

ENGL 1102 Sections 110 and 120: COMPOSITION AND LITERATURE II
Spring Semester 2012

Both Sections meet on Tuesdays and Thursdays

ENGL 1102-110: 11:00—12:45 PAF 206

ENGL 1102-120: 2:00—3:15 PAF 307

INSTRUCTOR: JOHN STURGIS

OFFICE (HOURS): PAFFORD 319 (8:00-9:00 T-W-R and 2:00-5:00 W by APPOINTMENT ONLY)

WRITING CENTER: 10:00-1:00 W: APPOINTMENT WITH UWC REQUIRED

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“English means, in the first place, the mother tongue. As that, it’s the most practical subject in the world: you can’t understand anything or take any part in your society without it. The native language takes precedence over every other subject of study: nothing else can compare with its usefulness.”—Northrop Frye, *The Educated Imagination*.

Course Description for These Sections of 1102

This course serves both as a continuation of ENGL 1101 and an introduction to the study of literature focusing on skills required for reading, interpreting, and writing analytical essays about literature in three genres: fiction, drama, and poetry. In writing, students must demonstrate competency in both explication of literary texts and research-based interpretation. Readings, and the emphasis students will here find on the act of reading, are selected to reinforce and expand on this most crucial of skills developed in English 1101. Our purpose is to prepare you to be the best college student and writer that you can be, and, provided your effort is sufficient, you will emerge from the First Year Writing Program with an identity and a competent academic voice of your own, one which will continue to evolve and serve you well through the remainder of your educational experience.

COURSE POLICIES: ATTENDANCE, LATENESS, CLASS PARTICIPATION, AND ELECTRONICS

Grading: Out of Class Essays (3): E1=10%; E2=15%; E3=50%; Reader’s Journal, Response Papers, In-class Writing Assignments, Exams and Pop Quizzes, 25%.

Attendance Requirements: Students may be administratively withdrawn from class based on the following attendance policy: For classes that meet three times a week, a student is allowed four absences. Upon the fifth absence, the student may be withdrawn. **For classes that meet twice a week, a student is allowed three absences. Upon the fourth absence, the student may be withdrawn.** Be aware that no distinction exists between excused and unexcused absences.

Disruptive Behavior: Students will be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes-but is not limited to: arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above.

The instructor reserves the right to administratively withdraw from the course (for sufficient academic, disciplinary, or other clearly apparent cause) any student at any time. This policy is enacted in an effort to protect the combined class from individual academic or classroom misbehavior that disrupts or negates the potential for learning in the classroom or the exploratory learning process that occurs outside of the formalities. Disruptive behavior includes not turning in assigned work on time or in the proper format, repeated or aggravated tardiness or absence, consistent evidence of the absence of effort, plagiarism, and other academic malfeasance.

Reading is of the utmost importance. Your purpose for taking this course is to be understood as this: learning to read and write at the college level. If you do not read the assigned texts, your classroom discussion will suffer and will be noted by the instructor and acted upon. Part of your final grade is dependent on your reading as you will discover when unannounced reading quizzes are given when reading assignments are due. Your two lowest reading quiz grades will be dropped in the evaluation of your final grade.

Writing for this course includes substantial assignments throughout the term in the *formal* of out of class essays. More informal assignments support and sustain the formal essays, and are ongoing: A Reader's Journal, *and* writing-to-learn Response Papers. While informal assignments will not be graded in the way that formal papers would be, students must complete all of these assignments in order to receive a passing grade. You are expected to use these assignments to develop your ideas and to improve and strengthen your writing abilities. I view these assignments as part of an ongoing *dialogue with yourself* about issues raised in the course objectives and evolving ideas that will emerge in our class discussions. If you are absent and fail to turn in a Response Paper on time, it cannot be "made up" though it still may be turned in. Response Papers are defined for you in class and are most often assigned only by word of mouth. *If a student fails to submit a Formal Essay on time, the student should not expect a passing grade.*

Late work: Late work will not be accepted unless you have made arrangements with me *in advance* or, in the case of an emergency, have immediately contacted me.

