Syllabus for
Composition II (ENG 123)
Spring 2024

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

Class Time & Location: **(circle one)**
MW 9:30-10:45 a.m., Lecture Hall (Spencer 247)
TR 12:30-1:45 p.m., Lecture Hall (Spencer 247)

Instructor: Mrs. Mysti Gates
BS, Texas A & M University - Texarkana 2005
MSIS, Texas A & M University - Texarkana 2010
MA TESOL, Arkansas Tech University 2017

Office Location: Spencer 252

Office Hours:

MW	10:45 – 11:45, 1:45 – 3:00
TR	10:45 – 11:45, 3:15 – 4:00
F	8:00 – 3:00

Telephone: 479-394-7622, extension 1385
E-mail: mgates@uarichmountain.edu

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

Resources:
- *Writing Essays About Literature* by Katherine O. Acheson
- *The Oxford Book of Gothic Tales*, 2nd edition, by Chris Baldick
- *The Big Book of Science Fiction* by Ann and Jeff Vandermeer
- *Killers of the Flower Moon* by David Gann (provided by the Instructor)
- Reliable internet access (most work **must** be submitted through Blackboard)
- Three-ring binder for organizational purposes
- **1 spiral or composition notebook dedicated SOLELY to Comp II writing assignments**
- Flash drive or online storage (One Drive, Google Drive, Dropbox, etc.) for writing assignments
- Highlighters, index cards, writing utensils, and sticky notes for reading 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 increase their:

- reading, writing, speaking, and listening skills.
- technological and research skills.
- their understanding of different cultures and societies across the globe and both have changed over time.

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: 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:
Note: Periodic class assignments and quizzes are not included on the Tentative Course Outline.

Week One Jan. 16-21	Orientation **Syllabus Reconnaissance, Student Learning Contracts, Index Cards** Chapter 1 in *Writing Essays About Literature* (pp. 3-15) Chapter 2 in *Writing Essays About Literature* (pp. 19-34) Lecture: The Big 5, Characterization, and Notetaking/Analysis Methods
Week Two Jan. 22-28	Lecture: The Big 5, Characterization, and Notetaking/Analysis Methods Chapter 6 in *Writing Essays About Literature* (pp. 83-89) "Everyday Use" and *Gone with the Wind* *John Wick*, "The Story of an Hour" and "Miss Brill"
Week Three Jan. 29 – Feb. 4	Characterization through Songs Intro to Theme and *Terrible Things* **Dialectical Journals/Quote Selections Due: *Terrible Things*** **Quiz** (Textbook and Literature Readings) Chapter 7 in *Writing Essays About Literature* (pp. 97-99) Chapter 8 in *Writing Essays About Literature* (pp. 105-109, 111-119)

Week Four Feb. 5-11	**Gallery Walk Reflection** Lecture: Allegories, Theme, *Terrible Things*, and Picture Books **Thesis Statement: *Terrible Things*** Evaluating and **Analyzing Picture Books** *The Story of Ferdinand*
Week Five Feb. 12-18	Grammar Refresher, Writing Resources Writing on Picture Books Chapter 9 in *Writing Essays About Literature* (pp. 123-140) Chapter 10 in *Writing Essays About Literature* (pp. 143-147, 153-155) **Thesis Statement on a Picture Book** **Quiz** (Allegories, Symbolism, Picture Books and Readings)
Week Six Feb. 19-25	**Essay on a Picture Book Due** Intro to Setting, Elements and Functions of Setting *In Cold Blood*, *Where the Crawdads Sing* "A Sound of Thunder" *The Lorax* and *Cloudy with a Chance of Meatballs* *Lord of the Flies* and *Of Mice and Men* **Dialectical Journals/Quote Selections due: Text TBD**
Week Seven Feb. 26 – Mar. 3	**Impact of Setting Due: Text TBD** **Dialectical Journals/Quote Selections Due: Text TBD** Lecture: Mysteries, True Crime, and Nonfiction Mysteries Elements of Mysteries Analyzing excerpts from *Killers of the Flower Moon* (including Setting) Reading Groups and Reading Schedule for *Killers of the Flower Moon* Begin reading *Killers of the Flower Moon* **Quiz** (Elements and Functions of Setting, Readings)
Week Eight Mar. 4-10	Intro to Point of View (POV) "The House," "Birthday Party" and "The Rattler" "Desiree's Baby" and *Where the Crawdads Sing* POV in Picture Books **Midterm Journal Grades**
Week Nine Mar. 11-17	POV of Extended Works: Texts TBD POV in Music **Thesis Statement Due: *Killers of the Flower Moon***
Week Ten Mar. 18-24	SPRING BREAK Continue reading and gathering evidence for *Killers of the Flower Moon*
Week Eleven Mar. 25-31	**Quiz** (*Killers of the Flower Moon,* Mysteries and True Crime) **Quote Selections Due: *Killers of the Flower Moon*** Escape Room for *Killers of the Flower Moon*
Week Twelve Apr. 1-7	**Essay Due: *Killers of the Flower Moon*** Understanding Genres/Genre Study Genre Recap: Mysteries & True Crime Lecture: Gothic Literature Gothic Elements in **Text TBD** **Gothic Elements in Text TBD (choice)** **Dialectical Journals/Quote Selections Due: Gothic text**
Week Thirteen Apr. 8-14	Lecture: Science Fiction Literature Sci-Fi Elements in "A Sound of Thunder" and/or **Text TBD**

