

ENGLISH 102 Course Objectives, Content & Assignments, Essay Standards, and University Syllabus Requirements for Academic Year 2017-18

Prerequisites: English 101 or the equivalent

Required Texts:

1. *The Freshman Composition Course Guide, 2017-2018* ed. English Dept. LA Tech U. [FCCG]
2. Mays, Kelly J., editor. *The Norton Introduction to Literature Portable 12th Edition*. New York: W. W. Norton, 2017.

I. MEASURABLE COURSE OBJECTIVES

Students successfully completing and receiving credit for English 102 should be able to do the following by the end of the course:

1. Demonstrate reading comprehension through analytical discussion and written analysis of literary works [see FCCG pp. 104-107].
2. Write reflectively and analytically about literary works using standard, academic English grammar [see FCCG pp. 48-65; sample student essays appear in Sections IV and VIII].
3. Interpret literature from a variety of perspectives and diverse theoretical approaches (for example: structural, comparative, psychological, new-historical, cultural, feminist) [see FCCG sample student essays p. 96, 113, 120, 127].
4. Evaluate and communicate in class discussion and in writing the effectiveness of various arguments [see FCCG pp, 36-43].
5. Analyze and synthesize information from various academic sources, use planning and organization skills in your writing, locate and evaluate relevant critical sources while researching a literary topic, and use secondary source material along with literary analysis to support and develop an argument in a literary research essay of around 2200 words [see FCCG sample research essays pp. 91-99].
6. Write researched essays using current MLA guidelines [see FCCG pp. 66-78].
7. Adapt to new ideas, recognize alternative interpretations, evaluate the effectiveness of counter-arguments, and distinguish between facts, opinion, and well-developed and supported interpretations of literature.

II. Content and Assignments

1. English 102 is a research-based course with writing about literature as its main theme, and all readings in the class should be used to stimulate discussion, interest, and writing assignments. Literature readings should include a variety of works from different genres (short story, novel, poetry, drama) anthologized in the course text, *The Norton Introduction to Literature, Portable 12th edition* (or—in the case of dual enrollment classes—in a comparable college-level text). Some in-

class and out-of-class assignments should include practice in using MLA documentation to prepare students for the research essay. Feedback from the La Tech Administration indicates that the approx. 2200-word analytical research essay is an essential part of the English 102 course. *Thus, students who receive credit for English 102 must be capable of writing a research essay that demonstrates competence in research [including finding, evaluating, and effectively integrating appropriate sources] and MLA documentation format.*

2. This class should assign no fewer than four essays: three (3) analytical literature-based essays with an average of 850-900 words (averaging 3 ½ pages in 12-pt. Times New Roman font with 1" margins on all sides) each, and one (1) analytical literature-based research essay of 2200 words (approx. 8 pages including the Works Cited page) with at least five academically reputable secondary sources. It is acceptable that the research essay be a significantly extended and more complex version (not merely a revision) of one of the other three essays.

3. Following NCTE guidelines, at least seventy percent (70%) of the total class grade should be a writing grade. Essential word, sentence, and research and documentation skills can be taught and assessed through class exercises, quizzes, tests, editing workshops, or other methods; however, 70% of the total class grade needs to be dedicated to the application of these skills in actual writing assignments. Instructors wishing to make the percentage of writing higher than 70% should feel free to do so. A balance of in-class and out-of-class writing should be used with at least one but no more than two essays being written as in-class graded essay assignments.

4. Students should be taught or reminded of the difference between revision and editing. Instructors may encourage revision through the use of revision workshops that focus on content, structure, and idea development; the assignment of graded first and revised drafts, and peer review.

5. The literary research topics should come from the required course text. No more than half of the sources used for the essay should be Internet sources, and the Internet sources used must be of credible academic value. Scholarly journals and reputable print sources available online through the library's databases [such as EBSCOhost, Academic Search, and MLA Bibliography] do not count as Internet sources. Unacceptable sources for English 102 research essays include Wikipedia, Encyclopedias (online or print), summary texts and websites such as Sparknotes, Cliff notes, and Notes4free. Through class instruction, discussions, and early feedback students should be made aware that such sources are unacceptable. Sample model essays are available in the current *Freshman Composition Course Guide*.

6. By the end of 102, students should have experience in reading literature critically, writing analytical papers with literature as the main theme, and writing an essay of at least eight pages of researched source-based argumentation using current MLA documentation format including a valid and correctly-formatted MLA Works Cited page. An overview summary of current MLA format is available in the *FCCG*.

8. Students should be encouraged to use the Writing Center in Wylly Tower.

III. ESSAY STANDARDS and GRADING EXPECTATIONS

1. Instructors should use the Grading Standards published in the current *Freshman Composition Course Packet* as a guide to evaluating college-level student essays. Sample A and B-level 102 student essays also appear in the *FCCP*. These essays should be used along with the Grading Standards as a guideline for course standards, writing expectations, and grading.

2. All students are required to submit their essays to Turnitin.com, the online plagiarism/teaching service to which Louisiana Tech subscribes, and teachers should monitor student essays closely for plagiarism. All courses across the University are now included in this service, and your name will be entered so that you can have your students submit their essays to the service. Turnitin results should be read attentively: a high similarity percentage may only indicate over-quoting; likewise, a low Turnitin similarity percentage does not exclude plagiarism.