Format for all papers (strictly enforced): All papers should be formatted in MLA style. *There are no exceptions unless you are instructed otherwise in class.* Violations of the MLA style sheet (as presented in the Writer's Resource) include, but are not limited to margin widths, vertical linear spacing, failure to achieve specified length, color of ink, printing irregularities (printing on the reverse), failure to provide a Works Cited page, too much space between paragraphs, improper paper size and weight, and so forth. Violations such as these will result in lower grades in early essays and failures in later ones. Please govern yourself and your submissions accordingly.

Revision of graded work: The idea of Revision of previously graded work will be discussed a length in class and specific instructions will be given to those who qualify and wish to pursue this option.

Required Texts

The University requires each student to acquire certain books as a baseline for language study in the English Department. I will use a variety of these handbooks in class, and each student is expected to bring a grammar and composition handbook to class as directed. Students in ENGL 1102-110 and 120 are required to obtain the following texts and DVD films for the successful completion of the course requirements:

Barnet, Sylvan and William E. Cain. *A Short Guide to Writing About Literature*. Pearson Longman. ISBN 0-025-11845-3. (Twelfth Edition), but earlier editions will do.
 Edson, Margaret. *Wit*. Faber. ISBN 0-571-19877-5.
 Hoffman, Michael. *Shakespeare's A Midsummer Night's Dream*. A Film on DVD. Fox Searchlight Pictures. ISBN: 0-86162-12308-5.
 Pynchon, Thomas. *The Crying of Lot 49*. HarperPerennial. ISBN: 0-06-093167-1.

These texts are required materials. Course work cannot be completed without them. If you attempt the course without obtaining the required texts, you should not expect a passing grade. College is really just three things if you think about it: Go to class; buy the books; read the books. If you do those three things, you are probably going to be all right. If you fail to do any one of them, not so much.

ADDITIONAL MATERIALS

Students will be required to read assigned short stories and poetry from sources such as internet websites or library reserve shelves. Students will be responsible for (and evaluated on) accessing these sources and producing hardcopy printouts of the material for their personal use in in-class and out-of-class reading and writing assignments. Students will be expected to appear in class with the text under study and appropriate materials for writing in class. Details will be provided as the semester begins.

COURSE OBJECTIVES and PROGRAM GOALS

General Learning Outcomes:

- To extend the skills of expository writing and critical thinking established in English 1101.
- To read, understand, and interpret fiction, drama, and poetry and write analytically about them.
- To understand literary principles and use basic terms important to critical writing and reading.
- To construct essays using textual evidence from both primary and secondary sources.

Specific Learning Outcomes:

Critical Reading and Analysis

Analyze literary texts sufficient to produce explications and interpretations of literary works as well as parts and devices within those texts. Develop an understanding of genre and the influence of genre on understanding literature. Achieve a working understanding of the most fundamental terms and ideas of literature, such as types of narration and point of view, plot, character, image, symbol, and figurative language.

Writing Process and Rhetorical Objectives

Writing processes are the same as those in ENGL 1101 except the papers are longer and require the use of secondary materials to a greater extent. Rhetorical concerns are a continuation of ENGL 1101 with the new rhetorical situation of writing about literature for academic audiences.

Minimal Competency Requirements

Essay Level: Continuation of the learning objectives of ENGL 1101 will be emphasized, that is, creation of clear theses, effective introductions and conclusions, and logical patterns of essay organization. Additional requirements include the ability to develop a logical argument advancing a

particular explication or interpretation of a literary text, an argument which is distinct from plot summary and from sociological writing about literature.

Paragraph Level: Continuation of the paragraph development skills required in ENGL 1101. Additionally, be able to manage quotations from literary and secondary texts as a means for developing paragraphs, neither letting the quotations dominate paragraphs inappropriately nor under-explaining the quotations once used.

Sentence Level: Continuation of ENGL 1101, consistent evidence of sentence variety and control of syntax to achieve clarity with the consistent use of apt and varied diction, the use of quotations in sentences while maintaining grammatical correctness and competent punctuation, and the demonstration of the command of mechanics, grammar, and usage conventions of Standard Edited English.

Documentation Style

Use the MLA style for documenting sources and in-text citations of literary material.

Technological Objective

Demonstrate the ability to use word processing and to find and evaluate electronic resources.

Students With Special Needs

Students With Special Needs will be accommodated per University policy to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Disability Services in 272 Parker Hall (770) 839-6428. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services as noted above. in the *Student Handbook* and the *Uncatalogue*.

