

ENGL 1133 – ENGLISH COMPOSITION II
Syllabus 2018



PRAIRIE VIEW A&M UNIVERSITY

I. Course Information

Course Prefix/Number/Course: ENGL 1133-P04
Days & Time: MTWR: 11:00-1:40 /1100-1340
Location & Class Room: Ag/Business Bldg. 115
Credit Hours: 3 credits
Prerequisites for the course: English Composition I

II. Course Method

Writing and Reading literature helps us better understand ourselves and the world. During this course, we will examine through literature how others cope with problems and deal with conflicts. Assignments will include composing essays, poetry, short stories, and plays, as well as oral presentations of selected assignments. We will read, discuss the literature, respond in journal form, and write literary essays enhancing understanding and comprehension of various literary works thoroughly, in order to communicate succinctly producing concise, grammatically, well-written, (APA) formatted manuscripts employing critical thinking, critical reading, and critical writing analytical skills. *This course is academically interactive, focusing on one-on-one teacher/student collaboration for writing requiring active student participation, with frequent Lecture AND PowerPoint class sessions for note taking, comprehension, and structure.*

III. Instructor Information

Instructor: Prof. Lindsay C. Dixon
Email: lcdixon@pvamu.edu
Office Hours: Tuesdays and Thursdays: 2:30 p.m. to 4:00 p.m.
Location: Hilliard Hall, Ste. 113

IV. Course Description

Expository, Rhetorical, and Analytical writing based upon detailed and concise readings and study of selected examples from, non-fiction, fiction, poetry, and drama. The course emphasizes oral and written analytical interpretations which include recognition of the traditional techniques, forms, and rhetorical devices used by writers of literature. The course also serves as an introduction to literature. Includes a 6,000-word writing requirement.

V. College-level Competencies

Mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

Upon completion of this course, the student will be able to:

- 1.) Integration of Skills – Integrate skills learned in English Composition I by organizing materials to create cohesive units of discourse suitable to the purpose and the audience.**
- 2.) Communication -- Further develop individual styles of thinking, speaking, and writing to demonstrate critical analysis and effectively communicate original ideas in written and oral discourse.**
- 3.) Critical Thinking and Analysis – Analyze various literary forms in order to further examine human experiences and relate these and other literary themes to global issues.**
- 4.) Technology – Locate and evaluate primary and secondary sources and incorporate the relevant information into a research paper documented internally and bibliographically by using APA guidelines.**
- 5.) Diversity – Interpret and evaluate societal and ethical issues, problems, and values, particularly through the literature of diverse authors and subjects**

Students will be able to organize material, to write fluid prose, using specific detail, creating a cohesive literary composition and PowerPoint Assignments (when directed), being aware of audience, and to master scholarly applications of written and spoken language usage skills. Students are expected to demonstrate a firm understanding of Standard English usage including: spelling, grammar, punctuation, correct diction and the ability to write in third person Point of View and First Person (when applicable). In addition, students are expected to be familiar and use software applications such as Microsoft Word or Google Docs to be able to paginate, format papers, use spell check and create headers and footers.

VI. Course Calendar

The professor reserves the right to change the calendar to meet the needs of the course and the students. It is the students' responsibility to adjust their calendars when necessary.

This is a general week-by-week outline of the students' activities of the class for a regular 15-week semester. A week-by-week list of assignments will be handed out several times during the semester (and modified for a 5-week summer term).

