

Clarendon College, Division of Liberal Arts
ENGL 1302

SEMESTER: Spring 2011
CREDIT HOURS: 3
CLASSROOM LOCATION: Roach Unit
INSTRUCTOR: Mrs. Edwards

CALENDAR OF IMPORTANT DATES:

Administrative Offices Open	Monday, January 3
Evening Registration at Childress (6 P.M- 8 P.M.)	Wednesday, January 12
Registration at Pampa Center and Childress Center (9 A.M- 4 P.M.)	Friday, January 14
Dormitories Open at 2 P.M	Sunday, January 16
Cafeteria Opens	Monday, January 17
Registration at Clarendon	Monday, January 17
Evening Registration at Clarendon and Pampa Center (6 P.M- 8 P.M.)	Monday, January 17
Classes Begin	Tuesday, January 18
Late Registration Begins	Tuesday, January 18
Last Day to Register/Add/Drop	Thursday, January 27
Last Day for Financial Settlement .	Thursday, January 27
12th Class Day	Wednesday, February 2
Cafeteria Closes after Noon Meal	Friday, March 11
Close for Spring Break at 4 P.M	Friday, March 11
Spring Break	Monday –Saturday, March 14-19
Classes Resume/Cafeteria Re-opens ...	Mon., March 21
Last Day to Drop with a “W”	Friday, April 15
Pre-Registration Begins Summer / Fall	Tues., April 19
Cafeteria Closes after Noon Meal	Thursday, April 21
College Closes at 4 P.M	Thursday, April 21
Easter Holidays	Friday - Monday, April 22-25
Classes Resume / Cafeteria Re-opens ...	Tues., April 26
Commencement	Friday, May 6
Final Exams for Thursday / Friday Night Classes	May 5-6
Final Exams	Saturday – Thursday, May 7-12
Cafeteria Closes Semester after Noon	Thurs., May 12
Residence Halls Close at Noon	Friday, May 13
End of Spring Semester	Friday, May 13

TEACHING PHILOSOPHY: I believe that successful students take the responsibility for their own learning. The course curriculum will come primarily from the recommended textbooks, class lectures, class handouts, and interaction with me and other students in the class. In other words, class participation and questions show your interest in this class.

COURSE DESCRIPTION: A study of principles of effective writing through analysis of sentence structure, paragraph organization, and theme development. Includes analysis of model paragraphs and essays, essay writing, assigned library reading, and individual conferences. Prerequisite: ENGL 1301.

COURSE PURPOSES: English Composition and Rhetoric II partially satisfies the requirements for the Associate degree at Clarendon College and is designed for transfer to a senior college.

COURSE VALUE: Ability to communicate across the curriculum; ability to interpret what is read and to accept or reject ideas projected from that reading; designed to fulfill the requirements of the core curriculum.

REQUIRED INSTRUCTIONAL MATERIALS:

- Textbook: Myer, Michael. *The Bedford Introduction to Literature*. 3rd ed. Boston: Bedford, 2002
Writing Research Paper Handbook.

SPECIFIC COURSE OBJECTIVES: At the end of the course the student will

1. demonstrate the writing process through invention, organization, drafting, revision, editing
2. demonstrate the ability to write for an audience as specified
3. demonstrate the ability to use different modes of expression in writing—narration, description, cause and effect, comparison and contrast, process analysis, and argument/persuasion
4. demonstrate the ability to write analytical paragraphs or essays over reading assignments
5. demonstrate the ability to discuss reading assignments
6. develop the ability to use writing and analytical skills across the curriculum

EXEMPLARY EDUCATIONAL OBJECTIVES

1. demonstrate awareness of the scope and variety of works in the humanities
2. understand those works as expressions of individual and human values within a historical and social context
3. respond critically to works in the humanities
4. to engage in the creative process and comprehend the physical and intellectual demands required of the author

5. articulate an informed person reaction to works in the humanities
6. develop an appreciation for the aesthetic principles that guide or govern the humanities
7. demonstrate knowledge of the influence of literature and philosophy on intercultural experiences

Students may vary in their competency levels on these abilities. You should expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

CLASS POLICIES

Attendance

Students will follow Roach policy for attendance for college classes. After two absences (3 hour class), the student will lose 1 (one) letter grade for each class missed.

Respectful Behavior

I will always show you the respect you deserve as a student. In return, I expect respectful behavior from you.

Course Withdrawal

A student may drop a class with a “W.” This must be done on or before the last day to drop a class as designated by the college calendar. This request for permission to drop a course is initiated by the student by procuring a drop form from the office. The student should sign the form, have the instructor sign the form, and return it to the office. Please remember that failure to officially drop a course will result in a final grade of “F” for the class. Any student who is considering dropping this course is encouraged to contact me before initiating the drop. Remember, a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6, he/she will no longer be able to withdraw from any classes.

