**English 1302: Composition and Rhetoric**

**“Conversation” Spring 2018 Syllabus**

**Class Time: 8:00-8:47 a.m. M-F**

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**Texts:** Hacker, Diana. *A Writer’s Reference,* 6th ed. Boston: Bedford, 2007

Meyer, Michael. *The Bedford Introduction to Literature: Reading, Thinking, Writing, 10*th ed. Boston, Bedford, 2011

**Materials:** Spiral notebook, pen or pencil, paper and textbooks—bring to class every day.

**Course Description:** A study of grammar and composition through analysis of sentence structure, paragraph organization, and theme. Students will consider conventions of written discourse with an emphasis on literature with attention given to literary genres, terms, and critical analysis.

**Prerequisite:** English 1301 with a grade of “C; or above in placement by departments (based on admission information).

**Purpose:** This course is a composition and rhetoric course. The course will concentrate for approximately 15 weeks upon improving thinking and writing skills. It will emphasize the aims—the “why”—and the modes—the “how”—of composition as they apply to the communication process. Assignments will include pre-writing activities, essay writing, editing, revision, oral discussion, group work, reading and analysis of different genres of literature, online discussion forums, as well as lectures. Homework will include reading, writing, and critical thinking. A major portion of the course will be devoted to writing and will include documented papers when appropriate. The close of the course will focus upon a critical analysis of works that have been studied through the course of the semester..

**Course Objectives:** The student will:

Think, read, and write critically; Effectively use referential (interpretive/analytical) writing; Critically analyze fiction; Appreciate and understand how the elements of fiction work together

**Units of Instruction:**

Unit I: Novel Study/Short Stories

Unit II: Poetry

Unit III: Drama

Unit IV: Discourse

**Grading:** Final Grade: Lab 15%

A=90-100 B=80-89 C=70-79 D=60-69 F=0-59 Essays 17.5% Essay Scores: A+ = 98 B+=88 C+=78 D+=68 Quiz/Res 7.5%

A =95 B =85 C =78 D =65 F =50 Group/Ind Pres 12.5%

A- =92 B-=82 C- =72 D- =62 0 for no essay Midterm Ex 15%

Fin Ex 15%

**Note: All essays,** the final and final presentation are required. Failure to TedTalk 17.5%

complete these items will result in a failing grade no higher than a 64. Total 100%

**Methods of Instruction:** Writing assignments and exercises; in-class writing and editing workshops; editing conferences; group work; class discussion; tests or quizzes; lecture; reading; reading responses.

**Reader Responses:** In this course the student reader will be expected respond to specific assigned readings.  There will be two parts to each response: (1) **Summary:** To write an accurate summary, you need to recognize the main idea of the selection (thesis), identify its supporting points, separate fact from opinion, and draw inferences.  This information is then used to write an objective summary.  Consider the following as steps to a good summary:

1. In the first sentence, provide the author’s name, the title of the work and some indication of what the essay/selection is about.
2. Think about what you want to write first.  Maybe jot down in notes, the author’s thesis/purpose/main idea and the supporting points.
3. Don’t write too much.  One really good paragraph is ideal.  This is a summary not a paraphrase.
4. Stay objective, i.e., do not give your opinion or value judgment.
5. Use your own words except for phrases you feel are important to include for clarity.  These phrases must have quotation marks around them.
6. Avoid using phrases such as “the author believes” or “another interesting point is.”  Just write what the author said.

Writing good summaries ensures that you have read closely.  In addition, summaries are a resource for later study if you need to review what you have read. (2) **Reflections:** After a close reading of a selection, students may improve comprehension and process a selection by writing a reflection.  Writing summaries requires objectivity, but in a reflection the reader becomes writer and offers his/her subjective reactions, ideas, and questions that arise from the assigned reading.  In a reflection, you may disagree with the writer or comment.  These comments may become useful “seeds” for writing an essay of your own. Reflection entries are also a good place to write down some examples of the way a writer works.  For example, you might have been moved/bothered/annoyed/please by the writer’s tone (attitude).   State how you feel.  Such entries help you pay more attention to the task of the writer and as a result become more conscious of the word choices you make. Reflection entries are a good place for questions you might to ask.  These might be mentioned to class mates or the instructor.  Capturing your thoughts, ideas, and questions in writing is higher level thinking/learning and helps you remember what you read.  --Adapted from: Adams, W. Royce. *Viewpoints*, 7th ed., Boston: Wadsworth/Cengage Learning. 2010. Each paragraph should be no less than 175-250 words and the whole Reader Response 350-500 words.

