



Course Syllabus

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ENGL 1013

Freshman English II

Course Description

English 1013 is an integrated course in critical thinking, reading, and writing. Because these three processes are mutually dependent, we will spend our time in the course reading and analyzing texts, as well as writing papers about them.

The type of formal writing we will do in this class is generally known as argumentative writing, which is a combination of informative and expository writing. In this type of writing, you will show both your understanding of texts we have read and your own thoughts about the issues they discuss. While it is important for students to learn and understand these argumentative concepts, students must also learn to incorporate these strategies into their college writing assignments.

The focus of this course is literature and the role it plays in our culture and individual lives. Much of our culture—religion, philosophy, entertainment, ceremony, political activism, education, and moral instruction—manifests itself in our literature. This course will explore theories of literature, and we will discuss readings and write texts on how literature affects our everyday lives.

Course Prerequisites

Freshman English I, or its equivalent, must be successfully completed before taking Freshman English II.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Course Learning Outcomes

- Students will identify and critique the literary conventions and devices used by authors in multiple genres.
- Students will practice analytical thinking by creating expository writing that demonstrates a basic understanding and application of textual analysis and valid interpretation.
- Students will perform close reading of literary texts and produce expository writing that is substantiated with textual evidence and organized around a controlling idea (thesis or claim).
- Students will demonstrate the ability to analyze and critique literature from a Christian worldview as they encounter and engage in dialogue with writers and thinkers from diverse intellectual, religious, secular, socio-economic, and political backgrounds.

Course Learning Assignments and Assessments

Grading

Major Essays (3)	900 points
<i>Everyman</i> Test	60 points
Reading Assignments (7)	350 points
Rough Drafts and Peer Reviews	45 points
Poetic Devotional Assignments (6)	150 points
Presentation on Book Report	50 points
Introduction	25 points
Total	1580 points

Position Paper on Verse – 300 points

Students will choose one of their poetry posts and develop it into a position paper that focuses on one poem (or a work of verse) that you have already chosen. Students are welcome to bring in other selected poems into their essays in order to help support their main argument or supporting claims, but they should make one poem the overall focus of their paper. The paper should adhere to the following requirements:

- 3-5 pages in length (at least three whole pages of writing)
- Several paragraphs that are organized and interconnected
- Double-spacing
- 12-point New Times Roman text (nothing larger or smaller)
- MLA style format
- Works cited page that lists the textbook reader (no outside sources required)

Position papers are analysis essays that closely examine one of the poems (or works of verse) that you have selected. Position papers are centered around an argument. Students will argue that their interpretation of a selected poem is valid, and they will support their argument with analysis and evidence drawn from the poem. (Students are also invited to make analogies to other poems that might help support their argument.)

Like any argument paper for a first-year writing class, students must have a specific claim or argumentative statement that reveals their perspective. Like any good argument, a student's perspective must be one that is *debatable*. For example, a poor argument statement would be, 'William Cullen Bryant's poem "Thanatopsis" is about death.' This statement is not debatable--it merely states what is obvious to anyone who read the poem. A more debatable claim would be, 'William Cullen Bryant's poem "Thanatopsis" rejects the finality of death and insists that our mortality is an instrument to a broader, deeper communion with all the forms of nature.' The second statement can be argued, and it puts a burden of proof on the student to support it with evidence and analysis from the poem.

Any analysis of a literary work relies on the assumption that stories, dramas, and narratives must mean something, yet require some interpretive activity to make that 'something' clear to another person. What does a good interpretation of a poem do?

- It avoids the obvious, or it does not argue a conclusion that most readers could have reached on their own just from reading the poem.
- It supports its main points with strong evidence from within the poem (quotes, close readings, paraphrases, etc).
- It uses careful reasoning to explain how that evidence relates to the main points of the interpretation.
- It illustrates that the writer has an explicit familiarity with the poem or verse.

Position Paper on Narration – 300 points

Students will choose one of their narrative posts and develop it into a position paper that focuses on one chosen story (or a work of prose). Students are welcome to bring in other selected narratives into their essays in order to help support their main argument or supporting claims, but they should make one story (or work of prose) the overall focus of their paper. The paper should adhere to the following requirements:

- 3-5 pages in length (at least three whole pages of writing)
- Several paragraphs that are organized and interconnected
- Double-spacing
- 12-point New Times Roman text (nothing larger or smaller)
- MLA style format
- Works cited page that lists the textbook reader (no outside sources required)

Position papers are analysis essays that closely examine one of the stories (or works of narration) that you have selected. Position papers are centered around an argument. Students will argue that their interpretation of a selected story is valid, and they will support their argument with analysis and evidence drawn from the narrative piece. (Students are also invited to make analogies to other narratives that might help support their argument.)

