

English 1102: Composition II

Spring 2012

3 semester hours

ENGL 1102ZZ (2:00-3:15 TR) WH 306 (CRN 20233)

ENGL 1102PP (6:30-7:45 TR) WH 262 (CRN 20223)

Dr. Lee Campbell

Department of English
College of Arts and Sciences
Valdosta State University
Valdosta, GA 31698-0025

West Hall 216

229-333-7351 (office phone)

229-333-5946 (Department of English phone)

229-259-5529 (fax)

jlcampbe@valdosta.edu

<http://www.valdosta.edu/~jlcampbe/>

Office hours: 12:00-3:00 W, 12:00-2:00 R, by appointment, and 24/7 by email

1. Course Description: Prerequisite: ENGL 1101 or ENGL 1101H. A composition course focusing on writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation and that incorporates a variety of more advanced research skills. Students will learn to organize and present ideas and information effectively in research essays.

2. Goals: ENGL 1102—Composition II is a required course for Area A1 in the Core Curriculum for the University System of Georgia. This course provides students with the knowledge and skills needed to satisfy the following learning goals:

Area A1

- Students will communicate effectively in writing by using appropriate conventions of correctness, style, tone, and organization and by adapting writing to audience and context.
- Students will find, evaluate, and make inferences from a variety of sources and incorporate this information accurately, correctly, and effectively into their writing work.

Critical Thinking

- Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions

or make relevant inferences.

These skills will be improved as members read literary texts and support arguable interpretations of them. The focus of the class will not be how to read literature per se, but how to argue for and research potentially disagreeable opinions. Class members will write argumentative essays on short and longer fiction, poetry, and drama.

3. Texts and Materials: Two texts are required: *Literature and the Writing Process: Backpack Edition*, by McMahan, Day, Funk, and Coleman (Longman, 2011); and *The St. Martin's Handbook for Valdosta State University* (7th ed.), by Lunsford (Bedford/St. Martin's, 2012). Students will also need access to VSU's online instructional medium, BlazeView, and to a printer, which they will use to share hard-copy rough drafts with other class members.

4. Assignments: Class members will write five essays:

- Essay 1: One-page essay on Kate Chopin's "Ripe Figs," research provided
- Essay 2: Two-page essay on James Joyce's "Eveline," research provided
- Essay 3: Two- to three-page essay on a longer short story: Tim O'Brien's "The Things They Carried," Alice Walker's "Everyday Use," Joyce Carol Oates's "Where Are You Going, Where Have You Been?" or Raymond Carver's "What We Talk about When We Talk about Love," researched by student
- Essay 4: Five-page essay on a play, August Wilson's *Fences* or Henrik Ibsen's *A Doll's House*, researched by student and submitted to SafeAssign, an anti-plagiarism software
- Essay 5: Two-page essay on a poem to be announced, researched by student

5. Grading: Each essay will be scored analytically on the six criteria below:

- Thesis: clarity, consistency, insightfulness, and plausibility of an essay's main idea
- Development: sufficiency of reasons, examples, and details in support of an essay's main idea
- Organization: effectiveness of the segmentation of an essay's development
- Sources: accuracy of paraphrases and quotations and quality, relevance, variety, and integration of research used to support development of thesis
- Style and mechanics: appropriateness and readability of word choice

and sentence structure, including punctuation of sentences, word forms, and spelling

- MLA: conformity of essay to Modern Language Association conventions of format, citation, documentation, paraphrase, and quotation.

