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Composition II

Gary Wilson

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COLLIN COLLEGE
COURSE SYLLABUS

Course Information

Course Number: ENGL 1302

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Course Credit Hours: 3
Lecture Hours: 3
Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies & Academic Integrity/Plagiarism: Found online at Cougar Web in the current ***Collin Student Handbook***

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the **ACCESS office, F-144 C (Frisco Campus) or 972.377.1527** to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

Instructor Information

Instructor's Name: Dr. Gary H. Wilson, PhD

Office Number: LH-169 (Lawler Hall), Frisco Campus

Office Hours: Mon & Wed—10:00 AM – 12:45 PM; Tues & Thurs—9:00 AM – 10:00 AM or by special appointment

Phone Number: 469-365-1818 (with voice mail—leave call back no.)

Email: GWilson@collin.edu

Class Information:

Section Number: Engl 1302.F03 **CRN:** 21427 **Meeting Times:** Monday & Wednesday, 1:00 PM – 2:15 PM

Semester: Spring 2019

Meeting Location: Frisco Library: Rm L 212

Course Required Texts:

- **Hacker, Diane. *A Pocket Style Manual*. Edition: 8th
ISBN: 9781319057404**
- **Schilb. *Making Literature Matter*. Edition: 7th
ISBN: 9781319054724**

***Check with the Frisco Campus Barnes & Noble Bookstore that can be accessed online at the “**Academics**” pull-down menu on Cougar Web or telephone the Bookstore for specific information regarding your text and available editions.**

Supplies: USB memory flash drive

***Student Support Resources:** Tutoring services are available free of charge to all currently enrolled students.

College Writing Centers:

- ✚ **In-person appointments** at one of the College’s on-campus Writing Centers (Frisco, Plano, or McKinney campuses) can be made by accessing this link and clicking on one of the campuses:
<http://www.collin.edu/studentresources/writingcenter/index.html>
- ✚ **Appointment hours vary at the different Writing Center campus locations.** The Collin Online Writing Centers can be accessed at a link at its main web address:
<http://www.collin.edu/studentresources/writingcenter/index.html> .
- ✚ **PRC Writing Center’s Spring 2019 writing and critical thinking workshops are held in the locations on the campus and are free and open to all students.** Click on the “Free Fall Workshops” link on the main Writing Center web page for a fall schedule:
<http://www.collin.edu/studentresources/writingcenter/index.html> .

Library:

Online: Students can access hundreds of peer-reviewed scholarly research media and peer-reviewed scholarly journals about works of literature at the Collin Library’s website.

In-person: **Ask for help from a Reference Librarian.**

Student Tutoring: Upon request, students can be assigned to one of the following tutoring services, when they are available:

- small group tutoring
- online tutoring
- When group or online tutoring is not available, students are given the private tutor list. (**Private tutoring services, however, must be paid by the student.**)

- Students can request tutoring services electronically or submit a tutor request form in order to receive detailed information about the available tutoring services. The form is available on Collin's website and in the following offices: McKinney Campus–room D117, Frisco Campus–room F109, and Plano Campus–room D140.

*****Online tutoring services** can be accessed by clicking on the following web link:
<http://www.collin.edu/studentresources/tutoring/index.html>

Student Technical Support: *What if you experience technical problems with Canvas or connecting to the College's file server?* If you encounter technical problems with Canvas or linking to Cougar Web, there are three options for assistance:

- **Call 972-377-1777 to contact the Collin College Canvas Help Desk.**
- Email the Student Technical Support center at sts@collin.edu
- You may also access the Online Student Support Center (eLC) at <http://online.collin.edu/>

The College's Instructional Technology (IT) division routinely maintains its computer system services. Such scheduled periodic maintenance will temporarily close access to Canvas or to the College's file server (an hour or two in the early hours of usually a Sunday morning). These times will be announced several weeks ahead of the scheduled maintenance downtime through Cougar Mail and also posted on Cougar Web.

COURSE MANAGEMENT: STUDENT RESPONSIBILITIES & COURSE REQUIREMENTS

*>>Read the following sections dealing with class attendance, assignment evaluation, and mandatory attendance requirements carefully. **If you have any questions, see me in class.**<<*

Attendance is mandatory in this class and is essential to doing well.
Attendance is taken at the beginning of every scheduled class. Review the following:

- *Students who leave class early without prior authorization by me about their situation are **counted absent for that class**. Since the Collin Student Handbook defines **tardiness as disruptive behavior**, students who are*

habitually late to class will be asked to meet with me to discuss their situation; these conferences are not optional.

For purposes of this class, tardiness is defined as being either late to class or leaving the class early without authorized reasons. Refer to the *Student Code of Conduct*, Section 7-2.4, *Other Offenses*, item B (Disruption) and item C (Conduct), for more information.