Competency	Week	Learning Outcomes	Learning Activities	Student Assessments	Points
1, 2, 3, 5	<i>Week 1</i>	<p>1) Read, analyze and evaluate different information and texts.</p> <p>2) Develop critical thinking and writing skills.</p> <p>3) Integrate Comp I skills and further develop writing skills.</p>	<p>1) Complete introductions, review syllabus/handouts.</p> <p>2) “This I Believe” essay.</p> <p>3) Discussion of essays, thesis statements.</p> <p>4) Review grammar and usage.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p> <p>3) Grammar diagnostics.</p>	Journal = 100 points
1, 2, 3, 5	<i>Week 2</i>	<p>1) Read, analyze and evaluate different texts.</p> <p>2) Develop writing skills</p>	<p>1) Research “This I Believe” essays and share with class.</p> <p>2) Literature readings as assigned.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p> <p>3) Essay #1 (min. 500 words)</p>	<p>Quizzes = 50 points.</p> <p>Essay #1 = 100 points</p>
2, 3, 5	<i>Week 3</i>	<p>1) Identify basic literary devices such as plot, character, setting, tone, mood, and point of view.</p> <p>2) Develop critical thinking and analytical skills.</p>	<p>1) Discuss the elements of fiction; short stories.</p> <p>2) Literature readings as assigned</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p>	
1, 2, 3, 4	<i>Week 4</i>	<p>1) Demonstrate the ability to use research tools.</p> <p>2) Develop writing skills.</p> <p>3) Develop critical thinking skills.</p>	<p>1) Introduce research project.</p> <p>2) Library training – data bases, research.</p> <p>3) Literature readings as assigned.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p> <p>3. Essay #2: (min. 500 words)</p>	Essay #2 =100 points.
2, 3, 4, 5	<i>Week 5</i>	<p>1) Develop thematic ideas based on independent analysis</p>	<p>1) Continued discussion of the elements of shorts</p>	<p>1) Oral and written participation.</p>	

		<p>and class discussions/reactions.</p> <p>2) Demonstrate the ability to use research tools.</p>	<p>fiction (characters, themes).</p> <p>2) Literature readings as assigned.</p> <p>3) Watch “Everyday Use” or “A Rose for Emily.” (A. Walker, W. Faulkner)</p>	<p>2) Writing in journal.</p> <p>3) Research exercises – citations and documentation.</p>	
1, 2, 3, 5	Week 6	<p>1) Appreciate literature through assigned reading and class discussion.</p> <p>2) Demonstrate the ability to use research tools.</p> <p>3) Develop writing skills.</p>	<p>1) Continued discussion of the elements of short fiction.</p> <p>2) Literature readings as assigned.</p> <p>3) Review/discussion of literary writing.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p> <p>3) Research exercises – plagiarism.</p> <p>4) Essay #3: (min. 750 words).</p>	Essay #3 = 100 points
1, 2, 3, 5	Week 7	<p>1) Arrange a sufficient number of paragraphs with supporting details in logical order.</p> <p>2) Develop thematic ideas based on independent analysis and class discussion/reactions.</p>	<p>1) Continued discussion of the elements of short fiction.</p> <p>2) Literature readings as assigned.</p> <p>3) Review/discussion of literary writing.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p>	
2, 3, 5	Week 8	<p>1) Read, analyze and evaluate different information.</p> <p>2) Develop writing skills.</p>	<p>1) Discussion of elements of poetry.</p> <p>2) Literature readings as assigned.</p> <p>3) Review/discussion of literary writing.</p>	<p>1) Oral and written participation.</p> <p>2) War poems and written comments in writing journal.</p> <p>3) Essay #4: (min. 750 words).</p>	Essay #4 = 100 points.
1, 2, 3, 4, 5	Week 9	<p>1) Use a variety of research sources and investigative techniques.</p>	<p>1) Continued discussion of the elements of short fiction and poetry.</p>	<p>1) Oral and written participation.</p>	

		<p>2) Enable students to use greater understanding to evaluate their aspirations and values.</p> <p>3) Demonstrate the ability to use research tools.</p>	<p>2) Literature readings as assigned.</p> <p>3) Review/discussion of writing literary research papers.</p>	<p>2) Writing in journal.</p> <p>3) Readings and discussion of Writing Literary Research Papers.</p>	
2, 3, 4, 5	<i>Week 10</i>	<p>1) Develop thematic ideas based on independent analysis and class discussions/reactions.</p> <p>2) Demonstrate the ability to use research tools.</p> <p>3) Develop writing skills.</p>	<p>1) Literature readings as assigned.</p> <p>2) Individual work and conferences on research papers.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p>	
2, 3, 4, 5	<i>Week 11</i>	<p>1) Broaden the students understanding of themselves and of their cultures.</p> <p>2) Demonstrate the ability to use research tools.</p>	<p>1) Discussion of the elements and various forms of poetry.</p> <p>2) Discussion of “What Makes Good Poetry” (handout)</p> <p>3) Literature readings as assigned.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p> <p>3) Reading poems aloud in class.</p> <p>4) Rough Draft Due of Final Research Paper (min. 500 words).</p>	
2, 3, 4, 5	<i>Week 12</i>	<p>1) Enable students to use their greater understanding to evaluate their aspirations and values.</p> <p>2) Demonstrate the ability to use research tools.</p> <p>3) Develop writing skills.</p>	<p>1) Discussion of the elements of drama, brief history of theatre.</p> <p>2) Literature readings as assigned.</p> <p>3) Watch “Fences,” by August Wilson</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p>	

