Syllabus for
Composition II (ENG113)
Spring 2024

ACTS: This course is listed in the Arkansas Course Transfer System (ACTS) with the following index number: **ENGL1013**

Class Time and Location: Online

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

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Prerequisite: A grade of C or better in CLI0013 College Literacy **or** a minimum score on the ACT, COMPASS, Accuplacer, or ASSET as noted in the college catalog found online at the RMCC homepage.

Resources:

- *Writing Essays About Literature* by Katherine O. Acheson
- *Jonathan Livingston Seagull* by Richard Bach
- *The Oxford Book of Gothic Tales*
- *The Big Book of Science Fiction*
- *All Systems Red* by Martha Wells
- Reliable internet access (work will be assigned and submitted through Blackboard)
- Three-ring binder for organizational purposes
- Flash drive or online storage (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

- 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 1 January 16-20	Introduction to Literature Introduction to Local Color "Ripe Figs"
Week 2 January 21-27	The Role of Setting "Desiree's Baby" Pages 19-34 & 83-89 Quote Search Thesis/Blueprint development Introductions when Writing About Literature
Week 3 January 28-Feb 3	Picture Book Analysis Literary Elements Pages 97-99, 105-109, 111-119 Quote Search/Thesis/Blueprint Introduction / Outline/Body Paragraph
Week 4 February 4-10	Allegory "The Blinding Sun" Pages 123-140 "Terrible Things" Quote Search/Thesis/Blueprint Body Paragraph

Week 5 February 11-17	Allegory Quote Search Thesis/Blueprint Pages 143-147, 153-155 *Jonathan Livingston Seagull* & Allegory Quiz Essay
Week 6 February 18-24	Gothic Literature Elements and Characteristics "Sir Bertrand: A Fragment" "Christabel"
Week 7 February 25- March 2	Gothic Literature "Cask of Amontillado" Irony Quote Search/Thesis/Blueprint Intro & Body Paragraph
Week 8 March 3-9	Gothic Literature Quote Search Thesis/Blueprint "The Ebony Frame" & Gothic Literature Quiz Essay
Week 9 March 10-16	Science Fiction Literature "Sharing Air" Dystopia Types of Characters
March 17-23	SPRING BREAK
Week 10 March 24-30	Science Fiction Literature "A Sound of Thunder" Quote Search/Thesis/Blueprint Body Paragraph
Week 11 March 31-April 6	Science Fiction Literature Quote Search Thesis & Blueprint *All Systems Red* and Science Fiction quiz Essay
Week 12 April 7-13	Mystery Literature "While the Light Lasts" Quote Search/Thesis/Blueprint
Week 13 April 14-20	Mystery *Murder on the Orient Express*
Week 14 April 21-27	Mystery TBD Mystery Text *Murder on the Orient Express* & Mystery Quiz Essay

Week 15 April 28-May 4	Review
Week 16 May 5-9	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 Blackboard is expressly forbidden unless the instructor has given written permission.

UA Rich Mountain Credit Hour Calculator: (Please modify this statement as necessary for your course.) For every course credit hour, you 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 homework, and other activities that enhance learning. For a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. This includes the time spent in class

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
- Writing & Analysis Activities
- Quizzes
- Final Exam

Late Work: Students will have one week after the due date to submit work. Work submitted during this one week period will receive a late penalty of 10% off the total points earned. Any work submitted more than one week after the due date will receive a grade of zero unless **prior** arrangements have been made with the instructor. These arrangements will be made only for situations and are at the instructors discretion.

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: Regular attendance, punctuality, and participation are expected. Students who miss a class are expected to complete assignments in Blackboard, return with all readings completed, and be prepared to make up any missed quizzes. Students are expected to log into Blackboard 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. Attendance is taken each day and excessive absences may be reported to the Vice President for Student Affairs.

Missing an excessive number of classes is detrimental to the success of students in this course causing them to fall behind. Six absences in a class that meets four times a week is excessive. Students who do not attend class may receive a grade of NF which can negatively affect financial aid.

Students who are unable to submit assignments via Blackboard, have circumstances that require absences, or have a situation that requires extensions or any modifications to these requirements must make arrangements with the instructor in a timely manner. ***It is the student's responsibility to initiate those arrangements immediately.***

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
- Submitting writing that is composed all or in part by a source other than you

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.***

AI Policy: While AI is a wonderful tool to help identify specific topics or increase understanding by individuals, using AI to answer questions or create texts – all or in part – that will be submitted for a grade is strictly prohibited in this class. Submitting work created by AI will violate the academic policy outlined above.

Disability Policy: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations should contact the Vice Chancellor for Student Affairs Office, 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.

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.

Title IX Sexual Harassment: If there is an issue of this nature, it should be reported immediately to the Title IX Director, Terry Francis at (479) 394-7622, Ext. 1460. To report a concern, or to learn more about UA RICH MOUNTAIN's Title IX and Non-Discrimination

Policies, visit https://www.uarichmountain.edu/title-ix-policy

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.