

LITERATURE AND COMPOSITION
ENGLISH 102-13: FALL 2008
BRADLEY 107
TTH 11-12:15

Kimberly Covington, Instructor

Office: Bradley 222

Office Hours: Monday through Thursday 9:30-10:45 and 1-2:15

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I. COURSE DESCRIPTION

English 102 is a three-credit course that focuses on the writing of expository and critical essays with an introduction to literature and including a research paper. It is a required course for all two and four year degrees. Its prerequisite is a passing grade in English 101 or its equivalent.

II. GOALS AND LEARNING OUTCOMES

The overall goals of English 102 are to provide students with the skills necessary for reading, appreciating, evaluating, discussing, and writing about literature (consisting of works of short fiction, poetry, and drama) and for writing an academic research project. The measurable learning outcomes used to determine the degree to which these goals are being met are as follows:

- Students will analyze and interpret works of short fiction, poetry, and drama, both orally in class discussions and formally in written assignments.
- Students will evaluate literature according to its merits.
- Students will demonstrate their understanding of literary terms through reading quizzes, class discussion, essays, and tests.
- Students will construct an academic research project on a literary topic using library resources, adhering to MLA standards, and demonstrating their own insights into their topics.
- Students' written work will conform to accepted standards of grammar, spelling and punctuation.

III. REQUIRED TEXTBOOK AND MATERIALS

- DiYanni, Robert. Literature: Approaches to Fiction, Poetry, and Drama. 2nd ed. Boston: McGraw-Hill, 2008.
- Paper and writing utensil for every class meeting

IV. OVERALL STRUCTURE OF THE COURSE

The course is designed as a guided introduction to reading about, discussing, and writing about literature. A typical class meeting will begin with a reading quiz to insure that students are completing all reading assignments. The instructor will then provide any terms or background information needed. The rest of the class session will be spent as a class discussion of the reading and writing assignments.

V. COURSE REQUIREMENTS

1. CLASS PARTICIPATION—All students are expected to contribute to class discussions and activities.
2. QUIZZES—Quizzes will be given at the beginning of class, covering the assigned reading for that day. Only two quizzes may be missed without penalty. Students can make up missed quizzes only by prior arrangement.
3. ANALYTICAL ESSAYS—Students will write analytical essays on a short story and a play, as well as take essay tests on poetry. Essays will be evaluated based on content, correctness, style, and organization.
4. SHORT STORY OUTLINE—Students will complete an annotated outline on a short story that is not a part of the assigned reading.
5. CONFERENCES—All students will meet with me in my office for required draft conferences on the story analysis essay and the research project.
6. RESEARCH PROJECT—The research project will require extensive research on an author of short stories and/or poetry combined with the students' own interpretations and insights. It will follow MLA format guidelines.

VI. COURSE POLICIES

More than four absences, regardless of excuse, will lower a student's final course grade by a letter grade. Arriving late or leaving early will count as a half-day's absence.

All written assignments are due at the beginning of class unless otherwise specified. All essays and projects turned in after their deadline lose a letter grade (10 points), unless prior arrangements have been made. No written assignments will be accepted more than one week after the due date.

Sleeping, socializing, failing to pay attention, and any other rude or distracting behavior will not be tolerated. All cell phones and laptops must be turned off before class begins. Disruptions are cause for dismissal from this class.

VII. ASSESSMENT AND GRADING

The final grade in this course is determined by averaging the grades on the following assignments:

- Quiz Average 10%
- Story Analysis 10%
- Story Outline 10%
- Poetry Test 1 10%
- Poetry Test 2 10%
- Drama Essay (Exam) 20%
- Research Project 30%

All students are expected to be truthful in all aspects of this course. Any essays turned in as a student's work must have been created by that student. While it is acceptable to get feedback from others on an essay, it is not acceptable to allow anyone else to write any part of the essay. Using outside sources such as a book or the Internet is also acceptable—as long as proper credit is given within and at the end of the essay.

Plagiarism is a serious offense and carries a stiff penalty: immediate dismissal from the class and an F in the course.

GRADING SCALE:

92-100	A	72-78	C
89-91	B+	69-71	D+
82-88	B	62-68	D
79-81	C+	0-61	F

General Education Goals

General education is the set of fundamental skills (reading, writing, reasoning, and oral communication), the knowledge, and the capacity for thought needed to pursue further learning, to succeed in chosen career fields, and to assume the responsibilities of informed and enlightened citizenship.

Communication Skills--USC Lancaster helps its students read effectively and attain a basic familiarity with the basic texts of Western and other cultures. In the area of writing skills, USC Lancaster students work to develop the ability to write effectively for both academic and professional audiences. In addition, USC Lancaster helps its students learn to listen critically and speak effectively before a group.

Critical Thinking--USC Lancaster helps its students acquire analytical reasoning abilities and exercise informed value judgments. USC Lancaster students also work to develop mathematical and/or computational skills.

Cultural Literacy--USC Lancaster strives to give its students an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures. USC Lancaster also recognizes the centrality of science and technology to modern culture; therefore, the USC Lancaster student also is offered opportunities to increase his/her understanding and familiarity in these crucial subject areas.

Student Development--USC Lancaster supports the intellectual, personal, physical, and social development of students, in recognition of the critical interdependency of all these areas. By providing opportunities for productive interaction with students, faculty, and staff, USC Lancaster helps students develop a spirit of curiosity, integrity, and confidence in planning and pursuing academic, career, and personal goals.

LITERATURE AND COMPOSITION
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BRADLEY 112
TTH 2:30-3:45

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