Week 13, continued	**Sci-Fi Elements in Text TBD (choice)** **Dialectical Journals/Quote Selections Due: Sci-Fi text**
Week Fourteen Apr. 15-21	Writing on The Big 5 **Thesis Statement on The Big 5** **Quiz:** Genre Studies and Related Readings
Week Fifteen Apr. 22-28	**Final Journal Grades*** Course Evaluations*
Week Sixteen Apr. 29 – May 5	**Essay Due: Big 5 Focus** Final Exam Review
Finals Week May 6-9	Comprehensive Final Exam

****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 dates. Students may not use personal communication devices or outside websites during a class, quiz, or exam without expressed consent from the instructor.

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: 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
- Activities, Assignments & Pre-writing tasks
- Quizzes
- Journal assignments
- Midterm and Final Exam

Essays: Students will write three assigned essays (750 words each) 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 Blackboard. If using Google Docs, the student is

responsible for converting the file to a *Word* document and correcting any formatting errors before submitting in Blackboard. **Students may NOT submit essays in the form of Google links. Failure to submit essays in the proper format will result in point deductions.** The instructor reserves the right NOT to grade assignments submitted in an improper format (style or submission method).

Activities/Pre-writing tasks: Students will participate in in-class assignments. Attendance is necessary to receive credit for these assignments. Students are expected to keep up with any assigned readings and be prepared to apply the readings in class.

Quizzes: Quizzes will be given over the stories, textbook, and/or lectures. If a student is absent when a quiz or test is given, then the student will receive a zero for that assignment unless the student has made prior arrangements with the instructor and/or 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. Failure to make arrangements in advance will result in a zero for the assignment *without* the option to make it up, *regardless* of the reason. It is the student's responsibility to initiate make-up work.

Late Policy: Homework assignments are due at the **beginning** of class and will be marked late if they are not ready when class begins. For assignments submitted in Blackboard, students have a 5-minute grace period. **Weekly assignments** may be submitted for grading within **one week** of the assigned due date; however, late penalties (20%) apply, so it is essential to follow due dates. Due to issues last semester with late work submissions, **students are to submit their late work by the SAME TIME STAMP** no later than 7 days beyond the deadline. **Acceptance of late work beyond one week is at the discretion of the instructor.**

All arrangements for submitting missed work are to be made with the instructor **in advance**. It is the student's responsibility to initiate these arrangements. Other arrangements must be secured through the office of the Vice Chancellor for Student Affairs - ext. 1400.

Additionally, ALL late work will be graded **last**. Work submitted on time takes priority over work submitted late, regardless of the reason. All late work submitted within the guidelines above will be graded; it is not necessary to ask the instructor the grading status of any work submitted beyond the original due date. Students are welcome to confirm the instructor's receipt of the work, but they should refrain from asking about the grading status. To avoid this, simply submit the work on time.

Late essays, *for whatever reason*, will receive a late penalty of 20% 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%

Grading procedures: Typical turnaround time for essays is ONE (1) WEEK. The instructor will keep students posted regarding grading demands. ***Students who submit late work IN BLACKBOARD need to email the instructor that an assignment has been submitted. Students are to include the name of the assignment submitted.*** Blackboard does **NOT** alert the instructor of late submissions. This simply speeds up the grading timeline for the students.

Extra Credit: *Extra credit* is defined as "an opportunity to improve one's grade, provided one has completed and submitted all of the assigned work for a given course." Therefore, *a student who has not submitted all his or her assigned work is not eligible for extra credit.* Based on years of experience, the majority of students fail to put forth adequate effort on extra credit assignments. Additionally, extra credit equals extra work for the instructor, usually at the last possible minute. Therefore, it is the position of the instructor that if students complete and submit all of their assignments on time, they will not need extra credit. Students who are struggling should seek assistance by signing up for and attending regular tutoring sessions. The instructor will take each student's total number of tutoring hours into consideration at the end of the semester.

Procedures/Student Requirements: Regular attendance, punctuality, and participation are expected. Students who miss a class are expected to return with all readings completed and be prepared to make up any missed quizzes. Keep up with missed assignments in Blackboard. 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. ***It is the student's responsibility to initiate those arrangements immediately.*** Attendance is taken each day and 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. Three absences in a class that meets two times a week is considered excessive. Students who do not attend class may receive a grade of NF which can negatively affect financial aid.

PUNCTUALITY: The instructor reserves the right to lock out any students who are late to class. Students who are late will not be admitted to class and will not be awarded any participation-based points for the days missed as a result of tardies. Additionally, these points cannot be made up.

