**English 1102: English Composition II, Spring 2011**

Section 21 (CRN 20328): MW 3:30-4:45PM, Arts & Sciences 351B

|  |  |
| --- | --- |
| Professor: Mr. Stephan McCormick  Email: stephan.mccormick@gcsu.edu  Office: Arts & Sciences 153 | Voicemail: (404) 461-9821  Office Hours: MW 2:00-3:00  R 12:30-1:30 Blackbird, and by appt |

**Course Description**

 In 1101, you learned the writing process: brainstorming topics, collecting evidence, generating ideas, organizing, writing, and revising. In 1102, we shift our focus to the process of acquiring evidence, acquiring ideas. I want you to form the habit of marking the information you come across, then synthesizing and narrowing those ideas into an organized argument for an academic paper. In this we’ll study literature, but you can apply the same skills to any topic.

As such, we will learn how to closely read poems and key passages from fiction. In addition to interpreting individual poems and stories and Saul Bellow’s novella *Seize the Day*, we will analyze the connections between our texts, in all genres. We will journey through the entire writing process, from initial response to a work of literature, an interpretive thesis, literary research, outlining, an initial draft of a paper, peer review, and revision. Assignments include an informal responses; peer responses; a drafted, peer reviewed, and revised close reading paper; a drafted, peer reviewed, and revised paper arguing a work of literature's significance; a group presentation on a work of literature; and a research paper.

The following’s an outline of the elevator speech for this semester. We will learn:

Basic introductions to various types of literature, including poetry, drama, and prose fiction;

Strategies for college-level writing about literary texts, including vocabulary, grammar, style, purpose and audience;

Revision;

Basic research methods for college-level work;

Analysis of texts orally (class discussion) and in writing.

Our purpose here, then:

To reinforce principles of writing acquired in ENGL 1101;

To reinforce the principles and strategies of argumentation and analysis acquired in ENGL 1101;

To understand complexities of culture in order to write or speak about them;

To create forceful and effective written argument in the academic environment;

To reinforce principles of academic research and how to synthesize research in writing so that the insights and documentation are logical and clear;

To gain insight into various ways of interpreting texts and presenting insights about them in writing.

To experience public presentation and public reaction to finished work.

**Course Materials**

*required* ([GCSU Bookstore](http://www.gcsu.bkstr.com) or [Amazon.com](http://www.amazon.com/registry/wishlist/9WI39E10I1KP?reveal=all&filter=all&sort=universal-title&layout=standard&x=8&y=9))

Bellow, *Seize the Day*

Madden, ed. *Exploring Literature*, 4th ed.

supplemental works of literature available online @ GAView

**Assignments and Grade Distribution**

*informal and peer responses*, 5%

The goal of informal writing assignments is to get you to think actively and write critically about literature. These short assignments of 1-2 double-spaced, typed pages will also prepare you to write the longer, formal papers. You will be asked to respond to or practice analyzing some element of fiction (conflict, character, setting, imagery, figure of speech, etc.), respond to a thematic issue, or practice summarizing scholarly criticism in preparation for formal papers and research projects.

Responses will be due by the **start of class** on the due date, either as a typed hard copy or word-processing file in [GeorgiaVIEW](http://gcsu.view.usg.edu/) > Assignments > Informal Writing #.

*paper 1 close reading*, 20%

The 4-5 page drafted, peer reviewed, and revised close reading will rigorously analyze either a 20 line poem or a short story paragraph.

*paper 2 significance*, 30%

Using textual analysis, this 5-6 page drafted, peer reviewed, and revised significance paper will argue a work of literature's aesthetic, cultural, and/or philosophical importance.

*paper 3 research*, 35%

The 6-8 page drafted, peer reviewed, and revised research paper will research and interpret an issue in a work of literature.

*group presentation, 10%*

Groups of 3-4 will choose a work of literature, compile a 12-16 source annotated bibliography of literary criticism on the text, write a 4-6 page paper summarizing the literary debate on the text, and share their findings with the class in a 20 minute presentation. Creativity will be weighed heavily in the presentation component, as we shall discuss in class.

**Course Policies**

*Class Preparation and Participation*

I expect you to come to class having read, annotated, and reviewed the assigned reading. I encourage you to read our assigned texts as many times as you can before our class meeting. Moreover, you should prepare at least two comments and two questions for each reading. We're going to be working with challenging texts; therefore, we'll all benefit from sharing our ideas and questions. If I feel that you're not participating because you're not keeping up with the reading, I will give a pop quiz.

*Office Hours and Email*

I encourage you to stop by my office hours to discuss any aspect of the course and/or of literature. I'm happy to answer minor questions such as due dates over email, but I prefer face-to-face conversations for more substantive topics like papers and exams. Please use [email etiquette](http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html).

