**ENGLISH 102 SYLLABUS: FRESHMAN COMPOSITION**

**Spring Quarter 2018 ~ Louisiana Tech University**

**INSTRUCTOR:** Dr. Celia Lewis

**CLASS MEETING TIMES:** MWF 9:30 AM-10:45 AM

**OFFICE HOURS:** MWF 8:00-9:30, 10:45-11:45, 2:00-3:00; TTR 10:00-11:00

**OFFICE:** GTM 232; **PHONE:** (318) 254-1056; **EMAIL:** clewis@latech.edu

**CLASS WEBSITE:** Login to your Moodle account; find our class under “My Courses” in the left column.

**COURSE DESCRIPTION**

English 102 is a writing and research course, not a literature course. However, 102 will introduce you to the research process through writing about literature. We will read poems, short stories, and drama. In addition to reading and discussing those primary source literary works, we will read critical secondary sources related to the literature, and we will use critical thinking skills to analyze and evaluate what we read. We will focus on both the process of writing academic essays and the actual writing that you will produce. This means that you will not only be graded on the essays themselves (the final product of your writing and revision), but also on the process you use to complete your assignments. At the end of this course, you will not just know about literature, you will have gained knowledge about what makes an effective essay. You will know strategies that can improve your papers on the levels of content, argument, organization, word choice, grammar, and mechanics. Additionally, you will be more familiar with the research process, with using current MLA documentation style, with a variety of literary genres and works, and with different ways of interpreting them.

**OBJECTIVES**

1. Demonstrate reading comprehension through analytical discussions and written analysis of literary works;
2. Write reflectively and analytically about literary works using standard, academic English grammar;
3. Interpret literature from a variety of perspectives and diverse theoretical approaches (for example: structural, comparative, psychological, new-historical, cultural, feminist);
4. Evaluate and communicate in class discussion and in your writing the effectiveness of various arguments;
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;
6. Write researched essays using current MLA guidelines;
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.

**PREREQUISITE COURSE:** English 101 (or the Honors or transfer equivalent).

**REQUIRED TEXTBOOKS AND MATERIALS**

* Mays, Kelly J., editor. *The Norton Introduction to Literature, Portable 12th Edition*, W.W. Norton, 2017. **ISBN:** 9780393938937.

* *The Freshman Composition Course Guide 2017-2018.* (in the Barnes & Noble at LA Tech Bookstore).
* Loose-leaf paper, black or blue pens, a binder or folder for keeping your class notes, handouts, and essay drafts organized; a Louisiana Tech e-mail account; regular access to the internet, access to a Word processing program.
* Additional information and handouts will be posted to the class Moodle page, so ensure you have Internet access.

**HELPFUL WEBSITES**

http://moodle.latech.edu (for class information: syllabus, assignments, supplementary material)

LitWeb digital.wwnorton.com/litweb (for workshops, self-checking quizzes on literature, tutorials on MLA, and suggestions for avoiding plagiarism)

http://owl.english.purdue.edu (for valuable information on writing and research and on MLA style guidelines)

**EVALUATION/GRADES**

**ASSIGNMENT POINT VALUE**

Journals (5 at 20 points each) 100

Essay #1 (Response Essay/Primary Source paper, 900 words) 100

Essay #2 (Multiple-source Essay, 1250 words) 200

Essay #3 (Researched Essay; 2200 words)  250

Essay #4 (Comparative Essay, 1200 words) 150

Revision and Peer Review Workshops 100

In-class Assignments, Homework, Quizzes, Self-Evaluation 100

**TOTAL POSSIBLE POINTS 1000**

**Grading Scale:** A=900-1000 B=800-899 C=700-799 D=600-699 F=0-599

**Turnitin:**All students must submit all essays to Turnitin.com. Essay grades will not be recorded until essays have been submitted.

**ACCOMMODATIONS**

Any student who needs classroom accommodations based on ADA guidelines should register with Services for Students with Disabilities as soon as possible and bring the appropriate papers to me by the second class meeting. I am happy to assist every student who schedules an appointment with me, but students are responsible for seeking help if assistance is needed. Information for Testing and Disability Services may be obtained in Wyly Tower 318 or [www.latech.edu/ods](http://www.latech.edu/ods).

