SCHOOL OF ENGLISH, PHILOSOPHY AND HUMANITIES
ENGLISH COMPOSITION II - ENGL 1102.22
SPRING 2008 SYLLABUS

CLASS
Course number: ENGL 1102.22
Time: Tuesday/Thursday 10:00 am – 11:30 am
Room: 134

INSTRUCTOR
Name: Susanne Green, Ph.D.
Office: 119
Office Hours: 12:00 pm – 2:00 pm
Office Phone: 604.682.8112 (toll free 1.877.338.8002)
E-mail Address: suegreen@fdu.edu

COURSE DESCRIPTION (from the Undergraduate Studies Bulletin)

Intensive study and practice in critical writing, emphasizing documentation and the process of research; readings to stimulate student writing are drawn primarily from poetry, the essay, and short works of fiction and drama. Pre-requisite: ENGL 1101 English Composition 1.

Overview of the Course

English Composition 1102 stresses advanced expository writing and the basics of research-based writing. In developing your critical eye for literature, you will learn to read any kind of text, be it a place, a painting, a movie, an event, or a poem. This facility prepares you for a wide array of writing situations that you will face in college and at work. The class is process-oriented in that it stresses learning how to use research and writing skills. This course is a thematic section of writing focusing on healthcare in society.

EXPECTATIONS GOING INTO ENGLISH COMPOSITION 1102

Since you have completed English Composition 1101 or its equivalent, here is a review of what you are expected to have accomplished in your college-level writing by the time you begin English Composition 1102. Of course, we will further develop these skills in 1102.

1. You are expected to be able to formulate a strong thesis (stated or implied), organize and develop writing to fulfill that thesis, and integrate materials from readings and from your own knowledge and experience to provide support for your thesis.
2. You should be able to write a coherent, effective five-page essay.
3. You should be able to structure an essay according to various rhetorical modes (definition, using examples, persuasion or argument, comparison/contrast, description, narration, cause/effect, process, etc.), or by combining these modes.
4. You should know how to use effective strategies for revising papers, overcoming writing anxieties, and correcting errors.
5. You should be able to incorporate the following elements into your essays:
   a. Effective title;
   b. Compelling opening;
   c. Clear thesis statement;
d. Thorough development and support of your ideas;

e. Clear transitions and connections in the body of the essay;

f. Distinctive tone, voice, or persona;

h. A thoughtful conclusion;

i. Technically correct sentences that are free of major grammar and usage errors.

6. You should know the basics of citing your sources and listing the works that you have cited.

THE WRITING PROCESS (ENGL 1101)

Writing is not just about the finished product. It is also about the process of thinking, drafting, revising, and rethinking. All writers, even successful, published authors, are continually learning how to write. You too can learn how to improve your writing in the semester that you spend in this class.

Steps in the Writing Process:

1. Prewriting: To find a subject for writing, to generate ideas, or to find out what you think about an assigned topic, you might:
   - Read the assigned selection;
   - Observe;
   - Do some research;
   - Discuss your ideas;
   - Brainstorm (write down your ideas in any order);
   - Use freewriting (write whatever occurs to you about the topic without editing or changing what you write);
   - Make a plan or outline.

2. Composing: Set aside time and find a quiet place to do your writing. Write out a complete first draft of your paper without trying to revise. Keep going. Consider writing your introduction last.

3. Revising: Rework your paper, paying attention to organization, development, and phrasing. Look at your paper with new eyes (re-vision it) and sharpen the focus of your paper. Proofread your paper, that is, fix errors in typing, grammar, spelling, and sentence problems.

THE DOCUMENTED WRITING AND RESEARCH WRITING PROCESS (ENGL 1002)

Once you have found your own voice as a writer and have developed the skills which were the focus of English Composition 1101, you are ready to learn how to make a contribution to the body of thought and writing that exists on a particular topic. You are ready to learn how to add your thoughts to those of published, professional writers, critics, and scholars. You are ready to learn how to develop and write about your own original ideas about primary sources, such as short stories, poems, movies or plays (and about primary sources in other fields). You are also ready to learn how to incorporate secondary sources into your writing in order to test your ideas against those of commentators and interpreters who have written in the field.