Like any argument paper for a first-year writing class, students must have a specific claim or argumentative statement that reveals their perspective. Like any good argument, a student's perspective must be one that is *debatable*. For example, a poor argument statement would be, 'Nathaniel Hawthorne's story "Young Goodman Brown" is about a character who takes a walk in the woods at night and finds his fellow townspeople doing strange things.' This statement is not debatable—it merely states what is obvious to anyone who read the story. A more debatable claim would be, 'Nathaniel Hawthorne's story "Young Goodman Brown" is about a character who is conquered by the devil because he is persuaded to reject his faith in God's grace for humanity.' The second statement can be argued, and it puts a burden of proof on the student to support it with evidence and analysis from the story.

Any analysis of a literary work relies on the assumption that stories, dramas, and narratives must mean something, yet require some interpretive activity to make that 'something' clear to another person. What does a good interpretation of a story do?

- It avoids the obvious, or it does not argue a conclusion that most readers could have reached on their own just from reading the story.
- It supports its main points with strong evidence from within the narrative (quotes, close readings, paraphrases, etc.).
- It uses careful reasoning to explain how that evidence relates to the main points of the interpretation.
- It illustrates that the writer has an explicit familiarity with the story or narrative.

Final Paper on Selected Book – 300 points

Write a review of a book that you have selected either from the below list of Christian authors. In addition to providing a description of the story and some analysis of the text, you will offer some answer to the question, how does the author's Christian faith influence his or her choices in shaping and crafting their story?

It is not enough to merely summarize the plot or main idea of the book (though that might enter into this assignment to a lesser extent). For this assignment, you need to not only give the reader some idea of what the book is about, but to help him or her experience the text as you experienced it by (1) breaking up the book into parts to help the reader chart the movement of the story, (2) focusing on the argument or (when a novel) implied thesis or allegorical meaning in the book, (3) explaining how he or she supports this argument or implied thesis, and (4) offering an objective critique of the *value* and *significance* of the book.

Another resource you might find helpful is the Purdue Owl website on book reviews. This assignment needs to be 4-6 pages double-spaced with 12-point Times Roman font. A works cited page should also be included, and the format for the

paper needs to be MLA. You might visit the Purdue Owl website (maybe Google 'Purdue Owl MLA format,' etc.) if you are a little hazy on how the format your paper according to these rules.)

List of Authors:

- Susan Hill (fiction)
- N. T. Wright (nonfiction)
- J. I. Packer (nonfiction)
- Brennan Manning (nonfiction)
- Ravi Zacharias (nonfiction)
- Flannery O'Connor (fiction or nonfiction)
- Katherine Paterson (fiction)
- Gerard Manley Hopkins (poetry)
- John R. W. Stott (nonfiction)
- W. H. Auden (poetry)
- Alexander Solzhenitsyn (fiction)
- G. K. Chesterton (fiction, nonfiction, or poetry)
- Scott Hahn (nonfiction)
- Alister McGrath (nonfiction)
- Francis Schaeffer (nonfiction)
- Graham Greene (fiction)
- Timothy Keller (nonfiction)
- Dorothy Sayers (fiction or nonfiction)
- Jan Karon (fiction)
- Philip Yancey (nonfiction)
- T. S. Eliot (poetry, nonfiction, or plays)
- Roger Lancelyn Green (fiction or nonfiction)
- Robertson Davies (fiction or plays)
- Charles Williams (fiction)
- Annie Dillard (fiction and nonfiction)
- Johanna Spyri (fiction)
- Frederick Buechner (fiction or nonfiction)
- J. F. Powers (fiction)
- Walker Percy (fiction or nonfiction)
- Wendell Berry (fiction)

Oral Presentation on Book Paper– 50 points

Before your final paper is due, students will be expected to give a PowerPoint presentation (10-12 minutes) on their chosen book. (You will "insert" your talk into the PowerPoint using the "audio" option on each slide.) Since only a short amount of time can be allocated for these reports, they must be specific and concise. Here are a few guidelines:

1. Outline the argument or thesis of your paper
2. Lay out a summary of the support for your argument or thesis
3. Describe what questions remain to be answered and what conclusions that you want us as your audience to draw from your presentation of the material.
4. Discuss the faith and culture implications of the ideas in the selected book you are discussing.
5. Present all of this information as a unified report.

Each student will prepare an oral report identifying his/her novel, thesis, and findings. He/she will argue the thesis statement, supported from the authoritative evidence he/she found in the scholarly articles. The oral report must be videotaped or prepared in some manner that can be uploaded to the course site.