**PLAGIARISM & BEHAVIORAL STANDARDS**

Like you, I view cheating and plagiarism as dishonorable acts. Remember that cutting and pasting or copying text from *any* source without acknowledging and documenting that source is plagiarism. In fact, lifting work from the Internet (*including unsigned web sources*), “patchwork” or “mosaic” plagiarism, or forgetting to document sources is plagiarism as much as is copying from pages in a printed book.

 Most plagiarism is half-accidental: it is using sources sloppily and not giving credit where credit is due. However, even accidental plagiarism leads to unpleasant consequences. At minimum assignments with plagiarism will receive a ZERO, *and the student’s overall class grade may be lowered to failing.*

I fully support the new ***Louisiana Tech University Honor Code***. You should obtain a copy of the student handbook and familiarize yourself with the code, but above all, know that cheating in this class will be dealt with severely. This means that transgressions will be reported to the University Honor Council, which could result in severe penalties, including expulsion from school. NOTE: You must sign the Plagiarism Statement for the Spring 2018 Quarter (located in the *Freshman Composition Course Guide, 2017-2018* and hand it in by the day we discuss Tech’s plagiarism policy. If I don’t get the policy, you will not get any grades.

**ATTENDANCE AND PARTICIPATION**

Louisiana Tech requires that all freshman classes keep permanent attendance records. I will excuse up to three hours of class time (two MWF classes) without penalty*, but each hour’s absence will require verifiable university excuses or verifiable doctor’s excuses*. Both good attendance and class participation are mandatory if you want to pass this course. Missed in-class work cannot be made up in most cases. Doctor’s appointments, court appointments, meetings with other faculty members should be made for times that do not conflict with our class. **Tardies:** Any time you are not present when class roll is being called, you will be counted absent for that class period. It is your responsibility to come see me after class if you come in late so that I can change the absence to a tardy. If you leave class early, you will also be counted tardy. Two tardies = one absence, and I will count such absences toward the student’s absence total. After two absences, you should expect your In-class Assignments grade average to be reduced by 5 points per absence.

Since all your papers will be turned in electronically, there is not really any excuse for not turning in a paper on time. Essays will be marked down ten percent for each 24-hour period that they are late.

**\*\*TURN OFF YOUR PHONE WHEN YOU ENTER CLASS AND DO NOT TEXT OR READ TEXTS IN CLASS\*\***

**POLICIES AND PROCEDURES FOR ESSAY WRITING AND OTHER ASSIGNMENTS**

You will write five informal “response” **Journals** either in or outside of class either on your own loose-leaf notebook paper or on Word documents that you will upload to Moodle Turnitin files. Journal entries should be at least 350 words [approximately one hand-written page front and back of a sheet of notebook paper or 1½ typed, double-spaced page in length] and must have the date and topic written at the top of the page for you to receive full credit. These entries are for your own benefit to help you gather ideas and practice things we go over in class. They will not be graded for grammar or spelling; however, the more you practice editing your writing, the better your writing will be. Journals must be in MLA format.

All **Essays** will be started in class. Some of these in-class essays will be graded, some will have their revisions graded, and some will have both preliminary and revised versions graded. All essays that are written outside of class must be turned in to me in a packet that includes each significant draft of the essay, and ALL revision and editing workshop copies and materials. Forgetting to include any of these parts may reduce your essay grade by 5% for each missing component of the essay packet. On the class day BEFORE the date that your essays are due, you must bring a complete, typed draft to class for Peer Review and writing workshop. Failure to do so will result in a lowering of your final essay grade, and a zero for that day’s assignment grade. It is YOUR responsibility to check that your paper has submitted correctly to turnitin.com and to review the comments I write on your essays. I will track your errors from paper to paper to check your progress.

**ESSAY FORMAT**

All your essays, typed assignments, and written assignments will be in MLA format: double-spaced in 12-point Calibri, Tines New Roman or Ariel font size in black ink with a standard MLA heading. See the Sample Student Journal posted to Moodle and ALWAYS submit your essays or documents in that format. If your work is not in the correct format, you will lose points.

**QUESTIONS ABOUT GRADES**

In the event of a question regarding a final grade, it will be your responsibility to present graded materials that have been returned to you during the quarter. You should keep track of your own grades, but if you ever have a question about one of your grades you should feel free to ask me during my office hours.