Steps in the Documented Writing and Research Writing Process:

1. Pre-Writing:
   a. Choosing a topic
   b. Finding sources
   c. Evaluating sources
   d. Taking notes

2. Composing:
   a. Developing a thesis
   b. Organizing an outline
   c. Drawing upon your sources
   d. Writing drafts

3. Revising:
   a. Developing and sharing your ideas
   b. Strengthening your argument
   c. Refining your use of sources
   d. Documenting sources
   e. Formatting
   f. Proofreading
   g. Preparing the final draft
GENERAL DIRECTIONS FOR THE FORMAT OF YOUR PAPERS

- Use 8 1/2” by 11” white paper.
- Type the paper, double-spaced.
- Use 12 point font that is easily read - no fancy fonts.
- Use 1” margins on all four sides of the paper.
- In the upper left corner, give your name, course and section number, the date of the assignment, and the professor’s name, as explained in Rules for Writers.
- Titles of essays should be centered, two lines below the information that appears in the upper left corner.
- Titles of essays should be in 12 point font, should use initial capitalization of important words (not all caps), and should not be bolded, underlined, or italicized.
- Under the title, indicate the number of the essay and the number of the draft, for example: Essay 1 Draft 1.
- Staple all pages together.
- Clip all drafts together with a large paper clip and place in a light folder.
- DO keep all your work for the course in a binder or folder which may be collected from time to time.

PORTFOLIOS AND ePORTFOLIOS

- Save all your written and typed work, including in-class writing assignments and exercises in a folder which will be your Portfolio.
- In addition to the paper Portfolio, you must also save all your work on your hard drive, a computer diskette, CD-ROM, or flash drive, which will be your ePortfolio.

JOURNALS

A writing journal will be an important part of this course. Keep about 20 pages at the back of your English notebook for your journal. Many journal entries will be written in class, but some will be assigned to be done outside the classroom. Some journal entries may be shared with the class or collected. Writing assigned journal entries counts as part of your grade.

THE WORKSHOP APPROACH

Students learn by writing and rewriting. The course will be run as a hands-on workshop where the major activities in class are writing and discussing the writing process and the works of literature to be covered in the course. You will often work in small groups or in pairs to read and evaluate each other’s work and to discuss the assigned readings. One-on-one conferences with the professor will take place in class during workshop time. Out-of-class conferences are also strongly encouraged, and some may be scheduled.

COURSE REQUIREMENTS

- **Essays:**
  - You will write and substantially revise and correct approximately 3 essays during the semester. These will include short pieces of documented writing and a major term research paper.
  - The required length and degree of development of essays will increase as the course proceeds.
  - You can expect to be writing or revising a paper roughly each week. Some writing will be done in class, and some will be done outside of class.
- **Readings from the textbooks:** These are integral parts of the writing process. If you neglect the assigned readings, you will not be able to complete the course requirements.
- **Journal:** As assigned.
- **Writing activities and assignments:** As assigned
- **Mid-term Exam:** This will be a timed, in-class essay on an assigned reading.
- **Final Exam:** This will be a timed, in-class essay on an assigned reading.

