

COURSE SYLLABUS

ENGL1020 - Composition II

Instructor:
Phone:
E-mail:

Class Hours/Credit Hours: 3
Semester:
Room:

Catalog Course Description: Research project required. Focus on reading and responding to short fiction, poetry, drama, and/or non-fiction prose. Note: course meets General Education Communication requirement.

Prerequisite: ENGL 1010

Corequisites: None

Required Textbooks and Materials:

Kirszner, Laurie G. and Stephen R. Mandell. *The Brief Wadsworth Handbook*. 6th ed. Boston: Wadsworth Cengage Learning, 2010. ISBN 0-495-79752-9
The River Reader. 2nd ed. New York: Pearson Custom Publishing, 2010. ISBN 13: 978-0-558-28321-6

Program Student Learning Outcome for Communication (PSLO) #1: The goal of the Communication requirement is to enhance the effective use of the English language essential to students' success in school and in the world by way of learning to read and listen critically and to write and speak thoughtfully, clearly, coherently, and persuasively.

Course Student Learning Outcomes (CSLO)

- CSLO1. Analyze and evaluate oral and written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
- CSLO2. Distill a primary purpose into a single, compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.
- CSLO3. Develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e., analysis or research), while demonstrating writing/speaking skills from process to product.
- CSLO4. Understand that the writing and speaking processes include procedures such as planning, organizing, composing, revising, and editing.
- CSLO5. Make written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- CSLO6. Manage and coordinate basic information gathered from multiple sources for the purposes of problem solving and decision-making.
- CSLO7. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences.

Student Indicators (SI)

Upon successful completion of the course, a student should be able to:

- SI1. Critically read, analyze, interpret, and discuss literary texts by listening and reading critically for elements related to genre, human expression, situation, audience, purpose, and diverse points of view.
- SI2. Distill a primary purpose into a single, compelling statement, effectively developing supporting points demonstrating rhetorical patterns such as comparison/contrast, argumentation, definition, and so on.
- SI3. Understand the value and capacity of literature to express human experience through close contact with primary literary texts as forms of cultural and creative expression.

- SI4. Locate, evaluate, and incorporate a variety of primary and secondary sources into essays, smoothly synthesizing the student's arguments with those of published sources
- SI5. Employ standard MLA guidelines to correctly format, cite, and document all primary and secondary sources, whether paraphrased, summarized, and/or directly quoted.
- SI6. Continue to develop and apply critical skills in proofreading, correcting, and revising sentences, paragraphs, and essays in accordance with conventions of form (punctuation, mechanics, and grammar), clarity, and effectiveness.

Required Assessments: Assessment Names and Descriptions

Essay One: Students will write an MLA documented essay of at least 600 words applying one or more literary elements to one primary source. (PSLO # 1 CSLO # 1-5,7)

Essay Two: Students will write an MLA documented essay of at least 600 words applying one or more literary elements to at least two sources (whether primary or a combination of primary and secondary). Essay Two MUST be timed/written in class. (PSLO # 1 CSLO # 1-7)

Essay Three: Students will write an MLA documented essay of at least 750 words, applying one or more literary elements to at least three sources (combining primary and secondary). (PSLO # 1 CSLO # 1-7)

Essay Four: Students will write an MLA documented essay of at least 750 words, applying one or more literary elements to at least three sources (combining primary and secondary). (PSLO # 1 CSLO # 1-7)

Essay Five/Final Exam: Students will write an MLA documented essay of at least 600 words applying one or more literary elements to at least two sources (whether primary or a combination of primary and secondary). The Final Exam Essay MUST be timed/written in class. (PSLO # 1 CSLO # 1-7)

Other Assessments: Details to be provided by individual instructors.

