Composition and Introduction to Literature
ENGL-1302
Spring 2017  Section SECTION_N09 CRN-23535  3 Credits  02/06/2017 to 05/11/2017  Modified 01/11/2017

Meeting Times

Lecture
Monday, Tuesday, Wednesday, Thursday, Friday, 12:01 AM to 11:55 PM, Online

Contact Information

Professor: Lisa Wall
Email: lwall@blinn.edu
Office: Academic Office 22
Phone: 979-830-4874

Office Hours
Thursday, 9:00 AM to 12:00 PM, Academic Office 22 and Online
And by appointment.
For details about regular office hours, please see the D2L classroom.
My physical office, Academic 22, is located on the Brenham campus.

Desire2Learn (d2l) Log in Homepage: http://ecampusd2l.blinn.edu/
Askatutor service: askatutor@blinn.edu
Major Paper Submission Site: http://www.turnitin.com

Description

3 lecture hours per week; 48 total contact hours. Credit: 3 semester hours.

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry; teamwork; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. This reading and writing intensive prerequisite for sophomore English offerings further develops the analytical, thinking, and research skills underlying academic success through the study of literature. The student's writing of genre-based essays, including researched papers, reinforces the thinking skills associated with interpretation, explication, evaluation, analysis, and synthesis. Essays, including a 1500-2000 word documented library research-based paper, are required.

REQUISITES
Prerequisite: ENGL 1301 (Composition I) or its equivalent
Corequisites: None

CORE OBJECTIVES

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. Core objectives of this course include critical thinking, communication, teamwork, and personal responsibility.

ASSESSMENT

Both direct and indirect assessment methods may be used to measure success in this course. Students will demonstrate their writing skills in the form of analytical and argumentative essays, including a 1500-2000 word researched paper and shorter papers, for a total of at least 4000 graded words. Faculty-designed rubrics are used for assessing written essays, MLA documentation style, critical thinking skills, oral reports, and teamwork. Personal responsibility in the form of academic integrity is encouraged by student submission of papers to a plagiarism-detection database. In addition, students develop social and teamwork skills as they participate in peer and self-critiques of papers and group assignments.

🌟 Core Curriculum Statement

Through the Texas Core Curriculum, students will gain a foundation of knowledge in human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. For details relating to this core course, please see:

http://www.blinn.edu/academics/core_curriculum.html

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Students who succeed in this course will:

1. Demonstrate knowledge of individual and collaborative research processes;
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays addressing literary works;
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of evidence;
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action;
5. Produce critical essays that support a thesis, utilize primary and/or secondary sources, apply the conventions of the MLA style manual, avoid plagiarism; and
6. Demonstrate an understanding of literature as an expression of human values within the social, political, cultural, or religious contexts of different literary genres.

勘查 Materials

Brenham:


NOTE: The Bryan campus may offer a “portable” (condensed) version of *The Norton Introduction to Literature*. DO NOT BUY THIS VERSION. The page numbers will not match up, and some selections that are in the version offered by the Brenham campus may not be in the ‘portable’ version.

For more information, including shipping possibilities, please see the Brenham Bookstore’s site at [http://blinn-brenham.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19563&catalogId=10001&langId=-1](http://blinn-brenham.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19563&catalogId=10001&langId=-1)

### The Elements of Style (optional but highly recommended)

**Author:** Strunk, William, and E. B. White  
**Publisher:** Harcourt  
**Optional**  
**Availability:** Library OR Online

- Library copy: Call number 808 St89e 1979 (Brenham campus)
- Online:
  - [http://www.gutenberg.org/ebooks/37134](http://www.gutenberg.org/ebooks/37134)  

### MLA Handbook for Writers of Research Papers (optional but highly recommended)

**Author:** Gibaldi, Joseph  
**Publisher:** Modern Language Association of America  
**Edition:** 8th  
**Optional**  
**Availability:** Library

- 808.027 M699h 2016 (several copies; Brenham, Bryan, and Schulenburg campuses--some copies are available for checkout, while others are available in the Reference section only)

### Access to Microsoft Word

You can access Microsoft Word for free in any of the following places on campus: the library, the Writing Center, the Learning Center, Bullock Lab (Brenham campus), among others. In addition, your local library probably has Microsoft Word. Finally, you have Microsoft Word, Excel and PowerPoint FREE in your buc.blinn email account. Click here ([http://www.blinn.edu/acadtech/MScampusagreement.htm](http://www.blinn.edu/acadtech/MScampusagreement.htm)) to learn how to access these services.

You need Microsoft Word in order to upload your papers to Turnitin and a few miscellaneous assignments to the dropboxes in the D2L classroom. Notepad, and similar programs that do not retain any formatting (such as *italics*), will not suffice.