Student Academic Integrity and Classroom Ethics

“Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (5) entering an office, classroom, laboratory, or building to obtain an unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an

electronic communication device during an examination, classroom activity, or laboratory activity; and/or, (10) plagiarism. Plagiarism is defined as the using, stating, offering, or reporting as one's own an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student. (*Clarendon College Student Handbook 2010-2011 – Student Academic Integrity & Classroom Ethics*) --- More about plagiarism will follow.

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of the course will file a report with the Dean of Students when a "cheating" event occurs, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. The Dean shall discipline students who are reported as offenders more than once. The Dean will notify all involved parties within fourteen days of any action taken.

PLAGIARISM: Please read and make sure you understand the following!

1. **Word-for-word plagiarism:** The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. Proper documentation must include quotation marks and the proper citation.
2. **Paraphrased plagiarism:** The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author's style, vocabulary, and content and claimed it as his or her own.
3. **Improper citations;** If a student uses someone's information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.
4. **Improper use of ideas:** Ideas are as equally protected as words. If the student uses someone's ideas, but expresses them in his or her own words, the student plagiarizes if he or she does not cite the source of the idea.
5. **Internet use:** Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism.
6. **Student sharing:** While students are certainly free to work together and study together, an assignment that calls for individual work must reflect the student's personal effort. If a student borrows or copies another student's work, that is plagiarism. One student writing a paper for another student is plagiarism. Plagiarism also occurs if two students collaborate on an individual assignment and turn in the same work.
7. **Student sharing:** Plagiarism also occurs when you use someone else's electronic files or allow another student to use any of your personal files. It is important to protect all of your electronically saved files. The Student Handbook states that accounts (IDs and passwords)

are approved and issued by the Dept. of Information Systems and Computer Operations and are issued to individuals and intended for the sole use of that individual. The individual to whom the account has been issued is responsible for the proper use of the account . . . and shall keep his or her keywords and passwords confidential to protect themselves and their files. Users shall not give or sell passwords to others.

The 6th edition of the *MLA Handbook for Writers of Research Papers* states that “student plagiarism does considerable harm. . . . it damages teachers’ relationships with students, turning teachers into detectives instead of mentors and fostering suspicion instead of trust. . . . Finally, students who plagiarize harm themselves.” Plagiarism is cheating and is unfair to other students who make the effort to do their own work.

My policy is that anyone who commits any of the above infractions will receive a zero on that assignment or test with no opportunity to make up the zero and may be dropped from the course with an “F” depending on the decision of the Dean of Students and/or the Dean of Instruction. In other words cheating and plagiarism will not be tolerated.

ASSIGNMENTS:

Late submissions are not permitted for each assignment, quiz, or test. Exceptions are made only under the most extreme circumstances. Any exemptions to this policy must be handled through the Dean of Students.

Daily grades will be averaged as part of your final grade. Major tests and assignments will be part of your final grade and must be satisfactorily completed in order to pass this course.

Important: Assignments must be computer generated. The MLA format must be used for all typed assignments. Always keep at least two (2) saved copies of your work. Flash drives are your best option. Any lost or damaged data will not be accepted as an excuse for late work.

Grading Procedure:

Essays	25%
Thesis Statement and Outline	5%
Source Cards and Note Cards	5%
Rough Draft	25%
Final Research Paper	30%
Participation	10%

A student’s final grade will be made available through the CAMS Student Portal at Clarendon College’s website.

The final semester grades will be figured as set in the current catalog:
90-100 --- A 80-89 --- B 70-79 --- C 60-69 --- D Below 60 --- F

ACCOMMODATION STATEMENT:

Clarendon College provides reasonable accommodations for a person with disabilities. Should you have a recognized disability and require special accommodations, you must notify the Student Services Office to ensure that services will be available in an effective and timely manner.

COURSE CONTRACT: Contact me if you have any questions about the syllabus for this class. A contract for this class would read ---

“I have received and read the syllabus for On-line English 1302 for the _____ semester of 20____ taught by Mrs. Edwards. I agree to abide by the policies and information included in this syllabus. I understand the policies concerning class attendance, class behavior, class withdrawal, grading policies, academic ethics and honesty and the consequences of failing to comply with these policies.”

If you agree to this contract, your first log-in and the completion of your first assignment will serve as the class contract for this class.

TENTATIVE COURSE SCHEDULE and CLASS TOPICS
(Subject to adjustments if necessary)
Please see course Modules and Assignment Drop Box

Week 1-2

Introduction to class—go over syllabus. Assign p. 2129-2165, “Reading and Writing.”