1, 2, 3, 4	<i>Week 13</i>	<p>1) Collect, compile, and use well-organized notes in the research process.</p> <p>2) Demonstrate the ability to use research tools.</p> <p>3) Use a variety of research sources and investigative techniques.</p>	<p>1) Continued discussion of the elements of drama and realism.</p> <p>2) Literature readings as assigned.</p> <p>3) Watch “Tell-Tale Heart.”</p> <p>4) Final research paper due – 6-8 pages, MLA format and cover page.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal.</p> <p>3. Final Research Paper Due 9min. 1,500 words; 6-8 pages)</p>	Final Research Essay = 200 points
2, 3, 5	<i>Week 14</i>	<p>1) Develop writing skills.</p>	<p>1) Literature readings as assigned.</p>	<p>1) Oral and written participation.</p> <p>2) Writing in journal (collect journals for grading).</p>	
1, 2, 3	<i>Week 15</i>	<p>1) Read, analyze and evaluate different information.</p>	<p>1) Review for final exam.</p> <p>2) Final exam.</p>	<p>1) Oral and written participation.</p> <p>2) Written final exam.</p>	<p>Final Exam = 100 points</p> <p>Attendance/ participation = 150 points</p>

STUDENT EVALUATIONS FOR THIS COURSE WILL BE BASED ON THE FOLLOWING PERCENTAGES:

Four Assigned Essays = 40% (10% for each essay)

Final Research Essay = 20%

Journal = 10%

Final Exam = 10%

Quizzes, Exercises = 5%

Attendance and Participation = 15%

This system of percentages is an approximation ONLY, so students will know where they stand.

Grades on individual papers will be determined on the basis of:

Organization — Thesis statement and supporting ideas

Development— Specific support of topic sentences with examples, statistics, research studies, expert testimony, surveys and case studies

Mechanics and format — Standard English usage and APA format and documentation

ESSAYS WILL BE ASSIGNED ON A REGULAR BASIS. These essays will cover a variety of topics including critical analysis of assigned reading, narrative structure, academic thesis, opinion pieces and samples of prose, poetry and drama.

Daily assignments will include writing in a journal during class on assigned topics and free writing. Class will receive 10- 15 minutes of time for journal writing. Journals will be read and evaluated on an ongoing basis. Please keep a journal dedicated for ENG COMP II. Journals **WILL BE COLLECTED AND EVALUATED ON AN ON-GOING BASIS.**

Quizzes will be given on readings and discussions. A final exam will be given.

A FINAL RESEARCH PAPER WILL BE REQUIRED. THIS PAPER MUST INCLUDE CITATIONS, (MINIMUM OF FIVE); must adhere to APA standards, be properly formatted and error free.

READINGS WILL BE ASSIGNED FROM THE TEXT BOOKS AND HANDOUTS. STUDENTS WILL BE ASKED TO DISCUSS READINGS, COMMENT IN THEIR JOURNALS ABOUT THE READINGS AND WILL BE TESTED ON ASSIGNED READINGS.

VII. COURSE MATERIALS

Required Text(s)/Materials:

Kennedy, X.J., Gioia, Dana, Backpack Literature, New York: Pearson, Longman, 2008.

ISBN – 978-0-205-55103-3

Hacker, Diana, A Writer’s Reference (sixth ed.), Boston: Bedford/St. Martin’s, 2009.

ISBN – 978-0-312-59332-2

Students should have a good collegiate dictionary and a journal dedicated to writing for this class.

