

SYLLABUS

ENG 132 OLC—English Composition II (Summer II, 2019)

July 2-August 6

Professor: Dr. Shompaballi Datta (Associate Professor of English)

Phone: (205) 534-7746 (Text) E-mail: skimball@stillman.edu

Office: On-line and e-mail. Prefer e-mails.

Course Description

This course focuses on the reinforcement of skills in the areas noted for ENG 131, includes an introduction to literature, and requires the following papers: analysis of an issue essay, documented argument essay, short fiction essay, and poetry essay. It satisfies general education requirement. ENG 131 is a prerequisite.

Required Equipment

Laptop/Desktop with Internet Access is a MUST.

Other Required Materials

Access to Stillman College's CANVAS site on a computer; memory/flash drive for saving documents

Strongly Recommended

A college dictionary

Modes of Instruction

Instructional methods will include the following

- Activities designed for pre-writing, composing, and revising essays
- Instructor commentary/link on written assignments
- Reading and discussion of literature
- Individual and/or group activities related to achieving course objectives
- Papers/Essays
- Individual conferences via e-mail

Course Objectives

Upon completion of this course, you should be able to demonstrate with at least 70% accuracy the ability to do the following:

1. Use planning, organizing, and revising strategies appropriate to writing and reading tasks.
2. Analyze and evaluate reading and writing assignments.
3. Synthesize ideas/opinions and information in the development of a researched argument.
4. Apply knowledge of technology to writing and research.
5. Apply knowledge of critical thinking/problem solving techniques to the evaluation of the usefulness and validity of Internet sources.
6. Demonstrate knowledge of basic literary forms and terms.
7. Apply knowledge of the conventions of writing about literature.
8. Demonstrate control of the major Standard English conventions of grammar, usage, and punctuation.
9. Demonstrate the ability to identify high frequency vocabulary used on the GRE.

ENG 132 Objectives

1. Select the best thesis for a given topic.
2. Recognize when to narrow a topic.
3. Recognize the characteristics of persuasive writing.
4. Select the best thesis for an argument paper.
5. Identify the different kinds of evidence in an argument.
6. Recognize inappropriate supporting detail for a given topic sentence.
7. Select the appropriate transitional phrase for a given passage.
8. Select the best synthesis of a given text.
9. Choose the best summary of a text.
10. Recognize what should appear on an annotated bibliography.
11. Recognize the correct form for incorporating short quotations.

12. Recognize the correct form for incorporating long quotations.
13. Recognize the correct format for citing direct quotations.
14. Recognize a correctly documented direct quotation.
15. Recognize standards for evaluating research materials.
16. Select the best paraphrase of a given text.
17. Discriminate between fact and opinion.
18. Recognize information appropriate for a bibliography card.
19. Identify the kind of supporting detail used in a text, such as reason, opinion, example, and statistic.
20. Identify correct lead-in/lead-out acknowledgement of a direct quotation.
21. Choose correct definition of a literary term.
22. Identify literary elements in context.
23. Recognize strategies for introductions and conclusions.
24. Recognize elements of argumentative writing.
25. Recognize common orders of development within paragraphs.
26. Demonstrate understanding of a literary text by identifying the rhetorical situation.

Methods of Evaluation

Grades will be based on the following course components:

50 pts—Annotated Bibliography for research paper

100 pts—Paper 1 or documented (research) argumentation essay

100 pts—Paper 2 or poetry analysis essay

100 pts—Paper 3 or fiction analysis essay

100 pts—Discussion Board assignments & Class Participation

The Final Grade will be calculated as the percentage of a student's score out of the total 450 pts.

Plagiarized submissions will receive 0 points.

The student must complete and submit all the assignments at the time specified in order to receive a passing grade in the course. A grade of C or better is required in all freshmen English courses and is a prerequisite for advancement to another English course at Stillman. The Stillman College grading scale will be used for assignments in the course: A=90-100; B=80-90; C=70-79; D=60-69; F=0-59. Semester grades will also be based on this scale. However, since a semester grade of C or better is required in all freshman English courses, a grade of “NC” (**No Credit**) may be assigned when a student has completed all the major assignments and has

attended class regularly but does not have a “C” average. Semester grades of “D” are not assigned in freshman English courses.

Class Attendance Policy

Preparing for class and attending class regularly are primary components in completing a course successfully, especially a writing course. The *Stillman College Catalog* contains the entire class attendance policy. The relevant parts of the policy deal with unexcused absences, excused absences, and presenting excuses. ***I will be checking every day to see if you had logged in to your Canvas account the previous day and mark attendance accordingly.*** You are responsible for keeping up with your absences, regardless of how they are accumulated, and for catching up with the course materials. Excessive absences of more than 3 days will require official excuses from the Office of Student Affairs.

