

Clarendon College
SYLLABUS for ENGL 1302-885
English Composition II
Taught for Silverton High School
Spring 2010, 3 semester hours



INSTRUCTOR: Jimidene Murphey

OFFICE: You can catch me by E-mail at jimidene.murphey@clarendoncollege.edu. I check email at least once a day.

OFFICE HOURS: I have virtual office hours most every day, so email me if you have any problems.

CALENDAR OF IMPORTANT DATES:

Classes Begin	Tuesday, Jan. 12
Spring Break	Mon-Fri, March 15-19
Last Day to Drop with a 'W'	Friday, April 9
Final Exam	Friday, April 30
Final grades due at 10:00 a.m.	Friday, May 7

TEACHING PHILOSOPHY: It is my belief that students who take the responsibility for learning will learn the most. What you learn in this course will come primarily from these sources: textbook exercises, assignments, electronic bulletin board postings from other students and me, and email messages from other students and me. If you ever need extra help, remember that I am only an email message away.

COURSE DESCRIPTION: A study of principles of effective writing through analysis of theme development. Includes analysis of model paragraphs and essays, essay writing, assigned library reading, and individual conferences by email or phone.

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 one or more research papers
3. properly document the research papers
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*. 4th ed. New York: Pearson, 2004. ISBN #978-0-205-64018-8
- *Writing Research Papers: A Complete Guide*. Pearson Longman, 2006. ISBN 0-321-35600-4

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

CLASS POLICIES

Attendance

Follow the attendance policies as set forth by your school.

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. You must check with your high school teacher or counselor before doing this. 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, your high school teacher, and/or counselor about it first. If you quit turning in assignments and do not go through the formal withdrawal procedure, you will receive an "F." Remember, I will not withdraw you from the course; only you can do that.

You are permitted to drop a course if you obtain an official drop slip from the office and I have signed the slip before the 12th class week.

Remember, you are only allowed to drop the same class twice before you 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 sixth class, you will no longer be able to withdraw from any classes.

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.
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 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) 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 a grade of F (that will depend upon the Dean of Students and/or Dean of Instruction). 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!!!

NEVER LET ANYBODY ELSE USE YOUR COLLEGE LOGIN OR PASSWORD!!

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.

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 and in WebCT. 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, even if you are handwriting them.

Assignments are **due as assigned**. If you are not going to be in class the day of an assignment is due, be sure that you have the assignment brought to me by class time or e-mail it to me through WebCT by class time. NOTE: If you submit an assignment through WebCT, use **only** Microsoft Word, NOT Microsoft Works or WordPerfect. **AGAIN, I WILL NOT ACCEPT LATE PAPERS UNLESS UNDER THE MOST EXTREME CIRCUMSTANCES. Don't even try to email it to me late; I will just send them back to you ungraded.** I will drop the lowest two daily grades. The assignments will be posted in WebCT, and you will have plenty of time to submit assignments EARLY.

The Research Papers

You will have two major literary analysis papers this semester worth almost one-third your grade. You will be writing more papers leading up to this, so you will get lots of practice. The grade for this paper will consist of several separate grades, including your thesis statement, sources, quotes, first and second outlines, rough draft, and final draft. All these averaged together will make up 30% of your total grade. **NOT TURNING IN ANY OF THESE COMPONENTS WILL EARN A ZERO FOR THAT COMPONENT, AND THEY MUST BE TURNED IN ON THE DAY THEY ARE DUE.** For instance, if you don't turn in thesis statement, sources, or an outline, you will receive three zeros for those components of the grade. Even if you make 100 on the rough draft and the final draft, you will get an F (200/7=29). **IF YOU DO NOT TURN IN EITHER OR BOTH THE ROUGH DRAFT OR THE FINAL LITERARY ANALYSIS PAPER, YOU WILL RECEIVE AN "F" IN THE COURSE, NO MATTER HOW MUCH YOU TURN IN BEFORE THAT!!**

Requirements for each research paper:

1. Topics will be derived from assigned readings.
2. The research paper must be from five to six FULL pages, not including Works Cited page.
3. You will need a total of three required sources and four sources of your own choosing. I will send you information on these.
 1. Use three of these required sources, found in our CC library:
 - *Drama for Students*
 - *Short Stories for Students*
 - *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*
 - b. The other four sources must include at least one from a book and one from a database in the library. You must copy the pages of the book you're using (plus the title page) and make a copy of the website you're using and turn them in when you turn in your sources. I'll count off if you don't.
4. You will need at least 10 quotes from these sources, with bibliographic information under each quote and a copy of the page you got the quote from.
5. Only the MLA format will be accepted for ANY part of the above.
6. (See last page for comments about literary criticism)

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 exercises, or other such material. At the end of the semester, I will average all the daily grades.