- **VERY IMPORTANT:** When students incur **five (5) unexcused absences** from class, they are required (mandatory) to meet with me in my office during my scheduled office hours to discuss their situations. *When students incur **6 or more unexcused absences** *without any explanatory communication with me* regarding their unexcused absences, ***I will not accept nor grade any further work submitted by these absentee students for the remainder of the semester.***

******Students cannot just submit work while not attending class and expect to pass this course.******

- This course actively encourages peer and instructor collaboration as essential elements of the learning process. If you are ill or experiencing extreme difficulties and feel that you cannot attend this class, **you should withdraw** before the withdrawal deadline noted on the calendar shown in this syllabus. Meet with your academic advisor and counselor in all situations regarding excessive absence-related problems. **Don't receive an "F" on your official transcript because you do not correctly withdraw by the published withdrawal deadline.**
- **In all cases, read your Student Handbook regarding class attendance and official withdrawals pertaining to your classes.** Students are personally responsible for withdrawing from the class by the official withdrawal date noted on the college calendar. Instructors cannot withdraw students from their classes. Students must personally initiate the withdrawal process, as noted in the *Collin Student Handbook*.
- **Job-related issues (travel, work schedule changes, or overtime) do not qualify as excusable reasons for tardiness or class absences.** Contact me immediately if you know you may have to miss any number of classes or arrive late or leave early due to this schedule class time period and your employment. It may be that you will have to change sections during the first week if your employment schedule will compromise your class attendance.
- *If you must be absent, you should email me via Cougar Mail **before** the absence. Note that employment reasons do not excuse absences or missed assignments.*

- *In the case of excused absences (documented illness or family emergency), students should provide appropriate written documentation (such as a doctor's note). This documentation, when approved, authorizes students to have more time to complete their assignments. Work not submitted due to unexcused absences cannot be "made up." *Only assignments that are officially excused can be made up.*
- Not attending this class for any reasons can negatively impair your overall grade.

METHOD OF ASSIGNMENT EVALUATION AND ASSIGNMENT CATEGORIES:

- **Your grade for this class is based on completing the assignments described below:**
 - **Graded assignments for this course are categorized as**
 - Three out-of-class essays that are, two, three and four pages in length (plus a Works Cited page for each)
 - One research essay (Essay #4) at least 4-5 pages in length plus a Works Cited page.
 - 10 Journalogs (Discussion Tools in Canvas)
 - Five in-class writing assignments that are begun and completed in class
 - Sixteen lab units
 - One final exam essay in-class as scheduled during the final exam period

NOTE: Instructions for each writing assignment are posted in Assignments in Canvas and also noted in "The Weekly Assignments Schedule" posted in Canvas.

***All submitted essays will require students to engage **in at least one form of revision** before submitting the essay for a grade. *Essays submitted without official documentation of a peer review will be docked five points.*

- *Following are the only **three accepted forms of revision for this course:***
 - * **Writing conferences with the instructor;**
 - * **Tutorial sessions in the College's Writing Center (either in-person or online);**

- * **An in-person or online peer review** session with a classmate in this class.
- * Online peer reviews can be conducted by using Google Docs online or in-person with your peer review partner. **All revision activities must occur *before* the writing assignment is submitted and must be documented on the last page of the essay in the lower left corner (e.g. Writing Conference with Dr. Wilson 9-11-19 or Peer Review with Jamie Smith 9-09-16).** Students in other classes and relatives or friends do not qualify as peer-review partners.
- *****Instructions for all assignments can be found in Assignments in Canvas.**
- Current scholarly research validates that careful revision (using one or more of the methods indicated above) enhances students' writing skills and can elevate writing assignment grades.
- **Evaluation of course assignments (essays, weekly reading questions, and in-class presentations):** I grade the assignments based on a percentage grade, a letter grade, and a points earned grade. For example: A grade of 93% for an assignment that is weighted 75 points means the student has earned 70 points or the letter grade of A on the particular assignment.
- **Your grade book tool in Canvas** will be used to record and maintain a cumulative total of your points earned on all assignments. Using this Canvas tool empowers you to see your cumulative points earned at any time in the semester (e.g., 400/1,000 points).
- All assignment instructions and due dates are posted in the appropriate weekly Module in Canvas.
- **Instructor Grading Turnaround Times:**
- I endeavor to have all multiple-page essay assignments evaluated within 3 scheduled class periods (not consecutive days) **following their submission dates**.
- Shorter in-class writing exercises, Journalogs, and labs posted in Canvas are routinely graded with 2-3 class periods after they are submitted.
- **EXPEDITED GRADING (SAME OR NEXT DAY):** *I will be happy to grade your essays on the day they are submitted or the next day before the turnaround times shown above if you make an appointment with me for a*

writing conference in my office. **Students who would like accelerated grading times can contact me for a writing conference appointment.**

The following table below shows the standard points for percentage and letter grade scale.

896 points (89.55%) and above =	"A" (Excellent)
795.56 points to 895 points =	"B" (Very Good)
695.56 points to 795 points =	"C" (Effective Competency)
596.56 points to 695 points =	"D" (Deficient)
594 points and below =	"F" (Failure)
A grade of "0" (no points) is given for <i>unexcused</i> late assignments that are submitted over 5 days late.	

