

**Course Syllabus**

**Columbia College**  
 Fort Worth Campus  
 1564 Headquarters Ave.  
 NAS Fort Worth JRB  
 Fort Worth, TX 76127

**Course Syllabus**  
 12 / 15 - Summer Session  
 June - July 2013

<b>Course Prefix and Number:</b>	ENGL 112 A
<b>Course Title:</b>	English Composition II
<b>Semester Credit Hours:</b>	3
<b>Class Day and Time:</b>	Wed 5:15 PM-10:15 PM
<b>Instructor:</b>	<b>Laura Knudson</b> <i>Faculty Member</i>
	<b>Office Phone:</b> [REDACTED]
	<b>CougarMail:</b> <a href="mailto:lknudson@cougars.ccis.edu">lknudson@cougars.ccis.edu</a>

**Catalog Description**

Continued practice of expository writing, applied primarily to textual analysis (fiction, drama, poetry), and culminating in a research paper. Students who do not earn a grade of C or higher must reenroll in ENGL 112 the succeeding term. Prerequisite: grade of C or higher in ENGL 111, or placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 30 to 36 or whose SAT Writing Score is from 660 to 800 will be placed in ENGL 112. G.E. Offered Fall and Spring.

**Prerequisites/Corequisites**

Grade of C or higher in ENGL 111, or placement by ACT English Score or by SAT Writing Score: students whose ACT English Score is from 30 to 36 or whose SAT Writing Score is from 660 to 800 will be placed in ENGL 112.

**Text**

*College-Level Dictionary*

*Literature: Reading, Reacting, Writing*

Author: Kirszner, L. and Mandell, R. (Wadsworth)

ISBN: 978-1-111-34480-1

*Bedford Handbook*

Author: Hacker (Bedford Books)

ISBN: 978-1-111-34480-1

**Course Objectives**

· To learn the interrelated skills of engaged reading, analytical thinking, and argumentative writing that are essential to college level research through close engagement with literary texts.

**Additional Instructor Objectives****Regarding textbooks:**

While I teach this class from the 8th edition, I do understand that there are cheaper, earlier editions. It is perfectly fine for you to purchase one of these earlier, cheaper texts, with one caveat:

- ***Should you need to purchase a cheaper, earlier edition, it is your***

## ***responsibility to obtain any readings not present in your text.***

The readings listed in the calendar below and the calendar I will provide on the first day of class reference the title of the reading (and the author, if it is not one of the chapter readings) and the chapter so as not to confuse. Consult the book's index or table of contents for specific page numbers.

### **Measurable Learning Outcomes**

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- Select and limit topics for composition as assigned.
- Maintain coherence through written assignments by formulating a clear thesis, topic sentences, and transitional phrases, as well as effectively organizing evidence.
- Differentiate among genres of literature, explain complex literary themes, and critically evaluate ideas in the context of literature.
- Write about assigned readings, using literary terminology as appropriate; demonstrate comprehension of non-literal expression such as metaphor; in class recitation and writing; assess and criticize one's own writing and the writings of others.
- Recognize and practice effective sentence structures such as subordination, coordination, parallelism and active voice.
- Recognize and correct "basic writing errors" such as fragments, fused sentences, dangling modifiers, spelling errors, incorrect punctuation and errors in agreement, reference and tense.
- Write effective sentences that reflect an awareness of the power of words, by such means as varied sentence structure, precise idiom and appropriate diction and strong verbs.
- Revise consciously, effectively, and thoroughly, emphasizing organizational clarity, high standards of evidence and sentence-level correctness.

### **Special Course Requirements**

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***Please ensure that you check our class website prior to each class meeting. I will email you the site before the semester begins, as well as provide it in class. The site is: <http://english112columbia.weebly.com>***

As a student in English 112, you will . . .

- read a substantial selection of canonical American and British short stories and poetry from various periods
- compose and submit for evaluation a series of analytical and/or critical-argumentative writing assignments totaling no less than 4,500 words, culminating in a research essay
- build on composition skills from English 111 to produce writing that demonstrates high levels of organization (including mastery of such organizational devices as thesis statements, topic sentences, paragraph unity and cohesion, and transitions) and sentence-level correctness and power
- complete a 500-word Final Exam producing original literary criticism
- use the standard academic argument form of claim-support to make arguments about literary works in which a critique-based claim is supported by textual evidence
- use the specific vocabulary of literary criticism to describe literary genres and specific strategies that writers use to construct theme, plot, characterization, imagery, form, and tone
- conduct college-level research to locate and use secondary sources to build a research-based argument: search academic databases, distinguish reliable sources from unreliable ones, integrate and attribute sources to avoid plagiarism, and conform to academic citation standards using MLA documentation style

### **Instructional Methods**

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readings, quizzes, lectures, small- and large-group discussions, in-class writing and revision activities

### **Out of Class Activities**

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Out of class, you will read material about literary criticism and literary selections (short stories and poetry), study vocabulary for quizzes, write critical analysis and literary argument papers, and

conduct research to find secondary, academic sources.

