

**English 1020
Composition II
3 credit hours**

Course Information

Course Description:

English 1020 is a composition course emphasizing documented critical writing, based on an introduction to fiction, drama, and poetry.

Course Objectives:

Students will be able to

- Apply Composition I planning, organizing, drafting, revising and editing skills to the writing of literary argument papers in Composition II.
- Read closely primary and secondary sources and understand them at interpretive and evaluative levels in preparation for writing about them
- Distinguish among opinions, facts, inferences, and persuasive approaches in primary and secondary sources.
- Formulate thesis sentences based on readings of primary and/or secondary sources, select material from them to support theses, and write papers with well-developed ideas supporting the thesis.
- Use appropriate rhetorical patterns, such as comparison/contrast and argumentation, to demonstrate an understanding of the elements of fiction, poetry and drama in coherent essays which develop literary arguments from process to product.
- Manage, coordinate, and document primary and secondary sources according to MLA style in solving problems and arriving at decisions in the writing process.
- Compose papers using correct diction, syntax, usage, grammar, and mechanics.

Prerequisites and Co-requisites:

English 1010: Composition I

Course Topics:

The required course topics are rhetoric, argument and persuasion, research, and literary analysis of poems, short stories, and plays.

Specific Course Requirements:

Students should have basic Composition I knowledge of essay composition and development. Students should be able to read poems, short stories, and plays critically and interpretively. They should have college-level competency in grammar, punctuation, and mechanics. They must be familiar and comfortable with basic computer and Internet skills. They must be familiar with or willing to learn a variety of online tools.

Textbooks, Supplementary Materials, Hardware and Software Requirements

Required Textbooks:

Please visit the Virtual Bookstore to obtain current textbook information for this course:

<http://rodp.bkstr.com>

Software Requirements:

Microsoft Word is the recommended word processing software for this course. Students who do not have Microsoft Word should be able to submit essays as web pages (HTML files) or as rich text format files (RTF files). Essay assignments will be submitted to the electronic dropbox. At least one of the course assignments allows but does not require Real Player audio. This is free software available from the Internet at <http://www.real.com>.

Instructor Information

Please see the "Professor" topic in the Overview module of the course.

Assessment and Grading

Assignments:

Students will read assignments in the textbook, post drafts, and submit developed, revised, and edited formal papers. Formal papers include one introductory paper, one timed writing, three other well developed and revised papers, and one timed paper submitted as a final exam.

- **Paper 1 (on a designated poem) = 50 points**
- **Paper 2 (on a designated poem) = 100 points**
- **Paper 3 (timed writing) = 50 points**
- **Paper 4 (on a designated play plus a secondary source) = 200 points**
- **Paper 5 (on a designated short story plus a secondary source) = 300 points**
- **Paper 6 (timed writing) = 50 points**
- **Drafts and Sources = 10 points each, for a total of 80 points**
- **Paper Corrections (Paper 2, 3, 4, 5) = 25 points. each, for a total of 100 points**

Objective Test, MSVE (over grammar, punctuation, documentation, and college writing issues taught in the class) = 5 points for pre-test and 50 points for post-test, for a total of 55 points.

Total Points Possible = 985

Optional Assignments: At the discretion of the professor, students may be asked to engage in peer editing and response, revision assignment, grammar quizzes, or reading quizzes.

Use of Student Writing:

From time to time, your professor may take student writing produced in this course as examples to explain Composition I and II ideas to other students. Doing so may better help explain to other students the concepts discussed in this course such as drafting, revising, proofreading, mechanics, and/or other

principles of writing. In doing this, all student names and identifiers will be removed so that other students in the class cannot identify the student who produced the writing. If you do not want your writing used in this way, please give your professor an email message to that effect.

Grading Procedure:

Each essay (Papers 1 through 6) is evaluated on its own merits. There is no formula for judging an essay. When grading an essay, the professor will consider the quality of content and organization, thesis, specific detail to support and develop general statements, and the number and frequency of serious composition errors (e.g. fragments, comma splices, errors in agreement and tense, and misspellings) as well as the use of source material and how it is integrated into the student's paper. A paper may be relatively free from errors but lacking in insight, thought, or content; the instructor must give such a paper a low grade.

On the other hand, a paper with strong content and organization may receive a low grade because of serious errors in grammar, punctuation, sentence structure, and spelling. Progress is a principal objective; therefore, repeated errors and deficiencies weigh more heavily in the grading as the semester goes on.

Drafts are graded based on a rubric provided for each individual draft.

Corrections are graded based on correctly applying rules from the *Little-Brown Handbook* to the rhetorical context of errors.

Grading Scale:

Note: There are no plus or minus grades permitted for the final grades in RODP.

90% - 100%	= A	(in this course, 886-985 points)
80% - 89%	= B	(in this course, 788-885 points)
70% - 79%	= C	(in this course, 689-787 points)
60% - 69%	= D	(in this course, 591-688 points)
59% or less	= F	(in this course, below 591 points)

Some TBR schools do not award the grade of 'D' in ENGL 1010 or 1020; therefore, a grade of 'D' may be converted to an 'F' or another substitute grade. Please check the grading policy at your home institution and your school of enrollment.

Assignments and Participation

Assignments and Projects:

Students will complete rough drafts and final versions of papers, post drafts, and make corrections to the papers.

