Syllabus for
Composition II (Eng 123)
Fall 2019

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

Class Time and Location:

Instructor: Mrs. Colby Singleton
M.A. in English (emphasis Teaching English to Speakers of Other Languages) at Arkansas Tech University, 2016
B.S.E from Arkansas Tech University, 2007

Office Location: AHS Room 24

Office Hours: 2nd Period or by appointment
Telephone: 479-394-5544

E-mail: csingleton@uarichmoutain.edu

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**:**

1. Read a selection of literature and write an analytical essay based on a response to that selection
2. Use the appropriate critical vocabulary in responding to the various literary selections under discussion
3. Recognize the various allusions common to most literature
4. Write well-developed essays using Standard English in response to the assigned readings
5. Engage in the writing process, individually and collaboratively
6. Use technology to research and produce essays
7. Increase critical thinking skills
8. Examine diversity of thought across cultures and centuries

Unit Objectives:

1. To understand the interaction of various literary and cultural traditions.
2. To achieve familiarity with enduring expressions of human thought by studying selections for the canon of literature, including the study of literary techniques, forms, and ideas.
3. To be able to discuss with other students the various themes and insights of the great writers.
4. To apply academic research techniques in constructing essays.

Week One Aug. 19-23	Orientation Syllabus Quiz Introduction Journal
Week Two Aug. 26-30	Lecture: Intro to Literature, proverbs, fables, & parable
Week Three Sept. 3--6	Lecture: “Ripe Figs,” “Desiree’s Baby,” & elements of fiction Quiz
Week Four Sept. 9-13	Lecture: “The Necklace” & “Ransom of Red Chief” **Writing Assignment Due:** Outline Activity

Week Five Sept. 16-20	Lecture: Dystopian Literature, "Harrison Bergeron," "The Lottery," & "2BR02B"
Week Six Sept. 23-29	Dystopian & *Divergent* quiz **Writing Assignment Due**: *Divergent*
Week Seven Sept. 30-Oct. 4	Lecture: Science Fiction Literature, "A Sound of Thunder," "Last Night of the World," & chapter one of *I, Robot*
Week Eight Oct. 7-13	Science Fiction & *I, Robot* Quiz **Writing Assignment Due**: *I, Robot*
Week Nine Oct. 14-18	Lecture: – Gothic Literature, "Cask of Amontillado" & "The Adventure of the Speckled Band"
Week Ten Oct. 21-27	Gothic & *The Woman in Black* quiz **Writing Assignment Due**: *The Woman in Black*
Week Eleven Oct. 28-Nov. 1	Lecture: The Epic & Section One of *Beowulf*
Week Twelve Nov. 4-10	*Beowulf* & Epic quiz **Writing Assignment Due:** *Beowulf* Lecture: Greek Drama & *Antigone*
Week Thirteen Nov. 11-15	Finish *Antigone* *Antigone* & Greek drama quiz
Week Fourteen Nov. 18-22	Lecture: Shakespeare & *Hamlet* Lecture:
Week Fifteen Nov. 25-29	Continue *Hamlet*
Week Sixteen Dec. 2-6	Continue *Hamlet*
Finals Week Dec. 9-13	*Hamlet* & Shakespeare Quiz

****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:

Lessons: 8 lessons (approx. 8.5%)
Quizzes: Weekly quizzes (approx. 40%)
Essays/Presentation/Outline: (approx. 43%)
Forums: 10 forums (approx. 8.5%)

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 be taken retaken as many times as a student wants. Moodle will average all of the attempts to make one grade. For example, if a student completes the lesson three times and scores 25%, 50% and 100%, Moodle will average the grades for a total grade of 58.3%. NOTE: Some of the videos are YouTube 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.

Essays/Presentation: Over the course of the semester, students will

- Complete and submit an outline over an assigned short story,
- Write four essays over assigned, longer literary works,
- And complete a PowerPoint presentation over the *Hamlet*.

Late essays, for whatever reason, will receive a late penalty of 10% off the total points possible. After one week, 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%

Last Chance Essay: At the end of the semester, students who meet the qualifications listed below will be given one last opportunity to pass the course by demonstrating competency in the course outcomes:

- Grade of 50-69%

- At least 75% of all assignments submitted

Requirements will include scheduling a session during semester test days to on campus at Acorn or Oden to read a short story and write an essay under supervision. Students who qualify for this assignment will receive more instructions as the semester nears an end.

Bonus Activities: Students may submit up to 5 videos, worth 20 points each, for bonus points. See Bonus Requirements document in Moodle for more information.

Procedures/Student Requirements: We will follow the ORSD student handbook for attendance polices and regulations. That being said, 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:

- On-line classes - failure to participate in posted assignments for more than a week

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 will result in a zero (0) for that work. Plagiarism on papers can result in an F for the course. Do not share your hard work with another student; this is also plagiarism, and both students will receive a zero for their work. Additionally, disciplinary proceedings according to College policies may be initiated. ***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. 1400.

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

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

TitleIX: Sexual Harassment: If there is an issue of this nature it should be reported immediately.

See Something, Hear Something, Say Something

*****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.