Semester Assignments and Point Values <1,000 Points Cumulative for All Assignments>		
Category	Point Values	Total
Essay 1 (2-3 pp.)	70	70
Essay 2 (3-4 pp.)	100	100
Essay 3 (multi-media essay)	140	140
Essay 4 (Research Essay–4-5 pp.)	150	150
Group Power Point In-class Presentation	40	40
10 Journalogs (Discussion Tool in Canvas)	20 pts. ea.	200
5 In-class Writing Assignments	20 pts ea.	100
(16) Lab Units (Instructions for each in Canvas)	10 pts. ea.	160
Final Exam (In-class Essay)	40	40
		TOTAL: 1,000 Pts.

Bonus Points (+) Opportunities	Point Values	Total
Optional Service Learning Project	100 pts.	(100)*
Instructor in-person/virtual Google Docs, or Writing Center writing conferences for Essays 1-4	5 pts per essay	(5)
Bonus Points (Optional) Activities	10 pts ea.	(10)
• Attend scheduled College Workshops	10 pts. ea.	(10)
• Attend Auteur Series film	10 pts. ea.	(10)
• Attend Dignity Initiate Event	10 pts. ea.	(10)
• Attend Banned Books Event	10 pts. ea.	(10)
• Attend Other College Presentations/Events	10 pts. ea.	(10)
• Write Three-page Essay on pre-approved topic	50	(50)
<p>*All bonus points opportunities are optional.</p> <p>*Optional Service Learning Project requires students to provide signed verification documentation for at least 8 hours of service time to their selected service organization, as well as write a one-page reflection essay about their service project.</p>		

- ***Unexcused late assignments** are not accepted. **Unexcused late assignments will receive an automatic 10 points deduction for each day (24 hours) it is submitted late or 5 points for each 12 hour-period it is submitted late.** After 5 days, you will receive an automatic “0” (no points) for that assignment. So, keep up with your assignment and do not fail to turn them in on time!
- Students who submit partial or incomplete work (such as omitting the Works Cited page for an essay) will not be able to “re-do” or re-submit the assignment. Appropriate points will be deducted for such infractions. **So, proofread your assignments carefully!**
- If you know that you will miss a scheduled class, be sure to complete and **submit any assignments due before the class.** If you miss a class for an approved scheduled extracurricular activity (athletic event, etc.), you should also have your high school counselor, activities event director, and/or athletic coach email me to validate this absence (no phone calls please). **Also, contact me via Cougar Mail before your absence occurs to inform me of your situation.**

- **Written Assignments Evaluative Criteria:** A ***standard essay evaluation rubric*** is used to provide guidelines and document all grading criteria for all essays. This document is posted under the “Important Documents” Module in Canvas. This rubric will help focus your writing efforts so that you can more fully understand the criteria that you must learn and apply in your essays to attain a certain level of competency. You should consistently use this rubric as the basic guidelines when revising your own essays or engaging in peer reviews with a member of this class.
- In this first-year college writing course, you are evaluated based on the following areas:
 - regularly and punctually attending class
 - completing Team Based Learning Discovery Group in-class activities and assignments
 - completing out-of-class and in-class essays, labs, and reading assignments
 - participating in instructor writing conferences during in-class writing workshops
 - revising your essays through writing conferences and peer reviews
- **Students who participate in a documented in-person writing tutorial at the Writing Center or engage in a writing conference with me before the due date of an essay will earn a total of 5 bonus points added to their grade for the specific essay** submitted (a Writing Center tutorial and a writing conference with me cannot be combined to earn additional points). While you can engage in several writing conferences with me and with me regarding a particular essay, you can only earn a total of 5 bonus points added to the final grade of that essay assignment.
- Students who attend an English Writing Workshop scheduled on any of the campuses will earn 10 bonus points for attendance at **each event. Proper documentation must be provided to validate attendance.**
- Students can elect to participate in an **optional service learning** project that is endorsed by the College’s **Service Learning Program** guidelines on its college website. This project will be explained in detail during the first week of class and the Service Learning Program will be discussed periodically.

Academic Etiquette: Our common goal is to create a vibrant collaborative learning environment that will benefit everyone. Any type of disruptive behaviors

(talking while the instructor or others are talking, texting during class, using cell phones or other digital devices during class, profanity, and any violations noted in the Collin *Student Handbook* will not be tolerated.

- *****Turn off cell or digital devices before the class begins.** Texting and similar digital distractions” are considered disruptive behavior (refer to The Collin Student Handbook). If you have a situation where you must call someone, leave the classroom momentarily to do so.
- Remove ear buds before entering class. !
- No web surfing before or after class, unless you are accessing and using the Canvas courseware or databases directly related to their course work.
- You may use your notebook or tablets in class to take notes.
However, you should consider using your workstation computer to avoid Wi-Fi disconnects and similar issues.
- The classroom is not a cafeteria, so refrain from bringing and consuming food in the workstation classroom. We cannot learn if we are not all focused on the task before us.

