

# Course Syllabus

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NOTE: This syllabus is subject to change during the semester. Please check the online version of this syllabus on a regular basis for any updates.

**Department** : English & Foreign Languages  
**Course Title** : Composition II (Composition & Literature)  
**Section Name** : ENGL 1302.4, ENGL 1302.730  
**Start Date** : 01/22/2013  
**End Date** : 05/17/2013  
**Modality** : FACE-TO-FACE  
**Credits** : Three credit hours

## Instructor Information:

**Name, Office** : Dr. Mark W. Jordan, Wilkerson Hall #220  
**OC Email** : [mjordan@odessa.edu](mailto:mjordan@odessa.edu)  
**OC Phone #** : 432-335-6549

## Course Description:

ENGL 1302 focuses on continuing to develop and apply the essential principles and techniques needed to produce college-level writing. The course emphasizes applying critical thinking in the reading and analysis of selected works from the principle genres of literature (fiction, poetry, and drama) and articulating those responses to literature in clear, organized, and grammatically correct prose. In ENGL 1302, students will use research and documentation skills in their writing. Requirements include analytical papers on literature, a research paper, assigned readings, a final exam, and other assignments as determined by the instructor. (ICOs 1, 2, 3, 4, 5, 6) **Prerequisite:** ENGL 1301.

## Course Objectives (Learning Outcomes):

Upon successful completion of this course, students will

- Demonstrate knowledge of individual and collaborative research processes;
- Read, analyze, and recognize characteristics of fiction, poetry, and drama and identify essential details and facts in those works;
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence;
- Demonstrate the ability to read assigned texts closely, develop interpretational analyses of these texts, and clearly articulate the findings of these critical interpretational analyses;
- Write analytical papers on one or more literary works in a given genre or genres;
- Summarize the essential elements of each genre and each literary selection in standard literary terminology;
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays;
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.) including the proper use of quotations, citations, and a list of works cited;
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action;
- Demonstrate continuing mastery of Edited American English when articulating ideas in well-organized, lucid prose that exhibits the application of the aforementioned skills.

## 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
  - Provide 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.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - Seek out help from my instructor and/or from tutors;
  - **Ask questions if I don't understand; and,**
  - Attend class regularly to keep up with assignments and announcements.

## Course Policies:

- 1.0 Absence is not an excuse for coming to the next class meeting unprepared; also, *absence does not extend due dates!* Work submitted more than one day late for any reason, *including absence*, may be penalized ten points, at my sole discretion. *If absent, contact me as soon as possible (preferably via email) regarding how to submit anything due, and to learn of upcoming assignments.*
- 2.0 Major tests missed must be taken within one week in the Testing Center, after which the grade becomes a zero. The penalty for taking the test later than the day given is ten points. Major essays may still be submitted after one week, but will normally receive no higher than an F (or lower, if incomplete). No work of any sort is accepted after the end of the semester.
- 3.0 Daily assignments which depend on timeliness to be effective (e.g., pop quizzes) may not be made up. The grade is a zero; the lowest daily grade is dropped. Other daily work, at my sole discretion, may be submitted as late as one week (but not later), with the appropriate late penalty applied.

- 4.0 Any student missing the final exam normally receives a zero for the final exam grade. Depending on the **student's grade average, this will often result in** failure of the entire course.
- 5.0 Cell phones, pagers, and laptops: (a) must be set on silent, to prevent disruption of class; (b) must be only rarely used for non-course related matters, not routinely, with no calls taken in class whatsoever, to prevent both disruption of class and loss of focus by user; (c) may not be used at all by a student in danger of failing; and (d) must be put away entirely during tests, to prevent any unfair advantage. Repeated violations may be considered chronic disruption of class and dealt with as such.
- 6.0 As adults, you may leave the room without asking permission, but students who abuse this privilege with frequent comings and goings will be considered to be disrupting class. You are encouraged to see to your needs either before class or during formal breaks (in longer evening sections).
- 7.0 Chronic class disruption may result in a student being dropped from my course. This is a last resort and would occur only after repeated warnings, the last warning being delivered in writing.
- 8.0 Plagiarism (**submitting work not one's own**) in any form is not allowed. Various forms, intentional and unintentional, will be discussed. The penalty for flagrant, intentional plagiarism is an F for the course.

## Required Readings/Materials :

- 1.0 You must purchase the following **required** readings/materials: *Literature: An Introduction to Fiction, Poetry, Drama, and Writing (Compact Edition)*. 7<sup>th</sup> edition. Ed. Kennedy & Gioia. 2013.
- 2.0 You are encouraged to buy the following **optional** books/materials: A standard dictionary.

