I. Basic Course Information

A. Fall 2006  
B. Instructor: Carr Kizzier  
C. Office: E331  
D. Phone: 410-780-6638  
E. Office Hours: MWF 12:15-1:15; T 4-6; or by appointment  
F. Pre-requisite: Grade of C or Better in ENGL 101

II. Course Goals

A. College Composition II increases the writing and thinking skills developed in English 101; covers applying critical thinking and writing skills to a variety of academic assignments, including analyzing complex texts, conducting library and Internet research, developing a research paper, documenting research, and working collaboratively with peers.

B. Overall Course Objectives
   Upon completion of this course, students will be able to
   1. apply a variety of strategies for planning, writing and revising academic essays
   2. work collaboratively with peers to develop and carryout writing projects
   3. apply the critical thinking skills of analysis, synthesis and evaluation to a variety of texts
   4. develop an academic research project from topic identification to final draft
   5. formulate and support a thesis with adequate and pertinent evidence
   6. conduct library and Internet research
   7. evaluate print and electronic research sources
   8. incorporate direct quotation, summary and paraphrase in their writing
   9. provide documentation for sources on a Works Cited page using parenthetical documentation
   10. analyze a variety of complex texts, including a significant number of works by women and people of color
   11. demonstrate an awareness of how an author’s gender, class, culture, and/or race may shape an individual work
   12. identify the voice or voices in a complex text

III. Evaluation

A. Requirements

   1. Papers: This is a writing course, and thus the bulk of the work we do in class will be directed at producing essays. During the course of the semester each student will write and revise a total of three essays based on complex texts,
employing all of the process steps, including multiple drafts, for a minimum of two thousand words. In addition, each student will also write a research paper of at least fifteen hundred words. Regardless of the topic, each paper must conform to the following standards:
All papers must be typed, completed on time, and presented in standard MLA format (double-spaced, one-inch margins, 12-point font).

2. Reading Assignments: In this class, the assigned readings will form the basis of our discussion, analysis, and writing. With this in mind, then, you will be assigned some reading material for nearly every class: material from the texts; stories brought in from outside sources; and the work of you and your fellow students. You are required to read thoroughly and be prepared to discuss each of these readings before you come to class. Occasionally I will give you short quizzes to augment your test-taking skills.

3. Blog posts: In order to facilitate responding to what you read, during the course of the semester you will be writing reviews of the texts that you read on your team blog. The basic format is to provide a summary and response to the reading (see handout), but I will often direct your topics. The minimum requirement is one review per week, which you will then post to your team blog, where you will read the reviews of your colleagues and provide feedback.

4. Class preparation/participation: English 102 is by nature a participatory course. Literary analysis is not something that can be taught to students by an instructor giving a lecture. In order to develop your analytical skills, you must write, read, and rewrite, and we will be doing all three in class. It is essential, then, that you come to class prepared, which involves the following:
   a. Be punctual. Entering late is distracting to the entire class.
   b. Please bring your work – texts, journals, reviews, dictionary, pens or pencils, diskettes, and blank paper – to every class. ** Students who do not bring their texts will be asked to leave and will be marked absent (unexcused).
   c. Complete all assignments – particularly your blog reviews – on time, before you come to class. If reading is assigned, be prepared to discuss it or take a quiz on it as soon as you enter class.
   d. Participate fully in all class activities: discussions, peer workshops, presentations, etc.

B. Grading Policy
1. Your essays and research paper will carry the greatest weight in determining your final grade. In addition, all essays must be completed in order to achieve a passing grade.
Assuming you have fulfilled the attendance requirements, then, your final grade will be determined according to the following formula:

- 40% -- 3 Short Essays
- 25% -- Research Paper
- 20% -- Blog Posts
- 15% -- Class preparation, participation, and group work

2. Late Work: It is imperative that students a.) attend class and b.) complete all work on time. Thus the following policy regarding late work:

Out-of-class essays will be submitted at the beginning of the class they are due. Papers submitted late will be assessed a penalty of one grade for each class that has elapsed – NO EXCEPTIONS.

No in-class assignments will be “made up.” If you must miss an in-class paper, contact me before the class in question, and we will arrange for you to write the paper early.

Late blog posts will not be accepted.

*Please Note: Never, ever leave work in my mailbox. All assignments must be hand-delivered or e-mailed.

C. Attendance Policy

Regular attendance is crucial to success in this course. Many of the activities we engage in during class time – the discussions, peer workshops, conferences — can’t be “made up”, with the result that students who miss class may submit weaker papers. In the end, poor attendance almost always results in a disappointing outcome for the student.