CSLO/Assessment Alignment:

CSLO:	CSLO1	CSLO2	CSLO3	CSLO4	CSLO5	CSLO6	CSLO7
Assessments:	Essay 1	Essay 1	Essay 1	Essay 1	Essay 1		Essay 1
	Essay 2	Essay 2	Essay 2	Essay 2	Essay 2	Essay 2	Essay 2
	Essay 3	Essay 3	Essay 3	Essay 3	Essay 3	Essay 3	Essay 3
	Essay 4	Essay 4	Essay 4	Essay 4	Essay 4	Essay 4	Essay 4
	Essay 5	Essay 5	Essay 5	Essay 5	Essay 5	Essay 5	Essay 5

Essays: Reading selected literary works from the textbook to serve as exemplars, models, or source material for student work. (CSLO1, CSLO6); writing essays, both as out-of-class and in-class assignments, that incorporate examples and/or evidence from selected textbook resources (CSLO2, CSLO3, CSLO4, CSLO5, CSLO6, CSLO7); researching articles and other resources related to a single focused topic (CSLO1, CSLO2, CSLO4, CSLO6, CSLO7); writing essays that incorporate information from multiple sources to demonstrate basic competency in identifying reliable sources, incorporating information from diverse sources in support of a cohesive thesis, and documenting sources (CSLO2, CSLO3, CSLO5, CSLO6, CSLO7)

Readings: Assign readings based upon the following guidelines (CSLO1, CSLO6, CSLO7):
Because this course is skills-based, revolving around the completion of the five essays described below, assigned readings in the various genres will be regarded as the reading of primary sources which will form the basis of each essay, respectively. The genre of poetry plus at least two largely prose-based genres (short fiction, long fiction, drama, non-fiction) must be represented.

- Minimum coverage of poetry: fifteen or more poems.

- Minimum coverage of largely prose-based genres (short fiction, long fiction, drama, non-fiction): fifty or more pages.

The minimum requirements for reading assignments (primary sources) described above give instructors the flexibility to organize their readings according to genre or to theme.

Additional Activities May Be Assigned/Provided Per Individual Instructor:

Writing Assignments/Quizzes: Practicing strategies for planning, organizing, composing, revising, or editing essays and paragraphs (CSLO4); Journal writing (CSLO1, CSLO2, CSLO3, CSLO4, CSLO6, CSLO7); writing or grammar exercises to review basic language skills (CSLO4, CSLO5); writing exercises focused on specific skills in developing thesis statements, leads, conclusions, supporting examples, outlines, transitions, documentation, or other elements of the essay and research (CSLO2, CSLO3, CSLO4); writing multiple drafts of a single assignment (CSLO4); assign weekly graded work to build student writing, researching, and analyzing skills. These may include journals, exercises, quizzes, revisions, workshops, drafts, exercises, attendance, participation, etc. (CSLO1, CSLO2, CSLO3, CSLO4, CSLO5, CSLO6); assign essay topics all of which will incorporate primary sources; several will incorporate secondary sources as well. (CSLO1, CSLO2, CSLO3, CSLO4, CSLO5, CSLO6)

Classroom Discussions/Workshops: Peer editing and reviews of student writings (CSLO1, CSLO4); Classroom discussions on themes from assigned essays, rhetorical strategies, and types and nature of evidence (CSLO1, CSLO2, CSLO6, CSLO7)

Quizzes: Quizzes over lessons, lectures, exercises, grammar, documentation, or other elements of the class (CSLO1, CSLO2, CSLO3, CSLO4, CSLO6, CSLO7)

Lectures: Lectures on the elements of literary genres and writing, including understanding literary elements, finding sources, avoiding plagiarism, note taking, procedures for documentation, editing and proofreading, and so on (CSLO2, CSLO3, CSLO4, CSLO6, CSLO7)

Assessment

NOTE: All four essays and the Final Exam Essay must be submitted in order to pass the class.