REQUIRED TEXTS

3. A dictionary of your choice.
**Course Schedule:** (this schedule is **tentative** and subject to change)

Please bring your texts to each class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Homework</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>Syllabus and Class Expectations <strong>Theme: Health Care and Society</strong></td>
<td>Bring an advertisement for medicine</td>
<td>&quot;Using Literary Criticism&quot; (1629-1648)</td>
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<td></td>
<td>Chopin, &quot;Story of an Hour&quot; Reader Response In Class</td>
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<td></td>
<td>Brainstorm on Microscope Essay  Literary Criticism Perspectives Group Work Ad analysis in class</td>
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<tr>
<td>Jan 15</td>
<td>“Revising and Editing an Essay” (29-42) Peer Review Microscope Essay</td>
<td>Microscope Essay Final</td>
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<tr>
<td>Jan 17</td>
<td>Self Assessment of Microscope Essay 1 Documenting Sources Workshop-MLA</td>
<td>&quot;Documenting Sources and Avoiding Plagiarism&quot; (109-112, and skim 112-125)</td>
<td></td>
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<tr>
<td>Jan 22</td>
<td>“Writing Essay Exams about Literature” (124-134)</td>
<td>TBA* Readings for mid term essay exam</td>
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<td>Jan 24</td>
<td><strong>Mid Term Exam</strong></td>
<td>TBA*</td>
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<tr>
<td>Jan 29</td>
<td><strong>Essay 2: The Big Essay</strong> Brainstorm on Research Essay</td>
<td>&quot;Writing a Research Paper” (94-108)</td>
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<td>Jan 31</td>
<td>Computer Lab: Research Day</td>
<td>Complete Research Log</td>
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<td>Feb 5</td>
<td>Research Paper Outline</td>
<td>Bring 6 sources to class</td>
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<td>Feb 7</td>
<td>Annotated Bibliography</td>
<td>Final Annotated Bibliography</td>
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<tr>
<td>Feb 12</td>
<td>Moore’s Sicko</td>
<td>TBA*</td>
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<tr>
<td>Feb 14</td>
<td>Moore’s Sicko</td>
<td>Draft 1 of Research Paper</td>
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<tr>
<td>Feb 19</td>
<td>Peer Review of Research Essay Draft 1</td>
<td>TBA*</td>
<td></td>
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<tr>
<td>Feb 21</td>
<td>Grammar Workshop</td>
<td>Draft 2 of Research Paper</td>
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<td>Feb 26</td>
<td>Peer Review of Research Essay Draft 2</td>
<td>TBA*</td>
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<tr>
<td>Feb 28</td>
<td>Research Strands: Return to Computer Lab</td>
<td>Research Paper Final</td>
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<tr>
<td>Mar 6</td>
<td>Genres Defined</td>
<td>Baldwin “Sonny’s Blues”</td>
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<td>Mar 7</td>
<td><strong>Last Day for Student Withdrawal</strong></td>
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<td>Mar 11</td>
<td>Discuss Baldwin Reader Response In Class</td>
<td>Draft 1 of Essay of Choice</td>
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<tr>
<td>Mar 13</td>
<td>Peer Review of Essay of Choice Draft 1</td>
<td>Draft 2 of Essay of Choice</td>
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<td>Mar 18</td>
<td>No Class-Personal Writing Conference on Unit 3 Essay</td>
<td>Sign up sheet</td>
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<tr>
<td>Mar 20</td>
<td>No Class-Personal Writing Conference on Unit 3 Essay</td>
<td>Sign up sheet</td>
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<tr>
<td>Mar 27</td>
<td>Self Assessment of Essay of Choice</td>
<td>Bring a favorite recipe</td>
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<tr>
<td>Apr 1</td>
<td>Writing in the Real World: Recipes</td>
<td>Bring in your current resume</td>
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<tr>
<td>Apr 3</td>
<td>Writing in the Real World: Resumes</td>
<td>Bring in a personal statement draft</td>
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<tr>
<td>Apr 8</td>
<td>Writing in the Real World: Personal Statements</td>
<td>TBA*</td>
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<tr>
<td>Apr 10</td>
<td>Lamott on Writing (handout)</td>
<td>Reading response on Lamott</td>
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<tr>
<td>Apr 15</td>
<td>Last Day of Class <em>TBA</em></td>
<td>TBA* Readings for final essay exam</td>
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<tr>
<td>Apr 17</td>
<td><strong>Final Essay Exam</strong> -YOU MUST BE HERE – NO EXCEPTIONS</td>
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* The Microscope Essay is based on The Lens Essay, as developed in Columbia University’s Undergraduate Writing Program.

