Syllabus
Composition II Concurrent(Eng 123)
Fall 2019-MHS

ACTS: This course is listed in the Arkansas Course Transfer System (ACTS) with the following index number: **ENGL1023**

Class Time and Location: 11:16-12:06, M-FR

Instructor: Ms. Gerrie Krudwig
M.Ed. from University of Arkansas, 2012
B.A. from Ouachita Baptist University, 1987
Office Location: MHS213

Office Hours: Monday-Friday: 8:00-8:50 AM
Telephone: 479-394-1144
E-mail: gkrudwig@richmountain.edu

gerrie.krudwig@menaschools.org

Prerequisite: ENG113 Composition I - Grade of C or better.

Resources:

- *The Woman in Black* by Susan Hill
- *Divergent* by Veronica Roth
- *I, Robot* by Isaac Asimov
- Reliable internet access (all work **must** be submitted through Moodle)
- Three-ring binder for organizational purposes
- Flash drive or online storage (One Drive, Google Drive, Dropbox, etc.) for writing assignments

Course Description: Composition II is an intermediate college-level composition course with a more advanced study of composition through the reading of novels and the writing of literary analysis, with an emphasis on literature as the works relate to composition.

Program Outcomes: The knowledge and critical thinking skills acquired in the general education component enable students to analyze problems, to arrive at intelligent conclusions, and to make reasoned choices in their professional and personal lives. Many general education courses are designed to deal primarily with processes rather than simply with facts, to help students to develop individually and as members of a group and to instill in students the desire to develop intellectual and emotional skills through lifelong learning.

The general education curriculum provides the means by which students will accomplish the following outcomes:

- Students will increase competencies in writing, reading, speaking, and listening.

- Students will increase their understanding of the human condition, as well as the culture and society of both the nation and the world in which they live.
- Students will apply technological and research skills to identify, locate, and process information.
- Students will be prepared to compete academically upon transfer to a four-year institution.

ACTS Expected Student Learning Outcomes:
The student will demonstrate an advanced application of outcomes expected in ENGL1023.

- Respond appropriately to various rhetorical situations, purposes, and audiences.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Integrate original ideas with those of others
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Use collaborative writing processes
- Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation

Rationale: An objective of post-secondary education is to provide a core of knowledge that is shared with most educated people. By studying and developing a deeper understanding of the diverse writings that have influenced modern attitudes, institutions, and thought, students can better comprehend the world they live in today. In addition, they will be better able to communicate with other people with whom they come in contact

Course Objectives, Outcomes, and Descriptions: Upon successful completion of Composition II, the students should be able to do the following:

Course Outcomes**:**

Students will be able to

1. Read and analyze a selection of literature using critical thinking skills.
2. Write a clearly expressed, grammatically correct analytical literary essay following the standard five-paragraph essay structure in MLA format.
3. Recognize the influence of cultures and societies on literary selections.

Tentative Course Outline:

Week One Aug.19-23	Orientation Syllabus Quiz Introduction Journal Lesson – Intro to Literature, proverbs, fables, & parable
Week Two Aug. 26-30	Lesson – "Ripe Figs," "Desiree's Baby," & elements of fiction Quiz
Week Three Sept. 3-6	Lesson – "The Necklace" & "Ransom of Red Chief" **Writing Assignment Due:** Outline Activity

Week Four Sept. 9-13	Lesson – Dystopian Literature, "Harrison Bergeron," "The Lottery," & "2BR02B"
Week Five Sept. 16-20	Dystopian & *Divergent* quiz **Writing Assignment Due**: *Divergent*
Week Six Sept. 23-27	Lesson – Science Fiction Literature, "A Sound of Thunder," "Last Night of the World," & chapter one of *I, Robot*
Week Seven Sept. 30-Oct. 4	Science Fiction & *I, Robot* Quiz **Writing Assignment Due**: *I, Robot*
Week Eight Oct. 7-11	Lesson – Gothic Literature, "Cask of Amontillado" & "The Adventure of the Speckled Band"
Week Nine Oct. 14-18	Gothic & *The Woman in Black* quiz **Writing Assignment Due**: *The Woman in Black*
Week Ten Oct. 22-25	Lesson – The Epic & Section One of *Beowulf*
Week Eleven Oct. 28-Nov. 1	*Beowulf* & Epic quiz **Writing Assignment Due:** *Beowulf*
Week Twelve Nove. 4-8	Lesson – Greek Drama & *Antigone*
Week Thirteen Nov. 11-15	*Antigone* & Greek drama quiz
Week Fourteen Nov. 18-22	Lesson - Shakespeare & *Hamlet* lesson
Week Fifteen Dec. 2-6	Continue *Hamlet*
Week Sixteen Dec. 9-13	*Hamlet* & Shakespeare Quiz
Finals Week Dec. 16-20	*Finals*

****Subject to change****

Course Conduct: The student is to read, study, and discuss the course selections. Papers will be assigned to relate to the readings throughout the semester and are due by the posted date.

Students may not use personal communication devices or outside websites during a class, quiz, or exam.

