

English Composition 1102-15
Spring 2012 Syllabus

Instructor: Abby Hogelin
Meeting Times: MWF 9:00-9:50
A & S 3-51B
Office: Arts & Sciences 1-53

Office Hours: MW 10-11, and by
appointment
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Course Description: To enroll in this course, a student must have successfully completed ENGL 1101 with a C or better. This course develops writing skills beyond the levels of proficiency required by English 1101, emphasizes interpretation and evaluation of texts, emphasizes critical academic writing over personal, and incorporates a variety of more advanced research methods.

Course Goals: As a result of taking ENGL 1101, students will be able to:

- Reinforce principles of writing and speaking acquired in ENGL 1101;
- Reinforce the principles and strategies of argumentation and analysis acquired in ENGL 1101;
- Write organized, clear, and purposeful prose that meets conventional standards of correctness;
- Understand complexities of culture in order to write or speak about them;
- Create forceful and effective written argument in the academic environment;
- Reinforce principles of academic research and how to synthesize research in writing so that the insights and documentation are logical and clear;
- Gain insight into various ways of interpreting texts and presenting insights about them orally and in writing;
- Experience public presentation and public reaction to finished work.

Required Text:

Schlib, John and John Clifford, Eds. *Making Literature Matter*. 5th ed. Boston: Bedford/St. Martin's, 2012. ISBN-13: 978-0-312-62241-1
Handouts provided by instructor

Assignments: The following three major essays will be due over the course of the semester:

- Poem Explication (3-5 pages)
- Significance (4-5 pages)
- Research (6-8 pages)

Journal: You will be required to keep a journal for informal in-class and out-of-class writing assignments and reading responses. I will take these up periodically and grade them using a ✓, ✓+, or ✓-.

Reading Quizzes: Since this a writing about literature course, it is very important that you keep up with the readings we have each day. On days when there is no in-class journal assignment,

there will be a brief reading quiz at the beginning of class to ensure your comprehension of the texts we read. Students who are absent or tardy will not be able to make up quizzes. I will drop your lowest quiz grade at the end of the semester.

Class Participation: Come to class prepared to discuss the assigned readings. Please respect the opinions of your classmates and do not talk over one another. Disruptive and disrespectful behavior will significantly hurt your daily participation grade. **Texting, sleeping, or a ringing cell phone will result in an absence and a zero in participation for the day.**

Grade Distribution and Scale:

Poetry Explication	20%	A 90-100
Significance	25%	B 80-89
Research	25%	C 70-79
Participation, Journal, Peer Review	15%	D 60-69
Presentation	10%	F 0-59
Reading Quizzes	5%	

Note: All grades are final. Grades are not negotiable.

Late Work: All assignments must be turned in at the beginning of class on the day they are due. Late papers will be penalized one letter grade for each day they are late. Papers turned in 15 minutes after class has begun will be considered late. I will not accept papers via e-mail. Papers that do not meet the minimum page requirement will be penalized by 1/3 of a letter grade.

TurnItIn.com: This course uses plagiarism prevention technology. Students will upload papers online through a plagiarism prevention service. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Revisions: You will be required to revise 2 papers this semester. Everyone will revise the research paper after conferencing with me. For the other revision, you may choose to revise either the Poetry Explication or Significance paper. For this option, I will average the grades you received on the original and revised versions. Revisions will be due one week after you received the original graded version, or at a date to be determined by me.

Attendance Policy: No more than 3 absences are allowed for the semester. Your final grade will drop 5 points for each additional absence after 3. Excessive tardiness will not be allowed. Three tardies (more than 15 minutes late) equal one (1) absence. You are required to have one conference with me during the semester. Failure to come at your scheduled time counts as an absence.

Course Schedule-Subject to Change

Be prepared to discuss readings on the day they are assigned.

