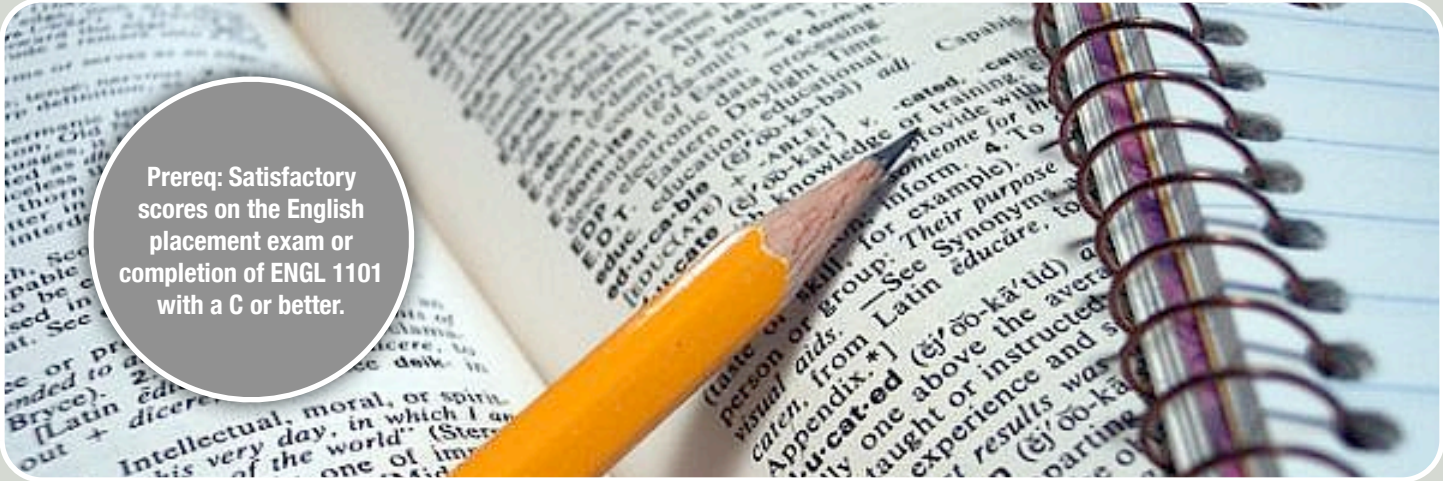


Summer 2010

# ENGL 1102

**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.

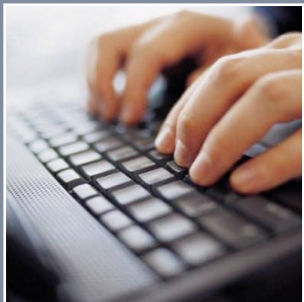
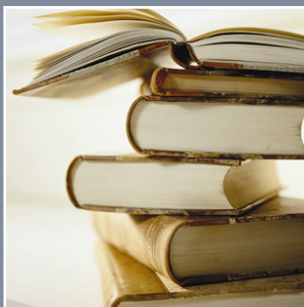
### Course Objectives

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.



**Remember!** This is a 3 credit hour course, which means that you should plan to spend 6-9 hours each week working on/studying for this course outside of class time. Plan ahead--use your time well!

COURTNEY DANFORTH: [COURTNEY.DANFORTH@DARTON.EDU](mailto:COURTNEY.DANFORTH@DARTON.EDU); F120F



## Required Texts & Materials

- Hacker, Diana. *A Pocket Style Manual*, 5th ed. Boston: Bedford, 2009.
- Graff, Gerald and Cathy Birkenstein. "They Say/I Say": the moves that matter in academic writing. 2nd ed. New York: Norton, 2009.
- Kelly, Joseph, ed. *The Seagull Reader: Literature*. 2nd ed. New York: Norton, 2008.
- Access to a computer with Internet, able to use all features of GeorgiaView, and word processing software of your choice.

## Minimum Requirements

1. Four major essays.
2. Practice critical reading skills with assigned selections.
3. Practice speaking/listening skills through class participation and peer review.
4. Demonstrate computer/research skills by word processing and conducting research.
5. Stay engaged with progress of the course through daily homework, in-class, and assessment assignments.

## Attendance

Absences exceeding 150 minutes will each reduce a student's grade by one letter grade, Students more than 10 minutes late will not be admitted to class.

