



COURSE OUTLINE

Instructor: Fred Jordan

Semester/Session: Spring 2013

Course Number: ENG-102-NC72

Course Title: English Composition 2

Course Credits:3

Lecture hours: 3 **Lab hours:** none **Other hours:** none

Pre-requisite(s): Passing score on the English Placement Test or successful completion of ENG 101.

Co-requisite(s): None

Course Description: This is a course that further develops skills in formal research-based and argumentative writing and emphasizes the use of multi-disciplinary sources.

Learning Outcomes: After successful completion of the course, the student will:

- Use Standard Written English to create well structured sentences, paragraphs, and essays
- Review the writing process and use strategies to further revising and editing skills
- Write extensive multi-paragraph essays using argument and a variety of structural patterns considering audience and tone
- Write logically, critically, and analytically, synthesizing and documenting sources
- Read critically, learning to summarize, analyze, interpret, and evaluate relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys
- Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources but not limited to information gathered from Web sites

	Section	Dates	Days	Time	Room
Class Section(s) Time & Location:	01	1/28-4/29	M	6:00-9:10	NC1133

Instructor:	Fred Jordan	Office Hours:	Mondays, Wednesdays, 12:00-5:30
Telephone:		Office Location:	NC 2012
E-Mail Address:	fjordan@ccac.edu		

Required Text(s):	Arp, Thomas and Johnson, Greg. Ed. <i>Perrine's Literature: Structure, Sound and Sense</i> . Boston: Wadsworth, 2012.
Required Materials:	None
Recommended Text(s):	
Audio-Visual Materials:	
Directed Study:	
Open Lab, Tutoring, etc.	

Teaching Methods: Lecture will be used primarily for background information. I encourage individual and group discussion. In addition to lectures, essays and discussions, the course will include group work, quizzes and tests.

Evaluation Plan: There will be 5 major essays and an explication for the class. Essays are based on the text and readings. Grades are based on depth, coherence, grammar, unity and support.

Late assignments will be penalized one full letter grade per calendar day.

Each of the first 4 essays is worth 15 percent of the final grade. The explication is worth 10 %, and the final essay is worth 20%. Quizzes and class participation will constitute the remaining 10%.

These 4 to 5 page essays (explication 3 pages, final essay 5-7 pages) require you to examine the themes and ideas expressed in works of your choice. For example, you might write about the theme of materialism in Guy de Maupassant’s “The Necklace.” Such an essay would discuss the role pretensions of class played in Mathilde Loisel’s quest for “advancement,” and the ultimate consequences of her actions. Such an essay would take into account the implicit and explicit role that materialism plays in defining a person’s worth in mid to late 19th century French society, based on elements contained in de Maupassant’s text. At least one essay will focus exclusively on each genre. One essay will involve research on an author or text.

From here, you might proceed by exploring the world set forth in “The Necklace”: how does the text depict the characters, what does it say about social and business practices, etc.

Each essay must have a clear, unifying thesis, and ample support for your main argument (before you ask, yes, this is a rather subjective essay, but it is vital that you support your assertions with textual evidence. Properly cited, of course).

You may also wish to relate the short story to current events, but remember that your intention is to make an assertion about some aspect of the story’s ultimate message (or related messages), with supporting details.

As you write, you should consider the historical context and possible autobiographical influences on the author. How does her imagery shape the text’s discourse? What does it say about the conditions of the characters, the location, or the society as a whole?

When you write, you should break the text down into components: language, imagery, character development, etc. But you should also look at the broader scope of things, to look at your subject as a part of a larger dialogue on a given topic (as opposed to the explication, which is an even more focused discussion of a text as an object unto itself).

Avoid using “I,” unless it is contained in a direct quote. Remember to use the present tense throughout the essay, and always follow the MLA conventions for citation and bibliography.

All essays must be submitted to safassign via Blackboard.

Essays must be typed and double-spaced. You should use the MLA format for your assignments.

