Course Description: English 1023 builds on the skills developed in English 1013; thus it is primarily a writing course, not a literature course. (You MUST have had ENGL 1013 to take this class.) You will be writing SIX papers in this class: a Reflective paper on what you learned about YOUR writing skills in Comp. I, a Response to a Short Story’s theme, a Comparison/Contrast of two poems, an Annotated Bibliography & a Research Paper on one of the twelve authors read in class and an Analysis of The Crucible. Each paper must be a minimum of 2-3 pages in length. (Each assignment will have a separate handout on how to accomplish the paper. These will all be online at the web site above if you ever need another copy or want to look ahead at the assignments.)

Class will be discussion-based using both small groups to share homework and large groups to discuss essays or literature. I will lecture occasionally, but much of the information will come from your text and your minds. Come to class ready to share your ideas about what you have read and written, and we will have great discussions.

Required Texts and Privileges:
--Responding to Literature, 5th edition, by Judith A. Stanford
--The Little, Brown BRIEF Handbook, 2nd (or 3rd) edition, by Aaron; (from Comp. I class)
--The Crucible, Arthur Miller, edition available in our bookstore
--Library privileges which you obtain from the NWACC library (this is in addition to any other libraries’ cards you may have)

Recommended Texts and Supplies:
--a current paperback dictionary of your choice to bring to use in class
(Merriam-Webster publishes one of the best);
--A three-ring binder in which you can keep all material for this class
(papers, notes, homework, etc.--you will need these materials for the self-assessment essay you will write during the final exam period);
--A three-hole punch for preparing work to go into your binder;
--Loose-leaf paper on which you can take class notes and quizzes and record group work (pages torn out of a spiral notebook will not be accepted);

Attendance: As described in the NWACC College Catalog, attendance is very important in any course. Since this class is a workshop and every meeting is important, AFTER NINE ABSENCES, YOU WILL AUTOMATICALLY FAIL THE CLASS. If you are sick, you should contact me—being absent is no excuse for missing assignment deadlines. If you call during non-office hours, leave a message for me, and I will get back to you. Staying in contact, whether you miss all, or part of a class, is the best way to keep up with the work. This attendance policy is for this course and should not be compared to any other class’s attendance policy, especially one which emphasizes more of a lecture format. Excessive lateness is also a factor in attendance. Please come to every class on time. If work or something else interferes with regular on-time arrival, this will affect your grade.

Late Work: Late Papers will be accepted, since you need to complete all of them to pass this class, but for each DAY (not class day) the paper is late, it will receive ONE lower grade. Even if a paper is so late it will be an “F,” it STILL must be turned in. Missed reading quizzes cannot be made up since they are only useful the day you attend, not after the fact. If you miss a quiz, simply do your best on all the rest of them. E-mail is a great LAST RESORT for making sure a paper is not late. (USE YOUR NWACC ACCOUNT ONLY.) Remember to print out that e-mail and the paper when you turn it all in.

Inclement Weather: If the college is closed due to inclement weather, the announcement will be made on the local TV or radio stations, or you can call the school at #619-4377. Be sure to check before driving in any hazardous conditions. (Since I come from Fayetteville, I will do the same!)
**Student Rights and Responsibilities:** See this section in your College Catalog. Cell phones are a big distraction. Turn them off or put them in silent/vibrate mode.

**Accommodations:** If you have been diagnosed with any type of Disability and wish to receive accommodations of any kind, please notify me as soon as you can.

**Plagiarism:** Theft of ideas will be dealt with severely with failure for the paper as the minimum, failure for the course and referral to the Judicial Committee possible as well. (See NWACC ‘s College Catalog for NWACC’s policy on Academic Dishonesty.)

**Writing Center:** Located in Buns Hall, the Learning Lab, this computer lab has networked computers with Internet access and a laser printer. The lab is open and staffed by teachers for tutorial help—not proofreading help—on Monday through Friday. (See bookmark for hours.) You can also call for help during those hours at #986-6929 or send e-mail to write-in@nwacc.edu. (Allow 48 business hours for a response to any e-mail.)

**Process-Oriented Approach to Writing:** It is very important to learn an effective, consistent approach to any writing task, so the emphasis in this course will be on working through stages of a process rather than on the end product—the completed essay. This means that every essay you turn in must show some evidence of a process: notes, journal entries, outlines or other organizational steps, several drafts, peer-critiques, revisions and the final draft. ****No paper will be accepted without evidence of process.**** (If you work on a computer, as I do, print out each significant draft on scratch paper and save the versions as separate files. If something were to happen to one draft, then you would be able to go back to the previous version rather than have to start all over. That means that even if you take notes on a pizza-stained napkin, I want to see it. Remember that process is not an option part of the course.)

**Revision:** Each of the first five papers may be re-written ONCE for a change of grade. The two paper grades—original and revision—will be averaged for the new assignment grade.