3. Students should be taught correct use of current [2016, 8th edition] MLA internal/parenthetical and Works Cited documentation for quotations, paraphrases, and summary source information, and their essays should reflect that.

4. Essays handed back to students should contain teacher marks including a summary comment related to the assigned grade, preferably with an essay evaluation rubric that reflects the objectives of the assignment. Each major writing assignment should be returned to students before another is due so students can assess their strengths and weaknesses and correct the latter. Summary comments or rubrics should identify substantive writing issues (not just grammar) for the student-writer to focus on in the next writing assignment (for example, content development through details and examples, logical analysis, organization/structure, coherence through transitions).

5. Papers should be assigned and returned to students with instructor feedback on a regular schedule throughout the quarter so that students receive papers with feedback and grades before proceeding to the next graded paper. With the possible exception of the final and Dual Enrollment essays, all graded papers should be returned to the student before the quarter or semester ends.

6. At the end of a given quarter, teachers may be asked to provide representative samples of their grading/marked student essays to the department head; if so, teachers will be notified in advance to require students to either leave their graded essays with the instructor until three weeks into the next quarter, or to make a photocopy of their major essays for the instructor. Dual Enrollment instructors must make available to the DE English Coordinator marked and graded student essays on which the DE student grades are based within one week after grades have been reported to the LA Tech Office of Enrollment Management.

IV. REQUIRED DEPARTMENTAL and UNIVERSITY COURSE/SYLLABUS POLICIES

1. Sample 102 syllabi, assignments, and essay evaluation rubrics are available through the Composition Coordinator. **All 102 syllabi should include a section that states at least three (3) course objectives consistent with the 102 course content.** See “Measurable Course Objectives” on page 1 above for examples.

2. Instructors are required by the Administration to place their classes on Moodle, and to use Turnitin.com. Syllabi should contain information regarding both Moodle and Turnitin.com. Instructors are urged to post to Moodle assignment sheets and handouts that document and explain essay expectations to their students.

3. Following university policy, the instructor’s course syllabus needs to contain his or her method of evaluation and grading; e.g.: a percentage breakdown of general evaluation categories or a description of assignment points adding up to the total grade points possible, and the translation of those points into letter grades. **For example:**

GRADING/EVALUATION SCALE:

Journals (10 at 10 points each)	100 points
Essay #1 (single-source paper)	150 points
Essay #2 (multiple-source paper)	250 points
Essay #3 (researched paper)	300 points
Essay #4 (comparison/contrast paper)	100 points
<u>Quizzes/Classwork/Homework (10%)</u>	<u>100 points</u>
TOTAL POSSIBLE POINTS	1000 points

Keep track of your grades so you will be aware of your progress and approximate course average. Your final score converts to a grade by this formula: 900-1000=A; 800-899=B; 700-799=C; 600-699=D; 0- 599=F

4. A final paper or exam cannot be used as an exit exam—following university policy, if the final is listed as being worth 20% of the total class grade, it must be calculated as such.

5. The Faculty Handbook has its own requirements for classroom procedure that faculty are obliged to fulfill. Permanent **attendance records** are one such requirement. Teachers should also include clear course policies for, **unexcused and excused absences, tardies, and point penalties for late work.**

6. The instructor’s syllabus should include the following statement:☐Students needing testing or classroom accommodations based on a disability are encouraged to discuss those needs with the instructor as soon as possible. For more information about eligibility for accommodations, contact

the Department of Testing and Disability Services, 318- 257-4221, www.latech.edu/ods for assistance.

7. Syllabi should include an Emergency Contingency Plan/Absent Instructor Plan and a statement suggesting each student enroll in LA Tech's Emergency Notification System.

8. A current, signed plagiarism contract from the *2017-2018 Freshman Composition Course Guide* is a requirement for each student in each 102 English class each quarter. Dual Enrollment students sign and return the Fall 2017 Statement for the fall semester, and the Spring 2018 Statement for the spring semester. **Dual Enrollment teachers should mail their syllabi (along with Plagiarism Statements) to Dr. Ernie Ruffeth, the DE English Course Coordinator by deadlines specified on the document titled "Guidelines for English DE at LA Tech."** Plagiarism Statements of on-campus students should be returned to the LA Tech English office no later than the end of the second week of classes. Course syllabi should contain a **Plagiarism Policy** regarding the unacceptability of plagiarism, and plagiarism should be clearly defined and explained in class.

9. Evaluated essays with grades and summary comments should be returned to students throughout the quarter before students hand in another essay so that students can gauge their progress in the course. The research essay must also be returned, but may be returned and taken back up as late as the last day of class. Towards the end of a given quarter, teachers may be asked to provide representative samples of their grading/marked student essays to the department head; if so, teachers will be notified in advance to require students to either leave their graded essays with the instructor until three weeks into the next quarter, or to make a photocopy of their major essays for the instructor. Dual Enrollment instructors must make available to the DE English Coordinator marked and graded student essays on which the DE student grades are based within at least one week after grades have been reported to the LA Tech Office of Enrollment Management.

10. A current course syllabus demonstrating course content and essay assignment pacing in accord with the academic calendar must be handed in to the department head no later than the first official day of class. Dual Enrollment teachers must hand in their syllabi (along with Plagiarism Statements) to the DE English Course Coordinator by the second week of classes.

**Dr. Celia Lewis, the Composition Coordinator (clewis@latech.edu), is available for assistance if you have questions.