



CORE 2053: Composition II (Spring 2020)
Blocks 12 and 14 MWF (9:06-10:42 and 10:48-12:20)
Block 17 TThF (1:13-2:49)

INSTRUCTOR INFORMATION

Chris Sutterfield, MFA, MAT, MATS

Office: Atrium 6

Phone: (479) 756-1140

Email: chriss@shilohsaints.org (*email is the best way to contact me*)

Office Hours: MWF (8:15-9:00 and 3:00-3:40)

COURSE DESCRIPTION¹

Students will improve their ability to read and write about texts, observing the conventions of formal prose.

Prerequisite: CORE 1043. Fall, Spring (General Catalog).

UNIVERSITY MISSION STATEMENT

For the Vision, Mission, Values, and Learning Goals of Ouachita Baptist University, please visit the following link:
<http://www.obu.edu/about/vision-mission-and-values/>

PROGRAM STUDENT LEARNING OBJECTIVES (SLO)

Upon successful completion of this course, students will be able to demonstrate the following competencies

- write standard prose, analyzing texts
- learn to read and cite sources accurately, thoroughly, and consistently
- avoid plagiarism by learning to read and cite sources accurately, thoroughly, and consistently

COURSE OBJECTIVES

Composition II aims to make you conversant with research writing, giving you hands-on experience in conducting inquiries of a scholarly nature (SLO #1). Building upon the strategies for successful writing learned in Composition I, Composition II will help you develop critical thinking and writing skills, which are useful in *any* academic major, as you learn to synthesize your perspectives with those of other writers (SLO #1, SLO #2). We will focus on the summary, analysis, and synthesis of texts, as well as both traditional and alternative forms of research (SLO #1, SLO #2, SLO #3). We will also work with writing genres useful in the workplace. A major component of the course will be learning to write academically honest essays, which includes accurately, thoroughly, and consistently citing sources, both primary and secondary (SLO #3). Know that you are in charge of your own education, and this course asks you to read *all* assignments carefully, write thoughtfully, and think purposefully (SLO #1, SLO #2, SLO #3).

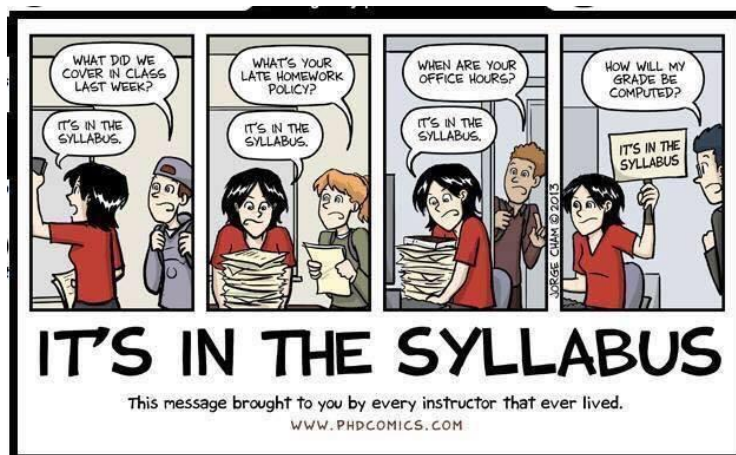
REQUIRED TEXTS & MATERIALS

Texts:

Exploring Literature: Writing and Thinking about Fiction, Poetry, Drama, and the Essay 2th Edition / Frank Madden, editor.

The Great Gatsby, by F. Scott Fitzgerald.

Assigned Scholarly (secondary-source) Articles



¹ Cham, Jorge. *PhD Comics*, 10 May 2013, www.phdcomics.com/comics.php?f=1583. Accessed 6 Jan. 2015.

COURSE ASSIGNMENTS

On the first day of class, you will receive a handout that will allow you to easily keep track of your own grades. You may also check *RenWeb* for your up-to-date average.

The following assignments and assessments are to be completed as described by the dates outlined in the course reading schedule or as indicated by the instructor. See the Reading Schedule for this course.

Grading Percentages: *A (100-90%), B (89-80%), C (79-70%), D (69-60%), F (59 or below)*

Unit 1: Non-Fiction

- Paper 1 (Rhetorical Analysis)- 10%

Unit 2: Fiction

- Paper 2 (Evaluative Synthesis: “Hills Like White Elephants”)- 15%
- Paper 3 (Evaluative Synthesis: Your Selection)- 15%

Unit 3: Poetry

- In-Class Essay Exam 1 (In-Class Essay Exam - Explication)- 20%

Unit 4: The Novel: *The Great Gatsby* (20%)

- Final Exam

Unit 5: Creative Non-Fiction (Juniors-only)

- College Application Essay

Total Semester Grades:	PAPERS: 40% Total Grade
	WORKSHOPS: 5% Total Grade
	QUIZZES: 25% Total Grade
	RESPONSE PROMPTS: 10%
	IN-CLASS EXAM: 20% Total Grade
	TOTAL: 100%
	FINAL EXAM: 20%

In-Class Essay Exams

-Students will compose two essays during the scheduled class time (see reading schedule for the exam dates). The first exam will have students to compose an explication essay over a poem (selected by the instructor). Here students will demonstrate their explication skills by composing an essay which “unfolds” the poem, analyzing the practiced skill of ‘how does a poem’ mean. The second essay exam will come at the end of the semester after students have read and discussed Fitzgerald’s *The Great Gatsby*. Students will be responsible for understanding themes, motifs, and character development. Moreover, they will be asked to display that understanding by composing an in-class essay over one or more of those objectives listed above.

