Syllabus
Composition II
3 credits
ENGL1102.016  CRN#20108  TR   19:30 – 10:45 1.m.  Gamble Hall 226

Spring 2015 Semester: January 12 – May 7
Armstrong State University

Instructor Information:
Ms. Renée L. Berry   Instructor in English   E-mail: Renee.Berry@armstrong.edu
Office Hours:   Monday and Wednesday: 11 a.m. to 1 p.m.
              Tuesday and Thursday: 2 – 4 p.m.
              Thursday: 11 a.m. to noon
              Friday: by appointment only in advance
Phone:   912.344.3146
Mailbox & Office:  Gamble Hall 143

Required Texts:

You must purchase or rent the textbooks for this class; they are your essential tools to success. Having the textbook and bringing it to each class, unless otherwise directed, is mandatory. If you don’t have the required textbook by the end of the first week of the semester, you may be asked to drop the course or be considered absent until you get them and bring them to class. There are copies on reserve at the Lane Library and available in the Writing Center. If you cannot get a textbook, you will need to make time to use the one on reserve. You should let me know if you are in this position.

Other required resources:
• a pocketed folder to submit your work to me in.
• a good college dictionary

Course Description (from catalog):
This composition course develops writing skills beyond the levels of proficiency required by English 1101. It emphasizes interpretation and evaluation and incorporates more advanced research methods. Readings include fiction, poetry, drama, and sometimes the essay.

Course Outcomes:
In order to develop writing skills beyond the level of proficiency required in English 1101; in order to extend interpretive, research, speaking, and critical thinking skills established in English 1101; in order to comprehend and apply concepts of basic literary criticism; and in order to recognize and avoid plagiarism, students in English 1102 should be able to meet the following objectives:
• Analyze and interpret fiction, drama, and poetry from a diverse range of authors
• Compare and contrast themes, characters, plots and other literary devices among various texts
• Write analytically about literature
• Apply literary principles and use literary terms in writing and in discussion
• Search literary databases for relevant primary and secondary sources to support analytical essays
• Quote, summarize and paraphrase information from sources into analytical essays
• Document primary and secondary sources in MLA style
• Evaluate samples of analytical writing and recommend revision
• Use computer technology as a writing, research and communications tool

The course focuses on critical thinking for all assignments.
Course Requirements:

Students must compose at least four analytical essays, including one researched, documented essay.
The research component of this course includes the following:
  - a library orientation tailored to the professor's choice of assignments (may be administered by library faculty)
  - a research project (which may be built upon an earlier essay)
  - research of basic works of literary criticism
  - synthesis of information from appropriate sources and integration of that information into writing
  - documentation in MLA style
  - recognition of plagiarism and how to avoid it

- Students must have earned a course grade of "C" or better in English 1101 in order to enter English 1102.

Grading Policies:

A student must complete all structured writing assignments and meet the Attendance Policy in order to earn a passing grade. Each assignment will receive a letter grade, and the student will also be assessed on participation and preparation.

First Essay (Literacy Autobiography)          15%
Second Essay (Poetry Analysis with Research)   20%
Third Essay (Shakespeare)                    15%
Fourth Essay (Characters and creativity)      20%
Final Exam Essay (reflection)                20%
Participation and preparation:               10%

Grading Standards:

Individual assignments can receive plus and minus marks except for an A+. Overall course grades are A, B, C, D, or F. Following is the number scale I will use to calculate your final grade in the course.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA scale</th>
<th>What this grade means</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>An A or A- means you have demonstrated comprehensive knowledge and understanding, marked perception, and a high degree of originality. An A is an exceptional paper in ENGL1101. It represents a high standard of achievement. When calculating your final grade, you must achieve at least a 3.5 to receive an A in the course.</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>A B+, B, or B- means you have demonstrated moderately broad knowledge and understanding, noticeable perception, and a moderate degree of originality.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>A B indicates a good paper. Except for some weakness that prevents the paper from being described as a model, it is still significantly better than the ordinary effort. When calculating your final grade, you must achieve at least a 2.5 (up to a 3.4) to receive a B in the course.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>A C+ or C- means you have demonstrated reasonable knowledge and understanding, some perception, and some degree of originality. A C is an average paper. It represents competence, what is minimally expected of the student in the course. When calculating your final grade, you must achieve at least a 2.0 (up to a 2.4) to receive a C in the course.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>A D means you have demonstrated minimum knowledge and understanding, limited perception, and a limited degree of originality. A D indicates a substandard paper. There is some redeeming merit, e.g. a good idea or clean grammar, that prevents it from being a failing paper, yet it is still not at a competent level of writing.</td>
</tr>
</tbody>
</table>

- I rarely round up below a 2.0.
When calculating your final grade, you must achieve at least a 1.0 (up to a 1.9) to receive a D in the course. I almost never round up below a 1.0.