Recording a class or reposting, copying, or distributing material found on Moodle is expressly forbidden unless the instructor has given written permission.

Credit Hour Calculator: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/ exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three

hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.

Course Requirements/Evaluations:

Grade breakdown:

Quizzes: approx. 40%
Essays/Lessons/Outline: approx. 60% (the lowest lesson grade will be dropped)

Lessons: Lessons can be found in Moodle. Students are expected to read, watch any videos, and answer questions found within the lesson. A grade is automatically taken based on the questions you answer within the lesson. These lessons can only be taken once, so be sure to answer the questions correctly and submit it at the end. NOTE: Some of the videos are YouTube videos, and questions will come from these videos.

Quizzes: Each lesson will be followed by a quiz over the material and stories found within the lesson. Take good notes and be prepared because the quizzes are all timed. There will also be quizzes over the longer works that students will read and write an essay. If a student is absent when a test is given, then the student will receive a zero for that assignment unless the student has filed paperwork with the VP of Academic Affairs for a very serious reason only (death in the family, hospital emergency, etc.). These make-up tests are in the form of a written, essay exam. All make-up tests must be taken within a week of the original test date. After one week, the grade will automatically be a zero unless arrangements have been made with the instructor for a very serious reason only. It is the student's responsibility to initiate make-up work.

Essays: Over the course of the semester, students will

- Complete and submit an outline over an assigned short story,
- And write four essays over assigned, longer literary works.

Students must submit typed papers using MLA format. The files must be in *Word*, or a *Word* compatible format, to be accepted for grading and submitted into Moodle. If using Google Docs, the student is responsible for converting the file to a *Word* document and correcting any formatting errors before submitting in Moodle. Late essays, for whatever reason, will receive a late penalty of 10% off the total points possible. One week after the essay is due, the grade will

automatically become a zero unless **prior** arrangements have been made with the instructor for a very serious reason only.

The grading scale for this course is as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = Below 60%

Procedures/Student Requirements: Although an online class does not have regular attendance in the traditional sense, students are still expected to log into Moodle at least twice a week and check emails at least 3-4 times a week. Keeping up with emails will be vital for each student's success in this course. Students who do not complete the first and/or second week of class will be removed from the course. All assignments must be submitted by the posted due date unless specific arrangements have been made with the instructor. ***It is the student's responsibility to initiate those arrangements immediately.*** The instructor also reserves the right to require students to come on campus for tests or presentations.

Missing an excessive number of classes is detrimental to the success of students in this course causing them to fall behind. The following number of absences is considered excessive: 11.

Students who do not attend class may receive a grade of NF which can negatively affect financial aid.

Academic Dishonesty: Cheating or plagiarizing on a test or assignment is not tolerated.
Some types of plagiarism (not a complete list):

- Submitting someone else's work as your own (includes paraphrasing)
- Sharing assignments/answers with other students (both receive a zero)
- Skimming information off of the internet without correctly citing sources

Consequences of plagiarism:

- 1st offense of plagiarism:
  - Less than 10% of an assignment plagiarized → proportional grade deduction on assignment
  - 10% or more of an assignment plagiarized → automatic zero on the assignment
- 2nd offense of plagiarism → removal from the course with a W

Consult College Handbook for more information. ***If you ever have any questions about plagiarism or how to document a particular source, please ask me. I want you to avoid plagiarism, too.***

American with Disabilities: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to federal law, state law, and the college's commitment to equal educational opportunities. Any student with a disability who needs accommodations (ex: seating placement, examinations, or access to information on the web) should inform the Vice President for Student Affairs at the beginning of each semester. To contact the Vice President, students seeking accommodation should call 394-7622, ext. 1460.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and Tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus, including electronic devices.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling property violations, computer violations, or other violations as listed in detail in the UA Rich Mountain catalog.

Student Support Services: The Student Support Services (SSS) is available to help students reach their educational goals through individualized instruction, counseling, and tutoring. There is no fee for these services. The computer lab is available for student in online classes. SSS is located in the Johnson Learning Commons in the Spencer Building.

Helpful References

- Cliff Notes
- Shmoop
- Magill, Frank. Ed. *Masterplots*. Englewood Cliffs, New Jersey: Salem Press, 1976.
- Owl at Purdue MLA: http://owl.english.purdue.edu/owl/resource/747/01/
- Sparknotes: http://www.sparknotes.com
- Greek and Roman Mythology: http://www.pantheon.org

Tutor.com: Tutor.com is also a free option for our students. If this is something you are interested in taking advantage of, please email bminer@uarichmountain.edu to receive login information.

Mission: University of Arkansas Rich Mountain exists to provide all citizens of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.

Campus Security: UA Rich Mountain strives to provide a safe learning environment; therefore, students who know of any security risk are asked to contact a college official.

See Something, Hear Something, Say Something

Crime Statistics Link: http://www.uarichmountain.edu/at-a-glance/disclosures

Title IX: Sexual Harassment: If there is an issue of this nature it should be reported immediately to:

*****Perseverance is the hard work you do after you get tired of doing the hard work you have already done.*****

Any part of this syllabus is subject to change at the instructor's discretion.