

English Composition II
ENG 102
Department of English and Mass Communications
Semester:
Sample Syllabus

Instructor:

Office:

Phone:

E-mail:

Office Hours:

English 102 Course Description (from the Bulletin):

ENG-102 English Composition II 3 credits

This course reviews the expository essay and introduces the student to the process of researching and composing a substantial term paper. It also introduces the student to the study of three genres of literature: drama, poetry, and the short story.

Pre-requisite: English 101 or placement in course.

Required Texts:

Hacker, Diana. *A Pocket Style Manual*. Latest Edition. Bedford. Print.

Intro to Literature/Lincoln University English 102 Reader. Latest Edition. Pearson. Print.

English 102 Learner Outcomes

The primary Learner Outcomes for English 102 include the following:

- Students will be introduced to the process and learn how to independently plan and write a college-level research paper in the humanities.
- Students will be able to differentiate between the critical issues involved with principal literary genres, the study of literature, and the writing of analytical essays on literature.

Other Learner Outcomes include the ability:

- To write a variety of texts; to summarize texts; to read and to listen effectively and critically; and to write and speak coherently and persuasively.
- To explain the difference between factual information and opinions.
- To devise and develop, modify, and fulfill his/her own research agendas around contemporary and enduring issues.
- To locate, evaluate, organize, synthesize, annotate, cite, summarize, paraphrase, and present information from different sources.

Learning Opportunities/Activities Designed to Meet the Learner Outcomes:

The argument essay will be written in class, as a five-paragraph blue book timed-exercise. You will not know the exact prompt, but will have a familiarity with all the general prompts. I am looking for five handwritten pages in the blue book and two

complete pages in Word. Your revision will need two quotations from the story, plus a works cited page with one entry (a story from an anthology).

The biographical research paper will be four full pages long, in standard academic format, plus a works cited page. You will need to use at least four sources, plus the text(s) from *Intro to Literature/Lincoln University English 102 Reader*. You must rely on direct quotations, and you may only summarize or paraphrase two times in the entire paper. The paper will have three sections: a brief biography (about a paragraph), which covers the areas of the author's life that are pertinent to your analysis; a pt.-by pt. or subj.-by-subj. "connection body paragraph" structure for about 8 paragraphs that does an analysis of how the author's life experiences have impacted at least four areas in his/her text. The most common plagiarism problem with this paper has been the slight alteration of web sources about the author's life—do not do this. In addition, Alice Walker is off-limits for this assignment. You are encouraged to work with one other person.

The issue research paper will be at least eight pages, in standard academic format, plus a works cited page. You will need to use at least six sources. You must rely on direct quotations, and you may only summarize or paraphrase two times in the entire paper. This paper will use the following organization: an abstract (one paragraph), a brief (no more than a paragraph or two) overview of the entire research process (use first person here only), a review of your six articles (two or three pages) in the proper topic-sentence format, a brief discussion of your methods (a short paragraph), your analysis of the problem as it is summarized in the review of literature (about a page), and, finally, a discussion of the solution to your problem, as it is presented in the summaries (a page is fine). A works cited page will follow. These are general guidelines, which you should adhere to, but you are free to alter them slightly, as long as you cover all of them sufficiently and clear any changes with me. You may work in groups of up to three people, but only after clearing the group with me.

For both papers (and anywhere else you cite information from outside sources), include copies of your sources (i.e., web pages or texts you cite information from).

Participation in all class activities. Students should be prepared for all classes, including the reading of all assigned texts and the timely submission of due work.

Fulfillment of all writing requirements. This includes submitting revisions and avoiding plagiarism.

Completion of the exams and quizzes. You may miss up to three daily quizzes, or, if you have good attendance, I will drop your lowest grades.

Avoidance of excessive absences. See the attendance policy below.

Learning Opportunity Due Dates and Academic Dishonesty Policy:

- Assignments are due in class. After class, they are one day late. Failure to complete any of the three major writing projects constitutes course failure.
- All papers must arrive with a minimum of *two other earlier drafts; both must be typed*. If you use any outside sources for information, you **MUST** include (or I must

have seen) copies of the original documents with your final draft with the information you are using marked in some way.

- Late work will be accepted with the penalty of one third of a full grade deducted off the work's final grade for each calendar day that the work is late, *including weekends*. A B+ paper handed in 6 days late will receive a D+. Late papers can be submitted to my email account (*no attachments ever; cut and paste them into the body of the email*, and I will reply), and must be handed in the next class without any changes from the email version.
- The "Faculty Statement on Academic Dishonesty," which is available online under the Registrar's link and is attached, defines plagiarism and penalties. **Plagiarism will be dealt with severely.**

Other Opportunities:

- ✓ Regular Attendance. The Department adheres strictly to the University policy, which permits three absences ("excused" and otherwise) for a three credit; after which, the final grade will be lowered. Three late arrivals (after ten minutes) are equal to one absence. After fifteen minutes, do not enter class. You are absent. Typically, each absence in excess of three will lower the final grade by one-third of a grade point.