- **Availability:** see above  
- **Price:** see above

### Course Requirements

Students who succeed in ENGL 1302 will produce:

- A minimum of two 750-word or three 500-word essays (an annotated bibliography may be assigned but may not count as a major essay);  
- Daily work, including class participation, group and team work assignments, quizzes, presentations;  
- One in-class comprehensive final exam including an essay of 500-700 words; and  
- One 1500-word (minimum) researched literary argument/analysis based on close reading of a literary work or works.  
- A course minimum of 4000 graded words.
Online Course Integrity

Humanities Division online instructors implement a variety of strategies to ensure scholastic integrity, including but not limited to: Turnitin originality checks, timed testing, Respondus browser lockdown, randomized test questions, ProctorU, webcam, Tegrity test capture, and/or completing coursework at approved testing centers. Individual instructors will provide more information.

Contact Hour Requirement

In compliance with ACGM and THECB rulings:

**Face-to-face courses** require a minimum of 48 contact hours per semester or three contact hours per week.

**Blended courses** require 49% (about 23) of those 48 hours to be face-to-face and 51% (about 25) to be online hours.

The number and type of contact hours per week are stated on the course reading and assignment schedule below.

In addition to in-class hours, all faculty post and keep regular office hours for individual consultations.

✅ Evaluation

Criteria

Weights to be determined by individual instructor

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Essays</td>
<td>20%</td>
<td>Minimum of two 750-word or three 500-word genre-based essays</td>
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<tr>
<td>Literary Researched paper</td>
<td>25%</td>
<td>1500-2000 word literary argument/analysis paper based on close reading of a literary work or works and library research</td>
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<tr>
<td>Research Paper Project Presentation</td>
<td>10%</td>
<td>A visual presentation of your research paper’s topic</td>
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<tr>
<td>Exams</td>
<td>10%</td>
<td>Three objective exams</td>
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<tr>
<td>Class Participation/Daily Work</td>
<td>15%</td>
<td>Daily work, including class participation, group and team work, announced and unannounced quizzes, examinations, oral presentations, etc.</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
<td>Comprehensive final examination, consisting of a 500-700-word essay component</td>
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<tr>
<td>Originality Requirement</td>
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<td>All writing for this course must be original to this class this semester. Students will submit for grading at least 4000 words, and all major writing assignments will be submitted to Turnitin.com</td>
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Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
<th>Notes</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>Q</td>
<td></td>
<td>Dropped</td>
</tr>
<tr>
<td>QF</td>
<td></td>
<td>Dropped Failing</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Dropped For Good Cause or Withdrew from College</td>
</tr>
</tbody>
</table>
Blinn College Policies

All policies, guidelines, and procedures in the Blinn College Catalog (http://www.blinn.edu/catalogPDF/Admissions-Records-Financial-Aid.pdf), Blinn College Board Policies (http://pol.tasb.org/Home/Index/1204), and the Blinn College Administrative Procedures Manual (http://www.blinn.edu/admnpolicy/intro.htm) are applicable to this course.

Notice of any action taken under these protocols and procedures, by Blinn College or its employees, may be delivered by hand, through the U.S. Postal Service, or electronically to the student’s BlinnBuc e-mail account. Notice shall be deemed received upon actual receipt, on deposit in the U.S. Mail, or upon entering the information processing system used by Blinn College for BlinnBuc e-mail accounts, whichever first occurs.

Civility Statement

Blinn College holds all members of the college community, which includes students, faculty, and staff accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that respects and demonstrates concern for the dignity, rights, and freedoms of others, including respect for the physical and intellectual property of all members of the college community.

Civility Notification Statement. If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor; it is the student’s responsibility to arrange for this conference within two school days of being notified of the suspension from class. This statement reflects step one of three possible steps in the incivility process. The Incivility Protocol is detailed in the Blinn College Catalog (http://www.blinn.edu/catalogPDF/Admissions-Records-Financial-Aid.pdf) and in Blinn College Board Policy FLB (LOCAL) (http://pol.tasb.org/Policy/Download/1204?filename=FLB(LOCAL).pdf).

Attendance Policy

Class attendance is essential for student success; therefore, students are required to promptly and regularly attend all classes. A record of attendance is maintained from the first day of classes and/or the first day the student’s name appears on the roster through final examinations. Students who accrue one week’s worth of absences during the semester will be sent an e-mail through their Buc account requiring them to contact their instructor and immediately schedule a conference to discuss their attendance issues. Students who accumulate two weeks’ worth of unexcused absences, may be administratively withdrawn from class. There are four forms of excused absences recognized by the institution:

1. Observance of religious holy days - Students should notify their instructor(s) no later than the 15th day of the semester concerning the specific date(s) for absences for any religious holy day(s);
2. Representing the College District at an official institutional function;
3. Dual credit students representing the high school or independent school district at an official institutional function; and
4. Military service.