Rough Drafts and Peer Review

- *Three rough drafts*: Each of the three essays (Rhetorical Analysis and Evaluative Synthesis Essays) will be accompanied by a draft due in class and a peer review workshop with classmates. Neither the draft nor the peer review is optional. You are required to have a *complete draft* on peer workshop days. Students who attend class that day with no draft will lose all points for that review, be dismissed from class, *and will be counted absent*. Additionally, I will not review the paper for you. Students with partial drafts will not receive full credit for the draft. To receive full credit on peer review, students will need to offer a variety of viable, helpful suggestions, including but not limited to organization, global issues, proofreading issues, and MLA formatting.

Response Prompts

-Students will respond to **TEN** response prompts that deal with some part of the weekly reading(s)--theme, motif, etc. All prompt questions will be posted on the class website under the tab ‘Response Prompts.’ All written responses will be typed and adhere to all MLA formatting rules before being submitted to Turnitin on the designated due date (see class Syllabus for due dates). **The minimum length for each written response is 2 pages.**

Quizzes

-*Twenty-five Reading Quizzes*: Quizzes will focus primarily on reading comprehension plus some analysis and interpretation. Expect questions in a variety of formats—short answer, fill-in-the-blank, multiple choice, and true/false.

CLASS PREPARATION

Besides completing the reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must *master* the material. On the contrary, it’s perfectly reasonable that you might be confused by some readings the first time you encounter them. In such cases, you should be prepared to discuss what you specifically found puzzling, aggravating, thought-provoking, engaging, or difficult about the assignment. In other words, if you feel you have nothing to state about a piece of writing, you should actively develop a list of questions about it. Since this class focuses on writing, there really is no such thing as a silly question, provided that you ask it in the spirit of honest inquiry.

PARTICIPATION

Class participation comes in a variety of forms: carefully taking notes, contributing to class discussions, raising questions, or volunteering to read aloud. Together, all of these activities enhance your learning experience. Simply put, participation is being involved in different aspects of the class. However, merely attending class, taking notes, and then leaving will *not* earn you an “A” in participation. Constantly sharing stories that do not have a connection to the topic likewise will not earn you an “A” in participation. Participation should, in some way, enhance the class.

LATE WORK

Submitting your work on time is part of college. After college, bosses and supervisors will not accept late or shoddy work without strict consequences and neither will this professor. Therefore, ***I do not accept late assignments.*** *You will lose all points for a late assignment.* Work that falls under the category of *assignments* includes (1) Essays submitted to Turnitin; (2) Rough drafts.

All work, unless otherwise stated by the professor, must be submitted at the *beginning of class*. This means that you should take care of all of your printer-and-ink-related emergencies prior to attending class. Class begins at 2 PM on the dot. You should be in class with your work at that time, NOT in the computer lab fighting other desperate students for the printer. Take responsibility for your own education.

For the final draft of an essay to be considered on time, you must submit it *in class, at the beginning*. A late *final* draft will be docked a letter grade per *day* it is late, including days we do not meet. Saturday and Sunday will count as *1 day*. In-class assignments and quizzes *cannot* be made up if you are late or absent.

SPORTS AND/OR FIELD TRIP ABSENCES

If you will be absent due to a school-sanctioned sports obligation, field trip, etc., it is your responsibility to inform me ahead of time the day(s) you will be absent as well as make arrangements for any missed assignments. Students informing the instructor of said event *after* the fact will *not* have an opportunity to make up any missed work. Remember to take responsibility for your own education. **Note:** Relying on the fact I may (or may not) receive an email regarding your absence is not enough for you to make up an assignment. You *must* speak with me directly.

POLICY ON CELL PHONES & ELECTRONICS

Students who use their phones/electronics in class without permission will be counted absent. Often, we will use the internet as a learning tool during class. This is a privilege. Students who abuse this privilege by not staying on task may cause the entire class to lose internet privileges. Except when I specify otherwise, the use of cell phones, tablets, and laptops is prohibited in class, and devices with ringers should be turned on SILENT.