F 0.0 An F means you have not demonstrated acceptable knowledge and understanding, failing work. An F indicates an unacceptable paper.

When calculating your final grade, any average below a 1.0 will result in failure of the course. I never round up below a 1.0.

Late Assignments:

We will follow the individual project handouts for due dates. Assignments are due on the day indicated unless we have negotiated a change in the date. Late and incomplete assignments will not be accepted unless arrangements have been made BEFORE the due date. This means that you can’t expect to come to me on the day the assignment is due with a tale of woe as to why your paper is not done. I will not accept any sort of technological excuse for not turning in an assignment. You have access to computers and printers all over campus. Plan ahead and make sure that you can print your essay, type your work, do the research required via the computer. You cannot email your work to me and expect me to print it out for you. I will not do that. Things happen; that’s a given. Plan ahead and make contingencies. Absence does not excuse you from a deadline. If it’s not in my hands by the end of the day, it’s late.

I do not accept essays electronically via email or the D2L dropbox.

Writing Assignments:

The Writing Center, located on the first floor of Gamble Hall, Room 123, can be looked on as an extension of any writing classroom. I encourage you to take advantage of this free service whenever you are writing a paper or trying to revise one. Drop in or call 344-3072 for an appointment. The Writing Center is open daily during the semester and has limited evening and weekend hours.

Each writing assignment will be given in a handout that clearly explains the requirements of the assignment, procedures, readings, due dates, and appropriate and acceptable sources.

As a word of advice, be aware that your writing is your intellectual property. Guard it like you would any valuable item. When printing your papers in a campus computer lab, make sure to retrieve all copies (and watch out for printing them in a remote location), don’t share your papers with your friends, and don’t loan others devices that contain your writing.

Presentation and format of Essays

As a professional, I expect a professional presentation of all written material turned in for a grade. Parts of the writing process may, of course, be hand-written.

• Present your work in a pocketed folder. (No plastic report covers, don’t three-hole punch and put in folder.)
• Final copies of work to be graded must be typed (no more than a 12 pt font), double spaced, have acceptable margins (no more than 1 inch), numbered pages, be stapled or paper clipped and include your name, the course name, and the date due, as well as an interesting title that reflects the content of the essay.
• All work that uses sources other than your own personal knowledge must include proper citation of all material not your own and a properly formatted Works Cited page and Works Consulted page, if necessary. In English courses, the accepted style of citation is MLA (Modern Language Association), and this should be followed for any writing assignments that utilize source material. For assistance with proper citations, consult the textbook for ENGL1101 or the Writing Center

Rewrite Policy:

Rewrites of papers are done at my discretion, and only essays which receive less than a C are eligible to be re-written. No more than two essays may be rewritten for a higher grade. Some assignments are not eligible to be re-written. If you receive a grade on a paper that is not passing, I will require you to rewrite that paper until it is acceptable. To fully complete this, you must conference with me before resubmitting the paper. There is no grade penalty on a rewrite. If you turn in a paper to me that is incomplete, it may be returned to you un-graded. Your job is to supply what is missing and resubmit. Rewrites and resubmissions will have individual deadlines, but the absolute last day a rewrite or resubmission will be accepted is the Friday of the next to last week of the semester.
Attendance Policy:

I believe that the college classroom experience is more than just a transfer of information from teacher to student, but also an opportunity for gaining insights and tolerance of divergent opinions from ideas shared through open discussion – all of which are necessary in the educated individual. Since being in a college classroom is a voluntary situation and the exchange of ideas is intrinsic, students assume the obligation to participate in classroom activities; my attendance policy expects that you miss no more than one week and one day of class, so this means your number of classes varies depending on how many days a week you meet. Beyond this, each subsequent missed class will drop your participation and preparation grade by one level (i.e. B to B-), and you may fail the course.

I’m not in the business of evaluating excuses. If you are absent, you are absent, no matter what the reason. There’s no such thing as an “excused absence.” We’re not in high school anymore where the expectation was merely to passively sit there and receive knowledge. In this class, you will be expected to participate and be fully present during class. There’s no penalty unless you miss more than one week of class, so use your time wisely.

Plagiarism:

All students at Armstrong Atlantic State University must agree to abide by the Honor Code and Code of Conduct found at the appendix to the catalog. Violations of the Honor Code will be handled according to the procedures outlined there. Plagiarism will not be tolerated in this class.