For essay 1, each criterion will be worth up to one point:

- 1.0 = A+
- 0.9 = A-
- 0.8 = B
- 0.7 = B-
- 0.6 = C
- 0.5 = C-
- 0.4 = D
- 0.2 = F

For essays 2 and 5, each criterion will be worth up to two points:

- 2.0 = A+
- 1.8 = A-
- 1.6 = B
- 1.4 = B-
- 1.2 = C
- 1.0 = C-
- 0.8 = D
- 0.4 = F

For essay 3, each criterion will be worth up to three points:

- 3.0 = A+
- 2.7 = A-
- 2.4 = B
- 2.1 = B-
- 1.8 = C
- 1.5 = C-
- 1.2 = D
- 0.6 = F

For essay 4, each criterion will be worth up to six points:

- 6.0 = A+
- 5.4 = A-
- 4.8 = B
- 4.2 = B-

- 3.6 = C
- 3.0 = C-
- 2.4 = D
- 1.2 = F

All this means that essays are weighted differently:

- Essay 1 (six criteria at one point each): 6 points
- Essay 2 (six criteria at two points each): 12 points
- Essay 3 (six criteria at three points each): 18 points
- Essay 4 (six criteria at six points each): 36 points
- Essay 5 (six criteria at two points each): 12 points

Students can earn 84 points on essays. Students will also produce five rough drafts (one point each), take six reading quizzes (one point each), and earn up to five points for good attendance. There are, therefore, 100 possible points in the course. Final grades will be determined based on the following scale:

- 100 = A+
- 90 = A-: cut-off for A
- 80 = B
- 70 = B-: cut-off for B
- 60 = C
- 50 = C-: cut-off for C
- 40 = D: cut-off for D
- below 40 = F

6. Final Draft Due Dates: The following due dates are tentative; class members are expected to keep up with changes announced in class. Students will submit final drafts of the five essays to BlazeView by attachment—not as hard drafts.

- Essay 1: R, January 26
- Essay 2: R, February 16
- Essay 3: T, March 20
- Essay 4: T, April 17
- Essay 5: F, May 5

An essay is deemed late when the instructor starts grading essays on BlazeView and locks the assignment. Students must then submit the essay by email and will suffer a penalty of two letter grades.

Midterm is March 1; members who want to withdraw must do so by that date. This class does not have a final exam. The final essay due during finals week

serves as our final.

7. Rough Drafts: Students will submit rough drafts and have them reviewed in different ways:

- Essay 1: hard copy of rough due in class T, January 24: reviewed by class members
- Essay 2: hard copy of rough due in class T, February 7: reviewed by class members
second electronic rough due on BlazeView by 6:00 PM W, February 8: reviewed by instructor
- Essay 3: electronic rough due on BlazeView by 6:00 PM F, March 2: reviewed by instructor
hard copy of rough due in class T, March 6, or R, March 8: reviewed by class members
- Essay 4: electronic rough due on BlazeView by 6:00 PM F, April 6: reviewed by instructor
hard copy of rough due in class T, April 10, or R, April 12: reviewed by class members
- Essay 5: hard copy of rough due in class R, April 26: reviewed by class members

8. Regents' Assessment Essay and SafeAssign: In accordance with Department of English policy, each student in will complete an MLA researched essay of at least 1200 words with a minimum of six credible sources (this class's fourth essay). These can include both print and online sources. The sources will work effectively to support or illustrate a central idea or thesis, and the sources will be incorporated into the essay accurately and correctly according to MLA conventions. The writing in the essay will demonstrate awareness of context and audience and follow conventions of Standard American English. Each essay will be tested for plagiarism via SafeAssign.

9. Alternative Meetings: Six times during the semester only one half of students will attend class to review rough drafts (one half of the class will attend one day, the other half the next). These smaller class meetings will enable students and instructor to achieve learning outcomes more efficiently. Once during the semester the class will meet in Odum Library for an instructional session on library research.

10. Civility: Students are expected to be civil. The following is not an exhaustive list of requirements for civil behavior: do not express insults, slurs, or profanity; turn off cell phones and pagers; refrain from eating, sleeping, reading extraneous material, and browsing the Internet or checking email; do not arrive late or leave early without permission; do not disrupt class with

conversation unrelated to course content. Disruptive students may be asked to leave the classroom and may not be permitted to return to the course.

11. Academic Integrity: Plagiarism is "the appropriation or imitation of the language, ideas, and thought of another author, and representation of them as one's original work" (*Random House College Dictionary*). Intentional plagiarism cannot be tolerated in a writing class emphasizing research; a plagiarized essay will receive a zero. Unintentional plagiarism is also a serious problem and will be a topic discussed in class. Members should simply ask the instructor if they are unsure whether a draft constitutes unintentional plagiarism.

