

NAVARRO COLLEGE COURSE SYLLABUS
ENGLISH 1302-NTW, COMPOSITION AND RHETORIC II
Spring 16-Week Course, 2006

Instructor: Dr. Geoffrey Grimes
Telephone: (972) 740-3125 (cell)
Email: geoffrey.grimes@navarrocollege.edu

I. Introduction

English 1302, Composition and Rhetoric II, is designed to serve two complementary purposes. First, it is intended to assist the student in developing an orderly and effective approach to the reading of modern imaginative literature. To this end, much of the class work will consist of discussion of various short stories, films, plays, and poetry. The second purpose of the course is that the student continues to develop his or her writing skills through writing analytical and critical literary essays and a fully developed research paper.

II. Student Learning Outcomes

1. Identify basic literary concepts such as structure, character, theme, situation, tone, irony, symbol, imagery, point of view.
2. Demonstrate knowledge of different literary genres: poetry, fiction, drama.
3. Understand basic literary concepts through the interpretation, and evaluation of selected literary works.
4. Locate, evaluate, and utilize source material.
5. Use sources, synthesize and document pertinent material into a formal research paper using MLA style.

III. Instructional Materials

Texts:

1. Roberts and Jacobs. Literature: an Introduction to Reading and Writing. 7th ed. 2004.
2. Fowler and Aaron. The Little Brown Handbook. 9th ed., New York: Longman, 2004.

IV. Standards of Evaluation

English 1302 is a writing-rhetoric-literature course that carries three (3) transfer hours credit. The student's grade for this course will be determined according to the quality of his or her work on the following assignments.

IV. Standards for Evaluation:

Major Essays and required exercises 1 – 15	50%
Research Paper and required exercises 16 - 26	50%
(Note: Exercise 26 is the final exam.)	

Each composition will be assessed a letter grade and/or a percentage score, according to the following general standards:

- A** (90-100) The **A** theme states and develops its central idea with originality. It is narrow in its scope in that its thesis is specific and provable with clear logic, personal experience, and/or outside readings and research. Its ideas are clear, logically organized, and thought provoking. Moreover, the essay addresses serious subject matter and demonstrates critical thinking skills, NOT mere observational skills. The tone and language are consistent with the purpose of the assignment, and they are not stilted and "affected." Finally, the essay contains expert use of accepted standard English grammar applied to sophisticated and varied sentence structure types. It is free of flagrant errors in spelling, punctuation, and grammar.
- B** (80-89) The **B** theme states and develops its central idea with originality as well. It, too, is narrow in its scope, and its thesis is specific and provable. Its ideas are clear and obviously the result of critical thinking and, for the most part, are presented in a sustained, logical order. Its tone and language are consistent with the purpose of the assignment but may occasionally become inappropriate. Infrequent but distracting sentence level errors exist, affecting the smooth transition from idea to idea for the reader. The essay is free of flagrant spelling, grammar, and usage errors.
- C** (70-79) The **C** essay's central idea may not always be entirely clear or its scope may simply be too large to develop logically within the parameters of the assignment. If the central idea is clear, proof of it can be achieved simply by observation and requires few critical thinking skills. As a result, it lacks sophisticated and sustained logical structure and development. Tone and language are often inappropriate and may even slip into colloquialism or cliché. The essay may contain various but not extremely serious sentence level problems because the writer is sometimes inconsistent in adhering to the rules of accepted English grammar.
- D** (60-69) The **D** essay has a variety of problems regarding scope and thesis. For example, it may have no central idea at all, resulting in vacuous or no organization and development. It may also offer the reader multiple ideas, none of which is adequately developed or organized in the piece. If an attempt is made to develop an idea, its proof is not the product of critical thinking, but relies frequently or solely upon sweeping generalizations and opinion, or only upon emotional appeal. Tone and language are consistently inappropriate. The writer is unable to demonstrate control of standard English grammar, which results in chronic sentence level problems, often as serious as fragments, comma splices, and/or fused sentences.
- F** (Below 60) The **F** essay demonstrates no understanding or control of the fundamental characteristics of a college essay. The paper has no thesis or central

purpose, no recognizable organization, no evidence of critical thinking, and demonstrates no understanding of accepted standard English grammar.

A paper that fails to follow the assigned writing prompt or mode may receive an F.

V. Absence from Class for School Sanctioned Activities

Regular attendance in class is a student obligation, and absence from class is not recognized as a student privilege. Therefore, students are expected to be present and on time for all class meetings and will be held accountable for all material presented in class. Students who are absent from class due to participation in an **officially sanctioned school activity** must present notice of the event to the instructor (at least two weeks prior is desirable) and request that they are allowed to make up assignments. The request to fulfill assigned **major** work will be honored, and these students will not be penalized for missed daily work. Students need to attend college for educational purposes and need to know that participation in activities outside the classroom is recognized as a lower priority.

