

## Clarendon College

SYLLABUS for ENGL 1302.103/104

English Composition and Rhetoric I

Spring 2012 3 semester hours



**INSTRUCTOR:** Melissa McCoy

**OFFICE:** Room 110, Phone: 806-874-4830 (direct line). The best way to catch me is to E-mail me at: [melissa.mccoy@clarendoncollege.edu](mailto:melissa.mccoy@clarendoncollege.edu).

**OFFICE HOURS:** MW 8:00-9:00 a.m. and 12:00-2:30 p.m. and T/TH 8:00-9:30 a.m. My office hours are posted on the Clarendon College Web site under Faculty/Staff, Directory. I will also have several hours each week available for on-line "office hours" using Web CT or email.

### CALENDAR OF IMPORTANT DATES:

Classes Begin	Tuesday, January 17 <sup>th</sup>
Late Registration Begins	Tuesday, January 17 <sup>th</sup>
Last Day to Register and/or Add/Drop	Friday, January 27 <sup>th</sup>
12th Class Day	Wednesday, February 1 <sup>st</sup>
Spring Break	Monday-Saturday, March 12-16 <sup>th</sup>
Easter Holidays	Friday-Monday, April 6 <sup>th</sup> -9 <sup>th</sup>
Last Day to Drop with a "W"	Friday, April 13 <sup>th</sup>
Pre-Registration for Summer and Fall 2012	Tuesday, April 17 <sup>th</sup>
Commencement	Friday, May 4 <sup>th</sup>
Final Exams	Monday-Thursday, May 7 <sup>th</sup> -10 <sup>th</sup>
Final grades due at 10:00 a.m. and dorms close	Friday, May 11 <sup>th</sup>

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

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

**SPECIFIC COURSE OBJECTIVES:** Upon successful completion of English Rhetoric and Composition II, you will:

1. demonstrate skills of research
2. organize and write the research paper
3. properly document the research paper
4. recognize and avoid plagiarism in a research paper
5. write analytically about literature and essays
6. evaluate sources of information and determine relative value and credibility
7. Distinguish between gathering information and synthesizing information and design and write a research paper that is either argumentative or problem-solution.
8. Construct and defend a research thesis.
9. Exhibit competence in the use of research formats.

*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.*

### REQUIRED INSTRUCTIONAL MATERIALS:

- Madden, Frank. *Exploring Literature*. 4<sup>th</sup> ed. New York: Pearson, 2004. Print.
- Lester, James D. and James D. Lester, Jr. *Writing Research Papers*. 14th ed. New York: Pearson, 2012. Print.
- At least 10 Scantron sheets and pencils to correctly mark them
- 3-ring binder with loose-leaf notebook paper and pens and pencils as needed.

You will also need to be computer literate to succeed in this class, as there is a Web-CT component to it and you will have to type your papers. **The only handwritten work that will ever be accepted is the work that is done in class and handouts I give you.**

**METHODS OF INSTRUCTION:** Lectures, slide show lectures, class discussion of reading assignments, discussions, group work, individual or group presentations, and work with students individually whenever possible.

## CLASS POLICIES

### Attendance

Attendance in college courses is your choice. Because so much of what you will learn in this course is not found in the textbooks, however, it is very important that you attend all classes if you want to be successful. Therefore, a portion of your grade for this course is for attendance in the form of in-class writings and “surprise events” (pop tests) for daily grades. These surprise events are not only to determine if you have read the material for the day, but also act as an attendance monitor. If you aren’t in class to take the pop test with the rest of the class, you will receive a **zero** for that grade, even if you were late and came in to class after the pop test was over. If you are going to be gone on a school activity, you will have an excused absence but will still receive a zero for the daily grade you miss. These zeros cannot be made up, but I will **drop the lowest two grades** on daily work.

