ENGL 1102 ~ Composition II ~ Literature, Drama, & Poetry  
CRN  80133  ~    Gamble 107    ~  6-845 p.m. Tuesday/Thursday  

Syllabus ~ Fall 2014  

Ms. Susan Thompson  
Susan.Thompson@armstrong.edu
Office Hours:  Gamble 227 & eOffice by Appointment  
http://www.llp.armstrong.edu/thompson/  

Text  
Literature- Approaches to Fiction, Poetry, and Drama 2nd ed., Robert DiYanni  
A writing handbook; hopefully you kept your Little Penguin from 1101.

Prerequisite  
You must have earned a grade of C or better in ENGL 1101 to qualify for admission into ENGL 1102.

Course Objective  
ENGL 1102 builds upon your 1101 foundation to help you master critical thinking and writing skills necessary for success in your academic and professional careers.

Together, we will explore a diverse collection of fiction, drama, and poetry. In doing so, you have an opportunity to hone your communication skills in a variety of ways including writing, speaking, interpretation, and critical thinking. We will explore concepts of basic literary criticism, interpret and evaluate texts, and incorporate research techniques through a variety of compositions. We will investigate strategies for writing success, employing reflexive writing practices in the production of rhetorically effective and mechanically sound essays.

This is a flex term course. Because we meet for only seven weeks, we will hit the ground running; therefore, reading all assignments and completing work in a timely manner is critical to your success in this class. Please keep up with the reading in order to participate and respond appropriately. Assignments will demand exposition, analysis, sound research strategies, and argumentation.

Other Objectives  
• Identify and practice reflexive composition practices to produce writing with a clearly communicated purpose that includes researched and documented primary and secondary sources that support your thesis
• Incorporate research into your writing
• Productively participate in peer review sessions; participate in collaborative projects and exercises
• Effectively utilize technology in your composition process as a research, writing, and communications tool
• Become familiar with the library’s resources and various research techniques
• Correctly employ MLA-style citations in your writing
Deadlines
There is no time in a flex term for assignment tardiness. To avoid losing valuable points on an assignment or run the risk of a failing grade, please make sure you turn in your work on time. Should you experience an unavoidable and/or serious emergency that prevents you from turning in your work on time, you may consult with me to request an extension.

All emailed assignments should be composed in Word and the file named using this convention:

Last Name_Assignment_Date Submitted
example: Smith_Fiction Analysis_040114

Attendance & Conduct
Attendance and participation are critical to your success. **After two absences you must meet with me in person to avoid an automatic F; otherwise, your absences will earn you a failing grade for the course.** The last day to withdraw from this course without an automatic WF is Wednesday, November 5, 2014.

Ours is a venue for self-expression and honesty; therefore, please be respectful and appropriate of one another’s opinions.

**Cell Phones & Lap Tops & More – Oh My!**

Turn off electronics, including phones and laptops, when you enter the room. Texting, email, photography, or filming of any kind is absolutely forbidden in this classroom unless it is a pre-approved component of a class project. If you have a situation that you feel warrants special permission, you must discuss this with me prior to the beginning of class. I love technology; however, I have banned laptops unless they are needed for a class project.

**Academic Integrity**

Plagiarism is a serious academic offense. Familiarize yourself with ASU’s Student Code of Conduct and understand that intentionally pirating someone else’s intellectual property is not tolerated. Your ASU handbook states, “All students at ASU must agree to abide by the Honor Code and Code of Conduct.” Remember, it is far easier to cite a source correctly or spend a little time composing your own work than fail your 2100 English class. If you are not sure how or whether to cite something or if you need assistance integrating your research into your writing, I am here to help as is the University Writing Center.

**Grading ~** This term, you may earn a total of 1500 points.

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Details</th>
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<tbody>
<tr>
<td>Essays and Presentation</td>
<td>300</td>
<td>two major writing assignments &amp; one collaborative presentation</td>
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<tr>
<td>Reading Journals</td>
<td>500</td>
<td>five 100-point 1-2-page reading response journals, due each Thursday</td>
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<tr>
<td>Quizzes</td>
<td>500</td>
<td>five 100-point quizzes taken each Tuesday</td>
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<tr>
<td>Participation/Attendance</td>
<td>200</td>
<td>my evaluation of your classroom participation; attendance</td>
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Final Grades are calculated as follows
A 90-100  B 80-89  C 70-79  D 60-69  F ≤59
Communication & General Information