**WRITING CENTER**

Remember that as a Louisiana Tech student, you have free access to The Writing Center [Wyly Tower, 3rd floor] for help or advice with your writing. **You are required to schedule and attend at least one conference in the Writing Center (WT 325) before 15 March 2018.** The Writing Center staff will send me an attendance verification form. This conference willcount as one homework grade. You are welcome to schedule additional conferences; in fact, I will award five bonus points to any student who uses the Writing Center a second time. However, the additionalconference must take place prior to May 6th. A second bonus opportunity is also available: You mayattend a production sponsored by Louisiana Tech’s College of Liberal Arts and may write a two-page review (including a summary of the production and a critique of the production) for up to ten possible bonus points; staple your ticket or your program to your review. This assignment must be completed by May 15th, 2018.

**ADDITIONAL INFORMATION**

**Preparation/Expectations:**

This course is, primarily, a writing course. I will address grammar issues as they arise, but students enrolled in this class are expected to have a clear understanding of Standard English. In addition, students are expected to be able to write clear, well-organized essays. I understand that students arrive in 102 from different paths, all of which are valid: Some took 101 at Tech, while some transferred credits from other universities; some took 101 via dual enrollment, while others received credit for 101 on the basis of ACT scores. At any rate, my expectation is the same for every student in this class: I expect all students to have mastered the material that is covered in English 101 at Louisiana Tech, and I expect all students to be prepared for the demands of 102. While this class is devoted to composition and the research process, our focus will be on writing critically about literature. Therefore, we will study short stories, poems, and drama. Students are expected to do college-level work, and to consider audience, tone, and purpose when writing essays. You should not assume that the reader shares the same political, religious, or ideological beliefs as the writer. We will discuss appropriate word choices, topics, tone, etc. in class.

**COMMON SENSE COMPUTER/WORD PROCESSING ADVICE**

Many students use free cloud storage options, such as GoogleDrive or DropBox, to guarantee that they don’t lose their work and that they can access it anywhere. **Additionally, you should save all of your writing assignments on a flash drive.** As you work on journal assignments or essays, take frequent opportunities to save your work. Make sure that you manage your time well and that you print the hard copies of your essays well in advance of the deadline: do not jeopardize your grade by waiting too late to print your work.

If you happen to have computer trouble which results in a damaged or lost composition, I will expect to see a recent *hard copy* of the previous draft with your revision marks included. This draft will be due at the assigned date and time and will include a note explaining your difficulty. Computer trouble is not an excuse to hand in a less-than-final draft, and a final draft will always be required. Working ahead and saving frequently will save you unnecessary stress and anguish.

**PRINT OFTEN AND SAVE YOUR DRAFT HARD COPIES!!**

**PLEASE Note:**

\* **Regarding communication**: each of you must have a LA Tech E-mail account that you check frequently, along with our Moodle class site, for assignment updates and announcements. I will grade your essays through our Moodle Turnitin ‘Grademark’ option, so you will be able to go back into the essay you posted to Moodle and read my comments (and see your grade) just as you would on a hard-copy essay once the grades are posted. In fact, once essay grades and comments are viewable, I ***expect*** you to read over your essay so you will learn what specifically was great about your essay and what you need to correct or focus on in your next writing assignment to get a higher grade. Processing the feedback you get from me about your writing is an important part of this course, so make sure you read my comments and ask me if you don’t understand them.

\* **If you have a question, do not hesitate to ask**. I cannot help if I don’t know that there is a problem. Remember that if necessary, you may set up a conference with me during my office hours. This should be a great quarter for you, and I am glad to be a part of it.

**\* This syllabus is a contract between you (as the student) and me (as the instructor). By staying in this class, you are agreeing to follow all the guidelines given above and to be responsible for your actions.**

**EMERGENCY/CONTINGENCY PLAN**

If for some reason we are unable to meet as a class, we will continue our course work, lectures, and discussion through our Moodle website. You should check Moodle regularly for announcements and changes to the schedule. All LA Tech students are strongly encouraged to enroll and update their contact information in the **Emergency Notification System**. It takes just a few seconds to ensure you’re able to receive important text and voice alerts in the event of a campus emergency. For more information on the Emergency Notification System, please visit: **http://www.latech.edu/administration/ens.html**

**GENERAL SCHEDULE**

The following schedule is subject to my revision; students are responsible for noting any changes made in class or posted on Moodle**.** *Remember to check Moodle regularly for schedule changes and announcements****!***