VIII. Course Grading Scale

The following grade scale will apply to this class:

90% - 100%= A

80% - 89%= B

70% - 79%= C

60% - 69%= D

Below 59% = F

(Students WILL NEED TO UPLOAD AND USE CRITERIA FOR GRADING RUBRIC in Order to UNDERSTAND, RECOGNIZE, AND IDENTIFY HOW EACH ESSAY IS GRADED)

IX. CLASS POLICIES

ATTENDANCE

STUDENTS ARE EXPECTED TO ATTEND ALL SCHEDULED CLASSES. PARTICIPATION AND WRITING ARE AFFECTED BY ATTENDANCE. ARRANGING TO MAKE UP WORK MISSED BECAUSE OF LEGITIMATE ABSENCE IS THE RESPONSIBILITY OF THE STUDENT. NO MAKEUP WORK WILL BE PERMITTED FOR ANY ABSENCE IN WHICH PRIOR ARRANGEMENTS HAVE NOT BEEN MADE OR FOR WHICH ACCEPTABLE WRITTEN DOCUMENTATION IS NOT PROVIDED. THERE WILL BE NO EXCEPTIONS.

ALL ASSIGNMENTS ARE DUE ON TIME. Any deviation from this policy requires prior arrangements made in writing between the student and the instructor. Any assignment turned in late will receive a deduction for up to three days, after which the assignment will not be accepted and a grade of zero will be assigned. There will be no exceptions.

If you wish to drop, you must do it. See the Office of Records and Registration. Students who do not drop will be assigned a letter grade (possibly an —F) by the instructor. Instructors are not allowed to change the academic status of a student, i.e., award a grade of “W” or — “F” on the final roster. It is the student’s responsibility to withdraw or change registration status by the published PVAMU deadlines.

WRITING JOURNAL

The writing journal will consist of written responses to topics students will write about during class or assignments for homework. Journal entries should be written using blue or black ink, and handwriting must be legible.

Writing journal entries must have the appropriate heading and be numbered sequentially, beginning with journal entry #1.

- **If students are not in class for the assigned journal entry, they must leave space in the writing journal so that it can be entered later. The student’s name must be printed legibly in the space provided on the front cover of the notebook.**
- **Journal entries will not so much be graded for correct grammar or spelling (although correct grammar and spelling are highly encouraged) but students are expected to write thoughtful, complete responses to the prompts or topics assigned, usually connected in some way to the course material.**
- **The length of responses will vary. Some journal entries will be assignments to gather information, some to complete exercises and some to express opinions or to answer discussion questions.**
- **Only journal entries are to be kept in this notebook. Do not doodle on the cover or inside the notebook. This is distracting to the reader of the journal and represents the writer in a poor light. Points will be deducted for sloppy-looking journals.**

Delays in Getting the Textbook

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. **NOT HAVING THE TEXT IS NOT AN ACCEPTABLE EXCUSE FOR DOING NO WORK IN THIS CLASS.**

1. The John Coleman library has reserve copies of the textbook available for student use. These textbook copies cannot be removed from the library.
2. Some of the literature selections we are reading are available on-line. Check the web first to see if the selection is available.
3. Look at the publisher's web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.
4. Please let me know if you don't have the text by the end of the first week of class. **I WILL NOT BE SYMPATHETIC IF YOU WAIT UNTIL AFTER THE FIRST WEEK OF THE SEMESTER TO TELL ME YOU DON'T HAVE THE TEXT.**

The above guidelines will not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.

APA FORMAT

ALL STUDENT ASSIGNMENTS SUBMITTED TO THE PROFESSOR MUST BE TYPED, DOUBLE SPACED, USING APA FORMAT. THERE ARE NO EXCEPTIONS. Examples are located in the text A Writer's Reference, pp 355-412, as well as in Backpack Literature.

Sites online to search for information on MLA format:

<http://www.calstatela.edu/library/styleman.htm>

APA (American Psychological Association); MLA (Modern Language Association) Style On the web: Annotated Bibliographies AND References in APA - from The OWL at Purdue University
APA-Style Bibliography Builder - An online tool that helps you format your citations for a "Reference" page
APA Bibliography Generator - free software that allows you to quickly and effortlessly format your documents' APA cited lists in accordance with the latest MLA or APA style guidelines.