## Graded Activities

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**Paper 1: Literary Critique: Theme** 100 Points 19% of grade  
**Description -**

Students are asked to compare and contrast the themes of at least two works assigned for the first 3 weeks of the course. Specifics provided and discussed in class.

**Method of Evaluation -**

I will evaluate your paper on the narrowness and quality of your topic selection, the clarity and specificity of your argument, your use of abundant and properly cited textual evidence, your use of organizational strategies to structure your paper for an easy reading experience, your use of effective style and word choice, and your grammatical correctness.

**Paper 2: Character Analysis** 100 Points 19% of grade  
**Description -**

For this second paper, students will write a character analysis of any one character **or** a comparative character analysis of two characters in the short stories on our syllabus. Specifics for this assignment will be provided and discussed in class.

**Method of Evaluation -**

Students will be evaluated on their abilities to effectively analyze a character (or characters) in a persuasive, well-written essay that exhibits a minimum of mechanical errors. Specifics will be provided and discussed in class.

**Research Paper** 100 Points 19% of grade  
**Description -**

This research paper will ask students to pick two or more texts (short fiction, drama, and/or poetry) that have been discussed throughout the semester to analyze through one critical literary lens. Students will need to use primary and secondary sources and MLA format. Specifics for this assignment will be provided and discussed in class.

**Method of Evaluation -**

Students will be evaluated on their abilities to effectively handle primary and secondary resources as well as analyze two or more literary works through a critical literary lens in a persuasive, well-written essay that exhibits a minimum of mechanical errors. Specifics will be provided and discussed in class.

**Final Exam** 100 Points 14% of grade  
**Description -**

The final exam will cover literary works and terms covered in the course. The exam will also evaluate the abilities of students to construct a written essay and effectively analyze literary texts from various genres. Specifics for the exam will be addressed and discussed in class closer to the time of the exam.

**Method of Evaluation -**

Students will be evaluated on their abilities to recognize and define literary terms and provide examples from the course readings. Students will also be evaluated on their abilities to construct a well-written essay, effectively analyzing literary texts from various genres with a critical literary lens, a minimal amount of mechanical errors, and under a timed deadline.

**Outlines** 9% of grade  
**Description -**

This weekly exercise is intended to help students learn skills relating to active reading, good note taking, and preparation for tests. Students will receive a handout on this on the first day of class.

**Method of Evaluation -**

Graded for completion only.

**Quizzes** 5% of grade  
**Description -**

Brief quizzes will be given each week, generally consisting of 2-3 questions relating to terms in the weekly readings,

or the summary of one of the readings.

**Method of Evaluation -**

These quizzes will come from the textbook and the outlines.

**Attendance**

15% of grade

**Description -**

A handout is given the first day of class relating to tardiness, attendance, and the importance of being prepared each class period.

**Method of Evaluation -**

Weekly points given for attendance.

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**Grading Scale**

90 - 100	<b>A</b>
80 - 89	<b>B</b>
70 - 79	<b>C</b>
60 - 69	<b>D</b>
0 - 59	<b>F</b>

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**Additional Information / Instructions**

**Attendance and Tardiness/Early Departure Policy**

- **If you miss two (2) courses, you will be withdrawn from the course.**
- You must attend each class for the entire session and participate fully to receive the full 10 points available each session. An absence equals 0 points.
- Because participation in group work and discussion is essential, if you attend but participate not at all or only minimally, you will receive only 3 points.
- Because being in class the entire scheduled time is essential, **if you arrive late or leave early, you cannot receive more than 3 points for the day.**
- In addition, note that quizzes are the first order of business each day but cannot be made up, so if you arrive late, you will also miss some or all quiz points.

**Instructor Cell Phone and Music Technology Policy:** Because I expect your full attention to me, your colleagues, and your work during class time, I require that you silence and stow out of sight all phones and music devices during class time. Do not set your device to vibrate or leave it where you can see it easily because you will be tempted to check it visually. If you do so, or if you text during class, I will reduce your attendance and participation points. Using these devices during breaks is fine.