*Technology*

The syllabus is available at [GeorgiaVIEW](http://gcsu.view.usg.edu/). We will be using [GeorgiaVIEW](http://gcsu.view.usg.edu/) and [TurnItIn](http://www.turnitin.com) for assignments. It is your responsibility to learn GeorgiaView and TurnItIn. Check your university email for course-related messages. I suggest using a a free cloud computing service such as [Dropbox](http://www.dropbox.com), [Live Mesh](http://www.mesh.com/), [Mozy](http://mozy.com/) or [Google Docs](http://docs.google.com/) to save your work-in-progress. Please only remove your computers from their bags when I ask you to. Students who text and web surf in class will be marked absent and asked to leave.

*Attendance*

There will be a one letter final grade deduction for every absence beyond three days. Therefore, missing four class periods will result in a one letter final grade deduction and missing seven classes will result in automatic failure of the course. I suggest you use your three days both cautiously and wisely; and make sure you sign the attendance sheets. Habitual tardies, consistently leaving class early, texting, and surfing the internet will be treated as absences. Excuses like work, family, and scheduled doctor's appointments will be declined. The only acceptable excuses are death in one's immediate family and one's own medical emergency. If you participate in an extracurricular activity that you anticipate will cause you to miss class, I suggest you switch sections now.

*MLA Style*

Formal assignments should adhere to the Modern Language Association (MLA) style. Formal papers and take-home exams require MLA style while in-class exams; discussion board responses, informal writing, and peer review may be informally formatted. One-third of a letter grade will be deducted from a formal paper or take-home exam for problems in each of the following three categories, for a possible one letter grade deduction total: 1) header, heading, and title, 2) margins, font, and line-spacing, and 3) quotation and citation format. Before you turn in a formal paper, make sure your work follows MLA style by using the checklist on the [MLA style](http://hercules.gcsu.edu/%7Eablazer/Common/MLA.htm) handout. I encourage students to use my MS Word [template](http://hercules.gcsu.edu/%7Eablazer/Common/Template-MLAStyledPaper.doc).

*Late Assignments*

There will be a one letter assignment grade deduction per day (*not* class period) for any assignment that is turned in late. I sparingly give short extensions if you request one for a valid need at least one day before the assignment is due. I will inform you via email if I cannot open an electronically submitted assignment; however, your assignment will be considered late until you submit it in a file I can open. Failing to submit an assignment that is worth 15% or more of the course grade within five days (*not* class periods) of its due date will result in automatic failure of the course. Failing to submit a final exam or final paper within two days of its due date will result in automatic failure of the course.

*Length Requirements*

A formal paper or take-home exam will be penalized one-third of a letter grade if it does not end at least halfway down on the minimum page length while implementing 12 pt Times New Roman font, double-spacing, and 1" margins. Each additional page short of the minimum requirement will result in an a one-third letter grade penalty.

*Plagiarism*

Do not do it. The [Honor Code](http://www.gcsu.edu/studentlife/handbook/code.htm) defines plagiarism as "presenting as one's own work the words or ideas of an author or fellow student. Students should document quotes through quotation marks and footnotes or other accepted citation methods. Ignorance of these rules concerning plagiarism is not an excuse. When in doubt, students should seek clarification from the professor who made the assignment." [Section 3.01](http://info.gcsu.edu/intranet/handbooks/academic_affairs/aahandbook/301.html) of the Academic Affairs Handbook elaborates other examples of academic dishonesty and outlines disciplinary procedures and appeals for academic misconduct. Submitting the same paper in two different courses constitutes academic dishonesty. As plagiarism is not tolerated at GCSU, any student found guilty of willful plagiarism or dishonesty will fail the assignment and the course. Students must submit all formal papers to [TurnItIn.com](http://www.turnitin.com).

*Failure of the Course*

There are three ways to fail the course: 1) failing to regularly attend class, 2) plagiarizing, 3) failing an assignment that is worth 15% or more of the course grade, be it from poor quality, lateness of submission, or a combination of poor quality and lateness. By contrast, students who regularly attend class, complete their work with academic integrity, and submit assignments on time will pass the course.

*Withdrawal*

The last day to add a course is Friday, January 14. The last day to drop a course without fee penalty is Wednesday, January 19. The last day to withdraw from *all* courses without academic penalty (unless previously assigned an F by professor for absences) is Monday, March 7.

*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](http://www.gcsu.edu/equity/disabilityservices.htm) located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

*The Writing Center*

[The Writing Center](http://www.gcsu.edu/writingcenter/) is a free service available to all members of the university community. Consultants assist writers in the writing process, from conception and organization of compositions to revision to documentation of research. Located in Lanier Hall 209, the Center is open Monday through Friday. Call 445-3370 or email [writingcr@gcsu.edu](mailto:writingcr@gcsu.edu) for more information.