That said, there are always circumstances in which you will find yourself unable to attend class. If you know ahead of time that you will miss a class, let me know in person, leave a message on my phone, or email me.

Keep in mind, however, that poor attendance can also directly affect your grade. Missing one or two classes will most likely not affect your grade. Students having 3-4 unexcused absences, however, can receive no better than a B for their final grade. Students with 5-6 unexcused absences can receive no better than a C for their final grade. Finally, students may miss no more than six (6) classes and still receive a passing grade. This rule applies for both excused and unexcused absences.

In addition, frequent tardiness can also affect your grade. Showing up late for class three times will equal one absence.
IV. Course Procedures

A. Texts and Materials

- *The Things They Carried* by Tim O’Brien (required)
- *The Power of Nonviolence: Writings by Advocates of Peace* (required)
- *Baghdad Burning* by Riverbend (required)
- *Beasts of No Nation* by Uzodinma Iweala (required)
- Any writer’s handbook (recommended)
- *The American Heritage* or any good college dictionary (recommended)

Class Materials: binder or folder for papers, notebook, writing implements, CDs, etc. (required)

B. Other Procedures

1. Classroom Etiquette – It is expected that adult college students will exhibit courtesy, respect, and cooperation during class toward the instructor and toward fellow students. Please remember the sacrifices that others make to attend college, and that everyone is entitled to an orderly and scholarly environment. With this in mind, then, please turn off all cell phones and pagers before entering the classroom, and please refrain from bringing food with you to class.

2. Academic Honesty Policy – Academic honesty is expected of all students. Work submitted by students as their own must be their own, and materials taken from any other source must be clearly identified as such. Intentional falsification of source materials, plagiarism, obtaining advance information about exams, and other violations of academic honesty are not acceptable. The usual penalty for academic dishonesty is failure on the paper or exam for the first offense. A second instance of academic dishonesty will result in failure of the course. Any subsequent violations of the academic honesty policy will result in the student’s dismissal from the program or from the college. A student may appeal any action taken under this policy.

3. Extra Assistance –
   a. **Instructor Office Hours**: If you are having a problem with an assignment, need some extra help, or simply want to discuss class-related topics, please feel free to schedule an appointment with me for time outside of class. I am available to help. JUST ASK.
   b. **The Writing Center**: In the Writing Center, located at H&A 338, faculty tutors are available to help you with your writing projects/problems. Walk-in assistance is available, though making an appointment by calling 410-780-6799 is preferable. The Writing Center also serves as one of the open computer labs on campus.

C. Tentative Schedule of Assignments

*Please See Attached*
TEXTS AND SUPPLIES:

COURSE OBJECTIVES:

This class is a continuation of College Composition I, and thus the emphasis of this course is on the development of your skills as a writer. Building on the skills you learned in English 101, you will develop advanced writing skills and methods for conducting research, writing longer assignments, and analyzing complex texts. In this course, you will learn to work with more sophisticated content and employ more sophisticated research and writing methods in completing your assignments. In addition, you will learn to analyze and evaluate sources for research in the library and on the Internet. The longer, more complex assignments in this course will require you to refine your collaboration skills in developing and completing your writing assignments. While these skills and methods are essential for academic success, they are just as important for your success in life-work situations where written communication is required. Accordingly then, upon completion of this course, students will demonstrate an ability to do the following:

- Apply a variety of strategies for planning, writing, and revising academic essays
- Apply the critical thinking skills of analysis, synthesis, and evaluation to a variety of complex texts
- Develop an academic research project from topic identification to final draft
• **Formulate a thesis** with adequate and pertinent evidence
• Conduct **library and Internet research** and evaluate print and electronic sources
• Incorporate direct quotations, summaries, and/or paraphrases into their essays; use **parenthetical documentation; and provide source documentation in MLA format** in a Works Cited page
• Analyze a variety of complex texts, including a significant number of works by people of color and women

**COURSE REQUIREMENTS:**

1.

**ATTENDANCE:**

**LATE WORK:**

**EXTRA ASSISTANCE/RESOURCES:**

**ACADEMIC HONESTY POLICY:**
Academic

**CLASSROOM ETIQUETTE:**
It

**GRADING:**

**FINAL NOTE:**

Remember, if you have any questions during the course of the semester, in or out of class, please don’t hesitate to ask me. I’m looking forward to working with you, so let’s have a great semester.