**Additional required materials:** *Bring your textbook to each class session.* In addition, bring the following items to each class session:

- a notebook or looseleaf paper and pen or pencil for handwritten work
- a thumb drive with electronic files of all your projects (past and present).

**Assignments:** Refer to the weekly schedule below for all due dates and for reading assignments. For the major assignments, you will receive detailed assignment sheets outlining objectives, instructions, and evaluation criteria.

**Turning in your projects:**

- Instructions for turning in your drafts and final versions will vary for each project and will be detailed on your assignment sheet.
- At different times, you will turn in your work in hard copy, electronically over email, or both.
- At times you will bring to class multiple print copies as well as an electronic version on a thumb drive.
- You must have all copies of your work as assigned ready by the beginning of class (5:15 p.m.), or the assignment and your participation points will receive 0 points.
- Instructions for formatting each project will be detailed on the assignment sheet. If in doubt, MLA.

**Late work: No late projects will be accepted except for special cases that I approve in writing before the assignment's due date and time.** You are responsible for contacting me for an approved extension in plenty of time before the due date.

**Library resources:** Online databases are available at <http://www.ccis.edu/offices/library/resources.asp>. You may access them from off-campus using your eServices login and password when prompted. Contact the reference librarian on staff for help using references. Additional library resources are available at the Base Library in Building 1802.

**Email:** Because we meet only once a week, we will use email heavily for communicating with each other. I will often send you important updates, changes, additional resources, and other vital information via email. **You must set up your Cougar email and check it daily (two or more times).** Sign up for Cougar mail at [www.ccis.edu](http://www.ccis.edu).

**Course readings:** Because I like to respond to your instructional needs as they emerge, all assigned readings are subject to change. Most readings will be found in your course text(s) and print handouts, but I also may require you to access readings online.

## Schedule of Activities and Assignments

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### Week 1

#### Reading and writing about literature

Activities:

***During this class period, you will receive an updated syllabus and calendar which will make this one obsolete. You will be expected to use the calendar I provide you in class, rather than this one.***

- o Introductions, Lecture and Q&A: syllabus review
- o Quiz on syllabus
- o Literary Analysis: "Beyond Response to Criticism"
- o Writing Activity: "What Good is Literature?"
- o Introduce Paper 1
- o Topic selection and brainstorming for Essay 1
- o Handout Weekly Outline due for next week

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Reading:

- o Ch. 1 "Understanding Literature"
- o Ch. 2 "Reading and Writing about Literature"
- o "Reading Fiction"
- o "I Stand Here Ironing" Tillie Olsen

Assignments:

None - just the above readings.

Additional Notes: Each week of class following this one, there will **always be a paper due (in some form) as well as an outline.**

## Week 2

### Writing literary arguments, short story, form and function, theme

- Activities:
- o Discussion of readings
  - o Lecture "Selecting, Integrating, and Citing Textual Evidence"
  - o In class work paper 1
  - o Workshop paper 1

Reading: Readings to be completed for class/week 2:

- o Ch. 4 "Thinking Critically About your Writing"
- o Ch. 5 "Writing Literary Arguments"
- o Ch. 9 "Understanding Fiction"
- o Ch. 18 "Theme"
- o Welty, "A Worn Path"
- o Lawrence, "The Rocking-Horse Winner"
- o Carson: "The Little Knife"
- o Wolff: "Bullet in the Brain"
- o Mansfield "Miss Brill"
- o Chopin "The Storm"

Assignments: Weekly outline

Draft of Paper 1 due in hard copy form. Bring at least two copies, as well as your paper in electronic form.

## Week 3

### Short stories: Plot, character, and setting

- Activities:
- o In-class writing re workshopping experience and first paper experience
  - o Small and large group discussion of readings
  - o Lecture: "Plot, Setting, Character"
  - o Receive assignment for Paper 2

- Reading:
- o Ch. 12 "Plot"
  - o Ch. 14 "Setting"
  - o Ch. 13 "Character"
  - o Kate Chopin "The Story of an Hour"
  - o William Faulkner "A Rose for Emily"
  - o Fondation "Deportation at Breakfast"
  - o Gordimer "Once Upon a Time"

- o Dobyns "Kansas"
- o Updike "A&P"
- o Nathaniel Hawthorne "Young Goodman Brown"
- o Sherman Alexie "This is What it Means to Say Phoenix, Arizona"