*Fire Drills*

Fire drills will be conducted during the semester.  In the event of a fire alarm signal, students will exit the building in a quick and orderly manner through the nearest hallway exit.  Learn the floor plan and exits of the A & S Building.  Do not use elevators.  Crawl on the floor if you encounter heavy smoke.  Assist disabled persons and others if possible without endangering your own life.  Assemble for a head count on front lawn main campus.

**Course Schedule**

 This schedule is subject to change, so check back in class and online for possible revisions.

Typically, we'll read 5 poems or 2 short stories per day; however, we will not always be able to discuss every selection in class.

|  |  |  |
| --- | --- | --- |
| Week 1 | M, 1-10 | *No Class: Snow Day* |
| W, 1-12 | Expectations  What is Literature? |
| Week 2 | M, 1-17 | *No Class: Martin Luther King, Jr. Holiday* |
| W, 1-19 | Joyce, "Araby" (445-9)  Murakami, "On Seeing the 100% Perfect Girl One Beautiful April Morning" (470-74)  Madden, Participation: Personal Response and Critical Thinking (3-20)  **Informal Writing 1 Due** |
| Week 3 | M, 1-24 | Poetry introduction: how to perform close readings  Auden, “Musee des Beaux Arts”  Bishop, "In the Waiting Room" (994-5)  Doty, "Brilliance" (1227-8)  Olds, "Sex without Love" (790-1)  Plath, "Mirror" (792)  Madden, Close Reading and Annotating the Text (57-9)  Madden, Reading and Analyzing Poetry (73-90)  **Informal Writing 2 Due** |
| W, 2-26 | Oates, "Where Are You Going, Where Have You Been? (474-86)  Bambara, "The Lesson" (451-7)  Madden, Communication: Writing a Response Essay (21-36-54) |
| Week 4 | M, 1-31 | five *EL* poems, class selections  **Informal Writing 3 Due** |
| W, 2-2 | two *EL* short stories, class selections  Madden, Reading and Analyzing Fiction (60-72) |
| Week 5 | M, 2-7 | one *EL* short stories, class selection  Aiken, “Silent Snow, Secret Snow”  **Paper 1 Close Reading Draft 1 Due** |
| W, 2-9 | five *EL* poem, class selections |
| Week 6 | M, 2-14 | Reading Death: Becoming Posthumous, Becoming Myth  Stevens, “Emperor of Ice Cream”  Aiken, Selections from “Preludes for Memnon”  Kierkegaard Handout |
| W, 2-16 | **Paper 1 Peer Response (Groups 1-3)** |
| Week 7 | M, 2-21 | **Paper 1 Peer Response (Groups 4-6),**  Ibsen Handout: “Hedda Gabler” |
| W, 2-23 | Reading Against Suicide: Poetry, Drama, and Prose  Ibsen Continued  Wetzsteon Handout  Clare Handout  Selections from Chesterton, “Orthodoxy” Ch. V |
| Week 8 | M, 2-28 | two *EL* short stories, class selections  **Paper 1 Close Reading Draft 2 Due** |
| W, 3-2 | two 2010 short stories, class selections  Madden, Argumentation: Writing a Critical Essay (150-77) |
| Week 9 | M, 3-7 | Bellow, *Seize the Day* |
| W, 3-9 | Bellow, *Seize the Day*  **Paper 2 Significance Draft 1 Due** |
| Week 10 | M, 3-14 | Bellow, *Seize the Day*  **Group Presentation Sign Up** |
| W, 3-16 | **Paper 2 Peer Response** |
| Week 11 | M, 3-21 | *No Class: Spring Break* |
| W, 3-23 | *No Class: Spring Break* |
| Week 12 | M, 3-28 | Chekhov, *The Proposal* (*EL* 809-20)  Valdez, *Los Vendidos* (*EL* 1057-66)  Madden, Reading and Analyzing Drama (91-105)  **Paper 2 Significance Draft 2 Due** |
| W, 3-30 | full length play, class selections  **Group Presentation Topic Due** |
| Week 13 | M, 4-4 | Play, continued  Madden, Research: Writing with Secondary Sources (178-92)  **Group Presentation Plan and Bibliography Due** |
| W, 4-6 | Dickinson, class selections |
| Week 14 | M, 4-11 | Humanizing Eagle Vision: Drawing Connections  Hardy Handout  Auden Handout  Larkin Handout |
| W, 4-13 | **Groups 1-3 Conferences** |
| Week 15 | M, 4-18 | **Groups 4-6 Conferences** |
| W, 4-20 | **2 Group Presentations** |
| Week 16 | M, 4-25 | **2 Group Presentations** |
| W, 4-27 | **2 Group Presentations**  **Paper 3 Research Draft 1 Due** |
| Finals | M, 5-2 | **Paper 3 Peer Response** |
| W, 5-4 | **Paper 3 Peer Response, Recitations** |
| F, 5-6 | **Paper 3 Research Draft 2 Due by 2:00PM** |