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 arrangements immediately.***

Students are to refrain from using profanity in the classroom and treat others with respect. Students are also expected to use class time for tasks related to class, not tasks related to other classes (without instructor's consent) or personal matters. This includes the use of cell phones or the use of campus technology for reasons unrelated to student coursework.

Attendance: Daily attendance is mandatory. In the event a student is quarantined, the student will automatically shift to an online format until he or she is permitted to return to campus. Students are to notify their instructors of any quarantine orders, and a doctor's note is required. In the event the instructor is quarantined, the entire class will shift to online format until the instructor is permitted to return to campus. Students will be notified

accordingly. **Any potential absence is to be shared – in advance – with the instructor.** ***Bottom line:*** show up to class – in whatever capacity required – on the specified days.

Technology Concerns: *Students with access concerns are expected to communicate with their instructors. Additionally, students can access the wi-fi from the South parking lot near the Ouachita Center. Students with access issues are encouraged to access course content from the parking lot, if needed. Students would be expected to drive to campus under normal classroom conditions. While it is not ideal, it does ensure reliable access and regular course participation.* Students may use personal cell phones/devices to attend Zoom sessions, if necessary. However, students have the option to check out campus computers from the library (Johnson Learning Commons).

Academic Dishonesty: Honesty is expected, and a zero will be given on any assignment if cheating occurs. Cheating or plagiarizing on a test or assignment is not tolerated. The internet makes it increasingly easy for students to find ways to cheat. This may include the use of readily accessible student papers, homework help sites, paraphrase tools, and/or anti-plagiarism generators. Your instructors are well aware of the resources out there. That said, ***all*** borrowed information must be cited. Plagiarism on papers can result in an "F" for the course.

Some types of plagiarism include:

- Submitting someone else's work as your own (paraphrasing, failure to cite sources)
- Submitting an assignment or essay that is similar or identical to another student's
- Collaborating on class assignments and essays (regardless of physical location)
- Sharing assignments/answers with other students (both students will receive a zero)
- Skimming information from the internet without correctly citing sources

Consequences of plagiarism:

- 1st offense of plagiarism → meeting with the instructor, automatic notation in student file, and adviser, coach, and/or sponsor notification
    - 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/F
    - *If the student cannot afford to drop, he or she will be forced to accept the grade earned.*

Artificial Syntax Clause: Artificial syntax is defined as "language or phrasing inconsistent with natural speech patterns." Students who use paraphrase tools and/or anti-plagiarism generators or submit assignments containing artificial syntax will be penalized. Please see the guidelines below:

a. Discussion posts or small class assignments: no credit
b. Larger assignments/essays: point deductions based on percentage of overall submission and number of prior offenses

Copyright Infringement: Copyright infringement has serious consequences in the real world. Recording a class, reposting, copying, or distributing any class materials (in Blackboard or otherwise provided by the instructor) is expressly forbidden unless the instructor has given written permission.

Additionally, disciplinary proceedings according to college policies may be initiated. Consult the College Handbook for more information. *If you ever have any questions about plagiarism, how to document a particular source, or what constitutes copyright infringement, please ask me.*

Artificial Intelligence (AI) Tools: Students are turning to artificial intelligence (AI) more and more in the world of education. Common tools include Grammarly, ChatGPT, and Bard, to name a few. It is important that students understand the limitations, biases, and inaccuracies that come with using and/or relying on AI tools and platforms. Even if a student were fortunate enough to escape the penalties for plagiarism, using AI tools to produce writings that are inaccurate, biased, and/or limited in scope would still not yield a desirable grade. Ultimately, the student is responsible for ensuring that his/her writing is original, accurate, and complete.

Review and use the guidelines below to help navigate the ethical and appropriate uses of AI tools in this class. Check the syllabus and with the instructor for each course in which you are enrolled. For more information, review the Academic Dishonesty slides posted in Blackboard.

Appropriate uses for AI tools:	Inappropriate uses for AI platforms:
• Copying and pasting a description or assignment and asking AI to rephrase or explain the concept to you in a different way • Asking AI to provide an example of a particular aspect of writing (e.g., a thesis statement, an introduction, a conclusion, a body paragraph, etc.) • Copying and pasting your original compositions and soliciting feedback from AI regarding clarity and/or organization • Asking AI to generate a list of common reasons for or against a particular issue • Using AI tools to identify grammatical and mechanical errors for revising • Requesting statistical information for use in research (remember to evaluate the source and cite both the AI tool and the original source in your assignment) • Acknowledging the use of AI tools in your Works Cited pages	• Asking AI to write you an essay on (insert prompt here) • Asking AI to rephrase something written by another person and passing it off your own • Asking AI to provide you with a list of quotes from a text to use in your essay because you didn't read the assigned text • Assuming that AI-generated results are accurate, objective, or complete • Using AI tools to generate source citations that are inappropriate for your discipline • Using AI tools to falsify sources

Any additions to this chart will be communicated to students in writing.

Americans 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.

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: 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. Information regarding crime statistics for UARM is located under Health and Safety at: 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 the Title IX Director, Terry Francis at (479) 394-7622, Ext. 1460.

See Something, Hear Something, Say Something

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