**Evaluation:** Each essay will receive a grade between A and F. In order to derive this grade, I will look at the areas of importance for that particular assignment as well as general areas important for writing in any class: **Content and Execution.** **Content** (60% of your paper grade) refers to the examples you use, the development of your ideas, the language you use, the style in which you write, the voice—passive or active—and the tone—appropriate or inappropriate to the audience. **Execution** (40% of your paper grade) refers to form, grammar, mechanics, punctuation, and usage. (See the diagram below and your handbook for a more detailed explanation of these terms.)

At the end of the term, you will write a comprehensive Self-Assessment, which will take place during the two-hour final exam time, since there will be no formal test in this class. This Self-Assessment will tell me not only how to view your progress in essays written during the semester but also how to view your performance in every aspect of the course—class participation, small group work, peer-critiquing, large group discussions, etc. Further directions for the Self-Assessment will be given the day of the final exam. This is not a graded assignment; however, it provides necessary input for determining your course grade and should not be rushed through. It usually takes two full hours to write.

![Diagram](https://via.placeholder.com/150)

**SEEING:** Illustrative examples, sensory details, etc.

**VOICE:** Language, style, tone, technique, etc.

**MOVEMENT:** Pacing, balance, paragraphing, transitions, etc.

Place where all three work together in perfect harmony.
Evaluating Criteria: Each time you get a paper back from me, you will receive extensive comments; however, the following grade breakdown should help you understand your grade for each paper assignment for this course. You may also come to my office during office hours and ask for further details on why you received a particular grade for any assignment. The Writing Center is also a great place to have this conversation.

A--An "A" paper should be almost error-free in execution: Grammar, Mechanics, Punctuation, and Usage. The content (seeing, voice & movement) of the essay should make excellent use of detailed, illustrative examples and have a clear voice—all your own—which reflects style, tone and language suitable to your audience—the class and me. The content should also show a good command of structure with smooth transitions from one paragraph to another and a good flow from introduction to body to conclusion; it should also develop a clear thesis throughout the entire piece with a good command of focus, unity, and coherence.

B--A "B" paper is above average work in both content and execution. Only a minimal number of errors (such as typos) is present, causing minimal interference in the readability of the essay. The content should also be above average with many of the characteristics of an "A" essay, but with only minor glitches in one of the three main areas—seeing, voice, or movement.

C--A "C" paper is average in both content and execution. In other words, many improvements could be made in all the areas listed above, but the minimal effort required to write a good paper is clearly illustrated by the quantity and quality of the work in the folder—pre-writing, drafts, critique responses, revision charts, etc.

D--A "D" paper is missing important elements in both content and execution. The number of errors in grammar, mechanics, punctuation, and usage is overwhelming, and the content is so unpolished as to be almost unreadable. A "D" paper is a shoddy effort which could have been saved by more process and hard work.

F--This is probably self-explanatory, but an "F" paper would be slapped together without any real consideration for content or execution. Parts of the essay might be missing as well: no pre-writing, no drafts, no critiques, nor any responses to critiques, etc. A paper may also fail, however, if the student completely misunderstands the assignment. Please be sure to follow the guidelines set forth in Exploring Literature and ask me if you have any questions. Staying within the normal bounds of creativity will help you learn how to handle future writing situations where even less freedom will be allowed.

Percentages for the Course Grade:

Class Participation = small group work, peer-critiquing and whole class discussions = 10%

Quizzes = surprise questions to prompt discussion based on assigned readings in Responding to Literature = 5%
Papers = a reflective paper
  3 short papers one each on a story, two poems and a play (10% each) = 30%
  an Annotated Bibliography = 15%
  a Research paper on one author = 20%
Total = 100%

NOTE: This syllabus is the contract for this class. Be sure to familiarize yourself with all the rules since this is YOUR JOB as a student in this class. Also, a detailed schedule of readings/calendar will be given out along with due dates for assignments, so you will be responsible for following it even if class is canceled for any reason. If you lose the calendar, BE SURE TO GET ANOTHER either from me or from my web site.
Calendar of Due Dates for Comp. II/ENGL 1023—FALL—2008

ABBREVIATIONS:  RTL= Responding to Literature; LBBH = Little, Brown Brief Handbook; ch.=chapter; ex. = exercise/s; p/pp. = page(s).

Monday—8/25--Go over syllabus, answer questionnaire, go over texts.

Wednesday—8/27—Writing sample taken & introductions.

Friday —8/29—Name Game and 1st essay explained. (Be sure to get the handout if absent.)

Monday—9/1—LABOR DAY—SCHOOL CLOSED—NO CLASSES TODAY!

**Wednesday—9/3--REFLECTIVE PAPER DUE TODAY & start discussing short stories.

Friday—9/5—Discuss pp. 60-65 & 92-101 in RTL. Just might be a Quiz—take notes!!!

Monday—9/8—Discuss “The Open Boat” (p. 820) & “Hills Like White Elephants” (p. 839) in RTL.

Wednesday—9/10—Discuss “A Worn Path” (p. 844) & “The Man to Send Rain Clouds” (p. 854) in RTL.

Friday—9/12—Pre-writing in-class for your Response Paper. (Choose 1 of 4 stories above by today.)

Monday—9/15—Peer-critique rough draft of Response Paper in class today.