Intentional plagiarism includes copying essays or portions of essays from the web. *It is extremely easy for the instructor to recognize plagiarized work and to locate the source of plagiarized work on the web.* No assignment is so hard that it must be plagiarized, and members should always choose to miss a due date rather than to plagiarize. Just communicate with the instructor.

Essay 4 will be submitted to SafeAssign to check it for plagiarism.

12. Access: Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the instructor at the beginning of the term. Students who require assistance but who are not formally registered should contact the Access Office for Students with Disabilities.

13. Attendance: In accordance with University policy, the instructor may fail a class member who misses 20% or more of class meetings (six times). There are no excused absences—the instructor does not examine doctors' notes or obituaries—but class members are allowed two cuts without penalty. Members who attend regularly always do better on their papers and will pick up more of the five attendance points:

- 0-2 absences: 5 points
- 3 absences: 4 points
- 4 absences: 3 points
- 5 absences: 2 points
- 6 absences: 1 point

14. Schedule: The following schedule is *extremely* tentative: students must keep up with announcements in class and/or on BlazeView.

T Jan 10: start essay 1: "Ripe Figs"

R Jan 12: work on question, thesis, development, organization

T Jan 17: work on incorporation of sources, quoting, paraphrasing
R Jan 19: work on MLA conventions

T Jan 24: *hard copy of rough draft due in class*: reviewed by class members
R Jan 26: *final draft of essay 1 due on BlazeView by class time*; start “Eveline”

T Jan 31: quiz on “Eveline”; work on question, thesis, development, organization
R Feb 2: work on incorporation of sources, quoting, paraphrasing

T Feb 7: *hard copy of rough draft due in class*: reviewed by class members
W Feb 8: second electronic rough due on BlazeView by 6:00 PM: reviewed by instructor
R Feb 9: one half of class meets to discuss electronic rough drafts

T Feb 14: one half of class meets to discuss electronic rough drafts
R Feb 16: *final draft of essay 2 due on BlazeView by class time*; start Tim O’Brien’s “The Things They Carried,” Alice Walker’s “Everyday Use,” Joyce Carol Oates’s “Where Are You Going, Where Have You Been?” and Raymond Carver’s “What We Talk about When We Talk about Love”

T Feb 21: quiz on two stories; work on question, thesis, development, organization
R Feb 23: quiz on two stories; work on question, thesis, development, organization

T Feb 28: work on incorporation of sources, quoting, paraphrasing
R Mar 1: work on incorporation of sources, quoting, paraphrasing
F Mar 2: *electronic rough due on BlazeView by 6:00 PM*: reviewed by instructor

T Mar 6: one half of class meets to discuss electronic rough drafts
T Mar 8: one half of class meets to discuss electronic rough drafts

Spring break

T Mar 20: *final draft of essay 3 due on BlazeView by class time*; start August Wilson’s *Fences* and Henrik Ibsen’s *A Doll’s House*
R Mar 22: work on question, thesis, development, organization

T Mar 27: quiz on a play; work on question, thesis, development, organization
R Mar 29: quiz on a play; work on question, thesis, development, organization

T Apr 3: work on incorporation of sources, quoting, paraphrasing
R Apr 5: work on incorporation of sources, quoting, paraphrasing

F Apr 6: *electronic rough due on BlazeView by 6:00 PM*: reviewed by instructor

T Apr 10: one half of class meets to discuss electronic rough drafts

R Apr 12: one half of class meets to discuss electronic rough drafts

T Apr 17: *final draft of essay 4 due on BlazeView by class time*; start poetry to be announced

R Apr 19: quiz on poetry; work on question, thesis, development, organization

T Apr 24: work on incorporation of sources, quoting, paraphrasing

R Apr 26: *hard copy of rough draft due in class*: reviewed by class members

F May 5: *final draft of essay 5 due on BlazeView by 10:00 PM*