Humanities: Documenting Sources – Refer to MLA Formatting and Style Guide - from The OWL at Purdue University
Frequently Asked Questions about MLA Style - This is published and kept current on the Internet by the Modern Language Association of America. ONLINE! A Reference Guide to Using Internet Sources - citing internet sources in MLA Rules

RULES FOR ACADEMIC WRITING

THE FOLLOWING RULES APPLY TO ALL ASSIGNED ESSAYS IN THIS CLASS AND SHOULD APPLY TO COLLEGE LEVEL WRITING IN GENERAL, UNLESS STUDENTS ARE OTHERWISE INSTRUCTED.

- ***ALL ESSAYS MUST BE WORD-PROCESSED AND SUBMITTED AS WORD.DOC ONLY, IN APA FORMAT. (I WILL NOT ACCEPT OR GRADE ANY PDF'S, ZIP FILES, NO DOCUMENTS EMAILED TO ME, OR VIA YOUR TELEPHONE)***
- Avoid the use of the first-person reference (I, me, we, us, our, etc.) unless the assignment calls for a personal narrative.
- Avoid the use of the second person reference (You, Your OR Imperative sentences with the word —YOU) UNDERSTOOD?
- ***DO NOT USE CONTRACTIONS SUCH AS I'VE OR THEY'RE, ETC. INSTEAD USE I HAVE OR THEY ARE.***
- ***DO NOT USE CONVERSATIONAL OR UNCONVENTIONAL LANGUAGE.***

Conversational: words or phrases that dictionaries label informal, slang, or colloquial; although often used in informal speech and writing, not generally appropriate for formal writing assignments.

Unconventional: words or phrases not generally considered appropriate in academic or professional writing and often labeled nonstandard in dictionaries; best avoided in formal contexts.

- **DO NOT USE ABBREVIATIONS.**

How Much Study Time You Should Expect to Devote to This Course?

Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each for each course you take. There will be reading and writing assignments due for each class meeting.

CLASS POLICIES

COMMON COURTESY AND RESPECT FOR OTHERS IS EXPECTED ALWAYS.

TURN OFF YOUR CELL PHONE BEFORE YOU COME TO CLASS. ALL CELL PHONES SHOULD BE PUT AWAY DURING CLASS. NO CELL PHONES SHOULD BE PLACED ON THE DESK TOP.

DO NOT SEND OR RECEIVE TEXT MESSAGES DURING CLASS. IF YOU ARE CAUGHT SENDING TEXT MESSAGES, YOU WILL BE WARNED AND THE NEXT TIME YOU WILL BE ASKED TO LEAVE THE CLASS.

Do not use your computer in class unless you are actually using it to take notes or for a legitimate English Composition class project.

If you have an excused absence from class, you must get the assignments you need to make up. You must schedule a make-up time if you missed a test or quiz. It is your responsibility to get make-up

work. If you missed handouts because you were absent, it is your responsibility to get them so that you can finish your work on time.

If you are absent for a major test or essay due date, you must have a doctor's note to excuse your absence, otherwise you will not receive credit.

NO DISRESPECT WILL BE TOLERATED IN CLASS—WHETHER IT IS STUDENT TO STUDENT OR STUDENT TO TEACHER DISRESPECT. IF THIS OCCURS, YOU WILL BE ASKED TO LEAVE THE CLASS. NEVER TALK IN CLASS WHEN SOMEONE ELSE IS SPEAKING. IF YOU HAVE A QUESTION...RAISE YOUR HAND.

DO NOT BE LATE FOR CLASS. ATTENDANCE WILL BE TAKEN AT EACH CLASS. CHRONIC TARDINESS AND/OR LEAVING CLASS EARLY WILL IMPACT YOUR ATTENDANCE GRADE. IF YOU ARE MORE THAN 10 MINUTES LATE FOR CLASS, CREDIT FOR ATTENDANCE WILL NOT BE GIVEN. DO NOT SCHEDULE REGULAR DOCTOR OR DENTIST APPOINTMENTS DURING CLASS TIME. DO NOT SCHEDULE VACATIONS DURING CLASS TIME.

Do not walk in and out of the room during class time unless there is an emergency (they don't happen very often).

Students are expected to be prepared for class, to have books, pens and writing journals at every class, to have read the materials assigned, and completed any homework.