If a student is absent from class the equivalence of two weeks, the student may be dropped from the course by the instructor or may receive an F in the course.

If at any time the student decides not to complete the course, the student *should confer* with the instructor prior to the last official day to withdraw from college to determine his/her status and possible alternatives. If the student still does not wish to complete the course after the conference, **he/she should officially drop**. **Otherwise**, the student may receive an F in the course at the end of the semester.

VI. EEOC Statement

Navarro College shall comply with existing federal and state laws and regulations, including the Civil Rights Act of 1964 (P.L 88-352) and Executive Order 11246 (Revised Order #4), where applicable, with respect to the admissions and education of students; with respect to the availability of student loans, grants, scholarships, and job opportunities; with respect to the employment and promotion of teaching and non-teaching personnel; with respect to the student and faculty activities conducted on premises owned or occupied by the College. Navarro College shall not discriminate either in favor of or against any person on account of race, color, religion, creed, sex, age, national origin, ancestry, handicap, marital status or veteran's status.

VII. Behavioral Expectations in an Academic Setting

Students at institutions of higher learning are expected to exhibit high ethical behavior. The current Navarro College Student Handbook speaks to this issue.

VIII. Services for Students

A. Tutorials - Navarro College provides free tutorial services in the tutoring Center for any student who may encounter problems with this or any other course. If you are having

difficulty with this course, please contact your instructor and/or Mrs. Alene Huffman in the Tutoring Center at 903-875-7455 and take advantage of the tutorial services and for disability accommodations.

B. Special Populations Students - Navarro College provides, through the Carl Perkins Center, a variety of services for students who are single parents, displaced homemakers, persons with disabilities, students majoring in non-traditional occupations, and limited English-speaking students. Students falling in one or more of these categories should contact the Carl Perkins Career Center for details concerning these services. Please note that the Center is funded through a federal grant and the level of service depends on funding available. Students must meet specific requirements as defined by the federal government.

C. Please know that Navarro College provides reasonable accommodations to students with documented disabilities in compliance with the Americans with Disabilities Act. Students with disabilities who have majors in business or technology should contact Ms. Mary Dickerson for instructions on applying for special accommodations. Those with academic transfer majors should contact Ms. Alene Huffman.

IX. Electronic Devices in the Classroom

Navarro College believes that the dynamics occurring in the classroom should primarily enhance the instruction process. The classroom is a learning laboratory, which must be free from interruption or interference. As a result, all electronic devices capable of generating noise, such as cellular phones, pagers, palm pilots, beeper watches, etc., are considered a distraction to the learning process and will be turned off prior to entering the classroom. Such devices will also be kept out of sight and should not be accessed during the class period.

The student will not interact with these devices at any time during classroom instruction. Any student who anticipates receiving a message during classroom instruction or expects to be contacted in class by an outside source must coordinate with the Department or Division Secretary. Such message will be delivered to the appropriate instructor who will arrange a mutually satisfactory response to the situation.

The instructor will warn a student the “first time” who fails to comply with this policy. The student, upon the warning by the instructor, will take immediate corrective action. In the event the student fails to comply with the instructor's request, the student will be dismissed from class and at the instructor's discretion, may be counted absent or have points deducted for work missed. A student who violates this policy a second time will be dismissed from class, counted absent and/or have points deducted for work missed. The instructor will then convey to the student that any further offense will cause the student to be dropped from the class for disruptive behavior in the class where the violation occurred.

A student who has an electronic device activated during an examination period will not be permitted to continue the examination. He/she will be asked to leave the classroom and will be denied the opportunity to complete or re-take the examination. Due to the

circumstance, the instructor may question the validity of any portion of the examination completed prior to the violation and may elect not to grade the examination. In such a situation, the student will not receive credit for the examination and will not be permitted to make up the missed examination.

"If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds."

Course Outline

Schedule of Exercises (See the list of Exercises on the website for those exercises that are required.)

Week 2

Exercise 1a – Essay analyzing “Three Dirges” (see the website for the reading, exercise instructions, and supplementary materials)

Week 3

Exercise 1b – Essays analyzing short stories from your text, *Literature*. (See the instructions for these and the remaining exercises on the website.)

Week 4

1c – Essays analyzing poetry from your text, *Literature*. (See the instructions for these and the remaining exercises on the website.)

Week 5

Exercises 2, 3, 4

Week 6

Exercise 5

Week 7

Exercises 6 - 12

Week 8

Exercises 13 - 16

Week 9

Exercises 17, 18

Week 10

Exercises 19, 20, 21

Week 12

Exercise 22

Week 13

Exercise 23, 24

Week 14

Exercise 25

Week 15

Exercise 26 (Final Exam – the final submission of the research paper/See the directions for completing the two-part analysis of the research paper on the website)