Communication and Office Hours: I could be in UH321 (meeting students/advisees) or in LHML (supporting classwork). Email or call me before you walk over to UH. Look for me in the library, up two flights and look for 401, in the southeast corner. I could also be down on the third floor while we do the research paper. We shift between locations. It’s marked in the calendar below.

I am available: M/W 2:00-3 PM; 4:20 - 5:00 PM; T/Th 9-9:30, and between 11 and 1 anytime there isn’t a convocation or on the 1st and 3rd Tuesdays. I will likely be in my office on other times, which I will announce. Stay in touch with me. I like to see students who get anything below a B- at least once a week during office hours. If you miss classes, I expect you will make them up during office hours. Be proactive. Email me if you want to meet.

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:
Online readings:
http://www.lincoln.edu/english/composition/supplinks.html
# English 102 Learner Outcomes

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>ILO</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Produce a research thesis that is focused and explored with coverage that provides context, history, and/or sides of the research topic.</td>
<td>ILO 1, 2, 5, 8</td>
<td>Direct: Course embedded writing assignments (research papers) with rubric</td>
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<tr>
<td>2. Develop a functional MLA Works Cited page.</td>
<td>ILO 1</td>
<td>Direct: Course embedded assignments (research papers, annotated bibliography) with rubric</td>
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<tr>
<td>3. Demonstrate effective MLA usage of sources, with an emphasis on using direct quotations, summarizing, and paraphrasing.</td>
<td>ILO 1,5</td>
<td>Direct: Course embedded writing assignments (research papers) with rubric</td>
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<tr>
<td>4. Maintain an effective organization of thesis-based research paper.</td>
<td>ILO 1, 5</td>
<td>Direct: Course embedded writing assignments (research papers) with rubric</td>
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<tr>
<td>5. Deploy appropriate Academic English, grammar, usage, mechanics, and punctuation.</td>
<td>ILO 1</td>
<td>Direct: Course embedded writing assignments with rubric</td>
</tr>
<tr>
<td>6. Produce a document with professional design/format principles.</td>
<td>ILO 1, 2</td>
<td>Direct: Course embedded writing assignments (research papers) with rubric</td>
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</tbody>
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English Composition II (ENG 102)

**Learning Opportunities/Activities Designed to Meet the Student Learner Outcomes:**

The *argument essay* will be written in class, as a five-paragraph timed-exercise. You will not know the exact prompt, but will have a familiarity with all the general prompts. Two complete pages in Word. You can revise this essay for a better grade. 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 our reading in class. 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 nine-sentence, subj.-by-subj. “connection body paragraph” structure for about five paragraphs that does an analysis of how the author’s life experiences have impacted at least five 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 may 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:
Ø 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.

Ø 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.

Ø 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.

Ø 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:

Ø The use of standard Academic English,
Ø The organization of the essay, and
Ø 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% (10 points an 10 points--averaged)
- Research 1: 30%
- Research 2: 30%
- Work/Quiz: 10%
- Mid-term & Final Exam (resume): 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.
**Week One: 8/27 – 8/29**
W/Th: Intro to course; Read Walker (From now on, all reading assignments will be the quiz for the next class. So look to the next class and follow the hyperlink. Resume format and content.

**Week Two: 9/1-9/5**
**Mon. 9/1** Labor Day-no classes
Tues: Quiz on Alice Walker (Everyday Use”
http://xroads.virginia.edu/~ug97/quilt/walker.html)

(Mon class: you have quiz also on Walker)
W/T: Quiz on Raymond Carver “Cathedral”
Intro to big research paper, talk about resume

**Week Three: 9/8 – 9/12**
M/Tues: Quiz on Toni Cade Bambara, “The Lesson”
http://cai.ucdavis.edu/gender/thelesson.html and
Ursula Leguin, “The Ones Who Walk Away From Omelas”
http://harelbarzilai.org/words/omelas.txt)
More discussion of first research project

W/Th: Quiz on Tobias Wolff, “Hunters in the Snow”
http://teacherweb.com/NM/BosqueSchool/Cummings/HuntersintheSnow.pdf
Or find it here:

Research project discussion and classwork: research project topic and today find six ebsco-host/wilson articles on your research problem/solution. Show them to me. WC page due.