For many students, college is truly a once-in-a-lifetime opportunity. Many students at Collin College make substantial personal and family sacrifices and commitments to attend classes while working full or part-time. Don't waste their time, your time, or this opportunity. **Attitude is everything.**

Come prepared to learn and you will. This is not a class to socialize or engage in non-productive conversations with others. Do your socializing before and after class. *Those who repeatedly disrupt the class through their behaviors will be asked to leave the class for the full period.* ***Repeat offenders will have their names forwarded through appropriate official channels for appropriate intervention. **If you are not willing to abide by these norms and accommodate the challenges of a college environment, you should not be here.**

Teaching Methods: Read Carefully

- In all my classes, I attempt to create a meaningful exchange of ideas that dignifies the learning process and helps students always feel comfortable that their ideas and contributions are important.
- I always ask students questions in class to focus their attention on the reading and writing assignments. I also encourage everyone of my students to ask questions about the topics, ideas, and assignments we are studying.

- An inquisitive nature is a powerful first step in learning new ideas and challenging the status quo.
- **I use technology to help students improve their academic writing.**
 - Canvas provides meaningful tools that help student-writers prewrite, compose, and revise their written assignments.
 - I also teach critical reading and thinking skills in this course since research demonstrates that these two attributes are prerequisites for effective writing. Teaching and learning is always a two-way process.
 - I challenge my students to feel that they are embarking on an important journey which will provide a solid foundation for their thinking and writing in future college classes and in their chosen professions.

Instructor Writing Conferences:

- All writing conferences will either be conducted in-person in my office or through Google Docs and a “live” telephone chat during my scheduled office hours in LH-169 (Lawler Hall) on the Frisco Campus.
 - Writing conferences afford students meaningful opportunities to discuss any aspects of the course as well as their writing assignments. To facilitate a discussion of a writing assignment or essay draft, you should bring your work saved on a USB memory device (flash drive).
 - You should directly schedule the conference with me via Cougar Mail. Writing conferences are scheduled on a first-available basis. Writing conferences will always be conducted in my office and will last no more than 20 minutes to enable others to participate in conferences.
 - Current research shows that one-on-one writing conferences help students improve their writing skills during a college semester. Such sessions create a workshop forum wherein student writing concerns can be efficiently identified with individualized improvement strategies.

Instructor Contact and Response Times: I try to respond to all student emails within a two-hour period. I start checking my Cougar Mail early in the morning and into the evening. If you send an email late in the evening (after 10 PM usually), you should expect that you will not receive a reply until I check my email first thing on the following morning at approximately 8:00 AM.

*Do not email me during the actual class period in which you are present if you have a question or issue. During the class period, I am not checking emails; so, if you have a question—ask me in class!

Telephone Contact: If you wish to telephone me, my office telephone (469.365.1818) has voice mail so you can leave a brief message. I respond to all student voice mails left before 5 PM during the same day they are communicated. **Be sure to mention your telephone number in the voice mail since the College telephone system does not have the capability to ID incoming telephone numbers.**

***My preferred method of contact with students is through Cougar Mail (Office 365).** After the first week of class, you should be regularly using your Cougar Mail account to contact me.

Course Requirements: To be successful in this class, you should first maintain a positive attitude that you are here to learn.

- Regardless of your past academic experiences in college or high school, by keeping a positive attitude about the course, you will learn and succeed.
- Since this course is instructed in a workstation classroom using computers with Windows operating systems, you should possess proficiencies in computer keyboarding and using MS Word, know how to upload and download documents, and also how to navigate the Canvas courseware.
- **Free tutorials are provided for computer software and for Canvas through the eCollin Learning Center, located in the Frisco Library.**
- You can telephone the eCollin Learning Center on the Frisco Campus at 972-377-1777, or link to their support page:
<http://www.collin.edu/academics/ecollin/>.

Students' Privacy Protection: In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA), matters involving students' records and grades will not be openly disclosed nor discussed. If students wish to discuss their grades with me, they can do so by scheduling a conference during my office hours. ***Grades or grading matters will not be sent or commented upon through emails since emails can be inadvertently forwarded to third-parties.** Students should refrain from openly discussing their grades with others inside or outside the classroom in order to protect their privacy.

Campus Security and Emergencies: To report suspected criminal activities or violent acts, **Call the FRISCO CAMPUS POLICE AT 5555 on campus or (972) 578.5555 from any off-campus telephone).** For all life-threatening emergencies, **call 911 immediately.**

- **Lost Personal Items:** If you lose textbooks, keys, flash drives, or other personal belongings, check with **Student Life that is located on the Frisco Campus in Alumni Hall - A-185, Office Phone: 972-377-1788.**
- Report any theft immediately to the Campus Police, telephone 5555 on-campus or 972.578.5555 off-campus). Do not leave smart devices, laptop computers, purses, car keys, backpacks or other possessions unattended in the halls or in the classroom.

COLLEGE KEY EVENTS CALENDAR: POSTED IN CANVAS

The college's key events and activities calendar is web-link posted (and updated as required) in Canvas under the "Important Documents" Module. This calendar shows key academic dates and deadlines for items such as tuition payment deadlines, official withdrawal date for courses, and other important activities.