(This list identifies the measurements that will document the achievement of student outcomes. Assessment must be tied to the student outcomes)

- A. **Weekly Graded Work: 25%** of grade. (CSLO 1-7)
- B. **Assignments / Argumentative Essays 1-5: 75%** of grade. (CSLO 1-7)
- C. **Field Work:** not applicable

More specifically,

Grade Percentages:

<i>Assessments</i>	<i>Percentages</i>	<i>Points</i>	<i>Student Outcomes</i>
Four (4) essays	60%	600	SI1-8, 10
Final Examination essay	15%	150	SI1-8, 10
<u>Weekly Graded Work</u>	<u>25%</u>	<u>250</u>	<u>SI1-10</u>
Totals	100%	1000	

* Weekly graded work may include journals, exercises, quizzes, revisions, workshops, drafts, grammar exercises, attendance, participation, and so on.

Missing work will receive a zero (0) that will be averaged into the final course grade. The course average may be adjusted for attendance as explained in the Attendance Policy.

Class Schedule

Week/Activity:

- 1 Diagnostic essay – required
Introduction to course, syllabus,
Reading and Writing About Literature
- 2 Assigned reading of primary sources (texts which reflect coverage requirements of various literary genres above)
Journals, Exercises, Discussion to include at least one graded activity
- 3 **Unit 1 Essay:** write an MLA documented essay of at least 600 words applying one or more literary elements to one primary source (due in Week 5)
Assigned reading of primary sources
Journals, Exercises, Discussion to include at least one graded activity
- 4 Unit 1 Essay Drafting and Workshops
Assigned reading of primary sources
Review: Incorporating Sources (Summarizing, Paraphrasing, Quoting)
Review: MLA Formatting
Completed rough drafts of Unit 1 Essay due for review (e.g.-by instructor, peer edit groups, etc.)
- 5 Unit 1 Essay Evaluation and Revision Cycle
Assigned reading of primary sources
Unit 1 Essay Final Draft Due
- 6 **Unit 2 Essay:** write an MLA documented essay of at least 600 words applying one or more literary elements to at least two sources (whether primary or a combination of primary and secondary). Essay Two MUST be timed/written in class (completed in Week 7)
Assigned reading of primary sources (or combination of primary/secondary sources)
Journals, Exercises, Discussion to include at least one graded activity
- 7 Assigned reading of primary sources (or combination of primary/secondary sources)
Journals, Exercises, Discussion to include at least one graded activity
Unit 2 Essay Due (written in timed setting in class)
- 8 **Unit 3 Essay:** write an MLA documented essay of at least 750 words, applying one or more literary elements to at least three sources (combining primary and secondary). Due in Week 10.
Assigned reading of primary and secondary sources
Journals, Exercises, Discussion to include at least one graded activity
- 9 Unit 3 Drafting and Workshops
Journals, Exercises, Discussion to include at least one graded activity
Completed rough drafts of Unit 3 Essay due for review (e.g.-by instructor, peer edit groups, etc.)
- 10 Unit 3 Essay Grading and Revision Cycle
Assigned reading of primary and secondary sources
Unit 3 Essay Final Draft Due
- 11 **Unit 4 Essay:** write an MLA documented essay of at least 750 words, applying one or more literary elements to at least three sources (combining primary and secondary). Due in Week 13.
Assigned reading of primary and secondary sources
Journals, Exercises, Discussion to include at least one graded activity
- 12 Unit 4 Drafting and Workshops
Assigned reading of primary and secondary sources
Journals, Exercises, Discussion to include at least one graded activity
Completed rough drafts of Unit 4 Essay due for review (e.g.-by instructor, peer edit groups, etc.)
- 13 Unit 4 Essay Grading and Revision Cycle
Assigned reading of primary and secondary sources

- 14 Final Exam Preparation: Assigned reading of primary and secondary sources Journals, Exercises, Discussion to include at least one graded activity. Theme folders due / review for final examination

Final Exam **Final Exam:** write an MLA documented essay of at least 600 words applying one or more literary elements to at least two sources (whether primary or a combination of primary and secondary). The Final Exam Essay **MUST** be timed/written in class.

Essay/Assignment Submission –All essays must be submitted via eLearn with feedback provided by the instructor in an electronic format.

