Composition II (1302): English IV Course Syllabus

**Instructor**: Christina Chase **Room** F215 **Email**: cchase@bisd.us

**Conference:** 8th period or afterschool by appointment

**Required Texts:** *Reading the World: Ideas that Matter* 2nd edition

 Glencoe: *Texas Treasures: British Literature*  (BISD Eng 4 Textbook)

 (Novels) *The Secret History* by Donna Tartt

 *Great Expectations* by Charles Dickens

 Any other 2 novels (of literary merit ☺) of your choice (as required by

 Rivera English Dept.

**Strongly Recommended:** any type of writer’s reference handbook (such as *The Everyday Writer* or *A*

*Writer’s Reference*)

Abram’s *A Glossary of Literary Terms* (any edition)

*The Art of Literary Research*. 4th edition Eds. Richard Atlick and John J. Fenstermaker

**“Education is only a ladder to gather fruit from the tree of knowledge, not the fruit itself.”** Anonymous

Please note that this course is designed to meet the requirements of both UT-B and BISD. As a result, your assignments will differ in nature and rigor in comparison to a high school English course.

**Student Responsibility/Academic Dishonesty**: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure of the course and expulsion. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, or any act designed to give unfair advantage to a student *or the attempt to commit such acts*.

**Attendance and Classroom Expectations**: Attendance is a mandatory component of the course. This is a discussion based and activity oriented class, which means that being absent (excused or unexcused) will put you at a distinct disadvantage for completing the course requirements. You are expected to arrive in class on time and prepared for the day’s activities, *even if an absence has occurred.* Also, please remember to be respectful of the opinions of your classmates and always keep in mind that the ideas we generate together during our discussions will make your writing even better.

**Electronic Devices**: *ALL* electronic devices are prohibited and may be confiscated if seen.

**Grades**: See BISD grading policy

* Major Assignments (67%) and Minor Assignments (33%)
* Your final BISD average will then be assigned the appropriate letter grade for your UT-B transcript (as in 100-90 =A etc)

**Emergency Academic Continuity Program**: In compliance with the Emergency Academic Continuity Program, academic courses, partially or entirely, will be made available on the MyUTBTSC Blackboard <http://myutbtsc.blackboard.com>, in case the university shuts down as a result of a hurricane or any other natural disaster. The university will use Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their students using Blackboard on how to proceed with their courses. To receive credit for a course, it is the student’s responsibility to complete all the requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class. To facilitate the completion of classes, most or all of the communication between students and the institution, the instructor, and fellow classmates will take place using the features in your myUTBTSC blackboard and UT-B email system. Therefore, all students must use Scorpion online to provide a current email address. Students may update their Email address by following the link titled Validate your Email account in MyUTBTSC Blackboard portal. In the event of a disaster that disrupts normal operations, all students and faculty must make every effort to access an internet enabled computer as often as possible to continue the learning process.

**Statement on Disabilities**: Students with disabilities, including learning disabilities, who wish to request academic adjustments in this class should notify the Disability Services Office early in the semester so that appropriate accommodations may be made. In accordance with the federal law, a student requesting academic adjustments must provide documentation of his/her disability to the Disability Services Counselor, Steve Wilder (956-882-7372).

**Satisfactory Academic Progress Statement**: UT-B/TSC monitors academic progress every fall and spring to identify students who are experiencing difficulty with their courses. Satisfactory Academic Progress (SAP) is based on two components: GPA of 2.0 or higher and successful course completion of at least 70% of course work attempted. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these minimum standards will be placed on probation or suspension as appropriate. For more information see the current Undergraduate Catalog.

**Intellectual Competencies**: Students will find that every freshman and sophomore class offered through the Department of English will afford them with the opportunity to refine their existing skills in the following six areas:

* Reading: reading at the college level means the ability to analyze and interpret a variety of printed materials.
* Writing: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
* Speaking: Competence in speaking is the ability to communicate orally in clear, coherent , and persuasive language appropriate to purpose, occasion, and audience.
* Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
* Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
* Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

Learning Outcomes:

* Read critically as measured on appropriate testing instruments
* Think and write critically as measured on appropriate testing instruments
* Revise appropriately as demonstrated on multiple writing assignments during the semester
* Use standard university library tools in a recursive process of research
* Effectively incorporate research material in writing as demonstrated on at least one documented assignment
* Develop an appreciation for literature in its broader social context
* Understand how literature both affects and reflects the time period in which it was written
* Recognize the difference between effective and ineffective writing
* Appreciate writing for the craft that it is

