**Southern Arkansas University**

**Course Syllabus**

**Fall 2016**

**Course Number and Title:** English 1123: Composition II **Format:** F-to-F (0-24% online)

**College or Department:** Dept of English and Foreign Languages **Weeks in length:** 16

**Instructor:** Dr. James Ulmer **Class Meetings per term:** 31

**Contact Number:** 870-235-5085 **Hours per class meeting:** 1.5

**Email:** jkulmer@saumag.edu **Credit hours awarded:** 3

**Office Hours & Location:** Wilson 328, MWF 12-2, TR 1-3 **Course Time & Location:** Wilson 316**,**

or by appointmentTR 8-9:20

**Credit Hour Description**

For every course credit hour of a 15-17 week semester, the typical student should expect to spend approximately 45 clock hours per term of concentrated attention on course-related work, including but not limited to time engaged in class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning.

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**University Mission Statement**

The mission of Southern Arkansas University is to educate students for productive and fulfilling lives in a global environment by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. The University believes in the worth of the individual and accepts its responsibility for developing in its students those values and competencies essential for effective citizenship in an ever-changing, free, and democratic society. Further, the University encourages and supports excellence in teaching, scholarly, and creative endeavors, and service.

**College Mission Statement**

The mission of the College of Liberal and Performing Arts is to foster students’ ability to think critically, become tolerant of diversity, adhere to ethical values, communicate effectively, cooperate successfully, and become responsible citizens in a changing global society. In addition, the College seeks to instill in each student an appreciation of literature, languages, history, politics, geography, music, theatre, and art, and to provide the campus and region with opportunities for participation in these disciplines.

**Department Mission Statement**

The mission of the Department of English and Foreign Languages is to provide the portion of a liberal arts education that employs language, literature, and written communication to develop the students’ ability to think critically, understand and appreciate diversity, adhere to ethical values, and communicate effectively in a global environment.

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**Learning Goals and Course Content**

**University Learning Goal:** Effective Communication, Critical Thinking, Information Literacy.

**Department or Program Learning Goal:** Students will demonstrate their ability to communicate in writing.

**Course Description:** An introduction to college-level writing with extensive practice in the writing process and basic rhetorical types as well as a review of standard editing conventions. This course also includes the building of vocabulary and the development of reading skill.

**Course Learning Goals** (Optional):

1. The students demonstrate competence in Standard English through the ability to write sentences

employing correct punctuation, accurate grammar, and acceptable usage.

2. The students write unified and coherent paragraphs which are well developed and which are given focus by a topic sentence.

3. The students write paragraphs which are appropriate to the general function of the essay, whether these be introductory, developing, or concluding paragraphs.

4. The students select and use the appropriate rhetorical strategy when writing developing paragraphs in an essay.

5. The students master the effective arrangement of sentences and paragraphs that develop the essay.

6. The students vary prose style and use an appropriate voice in essays with different purposes and audiences.

7. The students demonstrate control of their writing in order to reinforce the intent of the essay.

8. The students demonstrate the ability to evaluate sources and use research to support a position.

**Couse Learning Objectives** (Optional):

Upon completion of this course, students should be able to:

1. Recognize the thesis statement or main idea of a non-fiction prose piece.

2. Identify the supporting ideas and information the author uses to develop the thesis.

3. Organize and develop their writing.

4. Generate clear and original thesis statements and present adequate support for ideas.

5. Recognize and correct grammatical mistakes.

6. Write more clearly and effectively.

7. Find, evaluate, and use outside sources to defend an position .

**Needed Resources:**

**To successfully complete this course, you will need the following required texts:**

Hacker, Diana. *The Bedford Handbook for Writers*. 8th ed. NewYork: St. Martin’s Press, 2010.

Barnet, Sylvan, et al. *Literature for Composition.* 9th edition. Boston: Longman, 2011.

