

# Moraine Valley Community College Syllabus

Composition II  
COM-102-505  
Fall 2009

## I. Faculty Information

A. Instructor	Barbara Myers
B. Office Hours	By appointment only
C. Email	myersb@morainevalley.edu

## II. Course Identification

A. Credit hours	3
B. Total contact hours	Lecture 3, Lab 0
C. Days/hours course meets	<b>Tuesday</b> , 6:00 - 9:00 p.m. Andrew High School in Tinley Park, IL
D. Prerequisite	COM-101
E. Catalog Description:	Analytical and critical writing based texts. Research is used to incorporate supporting ideas from primary and secondary sources. A grade of "C" or better is required for this course to transfer under the guidelines of the Illinois Articulation Initiative (IAI). Fee is required. (3 contact hours)

## III. Textbooks (required)

Faigley, Lester. The Little Penguin Handbook. Pearson-Longman, 2007

Lewis, C.S. The Chronicles of Narnia: The Lion, the Witch and the Wardrobe. New York, NY: Harper Collins, 1950.

Paley, Grace. The Collected Stories. New York: Farrar, Straus and Giroux. 1994.

## IV. Major Course Concepts

- Recognize that "texts" can take a variety of forms and still be subject to similar types of rigorous analysis.
- Work with many kinds of texts, such as primary research, literary works, visuals or Internet-based texts.
- Employ various methods for thinking critically about a text, such as interpretation, analysis and synthesis.

## V. Course End Competencies

- Communicating
  - Read and listen with comprehension
  - Write and speak effectively in English

- Information Literacy
  - Locate, evaluate and use information effectively
- Critical Reading and Thinking
  - By the end of the term, a student should be able to:
    - Create connections among texts discussed and other texts
    - Analyze a writer's stylistic choices, such as perspective or tone adopted for a particular audience and purpose
- Source-Based Writing
  - By the end of the term, a student should be able to:
    - Construct an argument based on a text or texts
    - Develop strategies for reaching more than one type of audience in a piece of writing
    - Select source material (library, print, digital or fieldwork-based) appropriate to a writing project's purpose and audience
    - Integrate research material from multiple sources into a piece of writing while maintaining one's own voice
    - Demonstrate ethical awareness in writing by incorporating and documenting source material responsibly according to a guidelines system (MLA, APA)
    - Correctly document sources through appropriate in-text citations and a Works Cited page
    - Move beyond managing correctness in writing and toward making deliberate choices about stylistic elements such as clarity, concision, cohesion and emphasis
    - Demonstrate skill at the stylistic aspects of integrating sources, such as employing a variety of transitional effects or integrating a quote into the grammatical structure of a sentence.

## VI. Classroom Policies/Procedures

General Information Sheet: Attached to the syllabus.

**A student who does not withdraw officially from a course may receive a grade of 'F', depending on course progress or course attendance, which will become a part of the student's permanent record. The withdrawal date is listed in the General Information sheet.**

Attendance Policy: Because this class meets only once a week, attendance at **all** classes is **required**.

Cheating and Plagiarism Policy: It is essential that students do and only take credit for their own work and respectfully and professionally treat others' work. Therefore, there will be **no tolerance** of cheating or plagiarism in this course. While consequences may include failure of the assignment or failure of the course, each case of cheating or plagiarism will be dealt with on an individual basis.

**Each student is responsible for adhering to the Code of Student Conduct as stated in the college catalog.**

Testing Center & Writing Center: The Testing Center will not be used for this course, but use of the Writing Center is strongly encouraged.

Required Assignments: To earn credit for this course, students must complete all essays, papers, quizzes and questions. Those students who find that they cannot attend classes or hand in the work on deadline should withdraw from the course.

The dates and assignments shown on this syllabus are subject to change.