**Group Presentation:** This semester you will participate in a group presentation regarding one of the readings we do in class. The groups will be assigned specific texts to explore and will be given individual roles to complete within the group.

**Online Discussion Board**: This semester you will be responsible for participating in 5 online discussion boards. You will be responsible for presenting one new idea for discussion over the material we are covering. This new idea cannot be a repetition of an idea already presented earlier in the discussion and must be thought provoking to the extent that it sparks conversation. You will also be responsible for responding to at least two other students remarks in a substantial manner. This means a one sentence response is not sufficient. Responses need to be no less than 75 words long, and longer if needed to complete the thread of thought you have begun.

**Ted Talk:** Each student will be responsible for evaluating published Ted Talks for presentation style, content, reliability, and relativity to the semester topic of 'What Really Matters.' The student will then be responsible for creating a formal presentation of their own that synthesizes what really matters through individual interpretation of this idea. This presentation will include a written component in addition to the final presentation that will be filmed and published.

**PJC’s Vision:**An open-door community college meeting the educational and cultural needs of all students and citizens of the area.

**PJC’s Mission:**Paris Junior College is an innovative and comprehensive community college that advances the life-long educational development of students consistent with their needs, interests, and abilities while strengthening the economic, social, and cultural life of its diverse community. The College provides high-quality, flexible academic transfer and career-focused educational programs and services through a commitment to teaching and learning excellence within an accessible and supportive environment.

**PJC’s Strategic Goals:**

1. Increase enrollment and retention of students to reflect the diversity of the service area.

2. Promote student success through expanded student services.

3. Hire, retain, and develop successful employees as a key to a positive impact on our students and communities.

4. Provide excellence in academics, college preparation, workforce training, continuing education, and adult basic education to assure student success.

5. Provide cultural and personal enrichment for the college and the community.

6. Provide and maintain physical facilities which are technologically current, aesthetically pleasing, and conducive to learning, living, and working in a higher education environment.

7. Manage allocated financial resources effectively and efficiently and pursue opportunities to provide additional resources supporting the institution with accountability to the taxpayers and benefactors.

**Attendance and Make-Up Work:** Class attendance is expected. Absences are considered to be unauthorized unless due to sickness, valid emergencies, or sanctioned school activities. If, through a misfortune, a student should arrive after the instructor has recorded absences, it is the student’s responsibility to talk with the instructor immediately after class in order to discuss changing the unauthorized absence to a tardy. There will be no make-up of class assignments, quizzes, or tests, except for authorized absences. Students may not have more than five unexcused absences. Ten absences will result in failure of the class. A student who stops attending class will receive an F in the course. Students should not be late. Students are responsible for notes and assignments missed. A late paper will receive a 10-pint deduction per day (including non-class days) and will not be accepted more than one week late.

**Dropping a Class:** The final day to drop or withdraw from a class is April 22.

**Academic Honesty**: By registering and taking this course, the officially enrolled students declares that he/she will be the author of ALL work submitted for the course. Allowing another individual to complete assignments constitutes fraud and academic dishonesty. Should such behavior come to the attention of the instructor, the student will be dropped from the course or receive a grade of “F”.

**Plagiarism:** Plagiarism consists of the use of another person’s words or ideas as is they were one’s own without acknowledging or crediting the source; including, but not limited, failing to give the source for a direct quotation.

According to the *MLA Style Manual*, the origin of the word *plagiarism* is the Latin for “kidnapper”. Thus, a person guilty of plagiarism is actually kidnapping another’s sentences, words, ideas, or organization and takes full credit as the original source of said material. Many times, the ‘kidnapper’ does this knowingly. However, in many cases, plagiarism is simply a case of careless documentation or faulty note taking. Regardless of the intent of the writer, the reader is forced to assume intent.

Plagiarism can be avoided by remembering to use quotation marks when using a direct quote. If paraphrasing, be careful to use your own words. In either case, you MUST document the source. Proper paraphrasing is much more than simply changing a few words here and there or omitting a few sentences or scrambling their order.

Students often overreact at the definition of plagiarism. They become wary of using any sources or over-document what they write. Both reactions are in error, the best writing utilizes the synthesis of ideas: your own melded with those of others. Documentation indicates which ideas are your own, and which belong to others

**Participation:** In the same manner in which I expect myself to be prepared for class, I expect you to come to class prepared as well. This includes being prepared to discuss reading and writing assignments; having ALL electronic devices put away, and if not turned off, at least on silent unless I have given permission to use these devices; and assignments brought to class on the day they are due. Following these expectations will improve the learning environment for every person in this class and allow for a productive semester.