M 1/9: Course introduction/syllabus/brief writing assignment

W 1/11: Ch. 2 How to Read Closely (22-48) & Collins, "Introduction to Poetry" (handout)

F 1/13: Ch. 6 How to Write about Poems (143-67)

M 1/16: MLK Day- No class

W 1/18: Wordsworth, "The Solitary Reaper" (75-6) Blake, "The Chimney Sweeper" (1381)

F 1/20: Giovanni, "Legacies" (427) Hogan, "Heritage" (428)

M 1/23: Frost, "Do Not Go Gentle into That Good Night" (1608-9) Donne, "Death be Not Proud" (1607)

W 1/25: Szyborska "True Love" (595) Harper, "Discovery" (597)

F 1/27: Roethke, "Elegy for Jane" (663-4) Auden, "Funeral Blues" (661-2)

M 1/30: Olds, "My Son the Man" (440-1) "I Go Back to May 1937" (437-9)

W 2/1: Hayden, "Those Winter Sundays" (272) Lawrence, "Snake" (856-8)

F 2/3: Peer Review Poetry Explication

M 2/6: Soto, "Behind Grandma's House" (431) Owen, "Dulce Et Decorum Est" (N)

W 2/8: Trethewey, "Incident" (1359) Hughes, "Harlem" (1055)

F 2/10: Poetry Explication Due/ Ch. 7 How to Write about Plays (168-87)

M 2/13: Glaspell, *Trifles* (941-52)

W 2/15: Shakespeare, *Othello* Act I (743-61)

F 2/17: Shakespeare, *Othello* Act II (761-78)

M 2/20: Shakespeare, *Othello* Act III (778-99)

W 2/22: Shakespeare, *Othello* Act IV (799-815)

F 2/24: Shakespeare, *Othello* Act V (815-30)

M 2/27: *Othello* continued

W 2/29: *Othello* film

F 3/2: *Othello* film

M 3/5: Hansberry, *A Raisin in the Sun* Act I (445-73)

W 3/7: Hansberry, *A Raisin in the Sun* Act II (473-501)

F 3/9: Hansberry, *A Raisin in the Sun* Act III (501-12)

M 3/12: Peer Review Significance Paper

W 3/14: Ch. 5 How to Write about Stories (108-42)

F 3/16: Significance Paper Due/ Hemingway, "Hills Like White Elephants" (551-555)

M 3/19: Ch. 9 How to Write a Research Paper (210-43) Tan, “Two Kinds” (305-13)
W 3/21: Lahiri, “Going Ashore” (622-46)
F 3/23: Jackson, “The Lottery” (867-77) Vonnegut, “Harrison Bergeron” (1554-58) **Research Topic Due**

M 3/26: Spring Break
W 3/28: Spring Break
F 3/30: Spring Break

M 4/2: Welty, “A Worn Path” (1389-96) O’Connor, “Everything that Rises Must Converge” (handout)
W 4/4: McCorkle, “Magic Words” (1420-32) Oates, “Where Are You Going, Where Have You Been?” (1407-20)
F 4/6: Chopin, “Desiree’s Baby” (707-11) Walker, “Everyday Use” (314-21)

M 4/9: O’Brien, “The Things They Carried” (1475-89) **Annotated Bib Due**
W 4/11: Joyce, “Araby” (609-13) Updike, “A & P” (614-19)
F 4/13: Poe, “The Tell-Tale Heart” (1244-48) Faulkner, “A Rose for Emily” (713-20)

M 4/16: Olafsson, “On the Lake” (1026-33)
W 4/18: **Peer Review Research Paper**
F 4/20: Research Day (no class)

M 4/23: Conferences
W 4/25: Conferences
F 4/27: Conferences

M 4/30: In-class reflection assignment
Research Paper due during Final Exam time TBA

Additional Required Information

Writing Center: All students are encouraged to visit the Writing Center, located in Lanier 209, for help with their papers. Writing Center consultants are trained to help you in such areas as focus, purpose, organization, specifics, and details. They can also help you with MLA source documentation.

MLA Citation: All papers using outside sources must be documented in MLA style. If you have any questions about proper MLA source citation, consult your *EasyWriter* or go to the following website: www.dianahacker.com/resdoc

GCSU Honor Code: The integrity of students and their written and oral work is a critical component of the academic process. All written work submitted in this course will be individual

work unless otherwise instructed. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined on pp. 64-67 in the Undergraduate Catalog. Remember that allowing another student to copy one's own work is considered cheating. Also see the student Honor Code at the website below:
<http://www.gcsu.edu/studentlife/handbook/code.htm>.

Religious Observance Policy: Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy. The full policy and prescribed procedures are found at:
http://info.gcsu.edu/intranet/acad_affairs/ReligiousObservancePolicy.doc

Assistance for Student Needs Related To Disability: If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Student Opinion Surveys: Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Fire Drills: Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area. For more information on other emergencies, please visit
<http://www.gcsu.edu/emergency/actionplanmain.htm>.