Students are expected to respect the tradition of academic honesty. Cheating and plagiarism are wrong, will not be tolerated, and will be seen as a violation of the Honor Code. Working with a tutor in the Writing Center is not a violation nor is peer and collaborative work done in class or required for the assignment. Every paper that you write for this class should be original to this class. We will discuss, in detail, what constitutes plagiarism, how to avoid it, and what the procedures and penalties are for plagiarism and suspected plagiarism. We will also work closely with the librarians to teach the finding and evaluation of sources, if they are required for an assignment.

- There are ways by which a person can borrow and use other people’s ideas, information, or words, as long as the borrowing is properly acknowledged. However, unacknowledged borrowing—plagiarism—is a serious crime and is dealt with severely.
- Plagiarism occurs when a person presents other people’s ideas, information, or words as if they were his or her own creation. Plagiarism is a form of theft, as well as a form of cheating.
- When a person copies a passage from a published source, such as a periodical, an encyclopedia, or book, or downloads a passage from an Internet source, and presents that information without proper documentation in a paper or project, then that person has committed plagiarism. Even if the wording has been slightly changed, a little plagiarism is still plagiarism. If a person submits a paper or project in satisfaction of a course assignment that was authored in part or whole by someone else, then that person is guilty of plagiarism (and the other person could be equally as guilty).
- Any act of plagiarism will result in a failing grade for that paper or project, and could result in a student’s failing the course. Documented acts of plagiarism will be kept on record. Repeated acts of plagiarism have more serious consequences.

Academic Accommodations:

Under the Americans with Disabilities Act, AASU provides appropriate, reasonable accommodations to students with documented disabilities. Documentation and services are available at the Office of Disability Services located in Student Affairs in MCC.

Classroom Code of Conduct/ Class Culture:

I believe that dialogue is the most important element in the classroom because “learning is a social activity; learning is a rite of passage into the group” (Rodriguez 89). The give and take of dialogue is necessary because “learning takes place best through an interactive, dialogic process” (Ward 169). Through dialogue, you learn to affirm and deny, change and stay the same, and continually make choices, both conscious and unconscious, so that you may make knowledge your own. Therefore, in this class, you will be expected to contribute your voice to discussions. We may discuss many subjects that are “sensitive.” Please know in advance that rudeness, meanness, derision, and certainly offensive language will not be tolerated. Sarcasm and humor are acceptable, but understand that not everyone will “get” the point. We’ll discuss tone as a part of this course.

My classroom is a place where all can feel free to express their ideas and not be ridiculed or singled out as “different.” Diversity makes the world much more interesting. I expect and will maintain an atmosphere of openness and flexibility. This does not mean
that I am a doormat or that anything goes. Hearing views and opinions and ideas from your peers is part of becoming a flexible thinker. You don’t have to agree with everything or anything; you just need to listen, offer your own ideas and opinions, and accept that others in this world think differently than you do. I am not here to indoctrinate you into a particular political or social worldview; I certainly have one, and you may think you know what it is, but I will argue most any position to make a point. Opinions are meant to be questioned and supported with facts, reason, logic, statistics, etc. Facts are still facts.

I assume that, if you attend class, you are there to learn and that you will behave in a manner that does not distract other students or me. If you are inattentive or disrupt the class in any way, you will first be asked to modify your behavior; then if the behavior persists, you may be asked to leave the class and schedule an appointment with me to discuss the conditions under which you may return to class. If you’re behaving badly, I may call you out in front of the class. The following are examples of behavior which I consider to be disruptive: talking to other students while I or other students are talking, surfing the net, texting, emailing, updating your status or talking on the phone, sleeping, lateness (persistent lateness will impact your participation and preparation grade), listening to music, and packing up or leaving before class is over (you have paid for my time and you will get what you paid for).

You will turn off all electronic devices while in class; in fact, if you have a mobile device with you, it should be in your purse, bag, or pocket during class. If you have a reason to have one of these devices on, let me know. If I see a phone out in class, I will further limit these rules – like the movies, you will silence your phone and put it away for the duration of the class. You can survive a class period without texting. If you’re using a computer during class, the expectation is that you will not also be messaging, Facebooking, facetimeing, etc. I will ask you to show me your screen if I suspect that you are not engaged in the class. You may think that you can multi-task, but I assure you, you cannot effectively learn or participate in class when your attention is focused elsewhere.

Since we’re all adults, I’ll expect that you do all the reading and writing assigned before, not during, class. Our time in class will be spent discussing what we read or worked on. If you’re not prepared, you’ll miss out on the discussion, and I might ask you to leave. If you have questions or problems, please bring them up in class; we’ll have time to go over them.

