

# English 1102, Composition & Modern English II: Writing Arguments about Literature

Spring 2017 Sections: TBAC, MWF 8:00 a.m. to 8:50 a.m., Smith Hall, Room 154  
TEAB, MWF 11:00 a.m. to 11:50 a.m., Smith Hall, Room 169

## Instructor and Office Hours

Ben P. Robertson, Ph.D., Professor, English  
Monday/Wednesday/Friday: 9:00 a.m. – 10:00 a.m.  
12:00 p.m. – 1:00 p.m.  
2:00 p.m. – 3:00 p.m.

## Course Description and Objectives

Text-based analyses and application of principles and tools of research in writing short research papers. A grade of C or better is required for credit. Must be taken within first 30 hours of enrollment.

English 1102 continues the study of the writing skills you began learning in English 1101, but this course will place more emphasis on library research, literature, and argumentation. In this course, we will practice organizing arguments, developing well-supported paragraphs, and incorporating logical and critical thought into a series of essays that demonstrate a minimum of mechanical problems. We will analyze a variety of rhetorical modes; practice multiple approaches to prewriting and revision; learn to spot and correct syntax, usage, and vocabulary errors; incorporate computer technology as a learning tool; and participate in peer-critique, in-class workshops to develop writing skills.

In general terms, this course also will attempt to achieve the following goals.

- Provide students with a better understanding of the writing process from the development of the subject through final revisions.
- Create opportunities for students to develop and use structure in writing, incorporating logical and coherent generalizations and details within each writing assignment.
- Demonstrate an understanding of basic reference and documentation skills, focusing on quotations and paraphrasing.
- Develop analytical and critical reading skills.
- Successfully produce multiple extended compositions or equivalent assignments.
- Employ grammar, mechanics, punctuation, and sentence and paragraph structure that are in alignment with American English.

## Course Prerequisites

Students must earn at least a C in English 1101,

Composition and Modern English I, to enroll in this course.

## Texts and Materials

Please acquire the following texts and materials to use for this course.

- Kennedy, X. J., and Dana Gioia, eds. *Backpack Literature*. 5<sup>th</sup> ed. New York: Pearson/Longman, 2015. ISBN-13: 978-0321968128 / ISBN-10: 0321968123
- Hacker, Diana, and Nancy Sommers. *A Writer's Reference (with Exercises)*. 8<sup>th</sup> ed. Boston, MA: Bedford/St. Martin's, 2015. ISBN-10: 0312601476 / ISBN-13: 978-0312601478
- A flash drive, a notebook with looseleaf paper, and a pencil or pen. A laptop or tablet is highly recommended.



Additional course readings may be available online, and others may be placed on reserve in the library, where you may read them during library hours.

## Assignments

Your grade for this course will be determined based on the following assignments and their respective percentage weights. The capital letters in brackets after each item refer to the goals addressed by each entry for the Alabama Department of Education Criteria for Certification of Teachers in Secondary Schools (listed in my “General Course Policies”):

- Essays 1, 5, and in class (10 %) [C, E, G, H]
  - Essays 2, 3, 4, and 6 (70 %) [C, E, F, H, I]
  - Presentation (10 %) [A, B, C, D, E, F, H, I, J]
  - Daily Work (10 %) [A, B, C, D, G, H, I, J]
- Total possible score: 100 %

The “Daily Work” category includes items completed in class such as journals, peer review, collaboration exercises, quizzes, general class participation, and any other exercises or writing not otherwise listed. This category also includes rough drafts of assignments and minor assignments done outside class.

Students will be required to do research for their essays written in this class. Each essay should cite from outside sources to help support the arguments made in

the paper. Students should be familiar with the Troy University library's databases.