Grading Scale: 90-100 A
80-89 B
70-79 C
65-69 D

Essay Rubric:

Performance Criteria	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
Organization Criteria	Written work has <i>clear and appropriate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>clear and appropriate</i> .	Written work has <i>adequate</i> beginning, development and conclusion. Paragraphing and transitions are also <i>adequate</i> .	Organizational structure and paragraphing have <i>serious and persistent errors</i> .
Development of ideas	The length of the written work provides <i>in-depth coverage</i> of the topic, and assertions are <i>clearly supported</i> by evidence.	The length of the written work is <i>sufficient to cover</i> the topic, and assertions are <i>supported</i> by evidence.	Written work <i>does not cover</i> the assigned topic, and assertions are <i>weakly supported or not supported</i> by evidence.
Mechanics	Written work has <i>no more than one major error and few</i>	Written work is <i>relatively free of errors</i> in word selection and use,	Written work <i>has major and persistent errors</i> in word selection

	<i>minor errors</i> in word selection and use, sentence structure, spelling, punctuation, and capitalization.	sentence structure, spelling, punctuation, and capitalization.	and use, sentence structure, spelling, punctuation, and capitalization.
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Other Policies and Procedures:

Attendance:

As attendance and participation is essential, you should plan on attending every class. You are limited to 3 absences, after which you will lose a full letter grade for every additional class missed. If you have a medical, family or other emergency let me know, particularly if there is an assignment due that day. I discourage electronic submission of the three primary essays but you may turn them in via email, fjordan@ccac.edu, in case of emergency.

Academic Integrity

CCAC's policies regarding Academic Integrity are described in your student handbook on page 24.

I will not tolerate acts of plagiarism, collusion or cheating. Such offenses are corrosive to the ideals of academic inquiry and will result in a failing grade for the assignment. A second offense will result in a failing grade in the course. I will also refer any instances of academic dishonesty to the administration. Plagiarism is the deliberate marketing of another's ideas as your own; collusion involves unauthorized collaboration with others resulting in plagiarism. Examples include the following:

Buying a paper from an online site, having another student write the assignment (collusion), copying substantial portions of the essay from the internet, databases, books, etc.

Failing to place quotation marks around quoted material and/or attributing quotes in your essay. Be sure to include quotation marks, and indent long quotes (over 4 lines).

Failing to include parenthetical citations for any borrowed ideas, including direct quotes, summaries and paraphrases—in other words, don't take credit for other people's ideas.

As the assignments in this course are based on your responses to the works in the main text, there is little reason to consult outside sources. If you have any questions regarding citation, paraphrasing or academic integrity, please feel free to contact me.

Scholarly Integrity

As nascent scholars, you also have an obligation to carefully weigh the facts and evidence, and to present them in an honest and ethical fashion. This means that we cannot afford to allow the fallacy that all opinions are inherently equal to take root. We will have a number of discussions throughout the course of the semester, and I encourage you to explore each issue with an open and critical mind.

Classroom Behavior

I encourage you to participate in our open discussions, and to ask questions. However, some forms of behavior are clearly unacceptable. I ask that you behave in a courteous and respectful fashion, as is appropriate in a college environment. **Do not use cell phones, send text messages, use electronic devices or disrupt the class in any inappropriate fashion.** As adult learners, you should show up to class on time and prepared for class discussions. You should show a degree of enthusiasm, arrive on time and take notes during lectures. Conversely, you should not disrupt appropriate conversations, sleep in class, arrive late or leave early (unless you have a valid reason to do so), pass notes, do work for other classes or behave in a generally inappropriate fashion. I will ask a student to cease any behavior that disrupts the class. If the student persists, I reserve the right to ask them to leave. Removal counts as an absence. If the disruptive behavior persists, I may ask you to leave the class until the situation is resolved. Behavioral conduct is discussed in the *Student Handbook* on page 26.

Classroom Behaviors:

It is expected that students behave in an appropriate manner while in this classroom.

I like to maintain an open, positive atmosphere in class which is in part fostered by mature student behavior.

DO:

- Listen in class, not only to the instructor, but to other students as well.
- Pay attention.
- Participate appropriately.
- Show courtesy and respect toward others.

- Show interest and enthusiasm.
- Arrive on time.
- Take notes.
- Behave like an adult.
- Turn off beepers and cell phones before entering this classroom.

DO NOT:

- Talk while another student or I am talking.
- Talk during a video.
- Sleep in class.
- Arrive late or leave early.
- Exhibit inappropriate, disruptive or disrespectful behavior.
- Pack up before class has been dismissed.
- Pass notes.
- Use profanity in this classroom.
- Do assignments for other classes.
- Talk out of turn.

Bottom line: Anything that distracts or interrupts the instructor or other students is unacceptable. If the behavior distracts the instructor and/or other students, a warning will be issued. If the behavior persists, you may be asked to leave the class until the situation is resolved privately between you, the instructor, the department head and the dean of Student Development. If you are removed from the classroom, you will not be permitted to make up the missed work and you will be considered absent for the day(s) removed from class.

