

Moraine Valley Community College Syllabus

Composition II
COM-102-505
Spring 2009

I. Faculty Information

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

II. Course Identification

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|----------------------------|--|
| A. Credit hours | 3 |
| B. Total contact hours | Lecture 3, Lab 0 |
| C. Days/hours course meets | Tuesday , 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 on the types of literature.
Research is used to incorporate supporting ideas from critics in essays of literary analysis. |

III. Textbooks (required)

Barnet, Sylvan, William Burto, and William E. Cain. An Introduction to Literature. 15th ed. New Jersey: Pearson Longman, 2008.

McKeague, Pat. Writing About Literature: Step by Step. 8th ed. Dubuque: Kendall/Hunt, 2005.

IV. Program/Course Goals or Major Purposes

The purpose of this course is to help students learn how to use writing:

- A. to discover and clarify what they think, feel, or believe
- B. to effectively communicate to others in expository and argumentative prose what they think, feel, or believe
- C. to develop the critical thinking skills of observation, analysis, synthesis, and evaluation
- D. to develop a clear and coherent essay within a limited time frame

Students will study:

- A. Literary forms: short story, poetry, and drama
- B. Diverse literary and cultural backgrounds of Western and nonwestern cultures
- C. Social, political, philosophical, and religious influences on writers
- D. Literary criticism: major concepts

V. Course End Competencies

- A. To develop proficiency in using the essential steps in the writing process, the student will learn how to:
1. write effective thesis statements, introductions, conclusions, and transitions
 2. use specific and concrete details to develop paragraphs that are unified, coherent, and complete
 3. revise drafts of an essay by rereading, redefining, and rewriting
 4. edit drafts or an essay to improve sentence style and diction and to eliminate errors in grammar and usage
 5. proofread the final draft of an essay to eliminate typographical, spelling, mechanical, and punctuation errors.
- B. To develop proficiency in critically evaluating the writing of others, both student and professional, students will learn how to:
1. identify the thesis, its support, and its development in the work of another writer
 2. describe the audience, occasion, and purpose in a piece of writing
 3. evaluate the effectiveness of the structure, content, and style of an essay and make recommendations for improvement if needed
 4. identify any weaknesses in grammar, usage, and mechanics that interfere with the communication of ideas and suggest improvements
- C. To develop proficiency in using the basic tools of scholarship, the student will learn how to:
1. locate information in the library by using the Public Access Catalogue, a variety of computerized and printed indexes, and other tools.
 2. evaluate the effectiveness of researched information as support for the thesis of an expository or argumentative essay
 3. take accurate notes from sources
 4. write an accurate paraphrase or précis of others' words and ideas
 5. work direct quotations, précis, and paraphrases accurately and coherently into one's own writing
 6. document the use of others' words and ideas by using text notes and work cited entries based on the MLA format.

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.

Email Policy: Students must use the e-mail account provided by Moraine Valley as their official means of email communication for all business related to this course.

Any email that does not come directly from your MVCC email (*username@student.morainevalley.edu*) may be filtered by spam or junk mail filters, may get deleted, or may get a delayed response. This means if you choose to forward your MVCC email account to some other email account (such as *username@comcast.net*, or *username@yahoo.com*, or *username@sbcglobal.com*), then do not send a response back to the instructor from that third party account. All responses to email should come directly from your MVCC account and not from the forwarded account. In other words, all email correspondence for this course must come from your *username@student.morainevalley.edu* email account.

The subject line of all email to the instructor must begin with the course number AND section number followed by the topic. The course number and section for this course is: COM102-505. Here are some examples:

Subject: COM-102-505, Missed class - When is quiz #2?

Subject: COM-102-505, Question on assignment 12

Email without a subject may not be read and will probably be deleted.

The body of the email must include at least one complete sentence AND be “signed” with your full first and last name. When asking for help, please do your best to be specific about the question(s) and always “sign” your email at the bottom by typing your full first and last name. If you are requesting a phone call back, include your phone number with area code.