Assessment

All students will be provided with a website address from which they will download and print out a hard copy of the English Department documents: "Grading Criteria for Out-of-Class Essays", and "Assessment of In-Class Writing". These two documents are herewith made a part of this Syllabus.

Complete instructions for the assembly of an assignment will be distributed in writing, usually two weeks ahead of the submission date (Response Papers excepted here). Any violation of formatting instructions, including specified length (given in "number of pages" terms) or contents (absence of a Works Cited page for instance) can result in a failing grade.

NOTE: A grade of C or higher in English 1102 is a prerequisite for all other English and XIDS 2100 classes. All grades will be posted on [Banweb](#) at the conclusion of the course. Instructors will not give out individual grades by telephone. For reference purposes only, the nominal grading system is as follows: A = 91-100; B = 81-90; C= 71-80; D = 61-70; F = 51-60.

FORMAL REQUIREMENTS

Unless otherwise specified below or on a specific assignment sheet, all papers submitted for this course will adhere to current MLA style and possess the following features:

All written work will be the product of a word processor (MS Word—no exceptions) and printed in black ink on white paper with double-spacing throughout. A one-inch margin will be provided. Improper formatting will result in loss of points. Your name, class and section, date of submission, and assignment description will be located in the upper left-hand corner of the first page (only) of the text.

Each essay will be provided with an imaginative title of its own, thoughtfully and specifically developed for the paper. Proofreading and editing are considered very high order concerns in these submissions. The learning process that is facilitated by these writing exercises should not be mitigated by a distracting assortment of grammatical and mechanical writing errors. Shoddy work and poor writing habits will not be tolerated.

All written work, excepting that developed in class, will be in accordance with current MLA style. Students are referred to Maimon's *Writer's Resource*, TAB 6 for further information.

PLAGIARISM POLICY

(Required on all English Department Syllabi)

“The Department of English defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is that of fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. Consistent with the last caveat, any instance of plagiarism or academic dishonesty in ENGL 1102 will result in an automatic course grade of F.”

OFFICE HOURS AND CONFERENCES

For the purposes of this course, my office hours are as noted above (and also by appointment at other specifically agreed-upon times). My office is PAFFORD 319. Phone is 678 839 4866. E-mail is jsturgis@westga.edu. I am always available to all of my students to discuss course-related concerns and material and will do as best I can to work with each of you individually as need be. You are expected to appear in my office as necessary in order to individually address performance and assessment results or other personal concerns. This is not unusual and may be mandatory, depending upon the situation. *I encourage you to view my role as a facilitator of your educational experience, but you must also understand that you are responsible for your education, not me.* All student—professor email correspondence must occur via your my.uwg account. Email is the best way to reach me outside of class or office hours.

SYLLABUS AND ASSIGNMENTS

The syllabus below presented has been prepared well in advance of this presentation and is a fairly reliable calendar of proposed activities and course functions. I must reserve the right, however, to modify the readings as necessary to accommodate the emerging apparent but unexpected needs of the course sections and its participants. You will of course be advised of any such changes as they proceed out of necessities as they may arise.

Summary

- Ongoing from the first: Reader's Journal: informal writing about every title we assay in the course; I will ask for your Journals at strategic times throughout—you never know . . .
- Weeks 1 through 4: Overview and Theory of Study. Reading and Writing about a film of a classic Shakespearean play (Diagnostic 400 word) Response Paper; Essay #1 due Week 4.
- Weeks 5 through 8: Short Fiction Unit: 1 Response Paper. I.C.E., and Essay #2 due Week 8.
- Weeks 9 through 10: Drama Unit: *Wit* Essay #3 due Week 13
- Weeks 12 through 14: Honors Convocation Drama Unit: Shakespeare.
- Weeks 15 through 17: Long Fiction Unit: Pynchon. Final Exam Essay.

Week One Introduction: Language as Subject

T, 1-10—Course Introduction; Syllabus; WR Handbook: TAB 6 (MLA Style). The How and Why of Reading at the college level. Reader's Journal assignment. What is Literature anyway? A Brief History. A Little Theory. Readings: Barnet and Cain.

R, 1-12—Literature as Form. Form as Meaning. Writing about Literature. Genre emphasis. Readings: Barnet and Cain. Habits of Mind and Fundamental Writing Principles.

