

Fall 2009

ENGL 1102

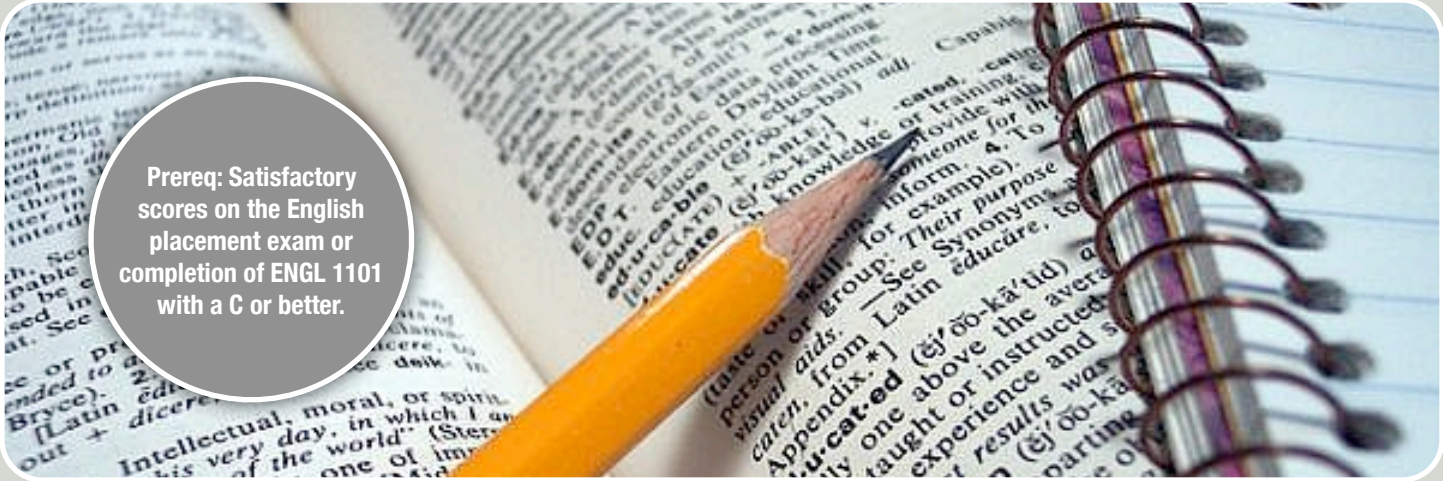
Section: 02

MWF: 9-9:50

Room: J215

Instructor:

Courtney Danforth



Prereq: Satisfactory scores on the English placement exam or completion of ENGL 1101 with a C or better.

COURSE DESCRIPTION

ENGL 1102 is a composition course that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. This course includes the development of thought and expression through critical analysis. ENGL 1102 also emphasizes style, content, and organization of essays. This course includes planning and writing analytical essays and continues the development of reading, speaking, listening, and critical thinking. Course activities involve reading and discussion of literary genres, review as needed of punctuation and grammar and library research.

Course Objectives

1. To apply critical thinking and problem solving skills as they apply to the study of literature and the process of research,
2. To demonstrate competence in writing analytical essays on literary and general subjects,
3. To employ research skills through planning and writing a correctly documented research paper,
4. To practice reading skills through the study of literary genres found in the course text,
5. To demonstrate clarity of style, content, and grammar in written and oral disclosure,
6. To demonstrate use of computer skills, including word processing and using the Internet.

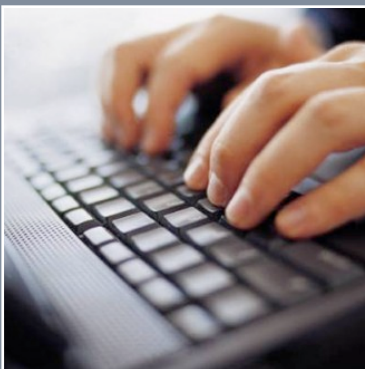
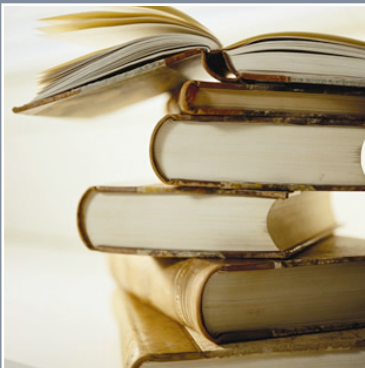


10,000 Hours

According to many scholars, it takes 10,000 hours of practice to master a skill. How many hours have you already spent reading and writing?