**Special Needs:** Any student in this class who has special needs because of learning disabilities, please come and discuss this concern with me. (NOTE: Extended time allowed for completion of an assignment or test refers to in-class work, not outside of class work.)

Daily Schedule:

**Wk: Date: Activity: Homework:**

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| --- | --- | --- | --- | --- |
| 1 | Jan 4  Jan 5 | *They Say/I Say Templates*  *How To Read Literature Like a Professor/Literature Pairs* Project Assigned |  |  |
| 2 | Jan 8  Jan 9  Jan 10  Jan 11  Jan 12 | Workday  Workday  Workday  TedTalk Reviews  TedTalk Reviews—**4 Choices for Ted Talks Analysis Due Monday** |  | **RR1 Due** |
| 3 | Jan 15  Jan 16  Jan 17  Jan 18  Jan 19 | ***MLK Day. School Holiday***  Presentations  Presentations  Presentations  Presentations |  | **4TTDue** |
| 4 | Jan 22  Jan 23  Jan 24  Jan 25  Jan 26 | Introduction to Literature. Reading Fiction. Story of an Hour  Reading Fiction, A Secret Sorrow, A Sorrowful Woman  Writing about Fiction. **Paper 1 assigned. Due Feb 5.**  Plot, A Rose for Emily. **Reader Response 2 due Friday.**  Theme, A Rose for Emily |  | **RR2 Due** |
| 5 | Jan 29  Jan 30  Jan 31  Feb 1  Feb 2 | Character: The Scrivener  Symbolism, Setting, Battle Royal  POV, Style, Tone, Irony, Popular Mechanics  Short Story Group Assignment: Find What Matters. Short Stories  Barn Burning, Different Perspectives. |  |  |
| 6 | Feb 5  Feb 6  Feb 7  Feb 8  Feb 9 | Writing Workshop. **Paper 2 Assigned. Due Feb 19.**  Group Work  Group Work. **Reader Response 3 due Thursday.**  Group Work  Presentations |  | **P1 Due**  **RR3 Due** |
| 7 | Feb 12  Feb 13  Feb 14  Feb 15  Feb 16 | Presentations  Presentations  Poetry, Reading Responsively  Writing about Poetry.  Word Choice, Tone. |  |  |
| 8 | Feb 19  Feb 20  Feb 21  Feb 22  Feb 23 | A note on Reading Translations. Sappho. **Paper 3 assigned. Due March 5.**  Images.  Figures of Speech  Symbol, Allegory, and Irony. Poetry Group Assignment.  **School Holiday** |  | **P2 Due** |
| 9 | Feb 26  Feb 27  Feb 28  March 1  March 2 | TedTalk Workday  Group Work Day  Group Work Day  Group Work Day  Presentations |  |  |
| 10 | March 5  March 6  March 7  March 8  March 9 | Presentations. **Paper 4 Assigned. Due May 8.**  Presentations.  Presentations.  **MidTerm**  **MidTerm** |  | **P3 Due** |
| 11 | March 12-16 | ***Spring Break*** |  |  |
| 12 | March 19  March 20  March 21  March 22  March 23 | TedTalk Workday  Drama. *Trifles*.  Elements of Drama  A Study of Sophocles. *Oedipus*  “ |  | **TTAnDue** |
| 13 | March 26  March 27  March 28  March 29  March 30 | Oedipus  Oedipus  Oedipus. **Reader Response 4 Due Thursday.**  Oedipus  Oedipus |  | **Paper Topic Due**  **RR4 Due.** |
| 14 | April 2  April 3  April 4  April 5  April 6 | Research Day  Writing Workshop  Writing Workshop  Discussion Board  Prezi Review |  | **RD1 Due** |
| 15 | April 9  April 10  April 11  April 12  April 13 | MLA formatting and Workday.  Work Day:  Work Day  Work Day  **School Holiday** |  | **RD2 Due** |
| 16 | April 16  April 17  April 18  April 19  April 20 | Work Day  Work Day  **Ted Talk Presentations**  **Ted Talk Presentations**  **Ted Talk Presentations** |  |  |
| 17 | April 23  April 24  April 25  April 26  April 27 | **Ted Talk Presentations**  **Ted Talk Presentations**  **Ted Talk Presentations**  **Ted Talk Presentations**  **Bad Weather Day** |  |  |
| 18 | April 30  May 1  May 2  May 3  May 4 | Peer Review Ted Talks  Reflection  Work Day  Work Day  Work Day |  |  |
| 19 | May 7  May 8  May 9  May 10  May 11 | Review  “”  **Final Exam**  **Final Exam**  **Bad Weather Day** |  | **Paper 4 Due** |
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