

English 1302 Syllabus
Jan. 20123

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Conference Period: 4th
Tutorials/Makeups: 7:30 a.m. M-F

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 Suzanne Collin's *Hunger Games*. 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 both self-edit and peer-edit continually 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 workshops that focus on peer editing as well as instructor feedback. Our most important critical paper of the year will be a 7-8 page analytical research paper utilizing a minimum of 7-8 outside sources including both primary and secondary source materials. Students will be required to write this paper in APA 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.

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%
Reader Response Notebooks	15%
Six Weeks Exam	25%
Research Paper	½ Semester Exam
Semester Exam	25%
	Of overall semester grade

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.

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.

CALENDAR CON ENG III, RESEARCH PAPER/CLASSWORK

JAN. 7th -11th : CLASSROOM: Students will learn the parameters for their research paper. We will cover both OC and MLA guidelines concerning plagiarism. Students will receive a copy of the research paper contract, calendar, topics, APA template, typing and editing guidelines and all other handouts needed for the research paper. Students will choose a topic and formulate a prospectus to guide them through the research process. Students will also learn the proper way to use directly quoted material, paraphrased material, and summarized material. Students will practice writing both source and note cards. We will also lecture and test over the first half of Orson Scott Card's future dystopia *Ender's Game*.

JAN. 14th -25th: LIBRARY WORK: Students will spend two weeks in the library gathering source material for their paper. Students will be instructed on the use of various databases and other online sources. Students will write their source cards. Source cards will be due on January 25th, at the beginning of the class period. This will count as a quiz grade. Students will begin writing their note cards. **HOMEWORK:** Students will read the introductory material on drama found on pages 1106-1110, Students will also need to read and be ready to discuss *Trifles* found on pages 1111-1121 and the related materials found on pages 1122-1128 for the week of the 28th. A ½ page Reader Response is required for *Trifles*.

JAN. 28TH -FEB.1ST: , INDEPENDENT WORK: Students will continue evaluating sources and continue writing note cards **outside of class. The first 30 note cards will be due on Feb.8th at the beginning of class.****CLASSROOM:** Students will read and discuss the drama *Oedipus the King* beginning with background information found on pages 1157-1163. A Reader Response is required for *Oedipus*.

FEB 4TH --8TH : INDEPENDENT WORK: The final **thesis statement, abstract, Reference page** and the last **30 note cards** (1/2 of the total) are due by the end of the class period on **FEB 11TH**. **CLASSROOM:** Students will finish up and test over *Oedipus the King*.

FEB. 11TH -15TH, INDEPENDENT WORK: Students will write type their rough drafts following the APA typing guidelines. **Rough drafts DUE ON THE 18TH . Rough drafts will be penalized at a rate of 20 points per class day.** Students **CANNOT** begin their final drafts until their rough draft has been graded, and papers will be graded in the order in which they were received, so it is imperative that drafts are turned in on time. **CLASSROOM:** Students will read the background on Shakespeare found on pages 1242-1247. Students will begin *Othello* found on page 1248. A Reader Response is required **for each Act** of *Othello*. Students will read Act I of *Othello* and test over same. Students will view Act I of the filmed version.

NOTE: the rough draft counts as the 4th six weeks essay grade which is 25% of the overall six weeks grade.

FEB.18TH ---22ND: Students will prepare for and take their 3rd six weeks exam which will cover research terms and the elements of drama. Students will continue reading *Othello*. Students will test over Act II and watch Act II of the film version

FEB. 25TH -MAR25TH : INDEPENDENT WORK: Students will type their final drafts at home or in the library. Students will also prepare an oral report over their research to be presented to the class. Students will prepare for and take their 5th six weeks exam which will cover both research and drama.

PAPERS WILL BE DUE AT THE END OF THE CLASS PERIOD ON MONDAY THE 25TH OF MARCH. NO EXCEPTIONS. Failure to turn in your final draft at or before the deadline will result in SEVERE PENALTIES. CLASSROOM :

NOTE:The PecosHigh School library is open on Tuesday and Thursday evenings from 6:00 to 8:00 p.m. Students who fall behind in class need to make up their work at this time. Please do not wait until the last minute to come to me for help. If you are having trouble during any stage of the process, I will be available to help, Mon. through Thurs. 7:30-8:00 a.m. You may also email me with any questions or concerns. My email is:
drenz42@yahoo.com