- I am only on campus on our class nights; therefore, email is our primary means of communication outside of class. I frequently send information via class-wide email to communicate important information. It is your responsibility to check your email account and respond appropriately.
  - Should an attendance issue arise and I try to contact you via email, please respond. If you do not respond to three attempts by me to contact you via email, I will assume you have dropped the course and will notify the registrar to remove you from the roll.
- I am available for individual conferences by appointment.
- I reserve the right to amend our syllabus, including the reading schedule, and will communicate any necessary changes to you in a timely manner.
- All in-class assignments should be neatly hand-written in ink, double-spaced, and submitted on lined paper.
- All essays and assignments must be word-processed and formatted per MLA guidelines.
  - Double space everything
  - Name, Assignment, Date left justified (double-spaced)
  - Title centered and Bold
  - Page numbers in header, right justified
  - 1” margins
  - 12 pt font, preferable Times New Roman, Garamond, Cambria, or Georgia
  - The last page is titled Works Cited and does not count toward the length requirement of an essay.
- Do NOT use citation generators for parenthetical citations or Works Cited entries.
  - The citation generators programmed in Word and the library’s databases are sometimes correct; don’t rely on them.
  - It is good practice to utilize a handbook or one of the resources below and format your own parenthetical citations and Works Cited entries
    - My handout http://www.llp.armstrong.edu/thompson/resources.htm
    - AASU Writing Center
    - Purdue’s Online Writing Lab https://owl.english.purdue.edu/owl/
    - Hacker & Fister Research and Documentation Online http://bcs.bedfordstmartins.com/resdoc5e/
- Drafts are a necessary part of writing and factor into the essay’s final grade; I do not accept final drafts of an essay if you did not participate in the drafting process.
- I encourage you all to make use of our writing tutors in the University Writing Center located in Gamble 123. The trained assistants can help guide you through your writing process, offer support, and tutorials. Visit their web site at http://www.armstrong.edu/Departments/writing_center/writing_center_welcome.
  - Tutors will not write your essay for you
  - Make an appointment and plan to have a specific set of needs in mind
- The research librarians at our Lane Library are there to assist you with your research quests. You may contact them in person, via email, via telephone, or via the online chat feature on the library’s home page. http://library.armstrong.edu/
  - Check out a course guide that was created for my 1102 courses at http://libguides.armstrong.edu/eng1102thompson
- Armstrong Atlantic State University 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 912.344.2744.
Draft Early and Plan to Revise for the Best Results

Writing is a Recursive Process

I have the greatest idea for my essay!
### ENGL1102 Fall 2014 Schedule

Page numbers of specific reading assignments of short stories, poems, or plays are noted. Bring your text to class each time we meet. Dates indicate when we will discuss readings; you should complete them in time for class discussions, for inclusion in response journals, and to prepare for the weekly quiz.