## VII. Grading Policies/Procedures

		Possible Points
A.	Grading:	
	<b>Essays</b>	
	Essay 1: Anecdote/Short Story	100
	Essay 2: Metaphor/Meaning	150
	Essay 3: Reader's Theater	200
	Essay 4: Researched Essay	250
	<b>Participation/Attendance</b>	200
	<b>Final Exam</b>	<u>100</u>
	<b>Total:</b>	1000

Grading Scale: A = 1000 – 900  
B = 899 – 800  
C = 799 – 700  
D = 699 – 600

All essays, except those written in class, must be typed and formatted according to MLA specifications. The minimum length is 2 pages. **Late papers will not be accepted. Emailed work will not be accepted. Malfunctions with email, computers, printers, etc. are not acceptable excuses for incomplete and/or missing work.**

There is no make-up available for this course.

There is no extra credit available.

COM 102 Departmental Grading Standards: See below.

## VIII. COM 102 Departmental Grading Standards

- A. The following categories of errors in grammar and mechanics will be used to determine a base-line grade on all essays:
- One comma splice
  - One fused/run-on sentence
  - One sentence fragment
  - Two errors in subject-verb agreement
  - Two errors in pronoun-antecedent agreement or pronoun case
  - Two errors in verb form

Two errors in modification (misplaced, dangling, ambiguous, improperly subordinated)  
Three different errors in spelling  
Three errors in usage  
Three other errors in punctuation

An essay containing three of the above items will receive a grade no higher than a C; an essay containing four of the above items will receive a grade no higher than a D; and an essay containing five of the above items will receive an automatic F.

PLEASE NOTE: 100% accuracy in grammar and mechanics does not guarantee a passing grade on a paper. After the above criteria have been used to determine the base-line grade for an essay, the following higher order concerns will be evaluated to determine the final grade for the essay.

Quality of content  
Organization of content  
Sense of purpose and audience  
Effectiveness of thesis, introduction and conclusion  
Development of ideas  
Coherence of ideas  
Effectiveness of sentences  
Effectiveness of word choice

#### **IX. Course Schedule/Calendar**

Students should always bring their textbooks to class with them, along with writing materials. All assignments and deadlines are subject to change at the discretion of the instructor. Students will receive further information on assignments during class meetings.

## Course Schedule/Calendar

Sept. 1	Syllabus, Class introductions, introduction to literary terms; discuss reading and writing about literature. Assignment: Read Paley's "A Conversation with My Father"
Sept. 8	Discuss readings; Discuss stories and meaning, narrative structure, attention to language, elements of storytelling. Assignment: Essay #1 Anecdote/Short Story
Sept. 15	Due: Essay #1 Discuss metaphor and meaning Assignment: Read Narnia Chapters 1 through 5
Sept. 22	Discuss readings Assignment: Read Narnia Chapters 6 through 9
Sept. 29	Discuss readings; discuss tone and language; in-class writing (explicating poetry) Assignment: Read Narnia Chapters 10 through 13
Oct. 6	Discuss readings; discuss imagery, rhythm and versification Assignment: Read Narnia Chapters 14 through 17
Oct. 13 NO CLASS Oct. 20	Discuss readings; watch video Assignment: Essay #2 Metaphor/Meaning
Oct. 27	Due: Essay #2 Discuss readings; elements of literature, stylistics, structure
Nov. 3	Discuss readings; reader's theatre, adaptation, intertext
Nov. 10	Discuss readings Assignment: Essay #3 Reader's Theater
Nov. 17	Due: Essay #3 Reader's Theater performance
Nov. 24	Discuss examining a thread; researched essay Assignment: research towards Essay #4

Dec. 1	Due: research towards Essay #4  Workshop  Assignment: Essay #4 Researched Essay
Dec. 8	Due: Essay #4 Final Review
Dec. 15	Final Exam

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Dec. 1	Due: research towards Essay #4 Workshop Assignment: Essay #4 Researched Essay
Dec. 8	Due: Essay #4 Final Review
Dec. 15	Final Exam