Reading Assignments – 350 points

Your assignment is to make three posts on the discussion board this week. Here is a description of the three different posts:

Poetic Devotional Assignments – 150 points

Students will write written responses to devotional texts and respond to the post of a classmate.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
93-100	A	4.0
90-92	A-	3.7
86-89	B+	3.4
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.4
73-75	C	2.0
70-72	C-	1.7
65-69	D+	1.4
60-64	D	1.0
<60	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (*Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities" found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Student Success Coordinator in Rickman Library 224. Call 864-644-5036 for more information

Session One

Learning Outcomes	Assignments/Assessments
<p>Each student will be able to</p> <ul style="list-style-type: none"> Students will identify and critique the literary conventions and devices used by poets in their works of verse. Students will practice analytical thinking by creating discussion board posts that demonstrate a basic understanding and application of textual analysis and valid interpretation. Students will perform close readings of poetry and verse. They will then produce expository posts and responses on the discussion board that is substantiated with textual evidence and organized around a controlling idea (thesis or claim). Students will demonstrate the ability to analyze and critique poetry from a Christian worldview as they encounter and engage in dialogue with poets through their works of verse. 	<p>Each student will</p> <ul style="list-style-type: none"> Select, read, and discuss a new Christian song or hymn for our devotional assignment. Discuss and analyze key passages from their own selected poems. Discuss the moral, spiritual, and theological implications of their selected poems. Complete discussion posts on the self-selected Christian song or hymn for the devotional assignment. Complete discussion posts and then respond to the posts of others on their selected poems. Compose Discussion Board posts that (1) have a debatable argument, (2) use support from the texts, (3) offer explanations and analysis when needed, and (4) illustrate familiarity with the selected text. Consider possible topics for the position paper on a verse topic.

Session Two

Learning Outcomes	Assignments/Assessments
<p>Each student will be able to</p> <ul style="list-style-type: none"> Students will identify and critique the literary conventions and devices used by poets in their works of verse. Students will practice analytical thinking by creating discussion board posts that demonstrate a basic understanding and application of textual analysis and valid interpretation. Students will perform close readings of poetry and verse. They will then produce expository posts and responses on the discussion board that is substantiated with textual evidence and organized around a controlling idea (thesis or claim). Students will demonstrate the ability to analyze and critique poetry from a Christian worldview as they encounter and engage in dialogue with poets through their works of verse. 	<p>Each student will</p> <ul style="list-style-type: none"> Select, read, and discuss a new Christian song or hymn for our devotional assignment. Discuss and analyze key passages from their own selected poems. Discuss the moral, spiritual, and theological implications of their selected poems. Complete discussion posts on the self-selected Christian song or hymn for the devotional assignment. Complete discussion posts and then respond to the posts of others on their selected poems. Compose Discussion Board posts that (1) have a debatable argument, (2) use support from the texts, (3) offer explanations and analysis when needed, and (4) illustrate familiarity with the selected text. Consider possible topics for the position paper on a verse topic.

Session Three

Learning Outcomes	Assignments/Assessments
<p>Each student will be able to</p> <ul style="list-style-type: none"> Students will identify and critique the literary conventions and devices used in the play <i>Everyman</i>. Students will practice analytical thinking by creating discussion board posts that demonstrate a basic understanding and application of textual analysis and valid interpretation. Students will perform close readings of the play. They will then produce expository posts and responses on the discussion board that is substantiated with textual evidence and organized around a controlling idea (thesis or claim). Students will demonstrate the ability to analyze and critique the play <i>Everyman</i> from a Christian worldview as they encounter and engage in dialogue with the anonymous playwright. 	<p>Each student will</p> <ul style="list-style-type: none"> Select, read, and discuss a new Christian song or hymn for our devotional assignment. Discuss and analyze key passages from <i>Everyman</i>. Discuss the moral, spiritual, and theological implications of <i>Everyman</i>. Complete discussion posts on the self-selected Christian song or hymn for the devotional assignment. Complete discussion posts and then respond to the posts of others. Compose Discussion Board posts that (1) have a debatable argument, (2) use support from the texts, (3) offer explanations and analysis when needed, and (4) illustrate familiarity with the selected text. Complete exam on the play <i>Everyman</i>. Complete position paper on a verse topic.