** Please note: I only assign parts of the textbook that instruct you about reading and writing. Please feel free to read other sections to help and inspire you in your writing. What I assign is a minimum.
GRADING POLICIES

1. In general, papers handed in the later weeks of the semester will carry more weight than earlier papers. This will allow you generous opportunities for improvement so that you will benefit from your hard work and genuine efforts to revise your writing.

2. All papers can be revised for a higher grade if your efforts are sincere and thorough and are accomplished within a reasonable timeframe. Time limits for revised papers will be announced and must be observed.

3. Unexcused late papers will be penalized.

4. In order to pass the course, you must hand in all major essays including all drafts and revisions. This means that you might have A’s in all the papers you have handed in and still fail the course because you have not handed in a major assignment. What is considered a major assignment?

   a. The term research paper
   b. All other essays that move through the process of draft/revision.
   c. The mid-term and the final exam
   d. Other assignments as indicated by the professor.

5. All students must consult and abide by the University’s policy on attendance: http://www.fdu.edu/studentlife/metro/academicregs.html In addition, note that individual professors at FDU may set their own policies for class attendance and participation. Meaningful class participation is considered an important component of your grade for this course. For this reason, if you have three or more absences, you are in danger of failing the course. Be sure to contact the professor, in advance when possible, if you find that you will have to miss more than three classes. Habitual tardiness will be considered as the equivalent of absences, and your grade will be affected by continual lateness to class.

Grading System:

1. A grading guide or rubric will be provided for most essay assignments.

2. For essay assignments that require two or more drafts with substantial revisions, the highest grade achieved in the revision process will be recorded and counted into the final grade for the course, as long as all drafts have been submitted reasonably close to the date of the original assignment. If you intend to continue to revise an essay after the final draft has been submitted, you must confer with the professor first.

3. Different tasks within the research paper process will be graded separately and may be included in the final grade for the research paper.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>95 – 100</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>90 – 94</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>87 – 89</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>84 – 86</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>80 – 83</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>77 – 79</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>74 – 76</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>71 – 73</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>68 – 70</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>61 – 67</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0 – 60</td>
<td>0.00</td>
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</tbody>
</table>

Incomplete (I) can be awarded in special cases. University policy must be followed.

Assessment

- Essay #1 15 points
- Essay #2 (Research Paper) 30 points
- Essay #3 15 points
- Mid-Term Exam (a timed essay) 10 points
- Final Exam (a timed essay) 10 points
- Attendance 10 points
- Class Participation (includes discussion, in-class writing activities, journal, other assignments) 10 points

Total: 100 points
WITHDRAWALS
In the event you choose to withdraw from our course, the burden of following through with the withdrawal process is your responsibility. You may or may not be dropped for excessive absences. Please understand that if you do not officially withdraw before the end of the 9th week of the semester (March 7, 2008), you must be assigned a grade based upon what you have earned. Please refer to the College Catalogue for more detail. If you believe you MUST withdraw, for any reason, PLEASE consult with me first! Perhaps we can find a way to help you complete our course successfully.

PORTFOLIO REVIEW

Overview
The English composition faculty have selected the Portfolio Review as the program-level strategy for assessing student learning outcomes for each composition course and for the entire sequence. The purposes of Portfolio Review are: 1) To help students improve their writing and to help them see (anonymously) where their writing skills stand in relation to their peers; 2) To help the faculty continue to improve the Writing Program. Students’ writing Portfolios will accompany them throughout their careers at FDU. Following their instructors’ directions, students should save all of their course work in both electronic format and in hard copy. The Portfolio (as a whole) will be assessed by the composition faculty, not the individual instructor. The assessment rubric will be distributed to students early in the semester. Instructors will provide further information about Portfolio Review as the course proceeds.

For ENGL 1102: Certain assignments from the course will become part of the Portfolio. Passing the course will not be contingent upon passing the Portfolio Review. I will provide further details on the individual components of the Portfolio as the semester proceeds.