WEEKLY READING AND WRITING ASSIGNMENTS

COMPOSITION II: ENGLISH 1302.PY2 (HYBRID)

CLASS MEETS: M & W– H-121, FRISCO CAMPUS

SPRING SEMESTER 2019: JAN 22 – MAY 17, 2019

Instructor: Dr. Gary Wilson, PhD.

GWilson@collin.edu

Office: Frisco Campus, Lawler Hall 169

Office Tele: (469) 365-1818 (voice mail—**leave call back no.**)



Note: The dates shown in the following calendar for reading and writing assignments are due **before class begins on the time and date of the class date noted.** Instructions for all reading and writing assignments are posted in the **appropriate week's Module in Canvas.** Locate assigned readings in the Table of Contents of Making Literature Matter (MLM). All Journalog assignments are due on Fridays at 11:45 PM.

INITIAL CONSIDERATIONS: APPRECIATING HOW TO THINK AND WRITE ABOUT LITERATURE

Jan 23 W: **Welcome to the class!** Reading Assignments (in-class review first day):

1. Course syllabus & Weekly Assignments Schedule: discuss class policies; student learning resources; grading; learning support resources; mandatory attendance; academic integrity, avoiding plagiarism, and FERPA; collaborative learning (with instructor and classmates); Journalogs; Canvas activities; and, writing assignment evaluative criteria.

Class Objectives:

1. Understand course Student Learning Objectives (SLOs)
2. Understand course policies for assignments, labs, Journalogs, and attendance.
3. Understand grading policies and student responsibilities.

- 4. Review Canvas navigation and posting requirements.**
- 5. Purchase or rent your textbooks ASAP**
- 6. Contacting Dr. Wilson outside of class**
- 7. Office hours and writing conferences**
- 8. Grading policies and turnaround times**
- 9. Assign Journalog 1—Instructions in Canvas**
- 10. Assign Lab 1—Instructions in Canvas**
- 11. Forming team-based Discovery Groups**
- 12. Review Standard Essay Evaluation Criteria Rubric**

Jan 28 M:

Reading Assignments (during the semester, all assignments due *having been read before* class):

- 1. Click, open, and read in this week's Canvas Learning Module "Diagram of Expository Essay Organization (PDF)"**
 - 2. Click, open, and read in this week's Canvas Learning Module "Key Aspects of the Literary Analysis Essay"**
 - 3. MLM: read all of chapter 1.**
 - 4. Click, open, and read in this week's Canvas Learning Module "Making Arguments about Literature" and "Critical Approaches to Literature."**
- 1. Discuss the components of the persuasive or critical essay.**
 - 2. Discuss the components and application of the critical literary essay (critique).**
 - 3. Discovery Group: Instructions found under Discovery Groups in Canvas. Based on the assigned readings for today, explore in your group how literature functions in**

our lives and the tools we can use to help better appreciate and analyze the experiences literature create.

***Journalog 1 Due (Friday 11:45 PM in Canvas):** See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

ANALYZING AND WRITING ABOUT FICTIONAL EXPERIENCES

Jan 30 W: Reading Assignments:

1. MLM: read all of chapter 2.
2. Appreciate the literary genre of poetry: read this file in this week's Learning Module "How to Appreciate and Analyze Poetry.
3. Be prepared to discuss in class Hull's poem, "Night Waitress," in MLM.
4. View American artist Edward Hopper's painting, "Nighthawks" that is web-linked in Modules.

In-class Activity:

1. **Discovery Group:** Based on the assigned readings for today, explore in your group how the genres of art (visual rhetoric) and poetry help us appreciate our own life's experiences. Instructions found under TBL Discovery Groups in Canvas.

Feb 4 M: Reading Assignments:

1. MLM: Read All of chapter 3.
2. View and listen to Beatles' (McCartney's) "Eleanor Rigby" and "Blackbird" web-linked in this week's Canvas Module.

Writing Assignments:

1. **In-class Writing Assignment #1** (Started and completed in class):

Covers material in all reading assignments and web-linked assigned and due today. Instructions posted in Assignments in Canvas.

Class Objectives:

- 1. Appreciate the portrayal of views about life, experiences, and ideas through poetic figurative language: imagery, narrative viewpoint, tone, mood, symbols, and values.**
- 2. Discuss how poems make claims and “arguments” about their themes and ideas.**
- 3. Appreciate more fully the correlation of poetry and song in universalizing human experience, thoughts, and emotions.**

Writing Assignments:

1. Journalog 2 Due (Friday 11:45 PM):

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Lab Units 1-2 Due:

See Assignments in Canvas for all instructions to successfully complete the lab unit by the due date indicated.