**COURSE DESCRIPTION:**

Please be advised that this is a college level course for which you are earning college level credit. Your enrollment in this class means that you understand that the nature and the rigor of the course will be different from the typical high school course. This particular course extends and intensifies the work of Composition I, including research methods and documentation procedures. Students are introduced to close-reading techniques to develop critical thinking and writing skills through the use of culturally diverse works in a variety of different genres. Successful completion of this course will grant you both English IV and English 1302 credit. As a result, both textbooks will be utilized. It is assumed that students have successfully completed the prerequisite for this course (1301 or score of 3 on AP language exam). Students are strongly cautioned that this course requires extensive reading, writing , and discussions; students not prepared to read/write on a regular basis and to take an active part in class discussions should *reconsider* their enrollment in this course

**Attendance:**

Attendance in this class is required. While I understand that for many of you extra-curricular activities will excuse you from the class for attendance purposes, they do not excuse you from completing the assignments and following the due date schedule. In the event you are absent, it remains your responsibility to come see me for missed information.

**Late work/grading procedure:**

Major assignments such as the research paper for which advanced notice has been given will result in a 25 point penalty if turned in late. The same goes for all assignments listed on your class assignments schedule which you will receive once your enrollment in this course is finalized. Whether or not minor assignments will be accepted late is left to **my** discretion.

**Minimum Work Required:** Upon completion of ENGL 1302, you will have completed at least the following:

* Four to Five essay length papers and Two longer documented papers (revisions, drafts, etc)
* Two Presentations
* Three to Four summaries of published essays
* Weekly mini response papers (these vary in length and format)
* Weekly Reading Check Quizzes
* Vocabulary Development Activities
* A final exam which must be successfully completed in class. The exam will be designed to indicate your ability to reproduce the skills we learned in this course

**Units of Study: Tentative Schedule of Events**

The Big Picture (Short Fiction)

* What is literature and why do we study it?
* Literary Devices and their effect/function: it is assumed that you have a basic knowledge of literary terms. I will provide you via BB a list of ones you will need to have mastered for the purpose of this course.
* Literature as a reflection of the human condition
* Literature as a mirror to help understand ourselves and others
* Universal themes of literature
* Writing about AND from literature

Reading Selections:

*The Storm, A Respectable Woman, and The Story of an Hour:* Chopin

*No One’s a Mystery:* Talent

*Little Things* by Raymond Carver

*The Judgment of Solomon* biblical story

*What we talk about When We Talk About Love*: Raymond Carver

*What We Talk about when We talk about Doughnuts*

*The Open Boat:* Crane

*Where are you Going, Where have you been?* Oats

Themes/Essay & Discussion Topics:

1. How do we evaluate literature? How do critics evaluate literature? What comes into play?
2. Is “The Storm” immoral or amoral or neither?
3. The outcomes of “Little Things” and *The Judgment of Solomon* contrast dramatically. What are the thematic implications of the differences?
4. Human nature: “No One’s a Mystery” vs Human Condition: “The Open Boat”
5. Stories achieve varying degrees of closure. Discuss the conclusion of one piece of short fiction including issues such as conflict resolution and reader satisfaction.
6. Some stories make explicit moral statements about human beings or social institutions. Show how this is true of one work you have read. Assess the extent to which the author avoids being merely didactic.

The Reading-Writing Connection

* Active Reading Strategies [*Reading with a Critical Eye p562*]
* The Writing Process
* Basic Types of Writing
* The Rhetorical Triangle
* In writing, everything’s an argument? (basic appeals to argument)
* Diction: connotation/denotation
* Audience/Purpose
* Formal/Informal Register
* Constructing effective thesis statements

Reading Selections:

*“Words and Behavior”* Aldous Huxley

(3) Articles by David Brooks

*Black Men & Public Spaces:* Staples

*Calculated Risks*

*The Company Man*

*Neat People vs Sloppy People*

*The Sad Fate of the Comma*

Structuring Ideas (pg 579-582: Ideas that Matter)

Reading with a Critical Eye (Ideas that Matter)

Themes/Essay & Discussion Topics:

1. Revisit & examine collectively short stories by Chopin: author’s purpose/attitude
2. the difference between neat people and sloppy people as a “moral distinction”
3. The power of words
4. Writing Style: Brooks
5. What is the writer’s argument in Calculated Risks? What is he saying about human nature? HOW does he get this across?
6. Examine diction in *Black Men and Public Spaces*. What makes this such an effective piece of writing?