Even if you are gone on a school-sponsored activity, it is still **your responsibility** to turn your work in on time. I **WILL NOT TAKE MAJOR WRITING ASSIGNMENTS OR HOMEWORK LATER THAN THE DAY THEY ARE DUE, at the beginning of your class!!!** All major assignments are posted in this syllabus for each day, so even if you are to be gone for a school-sponsored event, they will be posted in plenty of time for you to do them early. **AGAIN, I WILL NOT TAKE PAPERS LATE!**

### Respectful Behavior

I will always show you the respect you deserve as a student. I, in return, expect respectful behavior from you. Otherwise, you will be asked to leave the classroom. The main way you show respect in the classroom is by paying attention during class time. I will not tolerate the following:

- ◆ sleeping
- ◆ talking to fellow students about things other than class work
- ◆ talking to fellow students when I am talking or presenting material on the projector
- ◆ listening to music over the headphones
- ◆ texting on your cell phone
- ◆ using your computer in class for anything *other than class notes*. IF YOU ARE GOING TO BE USING A LAPTOP, YOU MUST SIT IN THE FIRST TWO ROWS. NO SITTING IN THE BACK.
- ◆ other similar activities.

One infraction such as this will result in my warning you verbally. A second infraction will result in our visiting the Dean of Students and the possibility of your being withdrawn from the class with an “F” for serious infractions.

**Ring cell phones** cause disruption and loss of instructional time. Please turn off all cell phones during class. If I hear a cell phone ringing in class, **you will receive a zero for your daily grade for that day**. If you must keep your phone on because of work or child issues, please turn it on vibrating mode and please alert me before class starts.

Because Clarendon College endeavors to prepare you for the workplace, I do ask that you dress appropriately for class. This translates to: I don’t want to see underwear in class!! It will not be acceptable in the workplace nor my class. You also need to pull your hoodies down and not be listening to audio players in class. Outside of my class, you can dress as you please.

### Withdrawing from the Course

If you decide that you are unable to complete this course, you must withdraw from it by the date set in the Clarendon College catalog. Withdrawal from a course is a formal procedure which you must initiate; **I cannot do it for you**. If you think you must withdraw from this course, please talk with me about it first. If you quit turning in

assignments and do not withdraw, you will receive an "F." Remember, I will not withdraw you from the course; only you can do that.

### Academic Dishonesty

**School Policy:** "Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class. Cheating 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) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise; (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit (more about in the following paragraphs).

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

**PLAGIARISM:** Read the following explanations carefully and be sure that you understand them.

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. A general rule of thumb is that if you borrow MORE THAN TWO WORDS IN A ROW, you must use quotation marks! As always with quoted work, properly cite your source!
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 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. If a student has another student write a paper, that is plagiarism. If two students collaborate on an individual assignment and turn in the same work, that is plagiarism.

**Plagiarism is a serious academic offense.** It involves legal issues about improper use of materials that do not belong to the student. Plagiarism is also unethical. A student must do his or her own work; otherwise, the learning process is compromised. Plagiarism is unfair to fellow students who take the time and make the effort to do their own work. Essentially, plagiarism is cheating and will not be tolerated.

**My Policy:** Anyone who is dishonest in any way (including the following examples), or who plagiarizes on an assignment, will receive a zero for that assignment, with no opportunity to make up the zero. You WILL receive a grade of F in the course for more than one violation. It doesn't matter if the second offense is a major writing assignment or something as simple as an extra credit assignment. In addition, **this instructor reserves the right to give the student an F for the class if there is any one cheating violation which she perceives as a deliberate, not accidental, infraction.**

In addition to the above, I invoke my own requirements:

You are guilty of cheating on an assignment by letting someone else complete part or all of your work by

- using unauthorized electronic devices for in-class assignments or tests
- using someone else's electronic files

- letting someone else use your electronic files\*\*

\*\* It is your responsibility to protect your electronically saved files. If someone else turns in an assignment as if it were that student's work but it is work that you completed, I will have to assume that you allowed it to happen, and both of you will suffer the same consequences. Therefore, make sure your saved files are kept in a place where others cannot copy them. DON'T SHARE DISKS!!!

It is also unacceptable if you use work that you have turned in for another instructor *if you don't get my permission first*. ALWAYS ASK!