**Wednesday—9/17—FINAL DRAFT OF RESPONSE PAPER DUE TODAY & start poetry.

Friday—9/19--Discuss pp. 65-70 & 101-114. Just might be a Quiz—take notes!!!


Wednesday—9/24—Discuss “Gunner” (p. 967), “What Were They Like” (968), “Facing It” (p. 969) & “The Colonel” (p. 971) in RTL.

Friday—9/26—Pre-write in class for the Comparison/Contrast Paper. (Choose 2 of 8 poems above.)

Monday—9/29—Peer-critique rough draft of Comparison/Contrast Paper in class today.

**Wednesday—10/1—COMPARISON/CONTRAST PAPER DUE TODAY & start Research Paper Project. Go over handout and what the project/Annotated Bibliography entails.

Friday—10/3--Download and print out the sample paper (PDF file) from my faculty web site that provides a good example of a research paper. Be sure to bring the printout to class.

Monday—10/6--Finish discussing the sample paper and how to write your own.

Wednesday—10/8—Discuss pp. 147-169 in RTL. Just might be a Quiz—take notes!!!
Friday—10/10—Start discussing pp. 169-191 in RTL. Just might be a Quiz—take notes!!!

Monday—10/13—Finish discussing pp. 169-191 in RTL. Just might be a Quiz—take notes!!!

Wednesday —10/15—Sources due today. Bring PHOTOCOPIES AND PRINTOUTS of sources to class.

Friday —10/17—Pre-writing in class for Annotated Bibliographies.

**Monday —10/20—Peer-critique rough drafts of Annotated Bibliographies in class today.

Wednesday --10/22—FINAL DRAFT OF ANNOTATED BIBLIOGRAPHY DUE TODAY! & CONTINUE TALKING ABOUT THE RESEARCH PAPER.

Friday —10/24—Read 1255-1267 in RTL for today. Just might be a Quiz—take notes!!!

Monday—10/27—Finish discussing 1255-1267 in RTL.

Wednesday—10/29--Go over sources in class to make sure they work for creating a paper.

Friday—10/31—Pre-writing for Research Paper to create an outline/plan for the draft. MUST have outline of your essay approved by me in class or via e-mail if absent.

Monday—11/3—Work on rough drafts in class. Bring your introduction to class to share.

Wednesday—11/5—Peer-critique rough drafts in class.

Friday—11/7—Peer-critique rough drafts (again) in class.

****FRIDAY—11/7 LAST DAY TO WITHDRAW FROM ANY CLASS.****

Monday—11/10—RESEARCH PAPER DUE TODAY AND START WORKING ON DRAMA ANALYSIS. ***PLEASE BRING TWO COPIES OF THE FINAL DRAFT.***

Wednesday—11/12—Discuss pp. 70-78 in RTL.

Friday—11/14—Discuss pp. 114-121 in RTL. Just might be a Quiz—take notes!!!

Monday—11/17—Discuss The Crucible. (Have half the play read by today.)

Wednesday—11/19—Discuss The Crucible.

Friday—11/21—Discuss The Crucible. Just might be a Quiz—take notes!!!

Monday—11/24—Discuss The Crucible. (Have the other half of the play read by today.)

Wednesday—11/26—Discuss The Crucible. (We do have class today.)

**Friday—11/28—NO CLASS—THANKSGIVING BREAK—HAPPY TURKEY DAY!!!!
Monday—12/1—Discuss The Crucible.

Wednesday—12/3—Discuss The Crucible.

Friday—12/5—Pre-write for the Analysis Paper.


Wednesday—12/10—Peer-critique rough drafts of Research Paper (again).

Final Exams take place from 12/11-12/17. Regular classes do not meet at the same time. Be sure to get the final exam schedule from the school’s web page or MyNWACC connection.

******Final Exam/In-class Self-Assessment.******

******ANALYSIS PAPER & PROCESS DUE THE DAY OF YOUR FINAL EXAM.******

**9:00 Final Exam—12/17—9:00-11:00 A.M.** This should NOT conflict with any other final exam.

YOU WILL WRITE YOUR SELF-ASSESSMENT IN CLASS DURING THE FINAL EXAM PERIOD. IF YOU HAVE A LAPTOP, FEEL FREE TO BRING IT TO CLASS. (JUST REMEMBER TO BRING A CD OR FLASH DRIVE FOR TRANSFERRING YOUR FILE TO A COMPUTER WITH A PRINTER.) BRING ALL YOUR OLD CLASSWORK, HOMEWORK AND TEXTBOOKS TO THIS FINAL CLASS. YOU MAY PREPARE TO WRITE THE SELF-ASSESSMENT BY TAKING NOTES AND PLANNING FOR THIS ESSAY, BUT IT MUST BE WRITTEN DURING THE FINAL EXAM PERIOD FOR YOUR CLASS.

The school version of the play, The Crucible, which you must attend to write the final paper, will be performed on the following dates: (The admission price is $6.00 or $5.00 if you bring a non-perishable food item. $8.00 for the general public.) Seeing the play brings the text to life and gives you much more to write about than just reading the text.

December 5, 6, 12 & 13 at 7:00 p.m. and December 7 & 14 at 2:00 p.m. in White Auditorium.