Email Guidelines & Procedures: Each student is responsible for reading the Email Guidelines & Procedures, which is located at <http://www.morainevalley.edu/studentemail/guidelines.htm>.

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:	
Six response papers (300)	
Response 1: Character Analysis	50
Response 2: Meaning	50
Response 3: Poetry Explication	50
Response 4: Imagery	50
Response 5: Drama: "A Doll's House"	50
Response 6: Drama: "A Doll's House"	50
Essays (250)	
Essay 1: Fiction Analysis	125
Essay 2: Poetry Analysis	125
Participation/Attendance	150
Research Paper	300
Final Exam	<u>100</u>
Total:	1100

Grading Scale: A = 1100 – 990
B = 989 – 880
C = 889 – 770
D = 769 – 660

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.** The research paper must be at least 5 pages long and use a minimum of 4 sources.

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

B. Research Paper Departmental Standards

The research paper must be persuasive/analytical.
The paper must be a minimum of five pages of text double spaced.
Students must submit evidence of a system of processing information from sources.
A minimum of four sources must be used. At least one must be from 2000.
The final copy of the research paper must have a Xerox copy of the original source for one quote, one paraphrase, and one summary.
The MLA format for documentation of sources (in-text citations and Works Cited pages) must be used. Failure to document sources using the MLA format will result in a failing grade for the research paper.
COM 101/102 departmental grading standards for grammar and mechanics apply to the research paper.
A student may receive a failing grade for the research paper and still pass the course, but a student cannot pass the course without turning in a research paper.

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	
Jan. 20	<p>Syllabus, Class introductions, introduction to literary terms; discuss reading and writing about literature.</p> <p><u>Assignment due next class:</u> Read: Edgar Allan Poe's "Cask of Amontillado"; John Steinbeck's "Chrysanthemums"; <u>Intro. to Lit.</u> Chapter 2 "Writing About Literature"; <u>Step-By-Step</u> Chapter 2 "Writing About Literature," Chapter 3 "Using Quotations and Documentations in Your Essays," and Chapter 4 "Character Analysis"</p> <p>Type: Response paper #1 - Character Analysis</p>
Jan. 27	<p>Due: Response paper #1 Discuss readings; Discuss stories and meaning</p> <p><u>Assignment due next class:</u> Read: William Faulkner's "A Rose for Emily"; Yasunari Kawabata's "The Grasshopper and the Bell Cricket" (handout); <u>Step-By-Step</u> Chapter 5 "Setting Analysis" and Chapter 6 "Theme Analysis"</p> <p>Type: Response paper #2 - Meaning</p>
Feb. 3	<p>Due: Response paper #2 Discuss readings; discuss narrative point of view, allegory and symbolism;</p> <p><u>Assignment due next class:</u> Read: <u>Intro. to Lit.</u> Chapter 7 "Writing Arguments about Fiction," Joyce Carol Oates' "Golden Gloves" (handout); John Updike's "A&P"; Eudora Welty's "A Worn Path"; <u>Step-By-Step</u> Chapter 7 "Point of View Analysis" and Chapter 8 "Symbolism Analysis"</p> <p>Type: Essay #1 - Fiction Analysis paper (draft)</p>