Each essay will be evaluated, marked, and returned to the student. Once an essay has been submitted

for a grade, students cannot revise it for a higher grade.

Students should keep copies of their papers and other work on their home computers. Students must resubmit any papers that are lost or misplaced inside the online class.

The instructor must have on file a copy of each graded essay before she/he can record the final grade for that essay.

The professor may refuse to accept essays that are not written according to stated requirements or those for which there is a question about authorship, plagiarism, or revision.

Class Participation:

Students must participate in all interactive aspects of the course. For example, students must post drafts to the discussion board and submit papers to the assignment drop box for the course. Students are expected to communicate with the instructor on a regular basis and check the Events schedule, news, and email frequently for announcements or changes in the course. Students must actively participate in the class consistently and at a steady pace.

Punctuality:

To receive full credit, all assignments, including papers and drafts, corrections, and the final exam essay, must be submitted on time. **Ten percent (10%) of the score will be taken away for each 24-hour period a paper or other assignment is late. Once the deadline has passed, students may lose access to submitting the assignments.** Students who are able to work on class assignments only in the evenings should make plans to complete assignments on the evening before the day of the deadline.

Course Ground Rules

Students are expected to communicate with other students, learn how to navigate online, keep abreast of course news and emails, and read directions in Course Content thoroughly and in detail. They should use the course email in regular communication for the class; email outside course email should be reserved for emergency use only. They should also give the professor a web-based email address (such as those available from Hotmail or Yahoo) as a back-up. Students should address technical problems immediately. (See the help information below.) Students should observe course netiquette at all times. In an online composition course, regular attendance takes the form of turning assignments in on time, keeping up with course news and email from the professor and other students, and participating in class assignments on time. If for some reason the student must hand in any assignment late, it is his or her responsibility to contact the professor. **The student must hand in missing essays even if they are so late that they cannot receive a passing grade. The professor must have all essays from the student before the student can pass the course.**

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. According to Webster's Ninth New Collegiate Dictionary, plagiarism is to "steal and pass off as one's own (the ideas or words of another); to present as one's own an idea or product derived

from an existing source." Students who plagiarize or commit any other form of academic dishonesty will receive a zero on the paper and may receive an F in the course. Using information from an Internet page, another student's paper or other assignment, or paraphrasing material from books, journals, and databases are all forms of plagiarism, cheating, and academic dishonesty.

Guidelines for Communications

Email:

- Always include a subject line.
- Set email to the UNREAD option.
- Never use all capital letters; this is known as "screaming" in netiquette.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.
- Check email frequently; checking email once every day or once every other day is probably about right for most students.
- Respond to email from others by using the QUOTE feature in email.

Discussion Groups:

- Set discussion to UNTHREADED and UNREAD option, if you wish.
- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Read what other students have posted before posting your own message. Much can be learned from what others have to say.
- Reading what other students have posted before posting your own message also serves to give students models of writing that might be helpful in writing their own messages.
- Try to maintain threads by using the "Reply" or "Quote" button rather starting a new topic, when appropriate.
- Do not make insulting or inflammatory statements to other members of the class on the discussion board. Discussion boards are public communication and should be treated as such. Be respectful of others' ideas.
- Be patient and read the comments of other students thoroughly before entering your remarks.
- Be cooperative with other students in completing assigned collaborative tasks.
- Be positive and constructive in discussion boards.
- Respond in a thoughtful and timely manner.
- Avoid responding to how something is said; usually, responding to what is said is a better idea.
- Feel free to disagree with the ideas of others, but do not attack or denigrate their opinions, analyses, or interpretations.
- Always include a subject line when posting a discussion message.
- Respond to discussion postings from others by using the QUOTE feature.
- Respond to discussion postings from others by using REPLY PRIVATELY feature if your

response is sensitive or personal in nature.

Chat:

- Chat is not required in this course.
- Introduce yourself to the other learners in the chat session.
- Be polite. Choose your words carefully. Do not use derogatory statements.
- Be concise in responding to others in the chat session.
- Be prepared to open the chat session at the scheduled time.
- Be constructive in your comments and suggestions.
- Avoid creating private rooms if several people are chatting.
- If you wish to chat, be sure to set up days, dates, times, and chat rooms to enter with other students before trying to chat.

Web Resources:

- [Columbia Guide to Online Style](#) by Janice R. Walker and Todd Taylor
- <http://www.bedfordsmartins.com/online/cite6.html> gives MLA citation format for online materials

Library

The [Tennessee Virtual Library](#) is available to all students enrolled in the Regents Degree Program. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses.

Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Technical Support

AskRODP Help Desk (toll free number 1-866-550-7637) or go to the AskRODP website at: <http://help.rodpc.org/>

If you are having problems:

- logging into your course
- timing out of your course
- "technical" related issues for D2L (it takes a long time to click around my course)
- using your course web site tools

If you contact Technical Support by phone please be at your computer and be prepared to provide the following information: (If you do not know the information below please call 1-866-550-7637)

- Your username
 - Your password
 - The URL, (address, "http://...") you are unable to access
 - Your instructor's name (Ex.: Dr. Charles Cooper)
 - Your course number, section and name (EX: EDU 1120 Introduction to Teaching)
 - Are you using a PC or MAC
 - Your operating system (Windows 98, NT, 2000, Vista, etc.)
 - Browser type and version (EX: Internet Explorer 7)
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