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10,000 HOURS



There's one figure that everyone takes away from Malcolm Gladwell's new book, *Outliers*: 10,000 hours. That, he says, is the difference between success and non-success, genius and mediocrity. Anyone from the Beatles to Bill Gates who has succeeded has done so on the back of at least 10,000 hours of practice. Plus, obviously, some intelligence and talent.

Required Texts & Materials

- Hacker, Diana. *A Pocket Style Manual*, 5th ed. Boston: Bedford, 2009.
- Annas, Pamela J. and Robert C. Rosen. *Literature and Society*, 4th ed. NY: Pearson, 2007.
- Access to a computer with internet access, able to use all features of WebCT, and word processing software of your choice.

Minimum Requirements

1. Four major essays on literary topics. One essay will be written, timed, during the final exam.
2. Produce a documented research paper of 5-10 pages, supervised by the instructor.
3. Practice critical reading skills.
4. Practice speaking and listening skills through class participation and peer review.
5. Demonstrate computer and research skills by word processing and conducting research.

6. Stay engaged with the progress of the course through daily homework, in-class, and assessment assignments.

Attendance

Irregular attendance reduces students' opportunities for success in the course. Students who miss the equivalent of three 50-minute class meetings will be notified and warned that they are jeopardizing their grade. Subsequent absences will each reduce a student's grade by one letter grade. Many classes will begin with a short quiz. If you are late for class and miss the quiz, you will not be able to make up the quiz and it is a student's responsibility to submit a notification of tardiness. Excessive absences are reported to the Office of Financial Aid and to the various agencies administering financial aid. These absences can result in disruption or loss of financial support unless work is completed to the instructor's satisfaction.



Late Work

Students who miss an assignment will receive a grade of 0 until the work is made up. The responsibility of making arrangements for this work rests with the students—not the instructors.

Instructors may refuse to accept late work. Homework and in-class assignments (including quizzes, peer reviews, outlines, etc) cannot be turned in late. Only your major essays can be turned in late and will incur a penalty of 10 points for each calendar day they are late.

Disability

In compliance with the Americans with Disabilities Act (ADA), Darton College will honor requests for reasonable accommodations made by individuals with disabilities. Students must self-disclose their disability to the Office of Disability Services before academic accommodations can be implemented.

Electronics

It is the individual student's responsibility to silence the ringer of his or her cell phone, beeper, or any other device before entering a class (including guest lectures and performances/recitals). The production of any audible alert by these devices when a class is in session is considered disruptive classroom behavior. The instructor may take appropriate actions to curb such disruption in accordance with the College's Policies of Disruptive and Obstructive Behavior under Code of Conduct in the Student Handbook.

Writing Center

The Darton College Writing Center provides students assistance with computer skills needed for class assignments.

Essay Grading Criteria

- An A paper includes: clear thesis, logical progression, and original, thought-provoking, and well-developed discussion.
- A B paper includes: clear thesis, logical progression, and well-developed discussion.
- A C paper includes : clear thesis, generally logical progression, and adequately developed discussion.

Classification of Language Errors

- Verb problems- lack of subject-verb agreement, inappropriate shifts in tense and mood, improper past tense and participial forms
- Sentence problems- fragments, run-ons, and confusing sentences (Usually caused by modifier errors), mixed constructions, and faulty predication
- Punctuation problems- comma splices and confusing punctuation
- Minor Errors: All other language errors.

Revision

Revision does not mean proof-reading; it is a complex process that is the key to effective writing. Revision procedures are between the individual

and the professor. However, the policy of the English Department is that no multiple revision grades be given for any one paper and that revision activity must be done by the student. Thus, it is not the practice of the department to allow a student to rewrite under coached guidelines (be it from the Writing Center or repeated editing by the faculty member teaching the class) a paper in increments that allows the student to move, for example, from a D to a C, to a B and finally, to an A paper. You will revise one of your papers, without coaching for a fifth major essay grade.

Consultation

Instructors carry many responsibilities that require them to be out of their offices, sometimes even during posted office hours. Students needing assistance regarding class work should make appointments for conferences with their instructors. There will be times that these other duties keep me from being in my office during my office hours (though I promise to always try to be available to you). I will be available by email or AIM at other times you may find convenient.

Final Grade

Your final grade will be calculated using individual assignment grades from:

- 4 major essays
- portfolio
- Homework
- Classwork
- Quizzes
- Final exam

Essays

During the semester, you will write 4 essays, revise each, and assemble a portfolio. Please format your papers per MLA guidelines (section 33 of your handbook) using 12 point Arial or Times New Roman. Your paper must be stapled or it will not be accepted.