* **Each day’s homework [HW] including reading is to be done before class on the day where it is listed**. Take notes while you read, and always expect a quiz. As long as you’ve done the reading and homework attentively, you’ll be ready.
* **NOTE**: All in-class assignments, journals and quizzes are not listed; some may be assigned and completed in class.
* **NILP =** *The Norton Introduction to Literature, Portable 12th Edition*

**FCCG** **=** *The Freshman Composition Course Guide, 2017-2018 Edition*

**WEEK 1**

**Wednesday:** Introduction to the Course. Homework to be completed prior to the next class meeting: Purchase all of the necessary materials for English 102. Read and sign the plagiarism statement in FCCG. Print out the Syllabus and be ready to ask if you have any questions. Bring your signed plagiarism statement and your completed student information sheet to the next class meeting for a homework grade. Do the reading listed for Friday

**Friday:** In-class diagnostic writing assignment

Read Section I of the FCCG, 2-8 In NILP: “Reading, Responding, Writing about Literature” 1-9, 12-20.

Read FCCG “Advice for Readers,” 104

**WEEK 2**

**Monday:**  NILP reading and responding to fiction 33-52 (Raymond Carver’s “Cathedral”)

Using the glossary in the back of NILP, define the following terms in your notebook: plot, narration, point of view, character, setting, symbol, figurative language (figure of speech), tone, style, irony, foreshadowing, and theme. Study the terms. Complete your first journal assignment.

Class Discussion: literary terms, the nature of storytelling

DUE: Defined terms; Journal #1 [plot and character in “Cathedral”]

DUE: Plagiarism Statements

**Wednesday:** NILP “Where Are You Going, Where Have You Been” 94; “A Very Old Man with Enormous Wings: A Tale for Children” 362; FCCG “Quoting with Grace and Style” 70-72

Review the guidelines for Essay #1 on Moodle; bring the assignment sheet to class on Friday.

DUE: Journal #2 [Write on plot and setting in the two stories you read for today. Integrate quotations into your reflections using the FCCG pages 70-72 as models.]

**Friday:** NILP “Recitatif” 138; “Boys and Girls” 400; “Good People” 156; The Literature Essay 1255-1268; “Writing with Sources: Using Sources Responsibly and Avoiding Plagiarism” 1303-7.

Essay #1 assigned; in-class Prewriting/drafting work on Essay #1

DUE**:** Journal #3 [Write about character and point of view in the two stories you read for today. Integrate quotations into your reflections using the FCCG pages 70-72 as models.]

**WEEK 3**

**Monday:**  NILP “Theme” 249; “Volar” 203; “A Good Man is Hard to Find” 412. Pre-writing for Essay #1 rough draft of Essay #1; then, revise appropriately.

DUE: Prewriting and first full draft of Essay # 1. Print out a hard copy that you bring to class in a manila folder along with your rough work/revisions.

**Wednesday:** FCCG Read English 102 Sample Primary Source Essay, 89.NILP In-class reading of “Why I Live at the P. O.”

Peer Review Workshop on Essay #1: Thesis, structure, evidence

**\*\*DUE: Essay #1, Thursday at 6:00 pm, uploaded through our Moodle site to** **www.turnitin.com**

**Friday:** NILP: “Critical Approaches” 1352-81. NILP “A Rose for Emily” 308; “A Pair of Tickets” 186. Review symbolism/figurative language. Begin Essay #2 [Multiple Source Essay]

**WEEK 4**

**Monday:** Read NILP: “What Sources Do” 1297-1303; and “Quotation, Citation, and Documentation”;

REVIEW: NILP “Writing with Sources: Using Sources Responsibly and Avoiding Plagiarism” 1303-7 and FCCG 66-9.

Finding and Evaluating Sources: lecture material + in-class activity on finding and evaluating sources on the story you have chosen to focus on in Essay #2 [Multiple Source Essay].

DUE: 350-word draft hard copy of Essay #2

**Wednesday:** Read NILP: “The Research Process”

Introduction to research and using sources; Introduction to MLA guidelines for multiple-source papers.

Read FCCG “Integrating Secondary Sources” 73-75;

Pay specific attention to how to cite articles from scholarly journals—both those in hard copy and those in online sources.

DUE: 600-word draft hard copy of Essay #2 *and* at least one [1] hard copy of a critical article from a reputable academic source that you have chosen to integrate into your Essay #2.

