



On-Campus Course Syllabus

Eng. 201 L00.B

English Composition II

Spring 2020

Class Information

Day and Time: Tuesdays 7:00-9:30 p.m

Room Number: A201

Contact Information

Instructor Name: Pamela Merryman

Instructor Email: pmerryman@criswell.edu

Instructor Phone: 214-460-5235

Instructor Office Hours: N/A

Course Description and Prerequisites

A study of English style and usage in written and oral expression. (Prerequisite: ENG 101)

Course Objectives

At the completion of this course, the student will be able to

- Read analytically and respond to interpretive works of literature in oral and written form.
- Demonstrate competency in writing an argument essay in response to a prompt
- Participate in peer review, responding to classmates' writing'
- Collaborate in pairs or small groups with other class members to discuss readings and present work orally
- Become comfortable in participating in discussion boards
- Develop a well-written documented essay, complete with a clearly defined thesis, correctly citing sources according to the Chicago Style Manual.
- Demonstrate the ability to write more competently, confidently, and fluently
- Show a refined understanding of unity, support, coherence, and sentence skills
- Realize the importance of grammatically and organizationally correct writing and speaking as they relate to the communication of the gospel message.

These course objectives will be evaluated by appraisal of essays and other writings, quizzes, and oral responses.

Required Textbooks

Charters, Ann, ed. *The Story and Its Writer; An Introduction to Short Fiction* (10^h Edition)

Harris, Robert. *Using Sources Effectively* (3rd Edition) or (5th Edition)

The Criswell College Manual of Style (available online)

Course Requirements and Assignments

You will be responsible reading all assigned texts before each class meeting and for responding on Discussion Boards (E campus/ Blackboard) as well as commenting on classmates' responses. Some additional readings may be given to you during a class period, and your response will be due by the next class period. Keep current by often referring to Blackboard, or contacting your professor or a classmate. Your absence is not excuse for failure to get an assignment.

Weekly Assignments, short essays, and in-class discussions.....	50%
Major Essays (Personal Narrative, Descriptive, Short Story Essay).....	20%
Comparison Contrast Paper.....	10%
Documented Essay (this will be the final).....	20%

Major Essays:

- Personal Narrative Essay (1000-1200 words)
- Descriptive Essay (1000-1200 words)
- Short Story Analysis Essay (1200-1500 words)
- Comparison/Contrast Essay (1200-1500 words)

Documented Essay (2100-2400 words)

Essays:

- must be written in Standard American English.
- must be computer generated, double-spaced using 12-point Times New Roman font
- must follow the guidelines set forth in the Criswell College Manual of Style or the MLA Style Manual, including title page/heading, page numbers, footnotes/parenthetical notes and bibliography/works cited page.

Late assignments:

Online discussion board assignments will NOT be accepted late.

You may submit ONE essay one week late at a 30-point deduction. An essay submitted more than one week late will NOT be accepted.

Subsequent late essays will NOT be accepted.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

English 201 – Composition II Weekly Assignments

Listed below are the reading, response, and composition assignments that will be due each week.

In class, we will be discussing these readings and assignments. Class discussion is a major component of the class, and therefore your class attendance and participation are a vital components as well.

All assignments and submission portals are on Canvas under Modules. Please check the module for each week for details on assignments and submission.

Jan. 21 – Week 1 – Course Introduction

Jan. 28 – Week 2

1. Read Appendix One: Reading Short Stories (pp. 1231-39) and respond to the questions listed on the assignment page.
2. Read "The Cask of Amontillado" (pp. 782-87) by Edgar Allan Poe.
3. Read "Young Goodman Brown" (pp. 355-63) by Nathaniel Hawthorne.
4. Read Appendix Two: The Elements of Fiction (pp. 1240-54) and respond to the questions listed on the assignment page.

Feb. 4 – Week 3

1. Read Chapter Two of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Read "Everyday Use" (pp. 949-55) by Alice Walker and write a response to the discussion board prompt.
3. Read "Analysis on 'Everyday Use.'" (file attachment).
4. Read "'Everyday Use' Defining African-American Heritage" and write a response to the discussion board prompt. (file attachment).