Student Learning Outcomes			
COURSE OBJECTIVE	STUDENT LEARNING OUTCOMES	ACTIVITIES	ASSESSMENTS
1. Develop analytical thinking and critical reading skills	<ul style="list-style-type: none"> <li>Identify the basic features of literature, including but not limited to theme, structure, symbolism, imagery, metaphor, and motif</li> </ul>	<ul style="list-style-type: none"> <li>Videos, lectures, and class discussions.</li> <li>MyWritingLab activities/<i>A Writer's Reference</i> activities</li> <li>Writing analysis</li> </ul>	<ul style="list-style-type: none"> <li>online exercises</li> <li>graphic/advance organizer (rubric)</li> </ul>
2. Demonstrate proficiency with writing in a formal context to include six original extended and revised compositions	<ul style="list-style-type: none"> <li>Self-knowledge of writing proficiency and propensity for certain mistakes; commitment to word choice and tone</li> <li>demonstrates a command of precise language and enhanced vocabulary</li> <li>demonstrates the ability to critique one's own work and the work of peers</li> <li>demonstrates proficiency with basic genres of literature (fiction, drama, poetry)</li> <li>Recognize and avoid clichés</li> <li>Demonstrate appropriate tone and knowledge of audience</li> </ul>	<ul style="list-style-type: none"> <li>Practice tests for word choice</li> <li>Journaling for self-critique</li> <li>Self and peer editing/review</li> <li>Class discussion of assigned readings for each mode</li> </ul>	<ul style="list-style-type: none"> <li>Major assigned essay rubrics</li> <li>MyWritingLab activities/<i>A Writer's Reference</i> activities</li> <li>Peer review rubric</li> </ul>
3. Develop an ease and appreciation for essay structure and paragraph development, including thesis statement, topic sentences, transitions, introductions, and conclusions	<ul style="list-style-type: none"> <li>Demonstrate ability to identify and to express ideas using essay parts, including thesis statement, topic sentence, transitions, introductions and conclusions</li> <li>uses appropriate conventions of structure and format for the situation/style</li> <li>demonstrates self-awareness of one's own writing style across multiple drafts</li> <li>demonstrates the ability to pre-write, draft, revise, edit, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis/Discussion of assigned readings</li> <li>Drafting assigned essays</li> <li>Discussion of assigned rubrics for each essay</li> <li>reflective journal</li> <li>self and peer editing/review</li> <li>MyWritingLab activities/<i>A Writer's Reference</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>Quiz for identifying thesis and other essay parts</li> <li>journal rubric</li> <li>rubric for self and peer reviews</li> <li>online exercises</li> </ul>
4. Demonstrate use of evidence through research to support literary analysis  Develop research and citation skills	<ul style="list-style-type: none"> <li>Develop an ability to incorporate credible outside sources using quotations and paraphrasing and documenting sources using proper citation format, especially MLA</li> </ul>	<ul style="list-style-type: none"> <li>Citation exercises</li> <li>Self-analysis through journaling</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>journal rubric</li> <li>Major research paper</li> </ul>
5. Demonstrate an awareness of proficiency and propensity for certain grammar and punctuation mistakes	<ul style="list-style-type: none"> <li>Employ proper usage (in accordance with standard American English) of grammar, spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Grammar quizzes</li> <li>Self-assessment through journaling</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic</li> <li>Self-guided use of quizzes</li> <li>Exit Exam</li> </ul>

### Tentative Schedule

All reading assignments should be completed by the day they are listed (some additional readings or assignments may not be assigned until one class period in advance). Note that this schedule is subject to change.

Weeks	Dates	Reading Assignments/Activities	Items Due
Week 1	Wed., Jan. 11	Syllabus/Schedule, Assignments, Handouts, Plagiarism, Forms	
	Fri., Jan. 13	Diagnostic Essay	
Week 2	Mon., Jan. 16	No class!	LAST DAY TO ADD A COURSE OR WITHDRAW WITHOUT OWING FULL TUITION (Tuesday)
	Wed., Jan. 18	Essay Organization and MLA Formatting; Read the "Extra Guidelines for Essay Writing" handout; Chapter 30, "Writing a Research Paper" in <i>Backpack Literature</i> (pp. 1143-1167), also recommended: Ch. 29; "Academic Writing" in <i>A Writer's Reference</i> (pp. 71-130); Practice with thesis statements.	Forms (in class)
	Fri., Jan. 20	<b>Essay #1 (Literacy Narrative)</b>	MyLiteratureLab (MLL) Learning Path
Week 3	Mon., Jan. 23	Documenting and Integrating Sources in MLA Style; Read "MLA Papers" in <i>A Writer's Reference</i> (pp. 437-516).	
	Wed., Jan. 25	Documenting and Integrating Sources in MLA Style	Three MLL exercises (3)
	Fri., Jan. 27	Documenting and Integrating Sources in MLA Style	
Week 4	Mon., Jan. 30	Read Susan Glaspell's <i>Trifles</i> in <i>Backpack Literature</i> (pp.633-645).	Turnitin Practice
	Wed., Feb. 1	No class!	Three MLL exercises (6); Format Assignment (full credit, 10 pts)
	Fri., Feb. 3	No class!	
Week 5	Mon., Feb. 6	Read August Wilson's <i>Fences</i> in <i>Backpack Literature</i> (pp. 1029-1086). Read David Ives's <i>Soap Opera</i> in <i>Backpack Literature</i> (pp. 669-680);	
	Wed., Feb. 8	Essay Discussion and Review	Intro. & WC Essay 2; Three MLL exercises (9); Format Assign. (9 pts)