Week 3:

Continue p. 2165-2184, “The Literary Research Paper.”

Week 4: Plot

Read 64-98

Week 5:

Choose one of the following and write 1 ½ to 3 pages:

p. 83 Questions 1 or 2
p. 98 Question 1 or 2

Week 6-7: Character

Chapter 4, "Character," p. 99-140

Read, "Bartleby, the Scrivener," p. 116-140

Answer in essay form one of the following (1 ½ to 3 pages)

Question 1, 2, or 3

Week 7-8

Theme p. 247-266

Answer in essay form one of the following (1 ½ to 3 pages):

Connections to other Selections—Question 1 or 2

Week 9

Combining the Elements of Fiction, p. 315-324

Research Paper Topic Choices

Choose one of the following options for the literary analysis research paper. You will read and analyze the literary pieces related to the selected research option. The more literary pieces in your option allow you more material to research and analyze.

Family and Friends

Women and Men

Heritage and Identity/Innocence and Experience

Culture and Class

Faith and Doubt

Following are examples taken from another book. You may choose stories from our book.
Research Paper Topics

Choose one of the following topics for your research paper. For example you may choose to do question number 2 under Family and Friends. To submit this to me simply give a general topic such as, Child Rearing because that is what question number 2 seems to be about. Later on you will refine your topic to something that fits your paper.

Option 1: Family and Friends, p. 433-434

1. At the time she wrote *A Raisin in the Sun*, Lorraine Hansberry said that being the youngest sibling in her family had more of an impact on her life and attitude toward the world than being a woman or an African-American. Choose one or more of the works in this section that address sibling relationships and write an essay that includes secondary source material to support its argument. What does research say about birth order and sibling relationships in families? To what extent do "Sonny's Blues," "The Red Convertible," *The Glass Menagerie*, or *A Raisin in the Sun* support or contradict this research.
2. Consider Phillip Larkin's "This Be the Verse," and its concluding line "...don't have any kids yourself." Do you agree that in general, parents mess up their kids lives—whether they intend to or not? Explore the topic of "child rearing" and/or "parent-child" relationships and see what the research says. Write about one or more of the works in this section that deal with parent/child relationships, and support your argument by citing not only the literature in this section but also the secondary sources that support your interpretation.
3. The works in this section that deal directly with friendship seem to define it in a variety of ways. For example, Margaret Atwood's "Siren Song" seems to take a cynical view of "attachment," whereas William Stafford's "Friends" seems to view friendship in a more positive light. Beyond the works in this section, what research has been done to measure the importance of friends in our lives? Take a position of your own on the importance of friendship to a happy and health life, and write a research paper that cites both the literature in this section and secondary sources.

Option 2: Women and Men

1. Do you think women and men experience love differently? Research suggests that we do. Pick out a work or works in this section and write about the differences between male and female experiences of love as depicted in the literature. Support your conclusions with secondary source research.
2. In an influential work, *The Second Sex*, published in 1949, Simone de Beauvoir wrote: "This has always been a man's world, and none of the reasons hitherto brought forward in explanation of this fact has seemed adequate." A look at some of the literature in this section seems to bear this out. But it has been sixty years since this work was published. Have things changed? With reference to literature in this section and secondary sources, make a case for or against the notion that it's still a man's world.

Option 3: Culture and Identity

1. In her book *Patterns of Culture*, anthropologist Ruth Benedict wrote, “From the moment of his birth the customs into which (an individual) is born shape his experience and behavior. By the time he can talk, he is the little creature of his culture.” Consider this quote, and write a research paper about how an author or character in one or more works in this section is influenced by his or her culture.
2. In his 1859 book *Critique of Political Economy*, political and economic philosopher Karl Marx wrote, “It is not the consciousness of men that determines their existence, but on the contrary it is their social existence that determines their consciousness.” Write about this quote as it affects the way a character or an author in one or more works in this section sees the world.
3. Choose a quote (or quotes) from the introduction to this section, Culture and Identity (pp. 938-939), and pair it (or them) with one of the longer pieces in this section that either supports it or argues against it. For example, Thoreau’s statement from *Walden* “If a man does not keep pace with his companions...Let him step to the music which he hears, however measured or far away” might be paired with the excerpt from his essay “Civil Disobedience” If you choose Karl Marx’s statement about social existence determining consciousness, you might choose Luis Valdez’s *Los Vendidos* to support it. Write a research paper that compares or contrasts a quote (or quotes) from the introduction with a story, poem, play, or essay that supports or argues against it.

