and Irony pgs. 289-294 4. Read: "The Drunkard" by Frank O'Connor pgs. 294-303 	Feb. 9 Feb. 11 Feb. 10 Feb. 12
Week 6: Feb. 22-26	<ol style="list-style-type: none"> 1. Read: Chapter Eight: Evaluating Fiction pgs. 337-341 2. Read: "A Jury of Her Peers" by Susan Glaspell pgs. 358-378 3. Friday: February 26: Character Analysis Due 	Feb. 22 Feb. 23 Feb. 26
Week 7: March 1-4	<ol style="list-style-type: none"> 1. Start Short Story Literary Project: 2. Students will be broken into four groups. Each group will be assigned a short story and two critical pieces about the author of its short story. 3. Groups will take each short story and write a group analysis of it and a group summary of the critical pieces. 4. Groups will be chosen randomly. 5. Group 1 will analyze Anton Chekhov's "Gooseberries" pgs. 413-422 and will write a summary over Anton Chekhov, From "His Letters" pgs. 451-452 and Eudora Welty, From "Reality in Chekhov's Stories" pgs. 452-454. 6. Group 2 will analyze Anton Chekhov's "The Lady with the Dog" pgs. 423-438 and write a summary over Richard Ford, From "Why We Like Chekhov" pgs. 454-457 and Thomas Winner, On "The Darling" pgs. 458-461. 7. Group 3 will analyze Flannery O'Connor's "A Good Man is Hard to Find" pgs. 465-479 and write a summary over Flannery O'Connor, "A Reasonable Use of the Unreasonable" pgs. 512-514 and Madison Jones, "A Good Man's Predicament" pgs. 515-519. 8. Group 4 will analyze Joyce Carol Oates' "The Lady with the Pet Dog" pgs. 537-554 and write a summary over Joyce Carol Oates' From "Stories that Define Me: The Making of a Writer" pgs. 570-571 and Matthew C. Brennan's "Plotting Against Chekhov: Joyce Carol Oates and 'The Lady with the Dog.'" 	Due: Feb. 8
Week 8: March 8-12	<ol style="list-style-type: none"> 1. Monday: Turn in Short Story Project 2. Hand out <i>1984</i> 3. PowerPoint over 20th Century and George Orwell 4. Begin discussing Style Analysis Paper/ 5-7 pages/ 6 sources/ over something we have read so far/ Due April 2 5. Read: "Shooting an Elephant" by George Orwell 6. Read Chapter 1: Sections I-V in <i>1984</i> 	Due: March 8 Due: April 2 Due: March 15

Week 9: March 15-18	<ol style="list-style-type: none"> 1. Review <i>1984</i> reading assignment: Chapter 1: Sections I-V 2. <i>1984</i> Test I: Chapter 1: Sections I-V 3. Read: "A Modest Proposal" by Jonathan Swift 4. Read: Chapter 1: Sections VI-VII and Chapter 2: Sections I-II in <i>1984</i> 	Monday: March 15 Wednesday: March 16 Due: March 23
Week 10: March 23-25	<ol style="list-style-type: none"> 1. Review <i>1984</i> reading assignment: Chapter 1: Sections VI-VII and Chapter 2: Sections I-II 2. <i>1984</i> Test II: Chapter 1: Sections VI-VII and Chapter 2: Sections I-II 3. Read: Chapter 2: Sections III-X in <i>1984</i> 	Tuesday: March 23 Thursday: March 25 Due: March 29
Week 11: March 29-31 April 1-2	<ol style="list-style-type: none"> 1. Review Chapter 2: Sections III-X in <i>1984</i> 2. <i>1984</i> Test III: Chapter 2: Sections III-X 3. Work on Style Analysis Paper 4. Friday: April 2: Turn in Style Analysis Paper: 5. Read: Chapter 3: Sections I-VI <i>1984</i> 	March 29 March 31 ` Due: April 2 Due: April 5
Week 12: April 5-9	<ol style="list-style-type: none"> 1. Review Chapter 3: Sections I-VI 2. <i>1984</i> Test IV: Chapter 3: Sections I-VI 3. Read: "Cultural Studies: Postcolonialism" 4. Discuss Extended Literary Research/ 6-8 pgs./ 8 sources/ over anything we have read this year. 	April 5 April 7 May 7
Week 13: April 19-23	<ol style="list-style-type: none"> 1. Hand out <i>Heart of Darkness</i> by Joseph Conrad 2. Assign Chapter 1 in <i>Heart of Darkness</i>. 3. Discuss "Cultural Studies: Postcolonialism" 4. Discuss the British Empire and colonization <p>Homework:</p> <ol style="list-style-type: none"> 1. Read Chapter 1 in <i>Heart of Darkness</i>. Be prepared for a test. 2. Work Literary Research Paper 	Due: April 26 Due: April 26 Due: May 7
Week 14: April 26-30	<ol style="list-style-type: none"> 1. Discuss Chapter 1 in <i>Heart of Darkness</i>. 2. Test over Chapter 1 in <i>Heart of Darkness</i>. 3. Assign Chapter 2 in <i>Heart of Darkness</i> 4. Read Chinua Achebe's "An Image of Africa: Racism in Conrad's <i>Heart of Darkness</i>" <p>Homework:</p> <ol style="list-style-type: none"> 1. Read Chapter 2 in <i>Heart of Darkness</i>. Be prepared to test over this chapter. 2. Continue to work on research paper 	April 28 Due: May 3 Due: May 3 Due: May 7
Week 15: May 3-7	<ol style="list-style-type: none"> 1. Discuss Chapter 2 in <i>Heart of Darkness</i> 2. Test over Chapter 2 in <i>Heart of Darkness</i> 3. Assign Chapter 3 in <i>Heart of Darkness</i> 4. Read Friedrich Nietzsche's "Apollonianism and Dionysianism" 5. Friday, May 7: Turn in Research Paper <p>Homework:</p> <ol style="list-style-type: none"> 1. Read Chapter 3 in <i>Heart of Darkness</i> 2. Finish and polish Research Papers 	May 5 Due: May 10 May 7 Due: May 10 Due: May 7

Week 16: May 10-13	<ol style="list-style-type: none">1. Discuss Chapter 3 in <i>Heart of Darkness</i>2. Final Test over <i>Heart of Darkness</i>: Will be in class essay and may include any piece of literature read this semester.	May 12
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