5. Read "A Worn Path" (pp. 959-64) and "Is Phoenix Jackson's Grandson Really Dead?" (pp.1124-26) by Eudora Welty and write a response to the discussion board prompts.
6. Complete the plot outline in the "Analyzing Plot 'Everyday Use' or 'A Worn Path'" assignment.

Feb. 11 – Week 4

1. Read Chapter Three of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Complete and submit Essay One -- Personal Narrative: Reading and Writing History.
3. Read "The Open Boat" (pp. 245-62) and "The Sinking of the Commodore" (pp. 1017-20) by Stephen Crane and write a response to the discussion board prompts.

Feb. 18 – Week 5

1. Read Chapter Four of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Read "The Story of an Hour" (pp. 231-32) by Kate Chopin and write a response to the discussion board prompt.
3. Read "A White Heron" (pp. 404-10) and "Looking Back on Girlhood" (pp. 1045-49) by Sarah Orne Jewett and write a response to the discussion board prompts.
4. Write a short essay on the use of foreshadowing and dramatic irony in "The Open Boat" or "The Story of an Hour."

Feb. 25 – Week 6

1. Read Chapter Five of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Complete and submit Essay Two: Descriptive Essay.
3. Read "Miss Brill" (file attachment) by Katherine Mansfield and write a response to the discussion board prompt.

March 3 – Week 7

1. Read Chapter Six of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Read "Bartleby, the Scrivener" (pp. 598-624) by Herman Melville and "A Deconstructive Reading of Melville's 'Bartleby, the Scrivener'" (pp. 1073-78) by J. Hillis Miller and write a response to the discussion board prompts.

3. Write a short essay on the use of setting in "A White Heron," "Miss Brill," or "The Open Boat."

March 10 –Week 8

1. Read Chapter Seven of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Read Appendix Four: Writing About Short Stories.
3. Read "Everything that Rises Must Converge" (pp. 710-21) by Flannery O'Connor and "A Rhetorical Reading of O'Connor's 'Everything that Rises Must Converge'" (pp. 1209-12) by Wayne C. Booth and write a response to the discussion board prompts.

MARCH 17 SPRING BREAK WEEK – NO CLASS

March 24 – Week 9

1. Read Chapter Eight of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Read "I Stand Here Ironing" (pp. 749-54) by Tillie Olsen and write a response to the discussion board prompt.

March 31 – Week 10

1. Read Chapter Nine of *Using Sources Effectively*, Third Edition by Robert A. Harris and respond to the "Review questions" at the end of the chapter.
2. Read "The Jilting of Granny Weatherall" (file attachment) by Katherine Anne Porter and write a response to the discussion board prompt.

April 7 – Week 11

1. Complete and submit Essay Three: Short Story Analysis Essay.
2. Read "A Very Old Man with Enormous Wings" (pp. 336-40) by Gabriel Garcia Marquez and write a response to the discussion board prompt.

April 14 –Week 12

1. Read "The Lottery" (pp. 396-402) and "The Morning of June 28th and 'The Lottery'" (pp. 1040-43) by Shirley Jackson and write a response to the discussion board prompts.
2. Read "Good Country People" (pp. 721-35) by Flannery O'Connor and "On 'Good Country People'" (pp. 1212-16) by Dorothy Tuck McFarland and write a response to the discussion board prompts.

April 21 – Week 13

Read "The Swimmer" (pp. 196-203) by John Cheever and write a response to the discussion board prompt.

April 28 – Week 14

Complete and submit Comparison/Contrast Essay.

May 5 – Week 15

Read "Paul's Case" (pp. 180-94) by Willa Cather and write a response to the discussion board prompts.

May 12 Week 16/Final Exam Week

Complete and submit Documented Essay.

There may be minor date changes in the due dates. Take note of any Canvas/Classroom announcements. Please check your Criswell College student email daily. Contact your professor or a classmate if you must miss.

You will receive a detailed assignment sheet (information will also be on Canvas) for each essay with requirements, suggestions and a grading rubric.

All contributions to the discussion board must be carefully and thoughtfully written, as well.