Other circumstances may be considered an excused absence at the discretion of the faculty member with appropriate documentation. College District-mandated attendance policy applies to all coursework; including coursework in developmental/non-credit courses. Failure to attend developmental classes will also result in removal from the course as defined by the College District.

It is the student’s responsibility to officially drop a class he or she is no longer attending. Students interested in dropping a course or withdrawing from school may do so by logging into myBlinn and clicking on the “My Records” tab, clicking on “add or drop classes” under registration tools, and then selecting the current registration term and “webdrop” from the action drop down menu. The final step is scrolling to the bottom of the page and clicking submit. Students should contact Enrollment Services at 979-830-4800 for assistance with webdrop or to drop due to: severe illness, care for a sick, injured, or needy person, death of a close relative/relation, military duty, military duty of a close relative/relation, or change in work schedule. The last day to drop a class with a Q is set according to the Academic Calendar (https://schedule.blinn.edu/Astra/Calendars/ActivityCalendar.aspx?calendarId=fcbee170-67bb-11e5-828c-4f3bd2cb6abf#filter=%7B).

Scholastic Integrity

The Scholastic Integrity Policy is located in the Blinn College Catalog (http://www.blinn.edu/catalogPDF/Admissions-Records-Financial-Aid.pdf), in Blinn College Board Policy FLDB (LOCAL) (http://pol.tasb.org/Policy/Download/1204?...
A student accused of scholastic dishonesty is entitled to due process as outlined in these documents.

It is the responsibility of students and faculty members to maintain scholastic integrity at the College District by refusing to tolerate any form of scholastic dishonesty, including cheating, plagiarism, or any other act of dishonesty. If there is compelling evidence that a student is involved in cheating or plagiarism, the instructor will address the infraction.

Students with Disabilities

Non-Discrimination Statement

Blinn College does not discriminate against qualified individuals with disabilities in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by applicable federal laws and regulations. The designated coordinator for Blinn College’s compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Act Amendment Act (ADAAA) is Patricia E. Moran, M.Ed., 902 College Avenue, Brenham, TX 77833, (979) 830-4157. Students should make arrangements for disability service directly with each campus on which they attend classes. Students enrolled on the Brenham, Schulenburg, and Sealy campuses should contact (979) 830-4157 for more information. Students on the Bryan Campus should contact (979) 209-7264.

Services for Students with Documented Disabilities

Students with documented disabilities must self-identify and provide current, appropriate documentation of the disability to the Office of Disability Services (ODS) prior to receiving services. Students are encouraged to contact this office as early as possible to initiate services. Direct services to students with disabilities are provided in the following areas:

- Assessment of needs and appropriate services
- Provision of classroom and testing accommodations
- Assistance in orientation and registration procedures
- Counseling on disability related issues

Information, education, referrals, and consultation about specific disabilities are available to interested parties on request. For answers to specific questions or to request an information packet, contact the Office of Disability Services on the specific campus you will be attending.

Bryan Campus: (979) 209-7251; Brenham, Sealy, Schulenburg Campuses: (979) 830-4157

Final Grade Appeal

If a student wishes to appeal a final course grade, the guidelines and timeline for a three-step appeal process are detailed in the Blinn College Catalog, in Blinn College Board Policy FLDB (LOCAL), and the Blinn College Administrative Procedures Manual. The process involves:

1. A written request for a grade appeal
2. A meeting with the student and the instructor
3. A final grade appeal committee decision

Students are encouraged to contact the Office of Disability Services for assistance with the appeal process.

Course Policies

HUMANITIES DIVISION POLICIES

Attendance, Absenteeism, and Makeup Work. To succeed in college, students are expected to attend all lecture and laboratory periods in traditional, blended, and online classes. Regular attendance enables access to information, insights to complex topics, and the resultant wisdom for approaching adult decisions. The division does not condone class cutting by students or walks given by professors. Professors will keep accurate records of student attendance, and it is the student’s responsibility to contact professors promptly regarding necessary absences. In conjunction with the college policy, the professor’s class policies will determine whether a given absence is excused and whether to allow a student to make up missed work.
Papers. Major papers must be submitted on time according to the mode of course delivery and instructor requirements for that course. Students in all classes will submit their major papers to Turnitin.com; students in online or blended classes will follow additional requirements outlined by their individual instructors. Also see Online Course Integrity section above.