 **APPRECIATING THE GENRE OF SHORT FICTION**

Feb 6 W: **Reading Assignments:**

- 1. MLM: Read entire short story, “The Things They Carried.”**
- 2. Read the file “Key Aspects of the Literary Analysis Essay” that is posted in this week’s Module**

Class Objectives:

1. Appreciate the portrayal of viewpoints and attitudes about life, and ideas in short fiction. .
2. Appreciate more fully how O'Brien's story universalizes human experiences so we can appreciate them vicariously.

Writing Assignments:

1. In-class Writing Assignment #2 (Started and completed in class):

Covers material in reading assignments due today.
Instructions posted in Assignments in Canvas.

Feb 11 M: **Reading Assignments:**

1. MLM: Review and be prepared to discuss in class Orozco's "Orientation" that is web-linked in this week's Learning Module in Canvas.

Writing Assignments:

1. Journalog 3 Due (Friday 11:45 PM):

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Class Objectives:

1. Appreciate the portrayal of views about life, experiences, and ideas in short fiction.
2. Discuss how the story uses the "lens of psychology" to depict its characters.
3. Discuss what claims and arguments the story conveys about fictionalized human behaviors.

Lab Units 3-4 Due:

See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

Feb 13 W: Reading Assignments:

1. **Bring your Essay 1 DRAFT to class for in-class peer-reviews.**

Writing Assignment:

1. **Essay #1 Due on Feb. 15th (Upload into Canvas before 11:45 PM)–Review assignment instructions and submit your final essay version to Assignments in Canvas according to the essay instructions.**

Class Objectives:

1. **Revising Essay #1 in assigned groups (peer revising using revision checklist)**

CONTEMPORARY NARRATIVES: FAMILY TENSIONS, CULTURE, AND INDIVIDUALITY

Feb18 M: Reading Assignments:

- **MLM: “Two Kinds” by Amy Tan.**
1. **Appreciate the role and technique of the reminiscent narrator in short fiction.**
 2. **Discuss how varying dimensions of narratives create multiple meanings and back-stories in the short story.**
 3. **Discuss how familial and societal values and expectations influence human behavior and examine the arguments/claims the story conveys about these literary elements.**

Writing Assignments Due:

2. **Journalog 4 Due (Friday 11:45 PM):**

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

ANALYZING UNIQUE AND IMAGINATIVE NARRATIVES IN SHORT FICTION

Feb 20 W: Reading Assignments:

1. MLM: “A Good Man is Hard to Find.”

Class Objectives:

1. Discuss the narrative strategies of irony, plot twists, and the psychological portrayal of unique and imaginative human behaviors in short fiction.
2. Appreciate how literary themes correlate with setting, tone, and mood in fiction.
3. Discuss what arguments the story makes about human behavior.
4. *Discovery Group*: Explore the elements of horror and suspense in O’Connor’s short story through your Discovery Group. See instructions in Canvas.

ANALYZING UNIQUE AND IMAGINATIVE NARRATIVES IN SHORT FICTION

Feb 25 M: Reading Assignments:

2. MLM, “A Rose for Emily.”

Writing Assignments:

1. **In-class Writing Assignment #3:**

**Covers material in reading assignments due today.
Instructions posted in Assignments in Canvas. *This is an open-book exercise—so, do not forget your notes and textbooks!***

Class Objectives:

- 1. Discuss how the author uses or reclaims Edgar Allan Poe’s narrative development of the “horror story” or “gothic tale” in the short story.**
- 2. Appreciate how Faulkner’s uses provocative themes, a macabre setting, and psychologically-aberrant characterizations to entice, shock, and engage his audiences.**
- 3. Discuss how the story parallels several popular film genres in our own contemporary era.**
- 4. Discuss what arguments about human behavior the story conveys.**

Writing Assignments Due:

2. Journalog 5 Due (Friday 11:45 PM):

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

3. Lab Units 5-6 Due:

See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

 APPRECIATING THE PORTRAYALS OF CONFLICT BETWEEN THE INDIVIDUAL AND SOCIETAL NORMS

Feb 27 W: Reading Assignment:

- 1. MLM, “A Worn Path by Eudora Welty”**

Class Objectives:

- 1. Discuss how each author portrays or argues positions about individual perception of his or her role in society—and societal conventions that influence or define certain perceptions and behaviors.**
- 2. Compare both authors' use of themes and writing styles.**
- 3. Discuss what aspects of the stories are relevant in our own contemporary society.**
- 4. *Discovery Group*: Explore the elements of horror and suspense in O'Connor's short story through your Discovery Group. See instructions in Canvas.**

Writing Assignment:

Mar 4 M:

Reading Assignment:

- 1. MLM, "Mars is Heaven."**

Writing Assignments:

1. Journalog 6: Due (Friday 11:45 PM):

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Lab Units 7-8 Due:

See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

EXPERIENCING CHARACTERIZATION AND DIALOG THROUGH THE GENRE OF DRAMA

Mar 6 W: Reading Assignment:

1. Read the Power Point presentation entitled “Writing About Drama” posted in this week’s module in Canvas.
2. MLM, Read the entire play, “Trifles.”