Discussions: To get students to participate more freely, we will have online discussions through WebCT, our classroom management system. You will have a participation grade on how many of these postings you do; you will have to have at least 20 MEANINGFUL postings during the semester. You will get five points for each posting - if you only have three postings

during the whole semester, your participation grade will be 15, and you certainly don't want that. These "lectures" will supplement in-class lectures and discussions.

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, and critical analysis. **If you miss a test, you will get a zero.**

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

All components of the major research papers	30%
(Each of the following will have its own grade: sources, thesis, outline, rough draft, and final draft)	
Exams (objective and essay).....	30%
Writing assignments other than the research paper	30%
Discussions in WebCT	10%

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:	W	Class introduction. Go over syllabus and take Syllabus Test in WebCT. Read the "theory" part of <i>Exploring Literature</i> , Chapters 1-2, pp. 3-51 for this week.
Intro	F	Lecture: Ch. 1-2 in <i>Exploring Literature</i> . Powerpoints are in WebCT. Also check below for written assignment due next week.
Week 2: Personal response, writing about literature, and critical thinking. Readings: Culture and Identity	W	Read and discuss Appendix "A" in your <i>Exploring Literature</i> book about literary criticism. Lecture: Appendix "A" PowerPoints found in WebCT. Read and discuss: 1. "I Have A Dream" by Dr. Martin Luther King, Jr., p. 1081 4. "Ballad of Birmingham" Randall, p. 17 2. "Birmingham Bomb Kills..." p. 15 5. "A Dream Deferred" by Hughes, p. 78 3. "Salvation" by Hughes, p. 32 Dierdre's Draft of "Those Winter Sundays" p. 45 and Dierdre's Revised Essay, p. 49. (This will be a good guide to writing your response paper.)
	F	Read and discuss <i>Exploring Literature</i> , Chapter 3, p. 57-80 (Reading about literature and responding to poetry). Read and discuss: 1. "Everyday Use" by Walker, p. 978 3. "Désirée's Baby" by Chopin, p. 947 2. "We Real Cool" by Brooks, p. 997 4. "Ain't I a Woman" by Truth, p. 914 Writing assignment to be turned in Friday: Write a full one page response comparing how you felt after reading the newspaper article "Birmingham Bomb Kills" and the poem "Ballad of Birmingham." Also discuss the techniques of writing that the newspaper article used as opposed to the techniques the poem used. Write a paragraph on why these pieces could be criticized from a "historical perspective" (p. 1315 in the <i>Exploring Literature</i> book.) Must be typed in MLA form.