## TURN-IT-IN

- Students are responsible for ensuring that their work is consistent with Clarendon College's expectations about academic integrity. In this course you may be asked to submit a paper using an online tool, Turnitin.com, to confirm that you have used sources accurately in your papers and that you are not using another student's work. In order to submit your papers to Turnitin.com, you will be provided a class id and enrollment password at the appropriate time by your instructor.
  - Step-by-step instructions and videos about how to use Turnitin.com to submit papers are available at Clarendon College's website. Additional information about the Turnitin.com plagiarism prevention tool is available at <http://turnitin.com>
  - If this instructor suspects plagiarism, she invokes the right to submit any assignment not previously required to be submitted to turn-it-in to this plagiarism detection website. Furthermore, if the instructor requires an assignment to be turned in to Turn-it-in and it is not, the student will receive a 0 for the assignment.
- Above and beyond all of the above . . . I believe there is a higher law. Be a person of integrity. If you fail to do the work, be honorable and take the zero.

### Class Changes/Notifications

If any changes are made to the class (assignments, due dates, etc.), I will try to inform you individually, especially if we don't have class due to bad weather. This is why I ask for your contact information on the first day of class.

### Due Dates, Assignments, etc.

I handle this class much like it would be handled on a job in the "real world." Therefore, I expect you to turn all work in by its due date. Due dates will be clearly marked in this syllabus. General due dates are given below under the heading **Course Schedule**. Outside assignments must be typewritten or done on a word processor. The MLA format must be used for all papers. Assignments are **due at the beginning of class** on the appropriate date. If you are not going to be in class the day an assignment is due, be sure that you have the assignment brought to me by class time or **e-mail** it to me by class time. **AGAIN, I WILL NOT ACCEPT LATE PAPERS UNLESS UNDER THE MOST EXTREME CIRCUMSTANCES.** I will drop the lowest daily grade. The assignments are posted on this syllabus, and you will have plenty of time to submit assignments EARLY. I do not drop any major writing grades.

### Peer-editing

We will peer-edit major papers in class, and then you will turn the revised copy of the paper in the next class meeting. If you do not have your paper ready for peer-editing the day it is due, that is **AUTOMATICALLY DEDUCTION OF POINTS OFF YOUR FINAL PAPER GRADE**. That means your grade will automatically be starting at a lower point before I take off for errors or other deductions. **PAPERS ARE DUE ON THE DUE DATE!**

### The Literary Analysis Research Papers

You will not be allowed to use .com sources in your literary research papers; we will discuss at length the library resources and other reputable sources for any papers with outside sources required. There are some wonderful resources in the library, including those listed below:

- *Drama for Students*
- *Short Stories for Students* --found behind the counter in the CC library
- *Poetry for Students*
- *Contemporary Literary Criticism*
- *Twentieth Century Authors* (especially useful for the author-based analysis)

- *Cyclopedia of World Authors*
- *The Explicator Cyclopedia, Volumes 1 and 2*

You CANNOT use [www.wikipedia.com](http://www.wikipedia.com) because it is not an academically reliable website. Anybody can post to this site, which makes its integrity questionable. While it may look academically sound, it is not.

Only the MLA format will be accepted for ANY assignment that is not done in class.

**Daily Grades:** You will have a series of daily grades that will figure into your grade. These daily grades will consist of pop tests over assigned textbook reading, attendance, daily in-class writings, or other such material. At the end of the semester, I will average all the daily grades. You simply need to be in class every day.

**Discussions:** Students in ENGL1302 will be given access to many resources in Web-CT. One of these resources is a discussion board, which will have topics, per week, appropriate to the work we are reading and discussing in class. Answering these discussion prompts online is an opportunity for extra credit. A response to these prompts will result in extra credit at the end of the semester. This extra-credit may help bump up grades that are “borderline” (as in a B to an A if the grade is close). As the week ends, so will that week’s prompts, so you must respond to the discussion board before the prompts close.

**Tests:** You will have tests consisting of multiple choice, fill-in-the-blank, matching, and essay questions and will cover only the topics we’ve discussed for that unit, such as the writing process, research methods, readings, and critical analysis. **If you miss a test, you will get a zero; I am always available for you to take the tests early.** If you know you’re going to be gone for a school-sponsored event, you must take the test **early**. I don’t give make-up tests.