Writing Assignment:

1. In-class Writing Assignment #4

Covers material in reading assignments due today.
Instructions posted in Assignments in Canvas. This is an open-book assignment—so, do not forget your notes and textbooks!

Class Objectives:

1. Discuss how the play portrays and argues positions about societal roles and societal conventions that influence or define certain perceptions and behaviors.
2. Discuss the relevancy of the issues presented in the play to our own contemporary era.
3. *Discovery Group*: Explore the elements of drama that create life-like in-the-moment experiences in Susan Glaspell’s “Trifles. See Assignments in Canvas for instructions.

>>>Mar 11-17: Spring Break (No Classes)<<<

Mar 18 M: Reading Assignment:

- *Access and watch* the classic American film (1961) adapted from Harper Lee’s book of the same name, “To Kill a Mockingbird”—web link to Library URL is posted in this week’s module in Canvas.

Class Objectives:

1. Journalog 7 Due (Friday 11:45 PM):

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

2. *Discovery Group*: Explore and discuss the elements of drama that create life-like in-the-moment experiences in “To Kill a Mockingbird.” Explore the film’s plot, structure, and multiple narratives (story lines) and how these dramatic elements influence our appreciation of the film’s overall message and themes. See all instructions for this group activity in Assignments in Canvas.

Writing Assignment:

Lab Unit 9-10 Due:

See “Labs” in Assignments in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

EXPERIENCING UNIVERSAL TRUTHS THROUGH THE GENRE OF DRAMA

Mar 20 W: **Reading Assignment:**

Access and watch the classic American film (1961) adapted from Harper Lee’s book of the same name, “To Kill a Mockingbird”—web link to Library URL is posted in this week’s module in Canvas.

Writing Assignments:

2. In-class Writing Assignment #5:

Covers material in reading assignments due today. Instructions posted in Assignments in Canvas. You will write your response to the quiz at your workstation in class (25 min.). This is an open-book quiz—so, do not forget your notes and textbooks.

3. Essay #2 (Due Friday at 11:45 PM):

See instructions previously posted in Assignment Module in Canvas.

Class Objectives:

1. Analyze characterization in the play and how the film conveys truths about life through the characters' dialog.

 **CRITIQUING THE PORTRAYAL OF THE THEMES OF SOCIETAL LAWS AND HUMAN JUSTICE**

March 25 M: Reading Assignment:

MLM, Andre Dubus' "Killings."

Writing Assignment:

Lab Unit 11-12 Due:

See "Labs" in Assignments in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

Journalog 8: Due (Friday 11:45 PM):

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Class Objectives:

1. Appreciate and engage in class discussions regarding how the story portrays and argues positions about societal laws, norms, and beliefs encompassing the concept of justice.
2. Discuss the relevancy of the issues presented in the play.
3. Discuss the norms of human behaviors that you see portrayed in the story.

4. ***Discovery Group:*** Explore the elements of horror and suspense in O'Connor's short story through your Discovery Group. See instructions in Canvas.


March 27 W: Reading Assignment:

MLM, Review "Killings" for in-class discussion.

Class Objectives:

1. **Appreciate and engage in class discussions regarding how the story portrays and argues positions about societal laws, norms, and beliefs involving the perceptions of the concept and application of justice.**
2. **Discuss the relevancy of the issues presented in the play to our time.**
3. **Group Presentations: See Canvas Assignments for all instructions**

CRITIQUING RELATIONSHIPS AND THE IMAGINATIVE NARRATIVE IN SHORT FICTION

 **Apr 1 M:** Reading Assignment:
MLM, "Desiree's Baby" by Kate Chopin
MLM, "The Story of an Hour" by Kate Chopin

Writing Assignments:

Journalog 9: Due (Friday 11:45 PM):

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Class Objective:

1. **Complete any Group Presentations rolled over from last class ("Killings").**

2. Focus on how Chopin's short stories function as social commentaries.

DEVELOPING THE MULTI-MEDIA ESSAY

Apr 3 W: Reading Assignment:

Read web link on using free downloadable **Movavi Software** for using Power Point to create multi-media essays.

Class Objectives:

1. Discuss and share strategies for using Power Point functionalities and **Movavi Software** to create multi-media essays.

CONTINUE DEVELOPING THE MULTI-MEDIA ESSAY

Apr 8 M: Reading Assignments:

Writing Assignments Due:

1. **Work on your storyboard for Essay #3: The Multi-media Essay** (See Canvas Module for storyboard template and assignment instructions)

Class Objectives:

1. Work on prewriting storyboard for Essay #3 (accomplished in Discovery Groups and individually at your workstation).

CONTINUING THE MULTI-MEDIA ESSAY JOURNEY

April 10 W: Reading Assignments:

Proofread Your Multi-media Essay

Class Objectives:

1. Work on Essay #3: The Multi-media Essay

Writing Assignments Due:

****Journalog 10: Due (Friday 11:45 PM):**

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

CONTINUING THE MULTI-MEDIA ESSAY JOURNEY

Apr 15 M: **Reading Assignments:**

Proofreading Your Multi-media Essay

Class Objectives:

**In-class proofreading reading Discovery Group
Exercise designed to revise and improve Essay #3**

April 17 W: **Reading Assignments:**

In-class one-on-one conferences for your Essay #3.

