



**English 112 Honors: Composition 2**  
**3 Credits ♦ Winter 110 ♦ S035**  
**8:00 a.m. - 10:55 a.m.**  
**January 12, 2012 – April 26, 2012**

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**Office Hours: Mondays: 9:30 a.m.– 10:30 a.m. (Ricker Center)**

**Tuesdays: 11:00 a.m. – 12:00 p.m. (S020 Main Campus)**

**Wednesdays: 9:30 a.m. – 10:30 a.m. (Ricker Center)**

**Thursdays: 11:00 a.m. – 12:00 p.m. (S020 Main Campus)**

*English 112: Composition 2* is designed to expand your abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing. This particular course will address these requirements by analyzing existentialist themes in American cultural expression such as literature, film and pop culture. As your instructor, it is my goal to help you improve your reading and writing skills. We will learn active reading and writing strategies needed to understand, interpret, and apply ideas and information from various texts.

#### **Course Prerequisite**

Prerequisite: READING LEVEL 6

#### **Required Texts and Materials**

*-The Norton Field Guide to Writing with Readings and Handbook 2<sup>nd</sup> edition* by Richard Bullock, Maureen Daly Goggin and Francine Weinberg

*Slaughter House Five*, by Kurt Vonnegut

-Reliable access to High Speed Internet

-2-pocket folder

-American college dictionary and Thesaurus

-Reliable storage device for documents and class assignments

#### **Course Outcomes and Objectives**

**Outcome: Write effective college compositions.**

Objectives:

- A. Consider audience and purpose.
- B. Plan writing processes, using effective strategies and techniques.
- C. Include a clear articulation of the important ideas.
- D. Select organize, and present details to support a main idea.
- E. Demonstrate the ability to move between generalization and detail.
- F. Write effective introductions and conclusions.
- G. Employ the appropriate writing conventions.

**Outcome: Use writing tasks that involve both reading and writing.**

Objectives:

- A. Demonstrate the ability to derive meaning from a piece of writing.

- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
- C. Interpret reading and writing task in such a way as to invest them with personal significance, thereby creating ways to make reading and writing vital activities in a lifetime of learning.
- D. Demonstrate critical thinking skills.
- E. Understand the relationship among language, knowledge, and power.

**Outcome: Write an academic research composition.**

Objectives:

- A. Locate information using a variety of search tools and methods, including library sources.
- B. Select source material appropriate to the writing context.
- C. Integrate your own opinions with various source points of view.
- D. Quote, paraphrase, and summarize accurately.
- E. Document sources in conventional style with parenthetical references in text.

**Major Course Assignments Papers**

**Literary Analysis = 60 points (major paper #1)**

The literary analysis is designed for you to learn how to closely analyze literary texts to understand their messages, interpret their meanings and appreciate a writer's techniques.

**Exploratory Essay = 50 points (major paper #2)**

The exploratory essay helps develop your inquiry into a research topic by having you analyze and contribute to a range of arguments rather than just one at a time. The exploratory essay also helps to learn strategies on how to organize your research material, and learn and utilize proper MLA formatting in your research paper.

**Researched Argument Essay = 60 points (major paper #3)**

The argument essay goes into greater detail of your source material in comparison to the exploratory essay. In the exploratory essay, you found research on a particular subject, and then you analyzed this information. The argument essay requires you to take this information and illustrate how this material supports your position.

**Response Assignments = 10 points each**

Response assignments are designed to evaluate your understanding of the reading material. Here, you will answer questions from selected readings in the textbook, articles and websites.

**Tests = 40 points each** (see course schedule for test dates)

**Final Presentations = 40 points**

**Grading**

**Your grade is based on the following scale:**

93-100% = A	80-82% = B-	67-69% = D+
90-92% = A-	77-79% = C+	63-66% = D
87-89% = B+	74-76% = C	60-62% = D-
83-86% = B	70-73% = C-	Below 60 % = F (failing)

**Universal Grading Rubric**

Every writing assignment is graded according to content, organization, style and conventions.

Excellent

The paper is organized, clear, concise, original and engaging. The writer demonstrates a sense of insight and complexity for her subject matter by providing detailed contextual examples to

support her main point. The paper is written in complete sentences. There are no spelling errors or grammatical issues. The student consistently displays a command of the conventions of college level writing.

#### Good

The paper is organized, clear, and concise but not necessarily engaging and lacks a sense of originality. The paper or journal entry also lacks a sense of depth and complexity due to the lack of detailed contextual examples. The paper is written in complete sentences with minor spelling and/or grammar errors. The student displays knowledge of the conventions of college level writing.

#### Adequate

Overall, the paper is unclear, incoherent and confusing. The paper or journal entry lacks richness and detail. The writer does not provide enough detailed contextual examples to support his main point. For most part, the paper is written in complete sentences; however, some sentences are fragmented. There are minor spelling and grammar issues. There is evidence that the student did not proofread prior to submission. The student does not display knowledge of the conventions of college level writing.