**Week Four: - 9/15 – 9/19**
M/Tues: Quiz on Flannery O’ Connor “Everything that Rises Must Converge”
http://wings.buffalo.edu/AandL/english/courses/eng201d/converge.html/

Read “Girl” by Jamaica Kinkaid,

Homework: Bring in one summary of history article and explain it to me/show me five more articles from ebsco-host/wilson/etc

W/Th: Read: Raymond Carver
The Bath

Raymond Carver
A Small, Good Thing
Or read it here:
Raymond Carver
A Small, Good Thing

Homework: Bring in one more summary

**Week Five: 9/22 – 9/26**

MTues: Bring in two more summaries
W/Th: Bring in last two summaries

**Week Six: 9/29 –10/03**
M/Tues: Bring in Problem and Solution
W/Th: Bring in Abstract, Overview, and Method (first full draft)

**Week Seven: 10/6 – 10/10**
**Mid-Term Exam: Resume Version 1**
M/Tues: Bring in final draft of Big Research Project
W/Th: Resume due.

**Week Eight: 10/13 – 10/17**
M/Tues: Quiz on: Langston Hughes
Harlem
http://www.poetryfoundation.org/poem/175884
Langston Hughes
Let America Be America Again
http://www.poets.org/viewmedia.php/prmMID/15609
Langston Hughes
Open Letter to the South
http://www.historyisaweapon.com/defcon1/langston.html
Langston Hughes
Theme for English B
http://www.eecs.harvard.edu/~keith/poems/English_B.html

Begin discussing final res project.

W/Th: Amiri Bakara
http://www.math.buffalo.edu/~sww/poetry/baraka_jones.html

Discuss body paragraphs on bio res paper

**Week Nine: 10/20 – 10/24**
M/Tues: Quiz on Hurston’s “Gilded Six Bits”
http://eightissogreat.edublogs.org/2012/04/17/legacies-by-nikki-giovanni/
Continue discussion of bio res body paragraphs

W/Th: Classroom: Read “Mother” by Gwendolyn Brooks
http://www.poets.org/viewmedia.php/prmMID/15829 and Quiz on “Sonny’s Blues” by James Baldwin
Discuss intro and conclusion

**Week Ten: 10/27 – 10/31**
M/T: Quiz on Carver’s “What We Talk About…”

http://www.newyorker.com/online/2007/12/24/071224on_onlineonly_carver?currentPage=all (Just read the non-strike-out text) and read Clifton’s “ Forgiving my Father”
http://sbacari.tripod.com/poetry/forgivingfather.htm

Intro to final research project (bio)

W/Th: Quiz on Joyce Carol Oates “Where Are You Going…”
http://www.usfca.edu/jco/whereareyougoing/ and read “Daddy” by Sylvia Plath
http://www.internal.org/Sylvia_Platth/Daddy
Also, we’ll have more discussion of bio res project.

**Week Eleven: 11/03 – 11/07**
M/T: Lib: Bring in four web (edu, org but not wikipedia, and gov only) or online database articles and WC page
W/Th: Lib: Bring in six web quotes, six story quotes and six topic sentences
Week Twelve: 11/10 – 11/14
Thurs. 11/14 Honors Convocation
M/T: Lib: Bring in one (1) nine-sentence body paragraph (draft)
W/Th: Lib: Bring in 2 more body paragraphs

Week Thirteen: 11/17 – 11/21
M/T: Lib: Bring in draft of bio res paper (three pages of bodies, intro, conclusion, plus WC)
W/Th: Lib: Preview final or near-final drafts

Week Fourteen: 11/24 – 11/28
Thanksgiving Recess (Fall Break)

Week Fifteen: 12/01 – 12/05
Fri. 12/5 Last Day of Class
M/T: Lib: Final draft of bio res paper due/preview resumes
W/Th: Lib: Preview resumes

12/8 – 12/12
Mon. 12/08 Reading Day
Tues.12/09 Final Exam/Resume V2: Tuesday at 3:30, final draft in my office