	F	<p>Read and discuss <i>Exploring Literature</i>, Chap. 4-5, pp. 150-174 (Argumentation and Writing a Critical Essay; Research.)</p> <p>Major writing assignment due today: 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. Needs to be at least TWO full pages, and of course, in MLA format with proper in-text citation and a Works Cited page citing the textbook. Three possible ways to treat the paper:</p> <ol style="list-style-type: none"> 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. 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? What role does gender played in the piece and how or why men and women read the piece differently? Would that story be different if the setting were in a more liberally-minded society? 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? You can go to periodicals such as <i>Psychology Today</i>, or other reputable sources, but you MUST connect what you find to the readings. <p>Requirements:</p> <ul style="list-style-type: none"> • Find TWO outside sources substantiating your position and cite it in the Works Cited page along with your <i>Exploring Literature</i> book cite. This could include some research about parent/child relationships or some information about the author that would be pertinent to the paper. Your Works Cited page would have three entries: two outside sources and the pieces from the <i>Exploring Literature</i> book. • Write a concise, explanatory thesis statement, one that will present your argument for the paper. • Congratulations! You’re on the road to literary analysis! <p>Peer-edit these in class by this Friday, and the revised copy will be due next Wednesday.</p>
<p>Week 6:</p> <p>First literary analysis paper - three full pages</p> <p>Family and Friends</p>	W	<p>Wednesday: Turn in revised copy of parent/sibling relationships.</p> <p>Prepare for first literary analysis research paper. From a “historical-based” criticism viewpoint, pick a topic and gather at least three sources plus the textbook itself to write a full three-page paper from the selections we’ve already read. Suggestions may include the historical context that includes something about the racial tension in the 1960s, the historical treatment of women in a particular culture or time, any kind of “mixed” relationships (such as “Marriage is a Private Affair”), the psychological aspects of war on soldiers (especially World War I’s infamous “trench warfare”) and/or family, or similar topics. I MUST APPROVE YOUR TOPIC AND SOURCES BEFORE YOU CONTINUE THE PAPER! I will look at them and hand them back to you by Monday.</p> <p>This paper MUST be anchored in the readings. For instance, you can’t just write a general paper about racial tensions in the 1960s - you must relate your research directly to the readings.</p> <p>REQUIREMENTS:</p> <ul style="list-style-type: none"> ▪ Prepare the paper in MLA format, with the topic and sources (properly formatted) on one sheet of paper. ▪ This is not a reader-based response, so don’t include your own initial reactions to a particular piece. Instead, synthesize readings and sources to form your own opinions and conclusions. ▪ You MUST turn in each component of the paper - you CAN’T just turn in the final copy. For instance, I won’t accept the outline portion UNTIL you have turned in the topic portion. Since I don’t accept late papers, that means that YOU HAVE TO TURN IN EACH COMPONENT TO RECEIVE A FINAL GRADE. ▪ You have to research what was going on at the time of the writing in order to do a “historical-based” criticism. You can use specific time periods or general time periods, depending upon your topic and piece. <p>Timeline: I have given you specific dates each component of the paper will be due.</p> <p>For this week, Friday will be the due date for the topic. Please email me through WebCT. I will look at all of them and respond, give suggestions, etc. The topic can be fairly broad, and I can help you narrow it down some if you wish.</p> <p>Next Wednesday is the due date for your sources. Submit these in the form of a Works Cited page since you’ll be doing that anyway. First grade of the paper.</p>

	F	<p>Study for your test #2, which will be next week.</p> <p>Topic due.</p> <p>Start gathering sources for your research paper.</p>
<p>Week 7</p> <p>Continue first analytical paper</p> <p>Test #2</p>		<p>Read and discuss Chap. 6-7 in <i>Writing Research Papers</i> (omit Chapter 5)</p> <p>Daily grade and discussion: Complete the Chapters 6-8 handouts to turn in today from <i>Writing Research Papers</i> book.</p> <p>Continue with first analytical paper. Timeline:</p> <p>Monday: sources (Works Cited page) due, with copies of the sources attached (I will count off if you don't include the hard copies). Second grade for the paper. Also due is the outline with a good thesis statement. Your outline should have at least some of your in-text citations in place. This outline won't be graded, but you'll get a zero if you don't do it.</p> <p>Wednesday: At least five quotes you know you will use, along with the internal citation from which each quote comes. Peer-edit the paper before you submit it, and indicate by your name who the peer-editor was. Third grade for the paper.</p> <p>Next Wednesday: A complete, formal, sentence outline due, including your in-text citations and Works Cited page. This outline needs to have all the points you're going to put in your paper. Peer-edit the outlines before you submit them, and indicate by your name who the peer-editor was. This is just the skeleton of your paper; from now on you will be filling out the outline to complete your paper. Fourth grade for the paper.</p> <p>Next Friday: Rough draft (a very good, not-really-rough) is due. Peer-edit in class. Fifth grade for the paper.</p> <p>Wednesday Week 9: Revised final copy of your first paper due. This will be the sixth grade for the paper, and then you I will average all those grades for your grade.</p>
	W	<p>Due: Five quotes for your paper. These MUST be quotes you will use.</p> <p>Read and discuss Chap. 8 in <i>Writing Research Papers</i>.</p> <p>TEST #2: Readings from Weeks 5 and 6, Chapter 4 and 5 from <i>Exploring Literature</i> book, and Chapters 1-8 (omit 5) from <i>Writing Research Papers</i>.</p>
<p>Week 8</p> <p>First analytical paper due</p> <p>Faith and Doubt</p>	<p>W</p> <p>F</p>	<p>Due today: Formal outline for first analytical paper due.</p> <p>Read and discuss Chap. 9-10, <i>Writing Research Papers</i></p> <p>Daily grade: Complete Chapters 9 and 10 handouts to turn by Thursday.</p> <p>Read and discuss the following essays:</p> <ol style="list-style-type: none"> 1. "Learning to Fall" by Simmons, p. 1281 2. "The Myth of Sisyphus" by Camus, p. 1272 <p>Due Friday: Rough draft for first analytical paper due. Will peer-edit in class.</p> <p>Read and discuss the following essays:</p> <ol style="list-style-type: none"> 1. "Cathedral" by Carver, p. 1151 2. "A Good Man is Hard to Find" by O'Connor, p. 1185 3. "Chrysanthemums" by Steinbeck, p. 1196 4. "Some Keep the Sabbath Going to Church" by Dickinson, p. 1292 <p>Next Wednesday: Revised copy of first analytical paper due.</p>
<p>Week 9</p> <p>Women and Men</p> <p>Test #3</p>	<p>W</p> <p>F</p>	<p>Due today: Revised copy of first analytical paper due.</p> <p>Read and discuss the following pieces:</p> <ol style="list-style-type: none"> 1. "Cinderella" by Grimm Brothers, p. 796 2. "Cinderella" by Sexton, p. 800 3. "Cinderella" by Bettelheim, p. 803 <p>Daily grade writing assignment due Friday: Write a one-page personal response paper answering the "Making an Argument" question on p. 808 about the Cinderellas. MLA format, of course, with quotes from the pieces, in-text citations, and Works Cited page including your textbook.</p> <p>Read and discuss the following pieces before the test:</p> <ol style="list-style-type: none"> 1. "If Shakespeare Had a Sister" by Woolf, p. 849 2. "The Horse Dealer's Daughter" by Lawrence, p. 737 <p>Friday TEST #3: Over readings from Weeks 8 and 9 (does not include <i>Writing for Research</i> book)</p>