## Late Work

Quizzes may not be made up. Homework not submitted by deadline may be submitted at amnesty for half credit. Late papers earn a ten point penalty for each calendar day they are late. Technology snafus are inevitable and unacceptable excuses. Please plan to avoid them.

## Disability

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 accommodations are implemented.

## Final Grade

Your final grade will be calculated by averaging these grades:

- Average grade for homework and quizzes
- Paper 1
- Paper 2
- Paper 3
- Paper 4
- Average of Writing with Research worksheets
- Portfolio

## Electronics

Vibrate, silent, or off. Phones, laptops, and other electronics are generally not to be used during class.

## Grade Disputes

Should you believe a grade has been mishandled, please alert your instructor 24-36 hours after the grade has been posted. Your alert should take the form of an email stating your claim and a short discussion of any supporting evidence. The administration will evaluate your dispute for resolution.

## Academic Honesty

The receiving or giving of unauthorized assistance in 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 of answers to any examination known to be scheduled any subsequent date is prohibited. The fabricating, forging, falsifying of test or research sources is prohibited. Plagiarism is prohibited. Homework, tests, and projects must be the work of the student submitting them. Direct quotations and paraphrases are to be appropriately acknowledged with MLA citations. Turning in the same work for this class that you have turned in for another class is prohibited. Plagiarism will be determined according to the guidelines set forth in the MLA handbook. Failure to abide by these policies 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.

T 25 May	<p><b>In Class:</b> Dylan, “Tangled Up in Blue” (Poems, 106)  <b>Homework:</b> What does it mean to be “tangled up in blue”? Find another poem/song that talks about it, and compare that poem/song with Dylan’s concept. 300 words.</p>
W 26 May	<p><b>Due:</b> “Blue” Comparison  <b>In Class:</b> Arnold, “Dover Beach” (Poems, 14)  <b>Homework:</b> Rewrite “Dover Beach”</p>
R 27 May	<p><b>Due:</b> revised “Dover Beach”  <b>In Class:</b> Syllabus; <i>They Say/I Say</i> (TS/IS) Introduction (#2, TS/IS 15)  <b>Homework:</b> Print out “Writing with Research” worksheets (GAView), review MLA requirements (handbook) and complete all worksheets.</p>
M 31 May	<p><b>Memorial Day (no class)</b></p>
T 1 June	<p><b>Due:</b> “Writing with Research” worksheets  <b>In Class:</b> Poe, “The Cask of the Amontillado” (Stories, 410)  <b>Homework:</b> Write 400 word analysis of your “Writing with Research” skills</p>
W 2 June	<p><b>Due:</b> “Writing with Research” analysis  <b>In Class:</b> Review/correct “Writing with Research” worksheets  <b>Homework:</b> Read TS/IS Chapter 1; do TS/IS 28 #1</p>
R 3 June	<p><b>Due:</b> TS/IS 28 #1  <b>In Class:</b> Joyce, “Araby” (Stories, 215)  <b>Homework:</b> Read TS/IS Chapter 2; do TS/IS 40 #1, summarizing Joyce (150 words each)</p>
M 7 June	<p><b>Due:</b> TS/IS 40 #1  <b>In Class:</b> TS/IS Chapter 3 (look at quotations in some scholarship on Joyce or Poe)  <b>Homework:</b> Read Dylan’s “It’s All Over Now, Baby Blue” (GAView). Write a 150 word summary of Dylan</p>
T 8 June	<p><b>Due:</b> Dylan summary  <b>In Class:</b> Read Oates’ “Where Are You Going, Where Have You Been?” (Stories, 337)  <b>Homework:</b> Write a 250 word summary of Oates</p>
W 9 June	<p><b>Due:</b> Oates summary  <b>In Class:</b> Finish reading Oates; invention activities for ESSAY 1  <b>Homework:</b> Write a 100 word summary of the rest of Oates and a 150 word paragraph discussing the similarities between Dylan and Oates.</p>
R 10 June	<p><b>Due:</b> Oates/Dylan  <b>In Class:</b> Workshop TS/IS for ESSAY 1; prepare outlines.  <b>Homework:</b> Complete and submit ESSAY 1.</p>
M 14 June	<p><b>Due:</b> ESSAY 1  <b>In Class:</b> Hamlet; TS/IS Chapter 4  <b>Homework:</b> Read Hamlet Act 1, scenes 1 and 2 (Plays, 54-70); write 100 word “They Say” summary of the play, 100 word “They Say” summary of the movie, and 100 word “I Say” responding to them both.</p>