Bring your Essay #3 to class in electronic format!!!!

Writing Assignments Due:

**Essay #3 Due Thursday Apr 18 on or before
11:45 PM**

STARTING THE RESEARCH JOURNEY

Apr 22 M **Reading Assignments:**

**1. “5 Keys for Successful Research Essays”—file
posted in this week’s Module in Canvas.**

**2. “Outline Shell for Research Essays”—file posted in
this week’s Module in Canvas.**

3. “How to Use Online Electronic Databases”—file link posted in this week’s Module in Canvas.

4. “How to use JSTOR (Journal Storage)”-- file link posted in this week’s Module in Canvas.

Writing Assignment:

Class Objectives:

1. Engage in an in-class workshop on sourcing and focusing your required five peer-reviewed research journal articles; *try to obtain as many of the five required sources (from the electronic databases) as you can before the class period ends.*

April 24 M: **Reading Assignments:**

Writing Assignment:

1. Continue working on completing your research essay outline—bring to class in electronic format.

Class Objectives:

Engage in an in-class workshop on revising prewriting outline: bring your research essay outline to class in electronic format.

COMPLETING THE RESEARCH OUTLINE

April 29 M: **Reading Assignment Due:**

Writing Assignments:

2. Submit your completed research essay outline by **April 29th on or before 11:45 PM**

Lab Unit 13-16 Due:

See “Labs” in Assignments in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

CONVERTING YOUR MS WORD OUTLINE TO YOUR INITIAL ESSAY DRAFT

May 1 W: Reading Assignment:

1. “Converting your Essay Outline to MS Word”

Writing Assignments:

1. Continue working on your initial research essay draft.

CONVERTING YOUR MS WORD OUTLINE TO YOUR INITIAL ESSAY DRAFT

May 6 M: Reading Assignment:

1. Your research essay.

Writing Assignment:

Continue working on your research essay.

May 8 W: Reading Assignment:

Writing Assignment:

1. Bring draft of Research Essay to class for peer reviews.

FINAL EXAM-IN-CLASS (MAY 17: NOON-2 PM): >>>READ COLLEGE FINAL EXAM SCHEDULE POSTED AT COUGAR WEB FOR DATES AND TIMES FOR ALL YOUR SPRING EXAMS<<<

1. Final Exam essay instructions are posted in Canvas and reviewed several weeks prior to the final exam date.

- 2. You will write your final exam essays in class at your workstation.**
- 3. See Dr. Wilson immediately if you notice scheduling conflicts in your final exam periods.**

Read Carefully:

This assignments schedule may be changed to enhance the student's learning process, amplify learning tools, or accommodate class cancellations due to inclement weather. Such changes will be announced in class and emailed via Cougar Mail and Canvas simultaneously; these updates will be reflected on this schedule.

- 1. Final exam essays are graded within 48 hours after the exam date and posted with evaluations in Canvas.**
- 2. Check your semester course grade in Canvas.**
- 3. Certain mobile smart devices (cell phones and tablets) may not always be able to successfully access all the functionalities in Canvas if the proper apps are not installed in your device. Check with the Student Help Desk for assistance**
- 4. Sometimes, systems issues at the college suspend access to Cougar Web and Canvas. When this does occur, announcements via Cougar Mail are made to keep students and faculty posted (unless Cougar Mail is not working).**
- 5. Reading and writing assignments must be completed by the dates noted on this syllabus *before* the class begins. You should bring your texts to every class meeting.**

OFFICE HOURS & TEACHING SCHEDULE

Spring 2019

Name of Professor: Dr. Gary Wilson, PhD	
Office Location: Lawler Hall 169	Office Phone Number: (469) 365-1818

Semester: Fall _____ Wintermester ____ Spring XX _____ Maymester ____ Summer
 I/III ____ Summer II ____ Year: 2019

	Monday	Tuesday	Wednesday	Thursday	Friday*	Saturday
7:00-8:00am						
8:00-9:00am						
9:00-10:00am		OFFICE HOUR		OFFICE HOUR		
10:00-11:00am	OFFICE HOUR		OFFICE HOUR			
11:30-12:45pm	OFFICE HOUR	1301 P 20 L 206	OFFICE HOUR	1301 P 20 L 206		
12:00-1:00pm	1302 PY2 H 121		1302 PY2 H 121			

1:00-2:15pm	1302 F03 L 212	1302 F09 L 212	1302 F03 L 212	1302 F09 L 212		
2:00-3:00pm						
3:15-4:30pm		1302 F08 H 121		1302 F08 H 121		
4:00-5:00pm						
5:00-6:00pm						
6:00-7:00pm						
7:00-8:00pm						
8:00-9:00pm						
9:00-10:00pm						

NOTE:

***Course not shown on schedule: English 2322 WP1 (WEB) CRN 21276 is instructed entirely online Mon - Sun**