Assignments: Weekly outline  
Final draft of paper 1 via Turnitin.com

#### **Week 4**

##### **Short story: point of view and style; historical criticism; using sources**

- Activities:
- o Small and large group discussion of readings
  - o Lecture and discussion, "Historical Criticism"
  - o Lectures and activities: "Selecting Credible Sources" and "Using Academic Databases"
  - o Workshop Paper 2

- Reading:
- o Ch. 15 "Point of View"
  - o Ch. 16 "Style, Tone, and Language"
  - o Edgar Allen Poe "The Cask of Amontillado"
  - o Charlotte Perkins Gilman "The Yellow Wallpaper"
  - o Faulkner "Barn Burning"
  - o O'Connor "A Good Man is Hard to Find"

Assignments: Outline for Week 4 is due via Turnitin.com  
Draft of paper 2 due in hard copy form - bring 2 or 3 copies to class along with electronic copy

#### **Week 5**

##### **Reading and writing about poetry; voice; form; citing sources**

- Activities:
- o Small and large group discussion of readings
  - o Lecture and activity, "Reading Poetry Aloud"
  - o Lecture and handouts, "Citing and Integrating Secondary Sources"
  - o Introduce Paper 3

- Reading:
- o Ch. 21 "Understanding Poetry"
  - o Ch. 23 "Reading and Writing about Poetry"
  - o Ch. 24 "Voice"
  - o Ch. 29 "Form"

Assignments: Week 5 outline and final draft of paper 2 due via Turnitin.com

#### **Week 6**

##### **The Gothic in Literature**

- Activities:
- o Discussion of readings
  - o Discussion of the gothic in literature
  - o Film: "The Legend of Sleepy Hollow"

- Reading: "The Legend of Sleepy Hollow" (Gutenberg Project: <http://tinyurl.com/9ttcnvg>)
- Literary Critical Lenses Appendix A (read only the items below--do not read "every" page of this section).
- § Formalism
  - § Reader-Response
  - § Feminist
  - § Marxist
  - § Psychoanalytic
  - § New Historicism
  - § American Multiculturalism

Assignments: Weekly Outline

### **Week 7 Conclusions**

- Activities:
- o Status reports and troubleshooting Paper 3
  - o Small and large group discussion of readings
  - o Workshopping Paper 3
  - o Review for Final

- Reading:
- o Ch. 26 "Imagery"
  - o Ch. 27 "Figures of Speech"

- Assignments:
- Review all previous readings and outlines for final
  - Weekly outline due
  - Hard copy of draft of paper 3

### **Week 8 Final Exam**

Assignments: Paper 3 due in final form via Turnitin.com

Examinations: Final Exam in class

### **Library Resources**

**Columbia College Resources** - Online databases are available at <http://www.ccis.edu/offices/library/index.asp>. You may access them from off-campus using your CougarTrack login and password when prompted.

**Campus Resources** - Additional library resources are available at the Base Library in Building 1802.

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## **Course Policies and Procedures**

### **Attendance**

**Columbia College Policy** - Columbia College students are expected to attend all classes and laboratory periods for



which they are enrolled. Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor.

### **Academic Integrity**

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**Columbia College Policy** - Columbia College students must fulfill their academic obligations through honest, independent effort. Dishonesty is considered a serious offense subject to strong disciplinary actions. Activities which constitute academic dishonesty include plagiarism, unauthorized joint effort on exams or assignments, falsification of forms or records, providing false or misleading information, or aiding another in an act of academic dishonesty. Possible penalties for these activities are discussed in detail in the AHE Degree Completion Catalog.

### **Class Conduct and Personal Conduct**

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**Columbia College Policy** - Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct which constitutes a hazard to the health, safety, or well-being of members of the college community or which is deemed detrimental to the college's interests. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. Examples of misconduct and possible disciplinary actions are described in the AHE Degree Completion Catalog.

**Campus Policy** - Classroom Performance and Dress Code: Columbia College students in the class should dress and act in a professional manner. Students should be conscious of the image that is being projected. Be polite, enthusiastic, and exhibit professionalism in comments and class discussions.

### **Cancelled Class Make-Up**

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**Columbia College Policy** - Classes cancelled because of inclement weather or other reasons must be rescheduled.

**Campus Policy** - Classes will only be cancelled for inclement weather if the Base closes.

Base closures/delayed openings will be broadcast from:

Television: Channels 4, 5, 8, & 11.