T 15 June	<p><b>Due:</b> Hamlet 1</p> <p><b>In Class:</b> Hamlet; TS/IS Chapter 4</p> <p><b>Homework:</b> Read Hamlet Act 1, scenes 3 and 4 (Plays, 71-84); write 100 word “They Say” summary of the play, 100 word “They Say” summary of the movie, and 100 word “I Say” responding to them both.</p>
W 16 June	<p><b>Due:</b> Hamlet 2</p> <p><b>In Class:</b> Hamlet; TS/IS Chapter 5</p> <p><b>Homework:</b> Read Hamlet Act 2 (Plays, 84-107); write 100 word “They Say” summary of the play, 100 word “They Say” summary of the movies, and 100 word “I Say” responding to them both. Read “What is Drama?” (Plays, xi)</p>
R 17 June	<p><b>Due:</b> Hamlet 3</p> <p><b>In Class:</b> Hamlet; TS/IS Chapter 5</p> <p><b>Homework:</b> Read Hamlet Act 3 (Plays, 107-137); write 100 word “They Say” summary of the play, 100 word “They Say” summary of the movie, and 100 word “I Say” responding to them both.</p>
M 21 June	<p><b>Due:</b> Hamlet 4</p> <p><b>In Class:</b> Hamlet; TS/IS Chapter 6</p> <p><b>Homework:</b> Read Hamlet Act 4 (Plays, 137-159); write 100 word “They Say” summary of the play, 100 word “They Say” summary of the movie, and 100 word “I Say” responding to them both.</p>
T 22 June	<p><b>Due:</b> Hamlet 5</p> <p><b>In Class:</b> Hamlet; TS/IS Chapter 6</p> <p><b>Homework:</b> Read Hamlet Act 5 (Plays, 160); write 100 word “They Say” summary of the play, 100 word “They Say” summary of the movie, and 100 word “I Say” responding to them both.</p>
W 23 June	<p><b>Due:</b> Hamlet 6</p> <p><b>In Class:</b> TS/IS Chapter 7 (look at SO WHAT?! in some scholarship on Hamlet)</p> <p><b>Homework:</b> Write a 1 sentence “They Say (Hamlet, both movies and play) / I Say statement and an introductory paragraph or two to go with it for your second paper.</p>
R 24 June	<p><b>Due:</b> TS/IS for ESSAY 2</p> <p><b>In Class:</b> workshop TS/IS for ESSAY 2; prepare outlines</p> <p><b>Homework:</b> Complete and submit ESSAY 2</p>
M 28 June	<p><b>Due:</b> ESSAY 2</p> <p><b>In Class:</b> Williams’ “This is Just to Say” (Poems, 339); organize groups for poetry team project</p> <p><b>Homework:</b> Read your section for the poetry analysis project; prepare a handout of key terms and explanations for your team. Bring copies for each member. (How Do You Read Poems?, Poems xxv)</p>
T 29 June	<p><b>Due:</b> poetry handout (copies!)</p> <p><b>In Class:</b> Carroll’s “Jabberwocky” (Poems, 61)</p> <p><b>Homework:</b> Write 200 words analyzing “Jabberwocky” for your assigned section</p>
W 30 June	<p><b>Due:</b> “Jabberwocky” analysis</p> <p><b>In Class:</b> Poetry Analysis Worksheets for “Jabberwocky” and Team Poems</p> <p><b>Homework:</b> Write 200 words analyzing Team Poem for your assigned section (copies for team members)</p>
R 1 July	<p><b>Due:</b> Team Poem analysis</p> <p><b>In Class:</b> Ginsberg’s “A Supermarket in California” (Poems, 134)</p> <p><b>Homework:</b> Using any poem we’ve read as a model, write your own poem about America; pre-writing for ESSAY 3</p>
M 5 July	<p><b>Holiday (no class)</b></p>
T 6 July	<p><b>Due:</b> America rewrite</p> <p><b>In Class:</b> Tannen’s “Agonism in the Academy” (TS/IS 214)</p> <p><b>Homework:</b> Write 250 words describing your own experience of agonism in the Academy</p>