**Grading Procedure:** The final grade in this course will be determined by the following:

Major Writing Grades.....	40%
Exams (objective and/or essay) .....	40%
Daily grades, including assigned homework, daily writing, and quizzes .....	15%
Class Participation and Decorum, including good attendance.....	5%

The final semester grades will be figured as set in the current catalog:

90 to 100...A	80 to 89...B	70 to 79...C	60 to 69...D	Below 60...F
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**ACCOMMODATIONS STATEMENT:** Clarendon College provides reasonable accommodations for persons with disabilities. Should you have a recognized disability and require special accommodations, you must notify either of the following individuals as soon as possible so that we can provide those accommodations: Dean of Students or your instructor.

### TENTATIVE COURSE SCHEDULE and CLASS TOPICS

(Subject to change if necessary)

DATES		TOPICS AND ASSIGNMENTS
Week 1:	T 1/17	Class introduction. Go over syllabus and schedule for the semester. Sign class contract. There will be a quiz over the syllabus on Thursday for which you will need a Scantron! Read chapters 1-2 in <i>Exploring Literature</i> by Thursday.
Intro	TR 1/19	<b>SYLLABUS QUIZ</b> Discuss Chapters 1-2 Read Appendix A and Chapter 3 in <i>Exploring Literature</i> by Tuesday.
Week 2:	T 1/24	<b>Discuss:</b> Appendix A and Chapter 3 in <i>Exploring Literature</i> . Pay particular attention to the <b>Major Writing</b> assignment coming up so that you can begin mentally preparing for this work. <b>You need to pay attention as well to the readings we will be discussing in class, as you will need to read those before coming to class! (Beware pop quizzes.....)</b> The exception to reading an assignment before class is if the daily agenda says “READ AND DISCUSS”. This
Personal Response: writing about literature, and critical		

thinking.		means we will read it together in class, but it is always helpful to also read it on your own. If the daily agenda just says “DISCUSS”, it means you should have read this before the class.
	TR 1/26	<p><b>Finish:</b> Chapter 3 <i>Exploring Literature</i></p> <p>Go over handout “Elements of Fiction” and “Poetic Terminology”. These handouts will help prepare you for the discussions over literature that are the core of the class. Be familiar with these handouts, both because they are on the first test and because you need to understand the shared language of literary terminology to succeed in this class.</p> <p><b>Read and Discuss:</b> “The Story of an Hour” by Chopin, pg. 69. In-class writing as assigned.</p>
Week 3:	T 1/31	<p><b>Discuss:</b></p> <ol style="list-style-type: none"> <li>1. “I Have A Dream” by Dr. Martin Luther King, Jr., p. 1081</li> <li>2. “Ballad of Birmingham” Randall, p. 17</li> <li>3. “Birmingham Bomb Kills...” p. 15</li> <li>4. “A Dream Deferred” by Hughes, p. 78</li> <li>5. “Salvation” by Hughes, p. 32</li> </ol> <p><b>Daily Grade:</b> IN-CLASS WRITING RESPONSE (Birmingham comparison)</p> <p>See Dierdre’s Draft of “Those Winter Sundays” p. 45 and Dierdre’s Revised Essay, p. 49. (This will be a good guide to writing response papers.)</p>
Readings: Culture and Identity  Poems	TR 2/2	<p><b>Read and Discuss:</b></p> <p>“Désirée’s Baby” by Chopin, p. 947</p> <p>“We Real Cool” by Brooks, p. 997 “Ain’t I a Woman” by Truth, p. 914</p> <p><b>Daily Grade:</b> In class writing on “Désirée’s Baby”.</p> <p>You will use the handout “Poetic Terminology” to help you write this week’s assignment.</p> <p><b>Major Writing assignment to be turned in Thursday the 9<sup>th</sup> for peer review:</b> Write a “text-based” criticism of three of the poems from week 4, 1/2-page each. You will need to analyze tone, irony, symbolism, metaphors, similes, or imagery. You will need to provide quotes from the poems to prove your assertion. Remember, a text-based analysis uses only the text, <b>nothing else</b>. NO FIRST PERSON! NO OPINION! You will need a Works Cited page as well as in-text citations and appropriate introductory phrases, attributing the author. See pages 1306-08 for a good student example. <b>Respond</b> to discussion in WebCT for extra credit.</p>
Week 4 Poems	T 2/7	<p><b>Read and Discuss:</b> Chapter 3 readings:</p> <ol style="list-style-type: none"> <li>1. “Those Winter Sundays” p. 13</li> <li>2. “The Word Plum” p. 746</li> <li>3. “Advice to My Son” by Meinke, p. 9</li> <li>4. “The Fog” by Sandburg, p. 79</li> <li>5. “The Wind” by Stephens, p. 80</li> <li>6. “When I Heard the Learn’d Astronomer” by Walt Whitman p. 85</li> <li>7. “Mirror,” by Plath, p. 792</li> </ol> <p>In class writing as assigned.</p> <p>Discuss Chap. 11-12, <i>Writing Research Papers</i> and work on handouts. These will be due on Tuesday 2/21.</p>
	TR 2/9	<p><b>Peer Review: Text-Based Analysis of Poems (Final Copy, with peer review, due Tuesday!)</b></p> <p><b>Respond</b> to discussion in WebCT for extra credit.</p>
Week 5:  WAR	T 2/14	<p><b>Major Writing assignment to be turned in today:</b> revised text-based criticism paper from Thursday.</p> <p><b>Read and discuss the following:</b></p> <ol style="list-style-type: none"> <li>1. “War is Kind” by Crane, p. 73</li> </ol>