Radio: WBAP - 820 AM or KRLD - 1080 AM

### **Make-Up Examinations**

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**Columbia College Policy** - Make-up examinations may be authorized for students who miss regularly scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

**Campus Policy** - Make-up examinations must be scheduled in advance by contacting the instructor and campus office to set up a time for the exam to be administered. Make-up examinations will only be scheduled at 9:00 am or 1:00 pm.

### **Adding, Dropping or Withdrawing from a Course**

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**Columbia College Policy** - Students may add a course during the first week of the session and drop a course without academic or financial liability through close of business on Monday of the second week of the session. Once enrolled, a student is considered a member of that class until he or she officially drops or withdraws in accordance with College policy. An official drop/withdrawal takes place only when a student has submitted a Drop/Add/Withdrawal form. A failure to attend class, or advising a fellow student, staff or adjunct faculty member of an intent to withdraw from a class does not constitute official drop/withdrawal. The drop/add/withdrawal periods begin the same day/date the session starts, not the first day a particular class begins. If a student stops attending a class but does not submit the required Drop/Withdrawal form a grade of "F" will be awarded. The AHE Degree Completion Catalog contains details concerning drop/withdrawal and financial liability.

### **Withdrawal Excused**

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**Columbia College Policy** - A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by a complete explanation of the circumstances and supporting documentation to the campus director. The WE request must include all classes in which the student is currently enrolled. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. See the AHE Degree Completion Catalog for details.

### **Incomplete**

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**Columbia College Policy** - A student may request that the instructor award a grade of "I" due to extraordinary circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. An "I" will not be given because a student is failing, negligent or not meeting requirements. If the instructor believes an "I" is appropriate, the instructor will specify the work needed to complete the course and the time allowed to complete the work. Work missed must be made up within two subsequent sessions unless the instructor specifies an earlier date. Extensions beyond two sessions must be approved by the Vice President for Adult Higher Education. If the work is completed during the specified time period, the instructor will change the "I" to the grade earned. If the work is not completed during the specified time, the instructor may allow the incomplete to remain on the student's permanent record or change it to any other letter grade.

### **Grade Appeal**

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**Columbia College Policy** - A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and procedures. The student must state in writing to the Campus Director why the grade awarded is believed to be in error and request a desired remedy. The faculty member who awarded the grade will be given the opportunity to comment on all student allegations. If the issue cannot be resolved at the campus the appeal will be transmitted through the Director to the Vice President for Adult Higher Education. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded.

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### **Prerequisites**

**Columbia College Policy** - Course prerequisites are established to ensure that a student has adequate academic preparation to succeed in a particular course. Staff members will attempt to ensure that students meet prerequisite requirements. However, it is the student's responsibility to closely examine the AHE Degree Completion Catalog course descriptions to determine if prerequisites exist and to enroll in courses in the proper sequence. In some exceptional cases it may be apparent that the student possesses the required skills and knowledge to succeed in a particular course, even though they have not taken the prerequisite course. In this case the prerequisite course may be waived by the Campus Director. Waiver of a course as a prerequisite does not remove the requirement to complete the course if it is a requirement for the student's degree program.

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### **CougarTrack**

**Columbia College Policy** - The college provides all students access to CougarMail (the official means of e-mail communication for the College), online resources from the Stafford Library, and their Columbia College records (transcripts, grades, student schedules, etc.) through CougarTrack.

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### **Use of Cougarmail**

**Columbia College Policy** - The official student email address (also known as CougarMail) will be used for all official correspondence from faculty and staff. Students are responsible for the information received and are required to monitor their email account on a regular basis. Students may forward their CougarMail to another email account but will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate mail service.

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### **Cell Phones**

**Columbia College Policy** - Cell phones can be a distraction to the learning process. Campus directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special arrangements to receive a cell phone call during class should make prior arrangements with their director or course instructor.

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### **Course Textbooks**

**Columbia College Policy** - The textbooks listed on this syllabus are required for this course. They are guaranteed to be available through the authorized textbook suppliers designated by Columbia College. The college is not responsible for the academic or financial consequences of late textbook orders or incorrect editions not purchased from a college-authorized vendor.

**Campus Policy** - The college-authorized vendor for the Fort Worth Campus is MBS Books.  
<http://direct.mbsbooks.com/columbia.htm>

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### **FERPA**

**Columbia College Policy** - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are described in detail in the AHE Degree Completion Catalog.

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### **Disability Services**

**Columbia College Policy** - Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

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### **Alcohol and Other Drugs: Columbia College Policies & Resources**

**Columbia College Policy** - The complete policy is available at <http://www.ccis.edu/offices/studentaffairs/policies.asp#alc>.