Grading Scale

Final Grades: Final grades for ENGL 1020: Composition II will be given in accordance with the College's Grading Policy as follows:

90-100	A
80 - 89	B
70-79	C
65-69	D
Below 65	F

I (Incomplete) May be given at the instructor's discretion to students who have not fulfilled all course requirements at the end of the grading period.

Course Delivery Format

Faculty may require on-line activities and assignments to include on-line tests and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

(Place the appropriate following Format description into the syllabus)

Standard Format – This format is the traditional in-class format and may use an on-line format to provide access to “static” materials which include the syllabus, course material, contact information, and Power Points and presentations. Faculty must make available when requested a copy of syllabus and any other instructor provided course materials, including their contact information. Faculty may require on-line activities and assignments to include on-line tests and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

Hybrid Format – This format requires significant on-line activity. Students in hybrid classes must access course content and assessments using the internet in order to pass the class, whether it meets full-time or part-time in the classroom. Faculty need not hand out a copy of the syllabus and any other required course material, including their contact information.

On-line Format – This format requires that the entire class be conducted on-line. The syllabus, course material, contact information, and Power Points and presentations will be provided on-line through the course management system. Assessments may be conducted on-line or in a proctored environment.

College Policies

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

Academic Integrity/Academic Honesty

In their academic activities, students are expected to maintain high standards of honesty and

integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

ADA Statement

Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

Affirmative Action

Students who feel that he or she has not received equal access to educational programming should contact the college affirmative action officer.

Children in the Classroom

Children are not permitted in a college classroom as stated in the Chattanooga State Student Handbook:

The College is concerned about the safety and well being of children and therefore prohibits them from accompanying adults into classrooms, offices, or other workspaces as a baby-sitting function. Further, the college does not assume responsibility for unsupervised children. In the event an unsupervised child is discovered in a Chattanooga State facility, immediate contact will be made with the person responsible for the child's presence.

Disruptive Students

The term "classroom disruption" means – student behavior that a reasonable person would view as substantially or repeatedly interfering with the activities of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will promptly consult with the division dean and the college judicial officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Unauthorized use of any electronic device constitutes a disturbance. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

Email Communication

Please note all communication with instructors about your course work should be through the eLearn Email system. For assistance on how to use the eLearn Email tool go to this url:
http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_eMail_aug09.pdf.

For all other communication the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your Tiger Web home page: <https://tigerweb.chattanoogastate.edu/cp/home/displaylogin>.

The instructor reserves the right to modify this syllabus in writing during the course of the semester.

Department Policies

Computer Skills

Students should be proficient in writing and sending emails with attachments; accessing and using the Internet and eLearn, the college course management system; and in using a word processing program (preferably Word, the program on all campus computers) to write, format, save, and print essays.

Attendance

Unsatisfactory attendance may adversely affect your grade in this class. Daily work like quizzes, discussion participation, etc. cannot be made up. Assignments such as in-class essays may be made up but only by the permission of the instructor and under the same timed, monitored conditions of the original writing activity. Specific guidelines concerning the Class Attendance Policy may be issued by the instructor.

Late Papers

Your success in this class depends on how well you understand and keep up with the material and activities being assigned; therefore, late work will be accepted only under certain circumstances as defined by your instructor. If the instructor chooses to accept late work, a late paper may be penalized. NOTE: All course work except the final exam MUST be submitted on or before the last day of class. Work submitted after that day will not be accepted. A specific policy regulating late papers may be issued by the instructor.

Late Arrival / Early Departure Policy

Late arrivals and early departures are not acceptable except with the expressed consent of the instructor in advance.

Questions about grades, policies, or other concerns

If you have a question about a grade, policy, or other concern about this class, you should talk to your instructor as soon as possible after the question arises. If you still have a concern once you have discussed the matter with your instructor, you should speak to the Department Head, Humanities Building Room 102, 423-697-4440. Final course grades are subject to appeal in accordance with the College's Student Final Course Grade Appeal Request. The forms and instructions for this process are available in the Humanities & Fine Arts Division Office, Humanities Building Room 102.