ENGL 1102 Sections 31, 34, and 101 COMPOSITION AND LITERATURE II
Spring Semester 2009

All Sections meet on Tuesdays and Thursdays
1102-31: 11:00—12:15 HUM 206
1102-34: 12:30—1:45 HUM 205
1102-101: 2:00—3:15 PAF 307

INSTRUCTOR: JOHN STURGIS
OFFICE (HOURS): PAFFORD 319 (9-11:00 T-R and 8:00-1:00 W by APPOINTMENT ONLY)
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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 at least three genres (i.e., fiction, drama, poetry). In writing, students must demonstrate competency in both explication of literary texts and research-based interpretation. This course will provide you with readings and assignments designed to reinforce and expand on the skills you developed in English 1101. We are going to approach and engage writers and readers who ply their trade with élan and admirable technical skill, and we will learn from our own efforts to read and write what it means to be a skilled critical thinker and learner. Using writing as a learning tool, we will continue and enhance the cultivation and shaping of our voices and identities as members of the academic community that began in 1101. Throughout, using the texts as our guides, we will write to discover, to learn what we think, and to find the comfort level with the indispensable skill that will be so important in your academic future. Your experience here will prepare you for the personal and academic writing assignments sure to come. 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 voice of your own: one which will continue to evolve and grow and serve you well throughout the remainder of your educational experience.

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

Grading: Out of Class Essays (3): 75%. Response Papers, In-class Writing Assignments, Exams and Pop Quizzes, 25%.

Attendance Requirements: Students will 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 will be withdrawn. For classes that meet twice a week, a student is allowed three absences. Upon the fourth absence, the student will 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, 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 form of out of class essays and writing-to-learn Response Papers. While these 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.

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: All papers should be formatted in MLA style. If your major will require a different style sheet, we can discuss an option or two. Please see me individually.

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


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.

**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 a 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

Weeks 1 through 5: Poetry Unit: 2 400 word Response Papers. Essay #1 due Week 5.
Weeks 6 through 8: Short Fiction Unit: 1 Response Paper. Essay #2 due Week 8.
Weeks 9 through 10: Film Unit: 2 500 word Response Papers due by end of Week 10.
Weeks 15 through 17: Long Fiction Unit: Pynchon. Final Exam.

Week One

Download: Keats's “Ode to a Nightingale”. Verses by MacLeish and others that teach us how to read.
Assignment: Download grading rubrics, print them out, and read them. Download this syllabus; print it out, and read it. Bring these course documents to class on Tuesday.

Note: Tuesday, 1-13 is the last day for Drop-Add.

Week Two

Poetry / Theory Unit Continues


Week Three

Form As Meaning: Poetry Unit continues.


**Week Four**  
Poetry Unit continues.

T, 1-27—E1 Rough Draft Workshop. Hard copy **required** in class.

R, 1-29—Poetry review begins. Reading the Classics. A word on Shakespeare, Milton, and Dante.  
Assignment: *SG* Readings.

**Week Five**  
Short Fiction Unit: Hendricks

T, 2-3—Essay #1 due. Discussion of Assignment and the writing process for poetry. Introduction to Short Fiction Unit. The Elements of Fiction. Assignment: Short stories: Hendricks stories to be determined.


**Week Six**  
Short Fiction Unit continues.


R, 2-12—In-class writing practice. Writing prompt development.

**Week Seven**  
Short Fiction Unit continues.

T, 2-17—Assignments to be determined pending final scheduling. Essay #2 Assigned. In-class drafting of thesis concepts and paragraph planning.


**Week Eight**  
Short Fiction Unit continues.


R, 2-26—Essay #2 Due. No Exceptions! Assignment:

**Week Nine**  
Short Fiction Unit Concludes. Film Unit Begins.


R, 3-5—*Hannah and Her Sisters* Part II. A Film Critic is as a Film Critic Does. Lecture: Writing About drama. Assignment: Write Response Paper #4: *Hannah and Her Sisters*

*Note 3-2 is the last day a student may withdraw from this course with a grade of ‘W’.*
Week Ten
Drama Unit Begins:

T, 3-10—Response Paper #4 due. Review of novelistic structure, similarities and differences of fiction and drama.

R, 3-12—Some notes on film study and analysis: the translation of verbal narrative into film narrative. The Director’s palette and the Author’s pen. Prep for Spring Break.

Week Eleven
No Classes, T, 3-17 and R, 3-19 Spring Break

Spring Break Assignment: To Be Announced

Week Twelve
Drama Unit continues: Shakespeare


R, 3-26—Writing about film and doing comprehensive film analysis. Assignment: Read Shakespeare’s *A Midsummer Night’s Dream*. Annotate your text as you read. Be prepared to discuss the text in detail on Tuesday.

Week Thirteen

T, 3-31—Hoffman’s film in class, Part 1. Taking notes and analyzing as you go.

R, 4-2—Hoffman’s AMND film in class, Part 2 with discussion. Assignment: Essay #3: *A Midsummer Night’s Dream*

Week Fourteen

T, 4-7—Essay #3 peer review in class. Writing about Shakespeare and drama in general.

R, 4-9—Essay #3 due. No exceptions. Assignment: Read Pynchon’s Novel the first time.

Week Fifteen
Long Fiction Unit begins: Pynchon

T, 4-14—*The Crying of Lot 49*. What is a novel and how and why does it work so well as art and entertainment?


Week Sixteen
The Big Finish

T, 4-21—Wrapping it all up with a big time review of the whole thing. Instructor Evaluation; Final comments; Exam scheduling and procedures finalized and announced.

R, 4-23

Week Seventeen

T, 4-28—Last Day of Class
Exam Week—May 1 through May 7

Grades due 5-11 at 8:30 a.m.

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