**Syllabus for**
**Composition II Online (ENG 123)**
**Spring 2021**

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

**Class Time and Location: Online**

**Instructor:** Mrs. Beverly Higgins
M.A. in English at Henderson State University, 2002
B.S.E from Henderson State University, 1991
A.A. from Rich Mountain Community College, 1989

**Office Hours**: As needed by appointment

**Telephone**: 479-997-5465
**E-mail**: bhiggins@uarichmountain.edu

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

**Resources:**

- *Writing Essays About Literature* by Katherine O. Acheson
- *All Systems Red* by Martha Wells
- *The Mousetrap and Selected Plays* by Agatha Christie
- 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 skills.
- Students will increase their understanding of different cultures and societies across the globe and how both have changed over time
- Students will apply technological and research .

**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:

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<br>Jan. 11-17 | o Orientation<br>o Syllabus Quiz<br>o Introduction Email<br>o Chapter 1 in *Writing Essays About Literature* (pgs. 3-15) |
| Week Two<br>Jan. 18-24 | o Chapter 2 and part of chapter 6 in *Writing Essays About Literature* (pgs. 19-34 & 83-89)<br>o "Ripe Figs"<br>o "Desiree's Baby"<br>o Forum<br>o Quiz |
| Week Three<br>Jan. 25-31 | o Part of chapters 7 & 8 in *Writing Essays About Literature* (pgs. 97-99, 105-109 & pgs. 111-119)<br>o Quote Search forum for "Desiree's Baby"<br>o Thesis & Blueprint Development for "Desiree's Baby" |
| Week Four<br>Feb. 1-7 | o Allegory<br>o "Terrible Things"<br>o Quote Search Due<br>o Thesis & Blueprint Development Due |

| | |
|---|---|
| Week Five<br>Feb. 8-14 | ○ Chapter 9 & part of chapter 10 in *Writing Essays About Literature* (pgs. 123-140 & pgs. 143-147, 153-155)<br>○ Grammar Refresher<br>○ Justify Quotes Due |
| Week Six<br>Feb. 15-21 | ○ Quiz<br>○ **Essay Due**: "Terrible Things" |
| Week Seven<br>Feb. 22-28 | ○ Gothic Literature<br>○ "Cask of Amontillado"<br>○ Forum |
| Week Eight<br>March 1-7 | ○ *The Trod*<br>○ Quote Search Due<br>○ Thesis & Blueprint Development Due |
| Week Nine<br>March 8-14 | ○ Quiz<br>○ **Essay Due**: *The Trod* |
| Week Ten<br>March 15-21 | ○ Science Fiction Literature<br>○ "A Sound of Thunder"<br>○ Forum |
| Week Eleven<br>March 22-28 | SPRING BREAK |
| Week Twelve<br>March 29-April 4 | ○ *All Systems Red*<br>○ Quote Search Due<br>○ Thesis & Blueprint Development Due |
| Week Thirteen<br>April 5-11 | ○ *All Systems Red* and Sci-Fi Quiz<br>○ **Essay Due**: *All Systems Red* |
| Week Fourteen<br>April 12-18 | ○ Mysteries<br>○ *The Mousetrap*<br>○ Forum |
| Week Fifteen<br>April 19-25 | ○ Quiz over *The Mousetrap* and Mystery genre |
| Week Sixteen<br>April 26-May 2 | ○ *Murder on the Orient Express* (2017 version)<br>○ **Essay Due**: *The Mousetrap* & *Murder on the Orient Express* |
| Finals Week<br>May 3-9 | ○ *Murder on the Orient Express* 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:**

Cumulative grades are reflected by the following:

- Essays
- Lessons/Prewritings
- Quizzes
- Final Exam

Essays: Students will write four assigned essays (five-paragraphs) dealing with various assigned topics. 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.

Lessons/Prewritings: 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. Prewritings will be due prior to each essay and must be submitted in Moodle. Prewritings CANNOT be submitted late.

Quizzes: Quizzes will be given in Moodle over the stories, textbook, and/or lectures. 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.

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%

**Attendance Policy:**

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:

- 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.

ONLINE STUDENT ATTENDANCE: If lessons/assignments are not submitted on time, an absence for that week will be recorded.

**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. 1400.

**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.

**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.

**Face Mask Policy:** As per the Executive Order from the governor of Arkansas, all students are required to wear a proper face covereing that completely covers the nose and moth while on campus and in class. Masks with holes or masks that do not completely cover nose and mouth are not acceptable. Any student that does not have a proper mask will leave class and be referred to Vice Chancellor for Student Affairs for possible disciplinary action.

**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.

**UA Rich Mountain Mission**: The University of Arkansas Rich Mountain provides transformative education to all learners.

*****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.**