		<p>2. "A Man Said to the Universe" by Crane, p. 1225</p> <p>3. "The Man He Killed" by Hardy, p. 1240</p> <p>4. "Grass" by Sandburg, p. 1224</p> <p>5. "Dulce et Decorum Est" by Owen, p. 1223</p> <p><b>See Major Writing Assignment due Thursday for Peer Review</b></p>
	TR 2/16	<p><b>Major Writing Assignment due for peer review:</b> Personal response to war: Write a one-three page paper on <b>ONE</b> of the following:</p> <ol style="list-style-type: none"> <li>1. Write a paper about the effects of war and your own personal experience of yourself, family members, or friends. If you don't have any experience, interview a couple of people who have served in the military and get their perspectives. <b>Then link that theme</b> to the poem "A Man Said to the Universe." In other words, in your opinion is war worth the pain and heartache? Why or why not? Does the universe care? Be sure to defend your stance by citing passages in the poems and creating a Works Cited page. Be sure to cite anybody you interviewed also. Refer to Chapters 11 and 12 in the <i>Writing Research Papers</i> book.</li> <li>2. Look at "Making an Argument" on p. 1226 - your topic could be the theme of "doubt" as exemplified by the poems in the section: doubt about war itself, doubt about the usefulness of war, self-doubt, etc.</li> </ol> <p>Be sure to cite examples and quotes to argue (or "prove" and support) your thesis or point, using the correct MLA format for both in-text citation and the Works Cited page.</p> <p>Read Chapters 1-2, pp. 1-31, in <i>Writing Research Papers</i>. We won't talk about these chapters, but you WILL be responsible for them for test purposes later.</p> <p><b>Respond</b> to discussion in WebCT for extra credit.</p>
Week 6: Family and Friends	T 2/21	<p><b>FINAL COPY of War Response due today! <i>Writing Research Papers</i> Chapters 11-12 and Chapter 2 handouts due</b></p> <p><b>TEST #1: Chapters 1-3 <i>Exploring Literature, Poetry and Fiction</i> handouts, and readings up until now.</b> (Nothing from <i>Writing Research Papers</i> until test #2.)</p>
	TR 2/23	<p><b>NO CLASS: Mrs. McCoy is at a conference. Read on your own Chapters 3-4 in <i>Writing Research Papers</i>. You WILL be responsible for the material in these chapters for test purposes. Also review handout "Elements of Fiction." See readings starting next week and have these read before class Tuesday!</b></p>
Week 7	T 2/28	<p>Discuss <i>Exploring Literature</i>, Chap. 4-5, pp. 148-170 (Argumentation and Writing a Critical Essay; Research.)</p> <p>Discuss the following: "Marriage is a Private Affair" by Achebe, p. 239  "Two Kinds" by Tan, p. 253 "Dusting" by Alvarez, p. 261 "A Worn Path," by Welty, (Handout) "The Youngest Daughter," by Song, p. 264</p> <p><b>Major writing assignment due 3/1 for peer review:</b> Using ONE of this week's pieces above, write a literary analysis paper, using either "psychoanalytical-based" or "gender-based" criticism (Appendix A in <i>Exploring Literature</i> book), relating the parent/sibling relationship the writers explore. This needs to be at least TWO full pages, and of course, in MLA format with a Works Cited page citing the textbook AND any outside sources if you use them, although <i>they are not required</i>. Three possible ways(though you are not limited to these) to treat the paper:</p> <ol style="list-style-type: none"> <li>1. In some pieces, the parent/guardian has made sacrifices for the child. In others, the child is the one who has sacrificed. Explore what has been the effect of the sacrifice for each. What is the psychological effect of these sacrifices? Give specific examples and quotes from the readings.</li> <li>2. If you go the gender-based route, explore how the father/son relationship in "Marriage is a Private Affair" affects the son's fiancée. How do mothers handle family situations or children differently than fathers? (This would</li> </ol>