Option 4: Faith and Doubt

1. Choose one or more of these or other works in this section and write a research essay that includes secondary source material about the historical, social, or political background of the literature. However insightful each of these pieces is by itself, expanding our exploration of this literature by seeking, using and citing relevant secondary sources can add support and credibility to our writing
2. Because of the war in Iraq, much research has been done on post-traumatic stress syndrome. Consider the poems under the subtheme The Impact of War and the short story “The Things They Carried” on page 1172 and write a research essay that references both the literary works and recent research and addresses the impact of war on returning soldiers. Cite the texts of your sources for support.
3. Consider the relationship between human beings and nature. Many people would suggest that rather than seeing ourselves as part of nature, we take our natural surroundings for granted. Scientists suggest that one clear example of our neglect of nature is global warming. Take a position on this issue. Are we compatible with and supportive of nature and its “other” living creatures or are we arrogant and neglectful? Cite the literature in this section—as well as current research in this area to support your view.

Assignment 6: Writing Research Papers book.

Use a topic outline.

I realize your first outline submission will be a rough outline as the outline may change during the writing process.

Be sure to submit an updated outline with both the rough draft and final copies of your paper.

Week 10:

Assignment 7: "Guidelines and Study Aids", note/source cards

You must submit these. You should consult a variety of sources other than just your primary sources (literary pieces).

Assignment 8: "Research Paper Guidelines" Attached.

Week 11

Note/Source Cards due

Assignment 9: Reading Assignment: While reading *The Glass Menagerie*, note how each family member handles the crises in his or her life. Note also the influence of the absent father figure.

Week 11:

Rough Draft due

Week 12-14:

Assignment 10: Reading Assignment: While reading *A Raisin in the Sun*, look for the same factors as in Assignment 9

pp. 362-424; 3rd edition 343-408

Assignment 11: Write an essay in which you compare/contrast the families of both plays. How did each family deal with their particular crises and how did the father still have an influence on each family? This is your last essay! Hooray! You have survived!

Final Draft Due

Week 15:

Final Essay Due

Week 16:

General Guidelines for English 1302 Research Papers

The rough draft and final draft must be typed on 8 ½" x 11" paper using **double-spacing** throughout.

The assigned length is **900-1200 words**; papers under 900 words or over 1200 words will not be accepted.

The **MLA** (Modern Language Association) form for paper format and documentation must be used; see your textbook for examples. Pages must be numbered and the font must be no larger than 12. Remember that quotes that are more than 4 lines long must be set off in the paper. Check all the rules in the MLA style book.

This is a literary analysis paper. You must **analyze** your selected literary pieces and support this analysis with your secondary sources. **Do not give a summary** of your literary selections. Quote your literary pieces for analysis reasons. You must have quotes from your literary selections and at least 3-5 quotes from your secondary sources.

Objective Grading

5 points will be deducted for the following errors:

- Each misspelled word (**2** points a word in the rough draft)
- Each sentence fragment or run-on sentence

2 points will be deducted for the following errors:

- Each comma splice
- Each subject-verb disagreement error
- Errors in form (quotations, internal documentation, and works cited)
- Other common grammatical and mechanical errors

Grades will be taken on the following assignments:

Thesis sentence and Outline

Source cards

Note cards

Rough Draft

The rough draft will count as 25%; the final copy will count as 40%!

Subjective Grading

Your paper will be graded subjectively for literary analysis and support of this analysis. Be sure to analyze each of your literary selections.

All note/source cards and the rough draft must be turned in with the final draft.

The final draft will not be accepted late for any reason. A late rough draft will lose 10 pts. for each day it is late.

Sources

Sources include books, periodical articles, newspaper articles, personal interviews, and others (see your textbook for examples). Many of your sources may be from online internet sources. Be sure you document these correctly.

Primary Sources

These will be the literary selections themselves. Be sure you use quotes from these pieces to support your analysis.

Secondary Sources

This will be information from critics and literary criticism sources. Your paper should include at least 3-5 quotes from secondary sources.

Quotes

Any documented quotation qualifies as a legitimate “quote”. It is a quotation because you are taking it from some source; it is documented because you are telling what that source is. Do not use too many quotes; less than 20% of your paper should be quotes. This paper should reflect your ideas supported by quotes from other sources.

Title Page

Your paper should have a title page. Follow the example on p.223 of your book, Writing Research Papers.

Plagiarism

This is a very serious issue! If you use someone else’s ideas or words as your own, you have plagiarized. Always give credit to the ideas or words you use. When in doubt, always document! Simply changing a few words and paraphrasing does not make it your idea. Read this section on plagiarism carefully in Writing Research Papers.

The Rough Draft and Final Copy

The following items should be turned in with **both the rough draft and the final copy:**

Works Cited page

Outline