Grade Disputes

Do not expect to get straight A's on all your work in this course. I do not expect you to know any of this material already, but I do expect you to approach it with a spirit of curiosity. I will give you every opportunity I can for you to succeed, which means that I will give you every opportunity I can to learn, and that often involves grades other than A's. That said, you are welcome to dispute your grade on any of the major assignments (essays, portfolio, and exam). 24 hours (minimum) after receiving a grade you wish to dispute, please email me your concern. Please begin with a clear thesis stating the reasons for your dispute and back up that thesis with supporting evidence. I am a fallible human; I make mistakes. I will never use grades as a punishment, so please approach a grade dispute as a further opportunity for us to define expectations and learn skills. In the event that you and I cannot resolve a grade dispute, you have further recourse throughout the college. I will be happy to help you arrange a meeting with the dean of Humanities who will help us out. There may be other resources and I will honor your request to meet or talk with these resources too.

Academic Honesty

The receiving or giving of unauthorized assistance in the preparation of any assignment is prohibited. The taking or attempt to take, stealing, or otherwise procuring in an authorized manner any material pertaining to the education process is prohibited. The selling, giving, lending, or otherwise furnishing to any unauthorized persons the questions and/or answers to any examination known to be scheduled any subsequent date is prohibited. The fabricating, forging, falsifying of lab, test, or research results or sources is prohibited. Plagiarism is prohibited. Themes, essays, term papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated and when the ideas of another are incorporated into the paper or assignment they must be appropriately acknowledged, in the form of parenthetical citation and endnotes. Turning in the same work for one class that you turned in to a previous instructor or for a course in which you are currently enrolled without the express permission from both instructors to do so. Plagiarism for this class will be determined according to the guidelines set forth in the MLA handbook. Failure to abide by the policies as stated above may incur the following penalties: a zero on the assignment in question with no opportunity to rewrite/retake, a conference with the instructor, a conference with the Dean of Humanities, an F for the entire course, a hearing before the Darton College Judicial Committee to determine further action against the student.

COURSE SCHEDULE

The instructor may alter this schedule as necessary in response to unforeseen circumstances.

F 14 Aug	In Class: Introductions; syllabus Homework: In 300 words, write a story about an incident that has shaped you as a reader
M 17 Aug	Due: Reader Narrative In Class: “Girl” (67) Homework: Rewrite “Girl” where you are the main character (the “Girl”); read “Kinds of Writing” (19)
W 19 Aug	Due: “Girl” In Class: Writing about literature Homework: Write a 200 word <u>reaction</u> to “Girl”
F 21 Aug	Due: reaction to “Girl” In Class: “Krapp’s Last Tape” (207) Homework: Write a 500 word <u>analysis</u> of “Krapp’s Last Tape”
M 24 Aug	Due: analysis of “Krapp’s Last Tape” In Class: writing process Homework: Read 1-17; Write 200 words describing your writing process
W 26 Aug	Due: writing process In Class: Thesis statements Homework: read “Growing Up/Growing Older” introduction (47); write a thesis for an analysis of “Girl”, “Krapp’s Last Tape”, and “Prufrock”
F 28 Aug	Due: 3 theses In Class: “The Love Song of J. Alfred Prufrock” (168) Homework: 200 words: Suggestion 2 (172); read “How Nonfiction Works” (1527)
M 31 Aug	Due: suggestion 2 In Class: Analysis Papers; writing about nonfiction Homework: Write 3 thesis statements on Prufrock
W 02 Sep	Due: 3 Prufrock theses In Class: “Gun Crazy” (291) Homework: Analysis Paper (“Gun Crazy”)
W 09 Sep	Due: Analysis Paper In Class: Invention Homework: 3 invention activities for an issue you might protest
F 11 Sep	Due: 3 protest inventions In Class: “The View from Mrs. Thompson’s” Homework: Write a 500 word account of your own 9/11 experience
M 14 Sep	Due: 9/11 account In Class: Revision Homework: Create a revision plan for your Analysis paper