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides, and in this respect, it irrigates the deserts that our lives have already become.” C.S. Lewis

“Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.” Boris Pasternak

“Once you allow yourself to identify with the people in a story, then you might begin to see yourself in that story even if on the surface it’s far removed from your situation. This is what I try to tell my students: this is one great thing that literature can do – it can make us identify with situations and people far away.” Chinua Achebe

**Calendar:**

<table>
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<tr>
<th>Week of:</th>
<th>Assignments</th>
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<tr>
<td>January 13 &amp; 15</td>
<td>Go over syllabus, the textbook, and introduction to analysis using music and poetry</td>
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<td>Read Introduction: Reading and Thinking Critically about Literature p 1-21</td>
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<td></td>
<td>Read Chapter 1 Reading stories p 27 – 32 (top)</td>
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<td>Handout and discuss first essay assignment: Literacy Autobiography</td>
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<td></td>
<td>“The word Plum” p 555</td>
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<td></td>
<td>“This is just to say” p 604</td>
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<td></td>
<td>“Constantly Risking Absurdity” p 796</td>
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<td></td>
<td>“Ars Poetica” p 825</td>
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<td></td>
<td>“Introduction to poetry” p783</td>
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<tr>
<td></td>
<td>“When I consider how my light is spent” p 829</td>
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<tr>
<td></td>
<td>“I thank you God for most this amazing” p 787</td>
</tr>
<tr>
<td>Date Range</td>
<td>Assignment Details</td>
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| January 20 & 22         | Read Chapters 10 – 12 p 495 – 573  
A selection of Robert Frost p 672 – 690  
“Mending Wall”  
“Nothing Gold Can Stay”  
“Stopping by Woods on a Snowy Evening” p 499  
“Fire and Ice”  
“Home Burial”*  
“Acquainted with the Night”  
“The Road not Taken” p539 |
| January 27 & 29         | Handout and discuss second essay: Poetry Analysis with research  
“Girl” p 270  
“A & P” John Updike p 32  
“Everyting that Rises Must Converge” p 197  
“We Wear the Mask” p 791 |
| February 3 & 5          | Library visit  
“Where are you going? Where have you been?” p.421  
“Good Country People” p172  
“A Song in the Front Yard” p 503 |
| February 10 & 12        | “Hills Like White Elephants” p 400  
“The Story of an Hour” Kate Chopin p 38  
“The Yellow Wallpaper” p 379  
“My Last Duchess” p512 |
| February 17 & 19         | Shakespeare sonnets p 848 – 849, 606  
“Sonnet” p 737  
Begin Othello p. 1011. |
| February 24 & 26        | Read and watch Othello William Shakespeare |
| March 3 & 5             | Read and watch Othello William Shakespeare  
Handout and discuss third essay: Shakespeare |
| March 10 & 12           | “A Rose for Emily” p79  
“A Good Man is Hard to Find” p186  
“Those Winter Sundays” p 496  
“Digging” p 806  
“My Papa’s Waltz” p 505 |
| March 24 & 26           | “The Passionate Shepherd to His Love” p 608  
“The Nymph’s Reply to the Shepherd” p 609  
“To His Coy Mistress” p826  
“The Flea” p789 |
| March 31 and April 2    | “The Things They Carried” p 433  
“Dulce Et Decorum Est” p 843  
“Death of the Ball Turret Gunner” p 517  
“An Irish Airman Forsees His Death” p 546  
“War is Kind” p 511  
“The Man he Killed” p 545  
“High Flight” and “The Soldier” handout |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| April 7 & 9  | Handout and discuss fourth essay: Characters and creativity  
|              | “Indian Education” p 230                            
|              | “Battle Royal” p 341                                 |
|              | A selection of Langston Hughes p 700 – 705           
|              | “Dream Deferred”                                     
|              | “The Negro Speaks of Rivers”                         
|              | “Mother to Son”                                      |
|              | “I, Too”                                            
|              | “Theme for English B”                                
|              | “Let America Be America Again”                       |
| April 14 & 16| August Wilson introduction                           
|              | “Incident” p 785                                     
|              | “This Be The Verse” Handout                          
|              | *Fences* August Wilson                               
|              | p.1467                                              |
| April 21 & 23| *Fences* August Wilson                               |
| April 28 & 30| Handout and discuss fifth essay (final exam): Reflection |

**Final Exam**

*Thursday, May 7*  
8 – 10 a.m. if you wish to write the essay in class  
*Final deadline 2 p.m.*