Session Four

Learning Outcomes	Assignments/Assessments
<p>Each student will be able to</p> <ul style="list-style-type: none"> Students will identify and critique the literary conventions and devices used by writers in their stories and works of narration. Students will practice analytical thinking by creating discussion board posts that demonstrate a basic understanding and application of textual analysis and valid interpretation. Students will perform close readings of stories and works of narration. They will then produce expository posts and responses on the discussion board that is substantiated with textual evidence and organized around a controlling idea (thesis or claim). Students will demonstrate the ability to analyze and critique stories from a Christian worldview as they encounter and engage in dialogue with writers through their works of narration. 	<p>Each student will</p> <ul style="list-style-type: none"> Select, read, and discuss a new Christian song or hymn for our devotional assignment. Discuss and analyze key passages from their own selected stories or narratives. Discuss the moral, spiritual, and theological implications of their selected stories. Complete discussion posts on the self-selected Christian song or hymn for the devotional assignment. Complete discussion posts and then respond to the posts of others on their selected works of narration. Compose Discussion Board posts that (1) have a debatable argument, (2) use support from the texts, (3) offer explanations and analysis when needed, and (4) illustrate familiarity with the selected text. Explore possible topics from previous discussion board posts in order to prepare to complete the position paper on a narrative topic.

Session Five

Learning Outcomes	Assignments/Assessments
<p>Each student will be able to</p> <ul style="list-style-type: none"> • Students will identify and critique the literary conventions and devices used by writers in their stories and works of narration. • Students will practice analytical thinking by creating discussion board posts that demonstrate a basic understanding and application of textual analysis and valid interpretation. • Students will perform close readings of stories and works of narration. They will then produce expository posts and responses on the discussion board that is substantiated with textual evidence and organized around a controlling idea (thesis or claim). • Students will demonstrate the ability to analyze and critique stories from a Christian worldview as they encounter and engage in dialogue with writers through their works of narration. 	<p>Each student will</p> <ul style="list-style-type: none"> • Select, read, and discuss a new Christian song or hymn for our devotional assignment. • Discuss and analyze key passages from their own selected stories or narratives. • Discuss the moral, spiritual, and theological implications of their selected stories. • Complete discussion posts on the self-selected Christian song or hymn for the devotional assignment. • Complete discussion posts and then respond to the posts of others on their selected works of narration. • Compose Discussion Board posts that (1) have a debatable argument, (2) use support from the texts, (3) offer explanations and analysis when needed, and (4) illustrate familiarity with the selected text. • Explore possible topics from previous discussion board posts in order to prepare to complete the position paper on a narrative topic.

Session Six

Learning Outcomes	Assignments/Assessments
<p>Each student will be able to</p> <ul style="list-style-type: none"> Students will identify and critique the literary conventions and devices used by writers in their stories and works of narration. Students will practice analytical thinking by creating discussion board posts that demonstrate a basic understanding and application of textual analysis and valid interpretation. Students will perform close readings of stories and works of narration. They will then produce expository posts and responses on the discussion board that is substantiated with textual evidence and organized around a controlling idea (thesis or claim). Students will demonstrate the ability to analyze and critique stories from a Christian worldview as they encounter and engage in dialogue with writers through their works of narration. 	<p>Each student will</p> <ul style="list-style-type: none"> Select, read, and discuss a new Christian song or hymn for our devotional assignment. Discuss and analyze key passages from their own selected stories or narratives. Discuss the moral, spiritual, and theological implications of their selected stories. Complete discussion posts on the self-selected Christian song or hymn for the devotional assignment. Complete discussion posts and then respond to the posts of others on their selected works of narration. Compose Discussion Board posts that (1) have a debatable argument, (2) use support from the texts, (3) offer explanations and analysis when needed, and (4) illustrate familiarity with the selected text. Prepare to complete the position paper on a narrative topic.

Session Seven

Learning Outcomes	Assignments/Assessments
<p>Each student will be able to</p> <ul style="list-style-type: none"> Students will use critical reading strategies to identify their author's position and main ideas. Students will use rhetorical situation (audience, purpose, genre, etc.) to analyze their chosen text. Students will analyze the literary and historical context of their chosen text. Students will examine the theological significance of key scenes in their chosen text. 	<p>Each student will</p> <ul style="list-style-type: none"> Select, read, and discuss a new Christian song or hymn for our devotional assignment. Discuss and analyze key scenes from their own selected text. Discuss the moral, spiritual, and theological implications of their selected text. Complete discussion posts on the self-selected Christian song or hymn for the devotional assignment. Complete discussion posts and then respond to the posts of others on their selected text. Compose Discussion Board posts that (1) have a debatable argument, (2) use support from the texts, (3) offer explanations and analysis when needed, and (4) illustrate familiarity with the selected text. Complete a final paper on their selected text.