W 16 Sep	<p>Due: Revision plan</p> <p>In Class: Revise Analysis papers</p> <p>Homework: 3 invention activities for “The Powwow at the End of the World” (1298)</p>
F 18 Sep	<p>Due:</p> <p>In Class: “The Powwow at the End of the World” (1298)</p> <p>Homework: Write and answer 5 research questions prompted by this poem</p>
M 21 Sep	<p>Due: Powwow research</p> <p>In Class: “America” (1247)</p> <p>Homework: Write and answer 5 research questions prompted by this poem</p>
W 23 Sep	<p>Due: America research</p> <p>In Class: Writing about fiction</p> <p>Homework: Analyze the language, tone, and point-of-view of something we’ve already read (250 words)</p>
F 25 Sep	<p>Due: fiction analysis</p> <p>In Class: “I Have a Dream” (1460)</p> <p>Homework: Research one of the references in “America”; in 300 words, explain its role in the poem</p>
M 28 Sep	<p>Due: “America” research</p> <p>In Class: Research</p> <p>Homework: Find 5 different types of media analyzing “I Have a Dream”</p>
W 30 Sep	<p>Due: 5 Sources for a Dream</p> <p>In Class: Citation</p> <p>Homework: Prepare an annotated bibliography of your research for “I Have a Dream”</p>
F 02 Oct	<p>Due: Dream AB</p> <p>In Class: “Bartleby, the Scrivener” (1132)</p> <p>Homework: In 300 words, explain the theme of “Bartleby”; include a bibliography of 3 sources that inform your explanation</p>
M 05 Oct	<p>Due: Bartleby theme research</p> <p>In Class: Research Essays</p> <p>Homework: Research paper</p>
M 12 Oct	<p>Due: Research paper</p> <p>In Class: Design an activity to teach a young relative about a theme of “Bartleby”</p> <p>Homework: Write up your activity as a formal lesson plan or assignment</p>
W 14 Oct	<p>Due: Lesson Plan</p> <p>In Class: Imagery</p> <p>Homework: Find 2 examples of each kind of imagery in the works we’ve read so far</p>
F 16 Oct	<p>Due: Imagery examples</p> <p>In Class: “Mellow” (425)</p> <p>Homework: Research a real world situation explained by “Mellow.” Describe it in 200 words. Read 1483-1491.</p>
M 19 Oct	<p>Due: Real World Mellow</p> <p>In Class: “The Garden of Love” (381)</p> <p>Homework: Catalogue every example of imagery in “The Garden of Love.” Read 1491-1496.</p>

W 21 Oct	<p>Due: Imagery Catalogue In Class: Figurative language Homework: Catalogue 5 examples of each kind of figurative language in the works we've read so far</p>
F 23 Oct	<p>Due: Figurative Examples In Class: "Signals" (324) Homework: Choose one example of figurative language in "Signals" and analyze its use in 300 words. Read 1496-1504</p>
M 26 Oct	<p>Due: Signals Figures In Class: Scansion Homework: Scan "The Garden of Love"</p>
W 28 Oct	<p>Due: "The Garden of Love" scansion In Class: Hell House Homework: In 100 words, analyze an scene from the first part of this documentary</p>
F 30 Oct	<p>Due: Hell House analysis In Class: Hell House</p>
M 02 Nov	<p>In Class: "Funeral Blues" Homework: Select one image from "Funeral Blues" and analyze its use in 300 words</p>
W 04 Nov	<p>Due: Funeral Blues analysis In Class: Explication Essays Homework: Read 1504-1512; do 3 invention activities toward a thesis for your explication paper</p>
F 06 Nov	<p>Due: In Class: "The Song of Solomon" (411) Homework: Explication paper</p>
M 09 Nov	<p>Due: Explication paper In Class: Ray Charles Homework: Choose an example of imagery from "I Got a Woman." Analyze its use in 100 words</p>
W 11 Nov	<p>Due: Woman imagery In Class: Ray Charles Homework: Match the theme of 3 Ray Charles songs to something else we've read</p>
F 13 Nov	<p>Due: Ray Charles Match Game In Class: Ray Charles Homework: Adopting the theme of something else we've read, rewrite a Ray Charles song</p>
M 16 Nov	<p>Due: Ray Charles rewrite In Class: "My Hometown" (725) Homework: Read 1527-1534; Explicate an image or figurative language example from "My Hometown" in 250 words</p>
W 18 Nov	<p>Due: "My Hometown" explication In Class: "Cotton Seed Blues" (706) and "Plane Wreck at Los Gatos (Deportee)" (711) Homework: write 3 theses comparing/contrasting "Cotton" and "Gatos"</p>

F 20 Nov	<p>Due: 3 Theses Cotton/Gatos C/C</p> <p>In Class: “The Man Who Went to Chicago” (886)</p> <p>Homework: Select an image from “The Man Who Went to Chicago” and compare/contrast it to an image from something we’ve previously read in 500 words</p>
M 23 Nov	<p>Due: Chicago C/C</p> <p>In Class: Compare/Contrast Essays</p> <p>Homework: draft Compare/Contrast paper</p>
M 30 Nov	<p>Due: Compare/Contrast draft</p> <p>In Class: peer editing</p> <p>Homework: Revise Research and Analysis papers</p>
W 02 Dec	<p>In Class: peer editing</p> <p>Homework: Revise Explication and Compare/Contrast papers</p>
F 04 Dec	<p>In Class: peer editing</p> <p>Homework: Assemble portfolio</p>
	<p>Due: portfolio</p> <p>In Class: exam</p>