Expectations Regarding Written Assignments

- Unless you are instructed otherwise, do all out-of-class writing assignments on a computer word processing MS Word-compatible program. Use MLA format (see Course Information) for putting your name and other information on your paper.
- ***Late work will receive a penalty of -5 points/day it is late. This is a rapid course environment, so there will be no time for excessively late work.***

Expectations Regarding Course-environment Behavior

The student’s Pledge of Honor should guide your classroom behavior: “As a member of the Stillman College community, I pledge on my honor that I will not lie, cheat, steal, or destroy, nor will I tolerate or condone this in other members of the community. I will do all within my power to uphold the high standards of integrity, honor, and excellence of Stillman.”


- Plagiarism will not be tolerated. ***Any paper containing plagiarized material (from a published source, from another student’s paper, or from any other source) will be given a zero.***
- “Do unto others as you would have them do unto you.” The course-environment is a public, academic setting and calls for honesty, respect, and civility in language and behavior.
- Please follow net etiquette while interacting with your professor and peers on-line or on the phone

Americans with Disabilities Act



If you have special needs to be addressed under the Americans with Disabilities Act, please identify yourself to Student Support Services personnel as directed so that we can work with the ADA coordinator to find reasonable accommodation.

Please see Modules on Canvas for the week by week course schedule.

Week 1 (June 30-July 3)


1. Review the contents of module "Course Information"
2. Go to the Discussion Board and in the [Personal Introduction](#) forum write a short description of yourself for the class.
3. Review Grammar:
["The Cat and Mouse Game" \(Powerpoint Presentation\)](#) 
4. Take the following [Diagnostic Grammar Exercise](#) to get an idea of your writing skills for the course. You must finish by 11:30p.m. Friday, July 3, 2020. *This score will not be added to your total grades, since it is a diagnostic exercise for you and me to see your language skills.*

Week 2 (July 6-10)

1. Take a look at the assignment for [Paper 1: Argument Research Paper](#)
2. Review Purdue OWL's resources on [a sample research paper in MLA \(Links to an external site.\)](#), Powerpoint [presentation](#)  on details for MLA formats (8th ed.), and [Sample Annotated Bibliography](#)  for format.
3. Read the six sources below:
 - i) [There are huge racial disparities in how US police use force \(Links to an external site.\)](#)
 - ii) [How Structural Racism is Linked to Higher Rates of Police Violence \(Links to an external site.\)](#)
 - iii) [There's overwhelming evidence that the criminal-justice system is racist. Here's the proof. \(Links to an external site.\)](#)
 - iv) [No racial bias in police shootings, study by Harvard professor shows \(Links to an external site.\)](#)

v) [Black Cops are Just as Likely As White Cops to Bill Black Suspects \(Links to an external site.\)](#)


vi) [Hard Data, Hollow Protests \(Links to an external site.\)](#)

4. Follow the formatting of the [Sample Annotated Bibliography](#)  to write complete the Assignment [Annotated Bibliography on ALL SIX sources](#) given, with **alphabetically arranged citation of the source in MLA format, a short summary, and a line or two on how you intend to use it in your essay** (see text highlighted in blue in the sample document) on a Word Document and submit on Assignments. If you have any questions, write me an e-mail (skimball@stillman.edu).

[Hint: For the Annotated Bibliography, you must first have the sources that you are going to list (here six). Next on a Word document, *first write the citations* as if you were writing a Works Cited list. Lastly, write a *summary of each source*, noting its thesis and its relevance to your essay and add this annotation to the respective source citation immediately after the last period of the citation (see the sample). *This summary may include how you intend to use the source in your essay; for example, you may note that you will use the article to support your thesis argument, present the opposition, or rebut the opposition.* Notice also that the entries have to be **formatted in hanging indents** and **arranged alphabetically** by the first letter of each source entry.]

Submit your Annotated Bibliography (50 points) latest by 11:30 p.m. **Wednesday, July 10, 2019**. Attach the Word file to the assignment, Annotated Bibliography.

5. Review your [Paper 1: Argumentation Research Paper](#)

6. Review the [Argumentation and Persuasive Writing](#)  document, on the correct ways to in a paper in [Integrate Quotations \(Links to an external site.\)](#), and the [Sample Research Paper in MLA \(Links to an external site.\)](#). Your essay **MUST** contain quotations/paraphrases from the outside sources to support your topics in the body paragraphs (preferably, one for each body paragraph), followed by the relevant in-text citation (Author's name and page number, if available) in parenthesis before the period. Neglect of this requirement could fault your paper for **Plagiarism** that will reduce your grade on the essay to a 0, as per college policy.

7. Write an Introductory paragraph for your Paper 1 and post it on the Discussion Board [Introduction for Research Paper 1](#) (10 points). Also, scroll through your peers' posts and "reply," in at least three sentences, critiquing any one Introduction (10 points). You must finish both tasks (10+10) by **8 am. Mon. July 15**.