PROFESSIONAL EMAIL ETIQUETTE

In email correspondences with me (and professors for other courses), be respectful, be clear, and be concise. Think about emailing your professors as practice for business emails in the future: avoid slang, write in complete and correct sentences, and proofread before hitting *send*. Of course, always be courteous and never ask *any* professor to do *anything ASAP*. Never send me an attachment without clearly stating what it is in the body of the email. ***Seriously—I will not read and/or respond to any email that is simply an attachment.***

In addition to considering these formal guidelines, take a moment to reflect on the content of your emails before hitting *send*: avoid emailing to ask questions about assignment deadlines, class policies, or other topics outlined in this syllabus, your course outline, or the writing prompts. Learn where to find the information you need so you will not have to wait for a response!

Finally, think twice about sending emails about grades. While I strongly encourage you to email me if you notice any mistakes in your grades reported on *Moodle*, all other inquiries or discussions about grades should take place face-to-face. If, at the end of the semester, you happen to find yourself on the borderline between two letter grades, do not email me to and ask me to raise your grade (or any variation thereof). Doing so will result in your keeping the exact grade you earned.

To practice professional email etiquette, and to demonstrate that you have read this syllabus for important classroom procedures, I invite you to email me a picture of a cute puppy—it can be your dog, a friend's, a meme, etc. for 5 bonus points. In the subject section of the email, write Comp II Cute Puppy Bonus and make sure you write something in the body of the email as well. If you read this part of the syllabus in class, ***do not*** alert your classmates; likewise, do not discuss this assignment outside of class. This is an individual assignment. Puppy pics are due in my inbox by Wednesday, August 29 at 5 PM.

OTHER POLICIES & GUIDELINES FOR A SUCCESSFUL SEMESTER IN COMP II

Check your school email daily! If I need to contact you for any reason regarding this class, I will email you. You are responsible for whatever I email to you, so check your OBU email daily. "I didn't check my email" is not an excuse for not having followed directions.

---- Fall 2019 Comp II Syllabus & Course Outline----

Cell phones only during approved times! I know that you may finish a quiz or in-class composition early, but resist the urge to drag out your cell phone for the 3-5 minutes you may be waiting. Even this type of phone use will result in an absence.

Stay engaged until I dismiss class! In other words, please do not pack up prior to class dismissal; it is distracting for me, the professor, and for other students, not to mention disrespectful.

Take notes! Please, don't sit in class doodling or just listening. If you track the discussion by note taking, you'll better understand the material and gain insights for your essays.

I am available and willing to give extra help! but you must ask. I am available during office hours (printed on the first page of the syllabus) and by appointment, which you can make in person or via email. No question is too small for you to stop by my office for a few moments. I'm also happy to answer questions about your essays, and I'm willing to go over your essay with you. If you would like me to help you with your essay, you must ask *at least 3 days* in advance of the due date.

THE SPEER WRITING CENTER

The Speer Writing Center is a free service available to all student writers at OBU. It offers one-on-one help with any kind of writing project (not just this class!), at any stage in the writing process. The Writing Center will assist with brainstorming as well as grammar. The only requirement is that you have a specific problem/task/topic in mind when you arrive at your designated appointment time. The Writing Center is located in Evans Student Center and will open on Tuesday, September

4. To make an appointment, you can contact the Speer Writing Center by one of the following methods:

- In person: Evans Student Center, across from Chick-Fil-A (M-Th, 7-9 PM)
- By phone: (870) 245-5301 (M-Th, 7-9 PM)
- Email: OBUspeerwritingcenter@gmail.com (at any time)

COVENANT ON ACADEMIC HONOR

Students at Ouachita are obligated to uphold the Covenant on Academic Honor, which reads in part, "I will refrain from all forms of academic dishonesty, and I will act responsibly when confronted with the knowledge of such behavior." For possible consequences of any violation of this, please see *The Tiger Handbook*, available online through *Tigernet*.

PLAGIARISM & CONSEQUENCES IN THIS COURSE

Recall that plagiarism is, in part, borrowing, quoting, paraphrasing, or summarizing *any person's words or ideas* (including those of a classmate, roommate, or even your own from another class) without giving credit. **If you are unsure of what constitutes plagiarism, please make an appointment with the professor prior to submitting your first written assignment.**

For the first offense of plagiarism you will (1) receive a zero on the assignment; (2) have a meeting with the professor that may or may not include the Language and Literature Department Chair and the Dean of Humanities; (3) have your name submitted to the Dean of Students; (4) possibly be referred to the Judicial Council; and (5) (*may*) have the opportunity to rewrite the assignment for a maximum of 50% of the original number of points. Any subsequent plagiarism offenses will be rewarded with (1) a zero on the assignment; (2) no opportunity to re-write; (3) referral to the Judicial Council; and (4) a probable failing grade in the class.

SPECIAL ACCOMMODATIONS

Ouachita Baptist University is committed to extending access and opportunity to those who have disabilities. To request modifications or accommodations due to a disabling condition, or to request a copy of the University policy concerning modifications or accommodations, contact Mr. Dan Jarboe, University Counselor and ADA/504 Coordinator, in the Student Services Office. The office is located in Evans Student Center 220 and the telephone number is (870) 245-5591. You may email the University Counselor and ADA/504 Coordinator at jarboed@obu.edu.