Education: What is the mark of an educated man?

1. What does it mean to be educated?
2. How does the US stack up against other cultures when it comes to educating its masses? Is America a nation that values education?
3. The right to a free education: is this working?
4. What makes a good teacher? What is the appropriate role of a teacher? Is more expected of them than simply imparting knowledge?
5. Virtue/ethics: a teacher’s responsibility?
6. What flaws do you see in your own education?
7. Education of Immigrants: where do you stand?
8. Separation of Church and State

Reading Selections:

*Greek School Children on a Kylix* (3)

*Encouraging Learning* (8)

from *The New England Primer* (33)

*The Banking Concept of Education* (62)

*Of Studies* Sir Frances Bacon

from *Death at an Early Age* Jonathon Kozal

Thomas Pain excerpts/Supreme court rulings about separation of church and state

*Campus Racism* 101 Nikki Giovanni

The Anglo-Saxon and Medieval Periods

Background Information/Important Figures and Concepts:

* everyday life during these time periods (focus on feudalism)
* the oral tradition and background to the epic
* the spread of Christianity and literacy
* elements of tragedy and the tragic hero

Reading Selections:

*Beowulf*

*Oedipus Rex* and *Jocasta*  (poem by Ruth Eisenberg)

Themes/Questions/Discussion and Essay Topics:

1. Beowulf as the original hero—compare/contrast to modern day heroes. Why are we as a society today still fascinated with the idea of a super hero?
2. Do we ever truly know ourselves? Is self-knowledge the ultimate goal?
3. Are we supposed to understand the will of the gods?
4. The conflict between faith and doubt: knowledge through suffering.
5. The universal theme of good versus evil

The Renaissance and Human Nature: What is the essence of humanity?

1. shift in worldview from religion and the after-life to the here and now; man’s mastery of the world
2. The Elizabethan Era
3. tragic flaw
4. Is man naturally good? Naturally evil?
5. Are we immune to the suffering of others?
6. Science versus religion: must they be at odds?
7. The “renaissance man” versus modern day man
8. What are the moral teachings of Macbeth
9. Ambition and the rise to power—vengeance, heroism, and kingship in comparison to Beowulf
10. Respond: “Macbeth is a thoroughly representative human being.”
11. Respond: “Better to reign in heaven than serve in hell”
12. The fortunate fall?
13. What is man called to do?
14. Nature versus Nurture debate

Reading Selections:

Milton: selections from *Paradise Lost*; *How Soon Hath Time* and *When I consider how my Light is Spent*

*Macbeth*

*Vitruvian Man* (116)

*The Individual and the Pattern of Culture* (132)

*A Good Man is Hard to Find* O’Connor

*The Sacred Balance* (428)

*A Shocking Accident* Greene

*Musee des Beaux Arts* & *The Unknown Citizen* Auden

Novel *The Secret History* Tartt

Wealth, Poverty, and Social Class:

1. What purpose do these distinctions serve?
2. What problems arise because of these distinctions?
3. How does each of these shape the individual?
4. Robin Hood Effect: stealing from the rich to give to the poor
5. Dickens’ so-called legendary characters
6. Innocence lost & crime unpunished
7. The novel as social commentary/the novel as love story

Reading Selections

From Luke Chapter 16 New Testament (315)

*Gin Lane* (320)

*Migrant Mother* (341)

*Rocking Horse Winner* Lawrence

*A Cup of Tea* Mansfield

from *The Day of the Dead* (345)

*Lifeboat Ethics: the case against helping the poor* (357)

Novel: *Great Expectations*

Rhetoric: the art of using language effectively

1. The art of writing: skill?? Talent??
2. The Rhetorical Context
3. The nature of convincing
4. Political Correctness and its effect on rhetoric

Reading Selections:

*Personal Reflections* N. Scott Momaday

Speeches by President Obama

*How to Tame a Wild Tongue* Anzaldua

“Friends, Romans, Countrymen”….Marc Antony’s speech: Julius Caesar

“I have a Dream”….ML King

*A Modest Proposal* Jonathon Swift

*Politics and the English language* Orwell

“Aids is God’s Punishment”

“Everybody’s threatened by homophobia”