Note: Saturday, 1-14 is the last day for Drop-Add.

Week Two Theory Unit Continues

T, 1-17 R, 1-19—Theory discussion continued: Writing strategies—principles and ideas. Thesis Statements, Claims, Comparison and Contrast in Essays. Assignment: Response Paper #1 (Diagnostic) and Readings: Barnet and Cain

Week Three Film I: *Reading* film as text. Form As Meaning

T, 1-24—Response Paper 1 Due. Read *AMND* in class.

R, 1-26—Continuation of the Film in class. Write Essay #1 rough draft.

Week Four Film I: Reading and Writing *Strategies*

T, 1-31—Essay #1 Rough Draft due. Discussion of film and reading and writing strategies.

Proofreading and Troubleshooting rough drafts.

R, 2-2—Essay #1 Final Draft due.

Week Five Short Fiction *Stories*

T, 2-7—Discussion of Assignment and the writing process for Short Fiction. Introduction to Short Fiction Unit. The Elements of Fiction. Assignment: Short stories: stories to be announced. Barnet and Cain readings.

R, 2-9—Discussion of assigned short fiction: Application of the elements of fiction to writing about short fiction. Assignment: Short stories to be announced. Response Paper #2 assigned. Barnet and Cain readings.

Week Six Short Fiction Unit continues.

T, 2-14—Response Paper #2 due. Discussion of assigned short fiction: Strategies for writing about short fiction in terms of utilizing the Writing Process for Response Papers, Essays, and in-class writing. Assignment: prepare for In-Class Writing Essay. Topic Selection and strategies for essay tests. Buy your Blue Book Now! Assignment: WR: Read "Grading Rubric for In-Class Essays".

R, 2-16—ICE. Formal Writing in Class.

Week Seven Short Fiction Unit continues.

T, 2-21—Essay #2 Assigned. Reading and Writing Strategies In-class drafting of thesis concepts and paragraph planning.

R, 2-23—Discussion of short fiction continues. Review of In-Class Writing Assessment exercise and lecture “Writing About Fiction”.

Week Eight Short Fiction Unit continues.

T, 2-28—Discussion of assigned short fiction continues.

R, 3-1—Essay #2 Due. No Exceptions! Assignment: Barnet and Cain Readings: Writing about Drama. Read *Wit*.

Week Nine Drama Unit Begins. Assignment: Read *Wit*.

T, 3-6—Reading a play, strategies and conventions.

Note 3-2 is the last day a student may withdraw from this course with a grade of ‘W’.

R, 3-8—Writing about drama. Response Paper #3 assigned.

Week Ten Drama Unit Continues

Spring Break Assignment: Read Pynchon’s novel; No exceptions!

T, 3-13— No class: Spring Break

R, 3-15—No class: Spring Break

Week Eleven Spring Break (No Classes)

T, 3-20—

R, 3-22—

Week Twelve Honors Convocation, No Classes March 27 Drama Unit continues: *Wit*

T, 3-27—

R, 3-29—Final discussions of the play as you prepare your Essay.

Week Thirteen

T, 4-3— Essay #3 (Edsons’ *Wit*) Due my office, before noon today. Assignment: Barnet and Cain readings. Read Pynchon’s *The Crying of Lot 49* (for the second time, third time)?

R, 4-5—Pynchon discussion continues as it begins

Week Fourteen

T, 4-10—Rough draft of Response Paper #4 due for peer review in class. Writing about Pynchon and the novel in general.

R, 4-12—Response Paper #4 due. No exceptions. Assignment: Read online criticism of the novel.

Week Fifteen Long Fiction Unit continues. The problem of Interpretation and the Affective and Intentional Fallacies.

T, 4-17—*The Crying of Lot 49*. What is a novel and how and why does it work so well as art and entertainment?

R, 4-19—The Last Day of Class. *CL49* continued: Analyzing Ambiguity: Review and criticism of *CL49* essays. Semester Review. Final Exam Assignment distributed.

Week Sixteen The Big Finish. Exam Week. You must attend your Final Exam. University Policy.

Section 110 Exam Schedule: 11:00-12:15 classes.....Tuesday, Apr 24, 11:00-1:30 pm

Section 120 Exam Schedule 2:00-3:15 classes.....Tuesday, Apr 24, 2:00-4:30 pm