Consistent Inappropriate Behavior Will Not be Tolerated in this Classroom.

Cheating & Plagiarism: Cheating and/or plagiarism in any manner or form will be prosecuted by the instructor and/or the college. Penalties may include a failing grade for an exam, quiz or paper, a failing grade for the course, suspension from school, permanent note on transcript, etc. For more information on what constitutes cheating and plagiarism and the possible penalties that can be levied, please refer to the CCAC student handbook for CCAC's policies and regulations regarding the student code of conduct.

My policies on Academic Integrity and Behavioral Conduct are based on CCAC's official policies.

Essay Format

All essays are to follow MLA formatting and citation guidelines. Papers must be typed and double-spaced. Use a legible 10 or 12 point-size font. I have included a sample from Diana Hacker's website at the end of the syllabus. ***I discourage electronic submissions,*** however if you cannot submit a hard format of your essay to me, you may send the file as a rich text format (.rtf) or Microsoft Word format (.doc, docx). Essays typed using the latest version of Word should be saved in a format compatible with Word 2004.

Late Policy

There will be no way to make up pop quizzes. All assignments are due at the beginning of classes on dates specified on the course plan. Late assignments will lose a full letter grade for every class missed. If there is a legitimate reason you cannot submit an assignment on time it is essential for you to contact me before the start of class. Computer problems or work for other classes do not constitute legitimate excuses for late submissions.

Useful Links

- <http://owl.english.purdue.edu/>
- <http://www.unc.edu/depts/wcweb/handouts/>
- <http://bcs.bedfordstmartins.com/resdoc5e/>

Students with Disabilities:

The Community College of Allegheny County makes every effort to provide reasonable accommodations for students with disabilities. Questions about services and procedures for students with disabilities should be directed to the Office of Supportive Services at your campus.

Course Outline Corrections:

During the semester/session, reasonable changes to the course outline may be academically appropriate. Students will be notified of these adjustments by the instructor in a timely manner.

Additional Dates:

3/25-3/31/2013

Spring Break

5/6/2013

Classes End

wjp10/24/06

Approved by Academic Deans 10/24/2006

Course Plan:

Class Week/Date	Lesson or Topic	Learning Activities	Assignments	Evaluation
1	Introduction to the course material.	Lecture, discussion	Introductions, Syllabus, writing about literature. Jackson, 278	Discussion
2	Short Stories	Lecture, discussion	Section I (page 1-35); Wolff, 86; Greene, 112 Munro, 126; Walker, 166	Discussion
3	Short Stories	Lecture, discussion	Chekhov: 234; Welty, 239; Cather, 260 Hemingway, 294; Camus, 381	Discussion, Essay 1
4	Short Stories	Group work	Lawrence, 311; Atwood, 373. Joyce, 427; Updike, 649; Hawthorne, 325	Discussion,
5	Short Stories	Presentations	Oates, 507; Chopin, 540. Faulkner, 542; Marquez, 351	Discussion, Essay 2
6	Short Stories, Poetry	Lecture, discussion	Poe, 634; handout Elements of Poetry, 655; Tennyson, 659; Shakespeare, 666; Brooks, 669; Williams, 671: Housman, 673; Evans, 691	Discussion
7	Poetry	Lecture, discussion	MacLeish, 676;; Plath, 692, handout; Heaney, 719; Keats, 724; Wilbur, 737, Piercy, 776	Discussion
8	Poetry	Lecture, discussion	Atwood, 801; Donne, 832; Angelou, 849; Hughes, 949; Crane, 964; Thomas, 906 Read pages 807-918; Owen, 892; WW1 poets, handout	Discussion, Explication
9	Poetry	Lecture, discussion	Whitman, 872; Byron, 873; Frost, 748, 807, Dove, 971; Coleridge, 961; Forche, 974; Roethke, 1011; Sexton, 1013; Wordsworth, 1030 Ginsberg, 977, Handout	Discussion
10	Drama	Lecture, discussion	The Elements of Drama, 1035; Glaspell, 1042 Nottage, 1062; Becket, 1556	Discussion
11	Drama	Lecture, discussion	Ibsen, 1092 Williams, 1156	Discussion, Essay 4
12	Drama	Lecture, discussion	Shakespeare, 1276 Wilson, 1565	Discussion
13	Drama	Lecture, discussion	Chekhov, 1425 Miller, 1474	Discussion, Essay 5
14			Final Exam	