#### Poor

The paper is extremely unclear, incoherent and confusing. The paper lacks richness and detail. The writer does not provide any contextual examples to provide her main point. The main point might be muddled or missing. Many sentences are fragmented and there are many spelling and grammar issues. There is evidence that the student did not proofread and revise his response prior to submission. The student does not display knowledge of the conventions of college level writing.

#### Late Work

**No late work is accepted!**

#### Absences

It is very important that you attend every class ON TIME!

Two consecutive absences can result in an instructor-initiated drop.

You are not allowed to make up any missed quizzes, tests or in-class assignments due to an absence. Absences also include information missed due to tardiness or leaving class early.

**NOTE:** The instructor reserves the right to drop a student from the course for not only excessive absences; but also, disruptive behavior.

#### Classroom Conduct

- You are expected to treat your classmates and instructor with respect at all times.
- We may discuss “sensitive” or controversial topics in class, so please respect the opinions of others.
- No food allowed!
- Remember to silence cell phones and pagers.
- Disruptive behavior (e.g. talking/whispering while others are trying to listen, harassing others, texting, etc.) will not be tolerated. When using computers in class, you will not be allowed to make unauthorized use of the computers, either to complete work for another

course or for your own entertainment; doing so will result in a verbal warning or even loss of access to a computer.

### **Academic Integrity**

Plagiarism is defined as, “the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own” (Lindey “Plagiarism and Originality”). If you are caught cheating or plagiarizing on an exam or an assignment, you will receive a zero on that exam or assignment and a written notification will be issued to you, the Division Chair, the Academic Dean, and the Chief Academic Officer of the College. If you are caught cheating more than once, you will fail the course. If a case is reported to the Chief Academic Officer of the College, a permanent record of the incident will be maintained and the Chief Academic Officer of the College will decide appropriate consequences, including, especially in the case of repeat violation, dismissal from the college. Please review the policy on Academic Integrity online at <http://www.delta.edu/catalog/StudentsRights.asp>. If you are uncertain what constitutes plagiarism, please contact your instructor. (I am more than willing to help prevent you from plagiarizing and receiving a poor grade.)

### **Students with UNIQUE abilities**

If you require additional assistance and/or if you have a documented disability which affects your academic abilities and performance and can benefit from reasonable accommodations and support, you are advised to contact Mike Cooper, Director Disability Services, in D102 for a consultation. He can be reached at 686-9322.

### **Adverse Weather**

In the case of adverse weather, Delta College will make every effort to contact local radio and television stations as early as possible. Please tune to Delta Q-TV (channels 19 and 35), Delta Public Radio (90.1FM) or other local TV and radio stations, or call the weather line at (989) 686-9179 (or 1-800-686-9179).

### **Valuing Diversity**

In our classroom, we value diversity. Diversity represents an environment of inclusion and equity that fosters creativity, innovation, and growth. We welcome and appreciate differences in identity, expertise, experiences, ideas, and opinions. Each person will be respected regardless of real or perceived gender identity/expression, race, color, ability, socioeconomic status, national origin, sexual orientation, political belief, physical characteristics, parental status, marital status, linguistic/language difference, creed, sex, religion, height, age, arrest record, weight, and/or veteran status.

**Course Schedule:** Please note the instructor reserves the right to make changes to the course schedule as he sees fit.

### **Week 1: January 12**

Introduction to Existentialism  
Course introductions  
The Rhetorical Situation

### **Week 2: January 19**

Discuss homework  
Watch *I Heart Huckabees*

**Week 3: January 26**

Discuss homework  
Analyzing a Text  
Reading Strategies

**Week 4: February 2**

Discuss homework  
Composition  
Introduce Franz Kafka and *The Metamorphosis*

**Week 5: February 9**

Discuss homework  
Analyzing Literature  
Introduce Paper #1: Literary Analysis  
Test #1 review

**Week 6: February 16**

Test #1  
Discuss examples of Literary Analyses

**Week 7: February 23**

Paper #1: Literary Analysis is Due  
Introduce Kurt Vonnegut and *Slaughterhouse Five*  
Introduction to research  
Introduce Paper #2: Exploratory Essay

**Week 8: March 1**

Discuss homework  
Discuss examples of Exploratory Essays  
The Writing Process and The Process of Research  
Finding and Evaluating Sources

**Week 9: March 8**

SPRING BREAK! NO CLASS!  
Compose Exploratory Essay

**Week 10: March 15**

Paper #2: Exploratory Essay is Due  
Discuss homework  
Introduce paper #3: Researched Argument Essay  
Discuss examples of the Researched Argument Essays

**Week 11: March 22**

TBA

**Week 12: March 29**

Test #2: Quiz  
Revision and Editing  
Evaluating sources  
Compose Paper #3

**Week 13: April 5**

Conferences

**Week 14: April 12**

Papers #3: Researched Argument Essay is due

Presentations

Course evaluations

Exam review

**Week 15: April 19**

Final Exam

Presentations

**Week 16: April 26**

Presentations

HAVE A SAFE and PRODUCTIVE SUMMER!