	Fri., Feb. 10	Read about the comma (Section P1 on pp. 317-329 in <i>A Writer's Reference</i> ). Read about run-on sentences (Section G6 on pp. 266-272 in <i>A Writer's Reference</i> ) and about sentence fragments (Section G5 on pp. 259-265 in <i>A Writer's Reference</i> ). Read about italics, capitalization, and quotation marks (Sections P10, P8, and P5 on pp. 370-372, 362-365, and 343-349 in <i>A Writer's Reference</i> ).	<b>Essay #2 (drama)</b>
Week 6	Mon., Feb. 13	Read Theodore Roethke's "My Papa's Waltz" and W. H. Auden's "Musée des Beaux Arts" in <i>Backpack Literature</i> (pp. 380, 564-565).	
	Wed., Feb. 15	<b>Exam #1</b>	Three MLL exercises (12); Format Assignment (8 pts)
	Fri., Feb. 17	<b>In-Class Essay</b>	
Week 7	Mon., Feb. 20	Read John Keats's "Ode on a Grecian Urn," Percy Shelley's "Ozymandias," and Dudley Randall's "Ballad of Birmingham" in <i>Backpack Literature</i> (pp. 460-461, 614, 500).	
	Wed., Feb. 22	Essay Discussion and Review (Group 1)	Intro. & WC Essay 3; Three MLL exercises (15); Format Assignment (7 pts)
	Fri., Feb. 24	Essay Discussion and Review (Group 2)	Intro. & WC Essay 3
Week 8	Mon., Feb. 27	Read about problems with pronouns (Section G3 on pp. 238-252 in <i>A Writer's Reference</i> ).	
	Wed., Mar. 1	Read Kurt Vonnegut's "Harrison Bergeron" in <i>Backpack Literature</i> (pp. 194-200).	Three MLL exercises (18); Format Assignment (6 pts); <b>Essay #3 (poetry)</b>
	Fri., Mar. 3	<b>In-Class Essay</b>	
Week 9	Mon., Mar. 6	No class!	
	Wed., Mar. 8	No class!	
	Fri., Mar. 10	No class!	
Week 10	Mon., Mar. 13	Read Joyce Carol Oates's "Where Are You Going, Where Have You Been?" in <i>Backpack Literature</i> (pp. 307-321).	
	Wed., Mar. 15	Read Craig Raine's "A Martian Sends a Postcard Home" in <i>Backpack Literature</i> (pp. 453-454) and John Donne's "The Flea" (pp. 578-579)	Three MLL exercises (21); Format Assignment (5 pts)
	Fri., Mar. 17	Read about appropriate language (Section W4 on pp. 193-201 in <i>A Writer's Reference</i> ).	
Week 11	Mon., Mar. 20	Read Chinua Achebe's "Dead Men's Path" (pp. 187-190), Shirley Jackson's "The Lottery" (pp. 235-243), and Franz Kafka's "Before the Law" (pp. 301-303) in <i>Backpack Literature</i> .	LAST DAY TO DROP ANY COURSE.
	Wed., Mar. 22	<b>In-Class Essay</b>	Three MLL exercises (24)
	Fri., Mar. 24	<b>Exam #2</b>	
Week 12	Mon., Mar. 27	Read Jorge Luis Borges's "The Gospel According to Mark" (pp. 123-128 in <i>Backpack Literature</i> )	
	Wed., Mar. 29	Essay Discussion and Review (Group 2)	Intro. & WC Essay 4; Three MLL exercises (27); Format Assignment (4 pts)
	Fri., Mar. 31	Essay Discussion and Review (Group 1)	Intro. & WC Essay 4
Week 13	Mon., Apr. 3	Read <i>Othello</i> (pp. 738-852), Acts 1 and 2	<b>Essay #4 (fiction)</b>
	Wed., Apr. 5	Read <i>Othello</i> , Acts 3 through 5	Three MLL exercises (30)
	Fri., Apr. 7	Read Jamaica Kincaid's "Girl" (pp. 56-58 in <i>Backpack Literature</i> ) and Seamus Heaney's "Digging" (pp. 589-590 in <i>Backpack Literature</i> ).	
Week 14	Mon., Apr. 10	Read Raymond Carver's "Cathedral" in <i>Backpack Literature</i> (pp. 85-97).	
	Wed., Apr. 12	Read Henrik Ibsen's <i>A Doll's House</i> in <i>Backpack Literature</i> (pp. 858-917).	Three MLL exercises (33); Format Assignment (3 pts)
	Fri., Apr. 14	Discussion of annotated bibliography entries.	Annotated Bibliography Entry
Week 15	Mon., Apr. 17	Essay Discussion and Review (Group 1)	Intro. & WC Essay 6
	Wed., Apr. 19	Essay Discussion and Review (Group 2)	Intro. & WC Essay 6; Three MLL exercises (36); <b>"Essay" #5 (annotated bibliography)</b>
	Fri., Apr. 21	Presentation Discussion and Sample	
Week 16	Mon., Apr. 24	Presentations	
	Wed., Apr. 26	Presentations	MLL Mastery Check; Format Assignment (2 pts); <b>Essay #6 (multi-genre)</b>
	Fri., Apr. 28	Presentations	
Week 17	Mon., May 1	Presentations	<b>Rev. of Essay 2, 3, or 4</b>
	Wed., May 3	Dead Day	
	Thu., May 4	<b>Final Exam for 8 a.m. Class → 8:00 a.m. to 10:00 a.m.</b>	
Week 18	Tue., May 9	<b>Final Exam for 11 a.m. Class → 8:00 a.m. to 10:00 a.m.</b>	