Rubric for Evaluating Written Learning Opportunity Work:

All of your written work in English 102 will be evaluated based on three areas:

- The use of standard Academic English,
- The organization of the essay, and
- The depth of your ideas.

Serious deficiencies in any one area can cause overall failure.

Rubric for Final Course Grades:

A student's final grade will be based on the following scale:

Argument: 20% (Blue book-10 points and typed draft-10 points)

Research 1: 30%

Research 2: 30%

Homework/Quiz:

(5 points each):10%

Mid-term and Final Exam:

10% :

Final grade = Possible 100%

Deduct 1/3 of a grade for each absence over 3: final grade =

FACULTY STATEMENT ON ACADEMIC INTEGRITY

Approved by the Faculty of Lincoln University

(<http://aux.lincoln.edu/registrar/AcademicIntegrity.pdf>)

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

1. Acts of Academic Dishonesty (Cheating). Specific violations of this responsibility include, but are not limited to, the following:

- ◆ Copying, offering and/or receiving unauthorized assistance or information in examinations, tests, quizzes; in the writing of reports, assigned papers, or special assignments, as in computer programming; and in the preparation of creative works (i.e. music, studio work, art).
- ◆ The fabrication or falsification of data, results, or sources for papers or reports.
- ◆ The use of unauthorized materials and/or persons during testing.
- ◆ The unauthorized possession of tests or examinations.
- ◆ The physical theft, duplication, unauthorized distribution, use or sale of tests, examinations, papers, or computer programs.
- ◆ Any action which destroys or alters the work of another student.
- ◆ Tampering with grades, grade books or otherwise attempting to alter grades assigned by the instructor.
- ◆ The multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.

2. Plagiarism

- ◆ If a student represents “another person's ideas or scholarship as his/her own,” that student is committing an act of plagiarism
- ◆ The most common form of plagiarism among college students is the unintentional use of others' published ideas in their own work, and representing these ideas as their own by neglecting to acknowledge the sources of such materials.
- ◆ Students are expected to cite all sources used in the preparation of written work, including examinations.

English 102 Fall 2011 Course Calendar:

Week One: 8/24 – 8/26

Week Two: 8/29-9/2

Week Three: 9/5 – 9/9

Mon. 9/5 No Class: Labor Day

Week Four: - 9/12 – 9/16

Week Five: 9/19 – 9/23

Week Six: 9/26 –9/30

Week Seven: 10/3 – 10/7

Week Eight: 10/10 – 10/14

Mid-Term Exams (During Normal Class Times)

Week Nine: 10/17 – 10/21

Week Ten: 10/24 – 10/28

Week Eleven: 10/31 – 11/4

Week Twelve: 11/7 – 11/11

Week Thirteen: 11/14 – 11/18

Week Fourteen: 11/21 – 11/25

11/23 – 11/27 No Class: Thanksgiving Recess

Week Fifteen: 11/28 – 12/02

12/5 – 12/9

Mon. 12/5 Reading Day (All Students)

FINAL EXAMS – DATE AND TIME TO BE ANNOUNCED

English 102 Consent Form

Must be signed and returned by everyone

(Please print, sign and return to instructor.)

I understand the attendance policy. I know that any absences more than three will cause my final course grade to fall by one third of a grade. I further realize that absences in excess of eight will probably cause course failure.

I understand that attendance will be taken each class with a written roster. Failure to get my name on the roster is my fault and constitutes an absence.

I understand that I may be late up to ten minutes without a lateness (however I may miss a class activity, which cannot be made up, and suffer the consequence of that); however, after ten minutes, I will be late (and three late arrivals equal one absence). I will not enter class after fifteen minutes late. If the instructor is not in class by fifteen minutes after the start of class, I may leave without penalty.

I understand that I must do all the work or that I will fail the course.

I understand that cell phones should be turned off prior to the start of class, and that while they may ring during the class, they are never to be answered. If I answer a cell phone, I understand that I have just received an absence.

I understand that my behavior must conform to the standards as articulated in the University Code of Conduct. Any disruptions, disrespect, or obscenity will cause an absence and may require a written explanation for my actions submitted to my instructor, Dr. Button (Department of English Chair), and Dr. Willis (Dean of School of Humanities) before I may return to class.

I understand how the grades will be calculated for all my assignments and I understand how my final grade will be computed.

I understand and will abide by the syllabus.

Signature and date: _____

English 102 Research Paper Assessment Rubric

Please perform this assessment for five of your students' research papers. The following criteria must be met *sufficiently* in order for a student to pass the assessment initiative in English 103. *Sufficiently* is defined as B- level of work in English 103.

Instructor's Name:

Date:

- Did the students locate and evaluate sufficient sources?

Yes/No/Comments

Does the research paper have a *sufficiently* developed:

- Research thesis/problem that is focused and explored with coverage that provides context, history, or sides of the research topic?

Yes/No/Comments

- MLA Works Cited page?

Yes/No/Comments

- MLA usage of sources, with an emphasis on using direct quotations?

Yes/No/Comments

- Organization?

Yes/No/Comments

- Use of Academic English, grammar, usage, mechanics, punctuation?

Yes/No/Comments

- Document design/format principles?

Yes/No/Comments