

English 1302 Syllabus
Jan. 2013

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Conference Period: 4th

Tutorials/Makeups: By arrangement.

Course Philosophy:

1302 Literature and Composition is a course that follows the curricular requirements described in the Odessa College Course Catalogue, subsequently, students will be actively involved on a daily basis with college writing and learning the techniques of close reading of a variety of World Literature encompassing early texts such as *Oedipus the King* and continuing through such modern works as Linda Pastan's "Ethics." Our study will also encompass a broad variety of genres written over the same time period. We will be utilizing a variety of rhetorical strategies in both our reading and writing assignments, including but not limited to, recognition of fallacies, ethos, pathos, logos, and the disposition or structure and style, including but not limited to diction, syntax, figurative language, and mechanics.

Students will be writing in a number of rhetorical modes including, persuasive, expository, analytical, informative, and evaluative, as well as research based writing that includes an appropriate use of the MLA form of documentation. Students will also be required to continually both self-edit and peer-edit the writings that they generate. Part of facilitating effective writing is appropriate feedback. I will be working with students in both group settings and one on one to provide support in this area at every stage of the process. Since the only way to become a competent writer is by reading critically, and writing often, students must be willing to devote approximately five to six hours per week **outside of the classroom** in order to complete their required reading and writing assignments.

What is most important in any class of this level is a commitment by the student to fully engage in the process. Students must be willing to work hard and produce products that are of college quality. Subsequently, writing is expected to be coherent, free of grammatical errors, logically organized, and when required, written in MLA format using proper documentation and research techniques. By the same token, students must be prepared to integrate extra reading time into their schedules. Much of the material that is required reading for the course will be read outside of the classroom. For students unused to a heavy schedule of independent reading, the tendency to "put off" until the last minute must be avoided at all costs.

Course Objectives

Upon successful completion of this course, you should be able to:

- ☞ analyze and interpret literature using formalist techniques;
- ☞ write for understanding;
- ☞ write to explain;
- ☞ write to evaluate;
- ☞ recognize an author's use of style, syntax, diction, and structure;
- ☞ develop your own personal style of writing;
- ☞ write a literary research paper that is interpretive in nature, based on a close reading of a literary text

Reading Assignments

In order to become polished writers, students must first become competent, **critical**, readers. The only way in which this can be accomplished is by students reading, and oftentimes, re-reading all assigned materials carefully. This involves a certain level of responsibility from the student. **You** must schedule your time appropriately and make the personal commitment necessary to be successful in managing your assigned reading.

Writing Assignments--Critical

Students will be required to write a number of critical explication papers over all the genres covered in the course. These will be short papers of approximately 2-3 pages. Students will be expected to observe the conventions in these explications. The papers must be typed, double-spaced and grammatically correct. Students are **always** required to write a rough draft for this class. Your first draft is not acceptable as a final copy. Students will be using the formalist theory of critical analysis (close reading) as a basis for these explications. Papers should cover structure, style, diction, characterization, imagery, symbolism, tone, and other aspects of the writer's craft. We will have group work shops that focus on peer editing as well as instructor feedback. Our most important critical paper of the year will be a 6-8 page argumentative/expository research paper utilizing a minimum of 6-8 outside sources including both primary and secondary source materials. Students will be required to write this paper in MLA format.

Instructor Feedback

The instructor will provide instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop a wide-ranging literary vocabulary used appropriately and effectively, as well as a variety of sentence structures, including appropriate use of subordination and coordination. Furthermore the teacher will aid in students learning to use logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. Teachers will provide instruction and feedback that will help students achieve a balance of generalization and specific, illustrative detail, and an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Expectations for Engagement – Face to Face Learning.

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.

Quizzes, and Exams

Students will have periodic quizzes taken from the readings. These quizzes will be unannounced and subsequently will not appear on the syllabus schedule. Students will also take six weeks exams and semester exams that will cover material studied both in and outside of class.

Grading Scale

In-class writings, discussions, reading, and homework	20%
Major six weeks essay	20%
Quizzes	20%
Folder/Notebook/RR	15%
Six Weeks Exam	25%
Research Paper	½ Semester Exam

Plagiarism:

“Plagiarize” is defined by the Tenth Edition of *Webster’s Dictionary* as: to steal and pass off (the ideas or words of another) as one’s own; use (another’s production) without crediting the source; to commit literary theft...”(886). **Cheating in any form WILL NOT BE TOLERATED.** If you plagiarize an essay; take too much liberty with another person’s ideas (even another student’s); or cheat on an exam once, that assignment will receive a “0.” If you plagiarize or cheat the second time, you will receive an “F” in the course.

Student Evaluations of Instruction

The SEI process for face-to-face and online courses is scheduled for the week of November 26th.

Final Note:

Although a syllabus is not set in stone, neither is it written in chalk; subsequently, although changes are inevitable, I will do my best to keep the course on track and on schedule.