**Grading Policies and Procedures**

**General Rules:**

Attendance Policy: Any student with more than three unexcused absences can expect to receive an automatic WF for the course. Any make-up work will be at the discretion of the instructor and will not ordinarily be allowed for unexcused absences. Work may be made up after an excused absence if it is done promptly, excluding quizzes. Excuses should be presented in writing to the instructor upon the student's return to class. When extenuating circumstances for absence exist, the student should discuss the matter with the instructor at the earliest possible moment.

**Grading Policies:**

Using a variety of rhetorical modes, students will write 6 essays during the semester, including the final exam. This will include a research essay of 4-5 pages on a debatable issue of the student’s choice. In addition to the essays, quizzes will be given regularly to evaluate proficiency in vocabulary, grammar, and usage, as well as to verify that reading assignments are being read and understood. Your three lowest quiz grades will be dropped. Missed quizzes will receive a zero and cannot be made up. Assignments will be weighed a follows:

4 in-class essays: 40%

Quizzes: 20%

Research Essay: 20%

Final Exam: 20%

**Grading Scale:**

When essays are given letter grades, these will be converted to numerals for averaging. The conversion scale is as follows:

A= 90-100 (A- =90/A=95)

B= 80-89 (B- =80/B=85/B+=87)

C= 70-79 (C- =70/C=75/C+=77)

D= 60-69 (D- =60/D=65/D+=67)

F= 50

**Additional University Policies**

**Disability Support Services:** It is the policy of SAU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal education opportunities. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact the Office of Disabilities Support Services, Nelson Hall, Room 203, 870-235-4154.

**Academic Integrity Policy:** Academic integrity at SAU is an organizational and individual responsibility to honesty in all learning experiences. Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to:

A. Plagiarism--the act of taking and/or using the ideas, work, and/or writings of another person as one’s own.

B. Cheating--an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

C. Fabrication--faking or forging a document, signature or findings of a research project.

**Supplemental Information**

**Class Calendar**

The following schedule is subject to change.

**Week 1**

R, 8/25: Introduction to the class. The syllabus.

**Week 2**

T, 8/30: Thinking Critically, BH 5. Fact vs, Opinion. Detecting Bias.

R, 9/1: Assign Research Essay. Inductive Reasoning.

**Week 3**

T, 9/6: Essay 1.

R, 9/8: Deductive Reasoning.

**Week 4**

T, 9/13: Deductive Reasoning, con’t. Deductive Reasoning Quiz.

R, 9/15: Library Tour.

**Week 5**

T, 9/20: Logical Fallacies, BH 6.

R, 9/22: Logical Fallacies Quiz. BH 46-47 (research, evaluating sources, plagiarism).

**Week 6**

T, 9/27: Introduction to Fiction. The elements of plot, point of view.

R, 9/29: John Updike, “A&P.”

**Week 7**

T, 10/4: Shirley Jackson, “The Lottery” and William Faulkner, “A Rose for Emily.”

R, 10/6: Nathaniel Hawthorne, “Young Goodman Brown.”

**Week 8**

T, 10/11: Essay 2. Research Essay Topics due.

R, 10/13: BH 53 (MLA Documentation Style). Documentation Quiz.

**Week 9**

T, 10/18: Flannery O’Connor, “A Good Man is Hard to Find.”

R, 10/20: Edgar Allan Poe, “The Cask of Amontillado.”

**Week 10**

T, 10/25: Introduction to Poetry: Hardy, Robinson.

R, 10/27: Poetry: Owen, Stafford.

**Week 11**

T, 11/1: Robert Frost, “Mending Wall” and “The Road Not Taken.”

R, 11/3: Essay 3.

**Week 12**

T, 11/8: Poetry: Shakespeare: the sonnet.

R, 11/10: Peer grading of the research project.

**Week 13**

T, 11/15: Research Essay Due. Self-evaluation.

R, 11/17: Poetry: the sonnet: Donne, Frost, Hopkins.

**Week 14**

T, 11/22: Essay 4.

**Week 15**

T, 11/29: Poetry: the sonnet: Shelley. The dramatic monologue: Robert Browning and Gwendolyn Brooks.

R, 12/1: Emily Dickinson.

**Week 16**

T-R: final exams.