STUDENTS SHOULD NOT START PACKING BAGS EARLY, PUTTING BOOKS AWAY OR RUSTLING PAPERS WHILE CLASS IS STILL IN SESSION—THIS IS NOT FAIR TO STUDENTS WHO ARE TRYING TO LISTEN AND RECEIVE ANY LAST-MINUTE INSTRUCTIONS.

- **IF YOU HAVE A PROBLEM, TRY TO WORK IT OUT AFTER CLASS WITH THE PROFESOR-NOT DURING CLASS. THIS IS ALWAYS THE FIRST STEP IN PROBLEM SOLVING.**

PLAGIARISM:

ANY FORM OF ACADEMIC DISHONESTY WILL RESULT IN A ZERO GRADE FOR THE TEST/PAPER/PROJECT. THIS INCLUDES CHEATING ON EXAMS AND PLAGIARISM.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means to steal and pass off (the ideas or words of another) as one's own to use (another's production) without crediting the source to commit literary theft to present as new and original an idea or product derived from an existing source. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation

- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See the section on citation for more information on how to cite sources properly.

(from the website: http://www.plagiarism.org/learning_center/what_is_plagiarism.html)

Specific class assignments will be distributed on a regular basis. Test dates will be announced ahead of time. Quizzes are generally not announced beforehand. Writing journals will be collected twice during the semester for grading. It is imperative to bring journals to every class and keep them up to date.

SEXUAL PREDATORS

Federal and State law requires a person designated as a —sexual predator or offender to register with the Texas Department of Law Enforcement (TDLE). The TDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus. If there are questions or concerns regarding personal safety, please contact the Campus Security Officer OR TITLE IX on campus.

SPECIAL NEEDS

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at PVAMU.EDU. OR see PVAMU HANDBOOK. Or CONTACT the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Projected Tentative Week-by-Week Student Assignments

WEEK # 1:

Introductions

Review of Syllabus and course requirements

“This I Believe” Instructor information w/student note taking

Discussion of essays and thesis statements

Handouts on notes for reading short stories and literary terms

Grammar diagnostics

In class read: In Backpack Literature – Chapter 1: “Reading a Story” Introduction and “Plot” Introduction, and Chapter 2 “Point of View” Introduction

WEEK # 2:

DUE: Essay #1: Narrative Essay – “This I Believe” (min. 500 words-800 maximum)

READ: John Updike’s “A & P” in Backpack Literature, pg.16

READ: William Faulkner’s “A Rose for Emily” pgs. 29-35 in Backpack Literature

READ: Ralph Ellison’s “Battle Royal,” pg. 516 in Backpack Literature

READ: Octavio Paz’s “My Life with the Wave,” pgs. 348-352 in Backpack Literature

Discussion of Plot and Narrative, pg. 13

Discussion of Point of View, pg. 25

In-class review of “Writing Effectively,” pgs. 74-76

WEEK # 3:

READ: Eudora Welty’s “Why I Live at the P.O.” in Backpack Literature

READ: Alice Walker’s “Everyday Use” in Backpack Literature

READ: Amy Tan’s “A Pair of Tickets” in Backpack Literature

READ: Sandra Cisneros’ “The House on Mango Street” in Backpack Literature

READ: Chapter 29 (pp. 1112-1160) “Writing About Literature” in Backpack Literature

Discussion of character

In class read: In Backpack Literature – Chapter 3 “Character” Introduction and Chapter 4 “Setting” Introduction

WEEK # 4:

DUE: Essay #2 “Descriptive Essay” Place/Setting (min. 500 words)

READ: Kate Chopin’s “The Storm” in Backpack Literature

READ: Kate Chopin’s “The Story of an Hour” in Backpack Literature

READ: Poems by Alice Walker (handout)

Discussion of setting and place

In class: Watch DVD version of “Everyday Use”

In class read: “Writing an Essay that Compares and Contrasts Two Works of Literature”

WEEK # 5:

DUE: Essay #3 – Comparison and Contrast (min. 750 words)

READ: Ernest Hemingway’s “A Clean, Well-lighted Place” pgs. 152-154 in Backpack Literature

READ: Raymond Carver’s “Cathedral” in Backpack Literature

READ: Katherine Ann Porter’s “The Jilting of Granny Witherall” pgs. 79-85

READ: O’Connor’s “A Good Man Is Hard to Find” in Backpack Literature pgs. 369-379