## Course Requirements (Lectures, Assignments and Assessments):

- 1.0 **Careful reading of the selected literature**, with the understanding that while this receives no direct credit, it is the foundation for all graded assignments;
- 2.0 **Participation in class**, including attendance, timely arrival, and discussion (**5 % of the course grade**);
- 3.0 **Various short daily quizzes and other daily assignments (10 % of the course grade)**. Most quizzes will be pop quizzes over assigned readings and thus cannot be made up (see Course Policies);
- 4.0 **Two tests, one over fiction, one over drama (15 % each)**. The Fiction Test consists of two sections, an objective section covering concepts and terminology and an essay section which asks students to apply the concepts to the particular works discussed in class. The Drama Test consists of an essay section similar to the first test, with the other section asking for identification of quotations from the works discussed;
- 5.0 **One interpretive essay (15 %)**. In this essay the student uses the same concepts and terminology as tested in item 4.0, but in a more formal and thorough way, exploring the meaning of one short fiction work, usually one of those already discussed in class;
- 6.0 **A formal research paper utilizing secondary sources (20%)**. The student will interpret the meaning of a short fiction work from the textbook, but *not* one having been discussed in class. The student's own interpretation is supported by secondary sources found in the research process. All sources used, including the short story being interpreted, are formally cited according to MLA research citation format, which is taught in class;
- 7.0 **A comprehensive final exam (20 % of the course grade)**. The first section of the final (20% of the test grade) tests the selection of poems discussed in class, usually with either several essay questions or a greater number of short answer questions. (Poetry is not tested separately as are Fiction and Drama.) The second and main section of the final exam (80% of the test grade ) consists of an interpretive essay spanning works from all three genres, to be three or more pages in length and written in class from an outline the student may prepare beforehand. More specific instructions for this and all other assignments are given in class, both in writing and orally.

## Summary of Assignments & Activities

Item Name	Type	Description	Time Frame
Unit One	Fiction	The first part of the course studies the genre of Fiction. It also includes the study of fundamental concepts and literary devices applicable throughout the course. The two major assignments for this unit are a unit test and an interpretive essay (see Course Requirements for descriptions of these and all major assignments).	This unit usually lasts about five or six weeks and covers four to five short fiction works in depth. <i>Starting and ending dates of this and all units depend on various factors such as the degree of classroom discussion and the pace of student learning, which in turn may add to or subtract from the list of works studied. All specific assignment due dates are announced in class.</i>
Unit Two	Drama	Unit Two studies the genre of drama. Most of the same concepts and terminology from Unit One are also applicable to Drama, with suitable modifications. The one major assignment for Unit Two is a unit test.	Unit Two usually lasts about four weeks and normally covers one short drama (one act) and one full length drama.
Unit Three	Poetry	Unit Three studies the genre of poetry, including interpretive strategy and terminology suitable to the genre. This genre is not tested separately but rather in one section of the final exam, the rest of which is comprehensive.	Unit Three lasts the remainder of the semester, but is interspersed with Unit Four (see below). Class days are given over to lecture over poetic interpretation, discussion of particular poems (usually eight to twelve, as time permits), interspersed with class time given over to topics having to do with Unit Four.
Unit Four	Research Methodology	Unit Four teaches methods of college-level research, including use of print and online specialized indexes, and it also teaches MLA-style citation of research sources. For this unit the student researches and composes a formal research paper.	Unit Four, as already noted, is interspersed with the study of poetry in Unit Three. Class time devoted to research methodology is spent teaching research methods and MLA-style citation of sources, supported by supervised time for research in the OC library.

## Grading Policy:

- 1.0 **Final grade for course:** 90 through 100 = A; 80 through 89 = B; 70 through 79 = C; 60 through 69 = D; below 60 = F
- 2.0 **Individual assignments:** Plus sign (+) = 8 (e.g., B+ = 88); minus sign (-) = 2 (e.g., B- = 82); neither + nor - = 5 (e.g., B = 85)
- 3.0 See Course Policies regarding **late submissions, penalties for plagiarism**, etc.

## Student Evaluation of Instruction:

The SEI process for face-to-face and online courses is scheduled for the week of April 28<sup>th</sup>.

## Special Needs:

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## Learning Resource Center (Library):

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

## Student E-mail:

Please access your Odessa College Student E-mail by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All online assignments or correspondence will be submitted using your Odessa College email.

## Technical Support:

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## Important School Policies:

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students' and instructors' rights to academic freedom can be found in the Odessa College Student Handbook.