<p>Week 10</p> <p>Test #4</p> <p>Start Literary Analysis Paper #2 - four pages</p> <p>Women and Men</p> <p>Innocence and Experience</p>		<p>Read and discuss the following pieces:</p> <ol style="list-style-type: none"> 1. "Hills Like White Elephants" by Hemingway, p. 732 2. "How to Watch Your Brother Die," by Lassell, p. 785 3. "I Heard a Fly Buzz - When I Died -" Dickinson, p. 1291 4. "I've Seen a Dying Eye" by Dickinson, p. 1291 5. "Sweat" by Hurston, p. 1128 6. "You Fit Into Me" by Atwood, p. 776 7. "Richard Cory" by Robinson, p. 514 8. "Trifles" by Glaspell, p. 820 <p>Second literary analysis research paper due Tuesday, Week 12: This week's readings deal with death in some way. Your next paper will need at least three sources plus the textbook itself, and the paper must be at least four full pages. The general topic: take the poem "You Fit Into Me" and make a connection to at least two other readings from this week. You will first need to explain what the poem "You Fit Into Me" means, then relate its meaning to two other readings. Keep in third person; don't start the paper with "I think this poem means...." You may want to explore how relationships sometimes end because of death, because couples fall out of love, resulting in death (literally or figuratively), or because the author experiences or dreams of experiencing death. Your research may take you to abusive relationships and the effects of one person exerting control over another such as in "Trifles" or "Sweat" or the psychological need some people have to kill themselves. You MUST still relate this research directly to specific quotes and passages in the readings, while at the same time relating it all to the poem "You Fit Into Me." You may have to research some psychological aspects of the pieces; if you do, be sure to cite them.</p> <p>Requirements for the paper:</p> <ul style="list-style-type: none"> ▪ Prepare the paper in MLA format, with the topic and three sources plus the textbook itself (properly formatted) on one sheet of paper. ▪ This is not a reader-based response, so don't include your own initial reactions to a particular piece. Instead, synthesize readings and sources to form your own opinions and conclusions. ▪ You MUST turn in each component of the paper - you CAN'T just turn in the final copy. <p>Timeline: I have given you specific dates each component of the paper will be due.</p> <p>For this week, Friday is the due date for the specific topic and the readings you plan to use. Email these to me through WebCT. This will be the first grade. I will look at these, approve them, and give you feedback the next day.</p> <p>Next Wednesday is the due date for your three sources other than the textbook which will be your Works Cited page for your paper (total of four sources). Also due is the complete formal sentence outline with the thesis statement. Make copies of the title page of the two book sources you used and attach them at the back of the paper; I will count off if you don't have these copies attached. Second grade.</p> <p>Next Friday: Rough draft (a very good, not-really-rough) is due. We will peer-edit in class. REMEMBER that if you don't have this rough draft ready for peer-editing, you will automatically lose 30 points. Third grade for the paper.</p> <p>Wednesday Week 12: Revised final copy due. This will be the fourth grade for the paper, and then I will average all those grades for your total grade.</p>
<p>Week 11</p> <p>Research Paper and Analytical Paper #2</p> <p>(Friday is holiday)</p>	<p>W</p> <p>Th</p>	<p>Today: Test #4 over Readings for Week 10. This won't be a hard nor long test, but you DO need to know the stories.</p> <p>Read and discuss after the test Chapter 13, <i>Writing Research Papers</i>.</p> <p>Due today: Three required sources other than the textbook due. Remember to format your sources in proper MLA form, and make it the Works Cited page. This will be the second component grade of your paper. Also the thesis and first general outline due.</p> <p>Due today: Rough draft due. Peer-edit these in class, with the final copy to be turned in next Wednesday.</p> <p>Read and discuss after the test Chapter 14, <i>Writing Research Papers</i>.</p>
<p>Week 12</p> <p>Analytical Paper #2</p>	<p>W</p> <p>F</p>	<p>Due today: Revised paper due.</p> <p>Study for test over <i>Writing Research Papers</i> book, Chapters 9-14.</p>
<p>Week 13</p> <p>Final Paper Due</p>	<p>W</p> <p>F</p>	<p>TEST #5: Chapters 9-14 in <i>Writing Research Papers</i>.</p> <p>Read in class: "Los Vendidos" by Valdez, p. 1057. Be sure to look under Study Guide which I will give your teacher on what some of the terminology is. This is really important! REMEMBER - THIS PLAY IS A SATIRE, NOT A SLAM ON MEXICAN-AMERICANS! If you don't know what that is, look it up.</p> <p>Read "The New Colossus" by Lazarus, p. 1002 and "Workers" by Rodriguez, p. 1066.</p>