W 7 July	<p><b>Due:</b> Agonism</p> <p><b>In Class:</b> Research for Poetry Project</p> <p><b>Homework:</b> Find one scholarly source (in GALILEO) related to each of your 3 topics and assemble an annotated bibliography (1 paragraph summary of each source)</p>
R 8 July	<p><b>Due:</b> Poetry annotated bibliography</p> <p><b>In Class:</b> Collins' "Introduction to Poetry" and Hughes' "Theme for English B" (Poems, 74 &amp; 174)</p> <p><b>Homework:</b> ESSAY 3</p>
M 12 July	<p><b>Due:</b> ESSAY 3</p> <p><b>In Class:</b> TS/IS Chapter 8</p> <p><b>Homework:</b> #2 (TS/IS 120) on ESSAYS 1-3; make revisions if necessary; write 150 word report</p>
T 13 July	<p><b>Due:</b> #2 (TS/IS 120)</p> <p><b>In Class:</b> Porter's "The Jilting of Granny Weatherall" (Stories, 418)</p> <p><b>Homework:</b> Write 150 word They Say and a 150 word I Say</p>
W 14 July	<p><b>Due:</b> Porter TS/IS</p> <p><b>In Class:</b> TS/IS Chapter 9</p> <p><b>Homework:</b> #2 (TS/IS 128) on ESSAYS 1-3; make revisions if necessary; write 150 word report</p>
R 15 July	<p><b>Due:</b> #2 (TS/IS 128)</p> <p><b>In Class:</b> Marquez's "The Very Old Man With Enormous Wings" (Stories, 165)</p> <p><b>Homework:</b> Write 150 word They Say and a 150 word I Say; #2 (TS/IS 76) on ESSAYS 1-3, make revisions</p>
M 19 July	<p><b>Due:</b> Marquez TS/IS</p> <p><b>In Class:</b> TS/IS Chapter 10</p> <p><b>Homework:</b> #2 (TS/IS 91) on ESSAYS 1-3; make revisions if necessary; write 150 word report</p>
T 21 July	<p><b>Due:</b> #2 (TS/IS 91)</p> <p><b>In Class:</b> Woolf's "The New Dress" (Stories, 492)</p> <p><b>Homework:</b> #2 (TS/IS 101) on ESSAYS 1-3; make revisions if necessary; write 150 word report</p>
W 22 July	<p><b>Due:</b> #2 (TS/IS 101)</p> <p><b>In Class:</b> ESSAY 4 assignment</p> <p><b>Homework:</b> prewriting for ESSAY 4</p>
R 23 July	<p><b>In Class:</b> ESSAY 4</p> <p><b>Homework:</b> ESSAY 4</p>
M 26 July	<p><b>Due:</b> Portfolio (revised ESSAYS 1-3 and completed ESSAY 4)</p> <p><b>In Class:</b> Portfolio Assignment</p> <p><b>Homework:</b> Prepare portfolios</p>
T 27 July	<b>LAST DAY OF CLASSES</b>
W 28 July or R 29?	<b>Exam (open notes)</b>

## Writing with Research Worksheets

This is a set of worksheets prepared by the publishers of your handbook. Completing them will give you concentrated practice avoiding plagiarism, citing sources, and incorporating others words into your writing using the conventions of the MLA. The worksheets are available for download in GAView.

### ESSAY 1

1000 words. MLA formatting and citations. What does Dylan's "It's All Over Now, Baby Blue" help us to understand about Oates' "Where Are You Going, Where Have You Been"? How does it do that?

### ESSAY 2

1250 words. MLA formatting and citations. What is the most important idea in Hamlet? How do the film versions treat the idea?

### ESSAY 3

1500 words. MLA formatting and citations. Using what you know about your group poem, especially the three areas you investigated, demonstrate a connection between the poem's form and its content.

#### *Poetry Team Project*

imagery	religion	economics
metaphor/simile/analogy	beauty	gender/sex
symbol	history	race
prosody	science	democracy
rhyme	music	geography
form	education	class
diction/tone	medicine	environment

### ESSAY 4

1250 words. MLA formatting and citations. Select anything we've read this semester and use it to defend the virtue of literature for Darton students.

### Portfolio

Good writing comes from thorough revision. At the end of the semester, you should be a better writer than you were at the beginning. The portfolio is an opportunity to evaluate your earlier writing, make improvements, and submit the best writing you can do (it also helps improve your grade!). Portfolios will consist of the revised versions of ESSAYS 1-3, ESSAY 4, and a portfolio cover letter (which will be completed during the exam period).