		<p>be interesting to explore, but either use authoritative sources or the text...DO NOT SAY "I THINK" or use "I". Use an authoritative tone but through a third person, objective voice.) What role does gender play in the piece and how/why men and women read the piece differently? Would that story be different if the setting were in a more liberally-minded society?</p> <p>3. If you go the psychoanalytic route, you'll want to address what psychological issues people have with their parents, maybe even dig into how repressed feelings affect how an author may write. In "Dusting," does the daughter lose her identity because of her mother? Does she keep it? How could this affect the author later in life?</p> <p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Appropriate internal citation per MLA format, and a Works Cited page. Even if you don't use outside sources, you will be citing the author's work in the textbook, so you <b>MUST HAVE ONE</b>. If you do use outside sources, these could include some research about parent/child relationships or some information about the author that would be pertinent to the paper.</li> <li>• Write a good, concise, explanatory thesis statement, one that will present your argument for the paper. Again, this is <b>NOT</b> a personal response paper, so <b>NO "I"!</b> Make it third person, objective. Read <i>Exploring Literature</i>, Chap. 4-5, pp. 148-170 before Wednesday</li> </ul>
	TR 3/1	<p><b>PEER REVIEW (Psychoanalytic or Gender-based criticism)</b></p> <p>Respond to discussion in WebCT for extra credit.</p>
Week 8 Faith and Doubt	T 3/6	<p><b>MAJOR WRITING GRADE DUE: PSYCHOANALYTIC OR GENDER-BASED PAPER</b></p> <p>9/11 Unit: Pages 1216-1220. In class writing as assigned</p>
	TR 3/8	Discuss Chapter 7 <i>Writing Research Papers</i> . Do handouts 7a, 7b, and 7c in groups
SPRING BREAK! MARCH 12 <sup>TH</sup> -16 <sup>TH</sup>		
Week 9 Faith & Doubt	T 3/20	<p><b>TEST #2: Readings since Test #1, Chapter 4 and 5 from <i>Exploring Literature</i> book, and Chapters 1-8 (omit 5) from <i>Writing Research Papers</i>.</b></p>
	TR 3/22	<p>Discuss Chap. 9-10, <i>Writing Research Papers</i></p> <p><b>Daily grade:</b> Complete Chapters 9 and 10 handouts to turn in by Tuesday. Respond to Web-CT discussion prompts for Extra Credit.</p>
Week 11 Innocence and Experience	T 3/27	<p><b>Daily Grade due: chapters 9 and 10 handouts</b></p> <p><b>Read and discuss the following essays:</b></p> <p>"Learning to Fall" by Simmons, p. 1281 "The Myth of Sisyphus" by Camus, p. 1272</p>
	TR 3/29	<p><b>Discuss the following essays:</b></p> <ol style="list-style-type: none"> <li>1. "A Good Man is Hard to Find" by O'Connor, p. 1185 <b>read before class</b></li> <li>2. "Chrysanthemums" by Steinbeck, p. 1196 <b>read before class</b></li> <li>3. "Some Keep the Sabbath Going to Church" by Dickinson, p. 1292 <b>in class</b></li> <li>4. "Cathedral" by Carver, p. 1151 <b>in class</b></li> </ol>
Week 12	T 4/3	<p><b>Discuss the following pieces:</b></p> <ol style="list-style-type: none"> <li>1. "Cinderella" by Grimm Brothers, p. 796</li> <li>2. "Cinderella" by Sexton, p. 800</li> <li>3. "Cinderella" by Bettelheim, p. 803</li> </ol> <p>In class writing—Cinderella journal <b>due Tuesday</b></p>