*To score your points, you must (a) give reasons why you like/do not like your classmate's introduction, **and** (b) at least one way in which the paragraph could be improved.*

Week 3 (July 13-17)

1. Review your Paper 1: Argumentation Research Paper assignment instructions on Week 2.
2. Review the attached "[Argumentation and Persuasive Writing](#)" document. **Your essay MUST contain quotations/paraphrases from the outside sources to support your topics in the body paragraphs (preferably, one for each body paragraph), followed by the relevant in-text citation (Author's name and page number, if available) in parenthesis before the period.** Neglect of this requirement could fault your paper for **Plagiarism** that will reduce your grade on the essay to a zero, as per college policy. See [sample research paper \(Links to an external site.\)](#) for the correct MLA format .
3. Attach your completed final draft, in a MS Word/compatible file, to the assignment [Paper 1: Argumentation Research Paper](#) by **Friday 11:30p.m. July 17.**

Week 4 (July 20-24)

1. Review the attached Powerpoint file "Literary Analysis" and "The Elements of Poetry" on this website <http://www.authorstream.com/Presentation/ttravis-58691-Elements-Poetry-Lines-Stanza-Rhyme-Scheme-Rhythm-Free-Verse-of-poe-Education-ppt-powerpoint/> (Links to an external site.)

2. Read the poem "Dulce et Decorum Est" by Wilfred Owen <http://www.warpoetry.co.uk/owen1.html> (Links to an external site.)

AND

"Ella, in a Square Apron, along Highway 80" by Judy Grahn <http://www.poetryfoundation.org/poems-and-poets/poems/detail/52844> (Links to an external site.)

AND

"Mother to Son" by Langston Hughes <http://www.poetryfoundation.org/poems-and-poets/poems/detail/47559> (Links to an external site.)

3. Go to [Poem Summary](#) in Discussion and write a summary of *any one* of the poems in at least five sentences (10 points). You should complete posting this by **11:30p.m. Tuesday, July 21.**
4. Review the file [Guidelines for Writing a Poetry Analysis Essay](#).
5. Read the assignment for [Paper 2: Poetry Analysis](#).

6. Write an Introductory paragraph for Paper 2 and post it on [Introduction for Paper 2: Poetry Analysis](#) in Discussions by **11:30 p.m. Wednesday, July 22**. Scroll through the other students' posts and comment, in at least three sentences, on any one's Introduction. You must finish by **11:30 p.m. Thursday, July 23** (10+10 points). *To score your points, you must (a) give reasons why you like/dislike the paragraph, **and** (b) how the paragraph could be improved.*

7. Complete, edit, and attach Paper 2 to the assignment [Paper 2: Poetry Analysis](#) latest by **11:30 pm. Saturday, July 25**.

Your paper needs to be typed in the following MLA (Modern Language Association) format:

Student's Name

Instructor's Name


Eng. 132-OLC

Due Date

Title

Your essay must be typed in size 12 fonts, and the whole paper needs to be double-spaced. Please indent the beginning of each paragraph and leave two spaces after each period.

Week 5 (July 27- July 31)

Review the Powerpoint/pdf file [Analysis of Fiction.pdf](#) 

4. Read the short story "Sonny's Blues" by James Baldwin
<http://www.sjsu.edu/faculty/wooda/2B-HUM/Readings/Baldwin-Sonnys-Blues.pdf> (Links to an external site.)

and "Raymond's Run" by Toni Cade Bambara [Raymond's Run.pdf](#) 

5. Write a summary of the story on Discussions [On the Short Stories](#) by **11:30pm Tuesday, July 28**

6. Read the assignment for [Paper 3: Short Story Analysis](#)

6. Write an Introductory paragraph for Paper 3 and post it on Discussions [Introduction for Paper 3](#) by **11:30 p.m. Wednesday, July 29**. Scroll through the other students' posts and comment, in at least three sentences, on any one's Introduction. You must finish both tasks by **11:30 p.m. Thursday, July 30** (10+10 points). *To score your points, you must (a) give reasons why you like/dislike the paragraph, **and** (b) how the paragraph could be improved.*

7. Complete, edit, and attach Paper 3 to the assignment [Paper 3: Short Story Analysis](#) latest by **11:30 p.m. Saturday, Aug. 1.**

Your paper needs to be typed in the following MLA (Modern Language Association) format:
Student's Name

Instructor's Name

Eng. 132-C

Due Date

Title

Your essay must be typed in size 12 fonts, and the whole paper needs to be double-spaced. Please indent the beginning of each paragraph and leave two spaces after each period.

8. *Check your Discussion and Assignment grades on Canvas by Aug. 2.*

9. Total will be out of 450 points. I will calculate your over all percentage from the total you score. Your letter grade will correspond to this percentage (**A=90%+, B=80-89%, C=70-79%, NC=69% and below**)

NC=No Credit (will not affect your GPA but will need you to re-take the course)