**In class read: In Backpack Literature – Chapter 5 “Tone and Style” pgs. 148-150
Introduction**

Discussion of tone, style and point of view

Discussion of comparison/contrast

WEEK # 6:

DUE: Collect journals for evaluation

READ: Kurt Vonnegut’s “Harrison Bergeron” in Backpack Literature

READ: Chinua Achebe’s “Dead Men’s Path” in Backpack Literature

In class read: In Backpack Literature – Chapter 6 “Theme” Introduction

READ: Chapter 30 on “Writing a Research Paper” in Backpack Literature

Discussion of theme

In class read: Handout: “What Makes Good Poetry”

In class: War poems (handout)

WEEK #7:

DUE: Essay #4 – Persuasive Essay (minimum 750 words)

CAREER POWERPOINT PRESENTATIONS (BEGIN)

WEEK #8:

READ: Oates' "Where Are You Going, Where Have You Been?" in Backpack Literature

READ: Tim O'Brien's "The Things They Carried" in Backpack Literature

Discussion of symbols, extended metaphors, imagery

In class read: In Backpack Literature – Chapter 7 —Symbol Introduction

In class read: War poems in Backpack Literature:

"Dulce Et Decorum Est" by Wilfred Owen, page 417

"Grass" by Carl Sandburg, page 427

"Beat! Beat! Drums" by Walt Whitman, page 510

"Facing It" by Yusef Komunyakaa, page 555

"The Death of the Ball Turret Gunner" by Randall Jarrell, page 623

"Anthem for Doomed Youth" by Wilfred Owen, page 636

WEEK # 9:

DUE: Rough draft of Final Research Essay (minimum 500 words)

Peer edit research paper drafts in class

READ: James Baldwin's "Sonny Blues" pgs. 51-72 in Backpack Literature

In class read: Susan Glaspell's "Trifles," pgs. 111-1121 in Backpack Literature

Discussion of Drama and Realism

WEEK # 10:

READ: Gabriel Garcia Marquez's "A Very Old Man with Enormous Wings," pgs. 352-356 in Backpack Literature

CONCLUDE CAREER POWERPOINT PRESENTATIONS

WEEK #11

DUE: Final Research Essay (minimum 1,500 words)

DUE: Collect Journals for final grade evaluation

ORAL POETRY PRESENTATIONS (BEGIN)

Review for Final Exam

READ: Poetry in Backpack Literature:

“My Papa’s Waltz” by Theodore Roethke, p. 397

“White Lies” by Natasha Trethewey, p. 404

“Theme for English B” by Langston Hughes, p. 408

“The Unknown Citizen” W. H. Auden, p. 412

“This Is Just to Say” by William Carlos Williams, p. 421

“Silence” by Marianne Moore, p. 423

“Fire and Ice” by Robert Frost”, p. 445

“The Winter Evening Settles Down” by T.S. Eliot, p. 453

—My Last Duchess| by Robert Browning, p. 391

“We Real Cool” by Gwendolyn Brooks, p. 503

“I heard a fly buzz – when I died” by Emily Dickinson, p. 602

“Mending Wall| by Robert Frost,” p. 611

“Not Waving but Drowning” by Stevie Smith, p. 462

“Quinceanera” by Judith Ortiz Cofer, p. 597

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“Harlem (Dream Deferred)” by Langston Hughes, p. 622

“Shall I Compare Thee to a Summer’s Day” by William Shakespeare, p. 466

“When, in disgrace with Fortune and men’s eyes” by William Shakespeare, p. 644

“To the Virgins, to Make Much of Time” by Robert Herrick, p. 617

“Dover Beach” by Matthew Arnold, p. 584

“To His Coy Mistress” by Andrew Marvell, p. 629

“The Love Song of J. Alfred Prufrock” by T.S. Eliot in Backpack Literature, p. 607

WEEKS # 12 THROUGH 15

DISCUSSION OF FINAL RESEARCH ESSAY; WRAP-UP

SUBMISSION OF PORTFOLIOS

COMPLETE ALL ORAL AND POWERPOINT PRESENTATIONS

FINAL EXAM