	TR 4/5	<p><b>Read and discuss</b> the following pieces:</p> <ol style="list-style-type: none"> <li>1. "If Shakespeare Had a Sister" by Woolf, p. 849</li> <li>2. "The Horse Dealer's Daughter" by Lawrence, p. 737</li> </ol>
Week 13	T 4/10	<b>TEST #3: Over readings since previous test (does not include <i>Writing Research Papers</i> book)</b>
	TR 4/12	<p><b>Discuss</b> the following pieces:</p> <ol style="list-style-type: none"> <li>1. "Trifles" by Glaspell, p. 820</li> <li>2. "Sweat" by Hurston, p. 1128</li> <li>3. "You Fit Into Me" by Atwood, p. 776</li> <li>4. "A Rose for Emily" by Faulkner, p. 951</li> </ol>
Week 14 Revised Paper #2 Due	T 4/17	<p>Finish readings from previous week Read in class: "Hills Like White Elephants" by Hemingway, p. 732 In class writing as assigned</p>
	TR 4/19	<p><b>Read and discuss</b> the following pieces:</p> <ol style="list-style-type: none"> <li>1. "Richard Cory" by Robinson, p. 514</li> <li>2. "How to Watch Your Brother Die," by Lassell, p. 785</li> <li>3. "I Heard a Fly Buzz - When I Died -" by Dickinson, p. 1291</li> <li>4. "I've Seen a Dying Eye" by Dickinson, p. 1291</li> </ol>
Week 15	T 4/24	<p>Finish readings from previous week <b>Due Thursday:</b> One-Three page personal response on death. All of our readings this week deal with death in same way...Choosing one or two of these pieces, use the text to explain your response to this topic. Did one poem resonate with you more than the others? Why? What moved you? Angered you? Confused you? Use the text to explain your answer, using MLA citation format where appropriate</p>
	TR 4/26	<p><b>DUE: Response to death paper.</b> Read Yellow Wallpaper. I will give you two sources and the text for this paper. We will review gender criticism and discuss the assignment. It is due in class on the 1<sup>st</sup> of May for Peer Review.</p>
Week 16	T 5/1	Yellow Wallpaper Gender Criticism <b>Peer review.</b>
Evaluation and Wrap-up	TR 5/3	<b>Final Draft Due.</b> In class: Read <i>Los Vendidos</i> by Valdez (Prepare to read a part!)
Week 17		<b>Final (only over readings in <i>Exploring Literature</i> book since last test, not research book).</b> You cannot drop this grade, no matter what. I DON'T GIVE <b>FINALS EARLY!</b>



## Class Contract

I have received and have read the syllabus for ENGL 1302 taught during the \_\_\_\_\_, 20\_\_ semester by Melissa McCoy and agree to abide by the policies written in it. I understand the policies of class attendance, dropping the course, academic honesty, and general class behavior and understand the consequences of failing to comply with these policies.

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Student's Name

Date