Feb. 10	<p>Due: Essay #1 (Draft) Review readings; discuss Fiction Analysis draft; in-class writing workshop; introduction to poetry analysis</p> <p>Assignment due next class: Read: selected poetry (below); <u>Intro. to Lit.</u> Chapter 13 "Approaching Poetry"; <u>Step-By-Step</u> Chapter 9 "Analyzing Poetry," Chapter 10 "Imagery Analysis"</p> <p>Emily Dickinson - "I heard a fly buzz—when I died" and "Because I could not stop for Death" Robert Browning - "My Last Duchess" Dylan Thomas - "Do Not Go Gentle into That Good Night" Robert Frost - "Mending Wall" and "Design"</p> <p>Type: Essay #1 - Fiction Analysis paper (final)</p>
Feb. 17	<p>Due: Essay #1 - Fiction Analysis paper (final) Discuss readings; discuss tone and language; in-class writing (explicating poetry)</p> <p>Assignment due next class: Read: <u>Intro. to Lit.</u> Chapter 17 "Figurative Language"; <u>Step-by-Step</u> Chapter 12 "Tone Analysis" and Selected poetry (announced in class)</p> <p>Type: Response paper #3—Explication</p>
Feb. 24	<p>Due: Response paper #3 Discuss readings; discuss rhythm and versification</p> <p>Assignment due next class: Read: selected poems (announced in class); <u>Intro. to Lit.</u> Chapter 20 "Rhythm and Versification" and Chapter 21 "In Brief: Writing About Poetry"; Wordsworth's "I Wandered Lonely As A Cloud"</p> <p>Type: Response paper #4 - Imagery</p>
March 3 NO CLASS March 10	<p>Due: Response paper #4 Discuss readings; discuss structural analysis</p> <p>Assignments due next class: Read: <u>Step-by-Step</u> Chapter 11 "Structural Analysis"; selected poems (announced in class); Elizabeth Bishop's "Fish"</p> <p>Type: Essay #2 - Poetry Analysis paper (draft)</p>
March 17 NO CLASS March 24	<p>Due: Essay #2 - Poetry Analysis paper (draft) Discuss readings; discuss Poetry Analysis draft; in-class writing workshop; introduction to drama</p> <p>Assignments due next class: Read: <u>Intro. to Lit.</u> Chapter 29 "How to Read a Play" and Chapter 33 "In Brief: Writing about Drama."</p> <p>Type: Essay #2 - Poetry Analysis paper (final)</p>

March 31	<p>Due: Essay #2 - Poetry Analysis paper (final) Discuss readings; discuss elements of drama; introduction to Ibsen's "A Doll's House"</p> <p><u>Assignments due next class:</u> Read: <u>Intro. to Lit.</u> Henrik Ibsen's "A Doll's House" Act I and II; <u>Step-By-Step</u> "Structure in Drama" p. 206 – 208</p> <p>Type: Response paper #5 - Act I and II of Ibsen's "A Doll's House"</p>
April 7	<p>Due: Response paper #5 - Act I and II of Ibsen's "A Doll's House" Discuss Research Paper; discuss readings; watch video</p> <p><u>Assignment due next class:</u> Read: <u>Intro. to Lit.</u> Henrik Ibsen's "A Doll's House" Act III</p> <p>Type: Response paper #6 - Act III of Ibsen's "A Doll's House"</p>
April 14	<p>Due: Response paper #6 Discuss readings; watch video; in-class writing workshop</p> <p><u>Assignment due next class:</u> Read: <u>Intro. to Lit.</u> Appendix B "Writing a Research Paper"; <u>Step-by-Step</u> Chapter 14 "Writing Literary Research Papers"</p> <p>Type: Research paper (Preliminary Thesis and Outline)</p>
April 21	<p>Due: Research paper (Preliminary Thesis and Outline) Discuss readings; discuss research paper; in-class writing workshop</p> <p><u>Assignment due next class:</u> Type: Research paper (Rough Draft)</p>
April 28	<p>Due: Research paper (Rough Draft) Discuss research paper; In-class writing workshop</p> <p><u>Assignment due next class:</u> Type: Research paper (Final Draft)</p> <p><i>Please Note: ALL WORK, INCLUDING FINAL ESSAYS AND EXAMS, THAT ARE NOT RETURNED TO THE STUDENTS VIA AN SASE ARE DESTROYED. STUDENTS WILL NOT HAVE ACCESS TO THIS WORK UPON THE COMPLETION OF THE COURSE IF THEY DO NOT PROVIDE THE INSTRUCTOR WITH AN SASE ON THE FINAL DAY OF CLASS.</i></p>
May 5	<p>Due: Research paper (Final Draft) Final Exam Review</p> <p>Last chance to Provide Instructor with SASE or SASP</p>
May 12	Final Exam

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