		<p>Daily grade assignment due today: For a 1½- to 2-page personal response paper, take the three pieces for this week. You can use either of these two topics:</p> <ol style="list-style-type: none"> 1. Compare the “workers” in Rodriguez’s essay to the Farm Worker in “Los Vendidos.” How are they similar? How are they different? Cite specific examples and quotes to support your argument. Use internal cites; however, no need to prepare a Works Cited page. 2. Do you “get” the satire in “Los Vendidos”? How can you tell it is satire? Are you offended by the satire? Cite specific examples and quotes to support your argument. Use internal cites; however, no need to prepare a Works Cited page. 3. Relate the poem “The New Colossus” to the play or the essay. What is the poet’s opinion of America? What do you think Valdez’s or Rodriguez’s opinion is? Do you personally think the Statue of Liberty is still America’s “Colossus”? Why or why not? <p>Respond to discussion in WebCT under “Week 13.”</p>
<p>Week 14</p> <p>Responding to Painting and Poetry</p>	<p>W</p> <p>F</p>	<p>Print out handouts and read “The Veldt” and “There Will Come Soft Rains” by Bradbury.</p> <p>Daily grade assignment due today: Write a one-page personal response to the short story “The Veldt. Did you like it? Why or why not? Respond to this prompt with quotes from the story to support your thesis: Do you think children have too much freedom now? How has technology permeated our society? Do you think this story could happen? Remember, the story was written over 50 years ago!</p> <p>Respond to discussion topic.</p> <p>Read and discuss <i>Exploring Literature</i> (Responding to Painting and Poetry)</p> <p>Pay particular attention to the painting “Starry Night” p. 694 and the accompanying poem by Anne Sexton. Read handout in WebCT to song lyrics “Vincent” by Don McLean and watch slide show.</p> <p>Also pay close attention to the painting “The Old Guitarist” and the poem “The Man With the Blue Guitar.”</p> <p>In-class daily grade assignment today: In a one-page paper, write a response to either “Starry Night” or “The Old Guitarist.” What emotions, if any, does the painting evoke? Do you agree with the point of view of the accompanying poem of your painting? Why or why not?</p> <p>Respond to discussion in WebCT under “Week 14.”</p>
<p>Week 15</p> <p>Evaluation, Wrap-up, and FINAL EXAM</p>	<p>W</p> <p>F</p>	<p>In-class daily grade assignment to turn in today: Write an evaluation of what you’ve learned in this class. What have you learned about various genres of literature? What have you learned about literary criticism and academic research? What was your favorite piece or category of pieces? Why? You won’t get a grade for this - I just would like to know!</p> <p>Final (only over readings in <i>Exploring Literature</i> book since Week 13 (not research book)). You cannot drop this grade, no matter what. I DON’T GIVE FINALS EARLY!!</p>