**Friday:** Easter Break

**WEEK 5**

**Monday:** Easter Break

**Wednesday:** Read NILP Symbolism and “The Birth-Mark” 217-33

Class: theme (“Good Country People”), using sources correctly/MLA style HW: Complete Journal #5. Explore Prescott Library’s Web site (www.latech.edu/library), and begin seeking sources for your paper. Read these pages in FCCP: 60-61.

DUE: Final Hard copy of Essay #2 for Peer Review

**\*\*DUE: Essay #2, Thursday at 10:00 pm, uploaded through our Moodle site to Turnitin**

**Friday:** Read in FCCG “How to Read Poetry” 105-6; NILP Poetry: Reading, Responding, Writing” 476-88.

Class: Introduction to poetry and poetry terms

**WEEK 6**

**Monday:** Reading and responding to poetry. Read selected poems, TDB.

**Wednesday:**Reading and responding to poetry. Read selected poems, TBD.

DUE: Journal # 4 on Poetry

**Friday:** Reading and responding to poetry. Read selected poems, TDB.

Read the requirements for Essay #3 on Moodle. Jot down some notes about how you plan to expand Essay #2 into Essay #3. Bring these notes, along with a printed out hard copy of Essay #2, to class.

**Over the weekend:**

work on your Research Essay. Find at least three additional sources, and begin integrating them. Bring all work on Essay #3 to class on Monday, so that you can benefit from the in-class opportunity to work on your paper. You will receive a quiz grade on having the following at the beginning of class on Monday:

1. A Print out of the Grademark copy of your Essay #2
2. Hard copies or print outs of three *additional* academic sources
3. A hard copy draft of Essay # 3 that includes expanded sections marked with a highlighter.

**WEEK 7**

**Monday:** Read selected poems, TDB.

DUE: Hard copy of draft of Essay #3, and of three additional academic sources [see above].

**Wednesday:** Peer and Self-Review workshop on expansion of Essay #2 into Essay #3. Bring all of your work on Essay to class on Friday, so that you can benefit from the in-class opportunity to work on your paper.

DUE: Newly revised hard copy draft of Essay #3,

**Friday:** Read selected poems, TDB. Begin thinking about two poems—or a poem and one of the two plays we will read—that you would like to compare and contrast in your last essay.

Review of researched writing.

**WEEK 8**

**Monday:** In-class revision workshop for Essay #3 (mandatory).

DUE: Final draft of Essay #3 (due tomorrow) for last check over & local editing. Put all hard copy drafts/revisions and your Peer Review sheets in a manila folder to hand in to me. Be sure to submit a copy of your essay to www.turnitin.com tomorrow before the deadline.

**\*\*DUE: ESSAY #3 due Tuesday at 10:00 pm, uploaded through our Moodle site to Turnitin.**

**Wednesday:** Class: poetry (reading and discussion), in-class poetry activity. Study for a quiz on poetry.

Essay #4 Assigned: Comparative Essay REMINDER: Make sure that you have write a first draft, that you revise that draft, that you attend all workshops for this essay, and that you rewrite a final draft. Put all materials in a manila folder, and be sure to turn in your essay to www.turnitin.com before class on Wednesday.

**Friday:** Poetry Quiz, in-class.

Introduction to Drama. NILP “Understanding the Text: Elements of Drama” 800-811

**WEEK 9**

**Monday**: NILP Act One of *A Doll House* 812-36

DUE: Preliminary drafting and notes for Essay #4

**Wednesday:** Peer-Review

DUE: Draft of Essay # 4 for Peer-Review and MLA quoting format workshop

**Friday:** Act Two of *A Doll House* 836-54

**WEEK 10**

**Monday:** Act Three of *A Doll House* 854-72

**\*\* DUE: Essay #4 due Tuesday at 10:00 pm, uploaded through our Moodle site to Turnitin.**

**Wednesday**:   *A Doll House* final discussion.

Read NILP “*Two Monologues from* Talking With . . .” 1013

**Friday:** Discussion: Context and Character in “*Two Monologues from* Talking With . . .” 1013

DUE: Journal #5: Self-Evaluation of Your Work in This Course [Respond to the prompt on Moodle]

**WEEK 11**

**Monday:** Review for Final Quiz on Drama. Return of Essay # 4.

**Wednesday:** Final Quiz on drama, completion of the course. Have a good quarter break!