<table>
<thead>
<tr>
<th>October</th>
<th>14 &amp; 16</th>
<th>Introductions ~ Expectations ~ Syllabus; Lecture: <em>Introduction</em> Pages 1-23; Chapter One <em>Reading Stories</em> 27-32; Chapter Two <em>Types of Short Fiction</em> 43-48; Chapter Three: Read/Review all ELEMENTS OF FICTION in this chapter and “Guests of the Nation” Frank O’Connor 51-59</th>
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<tr>
<td>Tues-Thurs</td>
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<tr>
<td>October</td>
<td>21 &amp; 23</td>
<td>Quiz #1; Journal #1; William Faulkner Eudora Welty Flannery O’Connor <em>Essay Assignment</em>; “A Rose for Emily” 78-85; “A Worn Path” 91-95; “Everything that Rises Must Converge” 169-171; 212 <em>Fiction Analysis</em> (Distributed Thurs)</td>
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<td>October</td>
<td>28 &amp; 30</td>
<td>Quiz #2; Journal #2; Edgar Allen Poe Nathaniel Hawthorne <em>Essay Workshop</em>; “The Fall of the House of Usher” 149-162; “Young Goodman Brown” 391-399 <em>Workshop &amp; Peer Review</em> (Thurs)</td>
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<td>November</td>
<td>4 &amp; 6</td>
<td>Quiz #3; Journal #3; Lecture; Sophocles <em>Presentation Assignment</em>; Chapters Twenty-One - Twenty-Three “Reading Plays;” “Types of Drama;” “Elements of Drama” <em>Oedipus the King</em> 954-998 Paradox, Dramatic Irony, &amp; Symbolism in <em>Oedipus the King</em> (Distributed Tues)</td>
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<td>November</td>
<td>11 &amp; 13</td>
<td>Quiz #4; No journal; Sophocles <em>Assignment Due</em>; Wrap up <em>Oedipus the King</em> Presentations</td>
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<td>November</td>
<td>18 &amp; 20</td>
<td>Quiz #5; Journal #4; <em>Final Assignment</em> (Distributed Tues) Poetry ~ Poetry ~ Poetry <em>Specific poetry selections TBA in addition to:</em> Chapter Ten - <em>The Art of Reading Poetry</em> 495-506; Chapter Eleven - <em>Types of Poetry</em> 507-509; Chapter Twelve - <em>Elements of Poetry</em> 510-514; Diction 518-521, Imagery 524-528, Simile &amp; Metaphor-Figures of Speech 530-532, Symbolism &amp; Allegory 536-538, Robert Frost <em>The Road Not Taken</em> 539, Emily Dickinson <em>Because I Could Not Stop for Death</em> 541, Syntax 542-543, Sound: Rhyme, Alliteration, Assonance 548-550</td>
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<td>November</td>
<td>25</td>
<td>Journal #5; <em>Note</em> “6” Work on your final assignment Thanksgiving week</td>
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<tr>
<td>December</td>
<td>2</td>
<td>Final Exam Day ~ Final Assignment Due</td>
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Quizzes are taken at the beginning of class on Tuesday evenings and cover all reading and class assignments through that date. Response Journals are due in my email in-box no later than 11 pm on Thursday evenings.
The "A" Paper: excellent, showing originality in thought and expression.
- The paper clearly responds to the assignment.
- The thesis is precise. A provocative introduction provides necessary background information.
- Organization is logical, clear, and structured to stress key points.
- Development is accurate, thorough, and convincing in its support of the thesis and topic statements. Paragraphs include a variety of supporting examples and vivid details.
- Style reflects a mature use of language and syntax. Word choice is interesting, precise, and appropriate to the audience and purpose. Sentence structure is varied and fluent.
- Mechanics are sound; the paper is free of all major errors and has few if any minor errors.
- The paper is formatted correctly. When documentation is warranted, the paper cites correctly in MLA style, both in parenthetical citations and on the works cited page.

The "B" Paper: good but shows limited creativity or originality.
- The paper clearly responds to the assignment.
- The thesis is precise but not necessarily original, with an effective introduction.
- Organization is clear, yet transitions lack distinction.
- Development is accurate, adequate, and convincing but may lack range, variation and vividness in supporting examples and details.
- Style is appropriate but may lack freshness and variation. Diction reveals accurate use of words. Sentence structure is competent.
- Mechanics are sound with few if any errors.
- Format and documentation, if applicable, are generally correct.

The "C" Paper: average, predictable, unexciting in ideas and expressions; reads like a next-to-final draft.
- The paper responds to the assignment.
- The thesis is clearly stated but unoriginal or shallow in thought, with a perfunctory introduction.
- Organization reveals logic; may also reveal some lack of unity, incoherence, or awkward transitions.
- Development includes accurate examples and/or details, but they may be few, unvaried, or poorly explained.
- Style is undistinguished. Word choice is clear but occasionally imprecise or inappropriate in tone. Sentences may lack variety.
- Mechanics are mostly correct but may include some errors.
- Format and documentation, if applicable, may include occasional errors.

The "D" Paper: poor with problems significantly obscuring its message.
- The paper may not respond to the assignment.
- The thesis may not be clearly stated, thoughtfully conceived, or effectively introduced.
- Ideas may lack a clear logical plan. Paragraphs may lack unity or coherence. Topic sentences and transitional elements may be absent or imprecise.
- Development may be characterized by inaccuracy, repetition, vagueness, or invalid support.
- Style is inappropriate or inconsistent. Word choice is incorrect or careless. Sentences are poorly constructed, sometimes tangled or choppy.
- Errors in grammar, punctuation, or usage occur with distracting frequency.
- Format and documentation, if applicable, may include serious or frequent errors.

The "F" Paper: fails to communicate a coherent message to the reader; resembles a 1st draft or free-write
- The paper does not satisfy the requirements of the assignment.
- The thesis is unclear or nonexistent.
- The paper lacks a clear organizational plan.
- Development may be insufficient with inaccurate, inappropriate, or inadequate support.
- The style does not demonstrate college-level competency.
- Errors in grammar, punctuation, or usage occur with unacceptable frequency.
- Format and documentation, if applicable, include egregious errors or blatant omissions.