Textbook. The assigned textbooks are essential for learning, especially in classes focusing on the study of the written word. Students need the books from the very beginning of the semester and are required to bring the textbook to each face-to-face class unless otherwise instructed. Students registered for online classes or classes using electronic textbooks are also expected to acquire and use the textbook assigned by the course instructor.

The Writing Center, Brenham Campus, ACD 9, is a free-of-charge writing lab where students can meet one-on-one with trained writing consultants. ACD 14 is a computer lab available to all current Blinn College students, a quiet place where students can think and study. For more information, please stop in or telephone (979) 830-4699.

The Writing Center, Bryan Campus, ACD 119, provides one-on-one tutoring for students in all courses at Blinn College. The Bryan Writing Center is nationally accredited with the College Reading and Learning Association (CRLA), and all our tutors are professionals. Writing Center tutors help students learn about writing so they can feel confident in their abilities; avoid repeating the same mistakes; get the most from all their classes; and work toward career goals.

While the Writing Center is not an editing service, we will work with writers during any stage of the writing process:

- understanding an assignment,
- choosing a topic,
- brainstorming,
- planning,
- revising,
- editing, and
- documenting sources.

In short, the mission of the Writing Center is to help students become better writers.

Visit [http://www.blinn.edu/brazos/humanities/writingcenter/](http://www.blinn.edu/brazos/humanities/writingcenter/) or call (979)-209-7591 to learn more about the online tutoring option for Distance Ed students, to locate a wide variety of helpful handouts, and to make appointments for tutoring.

Online and Off Campus Writing Center tutors provide feedback within 24 hours to online or off campus students in all courses at Blinn College. To access this service, submit a paper as an attachment in a Word document format to AskATutor@blinn.edu. For more information, call (979) 830-4699.

Grading Standards for Papers and In-class Essays

Note: To receive a grade of A, B, or C, the paper must meet all requirements of the assignment. All research material of a paper must be correctly documented, and formatting must adhere to instructor requirements and current standards of the Modern Language Association or the style guide prescribed by instructor.

The A paper (90-100) represents original, outstanding work. It shows consistently careful thought, fresh insights, sophisticated analysis, and stylistic maturity.

- The reader moves through the A paper effortlessly because of its effective transitions, strong organization, and thorough, purposeful development.
- The thesis of an A paper is a complete, well-formulated sentence appearing early in the paper. It clearly states the controlling idea of the paper and projects the organization of supporting ideas to follow.
- An A paper is not marred by distracting mechanical errors such as sentence fragments, run-on sentences, subject-verb agreement problems, and incorrect or missing punctuation. It has been meticulously proofread.
- Directly quoted passages are gracefully integrated into the text with appropriate attribution.
- Word choice is marked by precision and a varied, advanced vocabulary. It is free of jargon, clichés, and other empty language.

The B paper (80-89) represents clearly good, above average college level work. It demonstrates insight, analysis, and a varied vocabulary.

- Its specific points are logically ordered, with appropriate transitions; ideas are well developed and supported with evidence.
• The thesis of a B paper is a complete sentence appearing early in the paper which states the essay’s controlling idea.
• It is mostly free of distracting mechanical errors such as subject-verb agreement problems, inadequate proofreading, or incorrect or missing punctuation. Serious syntactical errors, such as fragments and run-ons, do not appear in the B paper.
• Directly quoted passages are smoothly integrated into the text with appropriate attribution.
• In summary, the language of the B paper is clear, correct, and often thoughtful, but it lacks the candor and precision of the most memorable writing.

The C paper (70-79) represents average college-level work. It is a competent expression of ordinary thoughts in ordinary language and exhibits a writing style that is basically correct.
• A C paper has an organizational pattern with body paragraphs containing information that is relevant to the assignment. However, it often lacks varied transitions, clear topic sentences, and other information needed to guide the reader.
• Its thesis is present, but usually lacks specificity in language and focus. It may be insubstantial or vague, or simply too broad or general.
• Analysis is superficial or inconsistently provided.
• A paper earning a C has relatively few syntactic, usage, and mechanical errors such as fragments, run-on sentences, subject-verb agreement problems, and/or incorrect or missing punctuation, demonstrating inadequate proofreading;
• Directly quoted passages are integrated into the text with attribution.
• In summary, the language of the C paper is characterized by generalities rather than precise, illustrative details.

The D paper (60-69) represents below average college work. It often demonstrates one or more of the following characteristics:
• It has only skeletal development and organization;
• The thesis is often unclear and/or non-existent;
• It has frequent mechanical errors which are distracting and interfere with the readability of the document, including fragments, run-on sentences, subject-verb agreement problems, incorrect or missing punctuation, demonstrating a failure to proofread;
• Sentence structure is awkward, non-standard, and ambiguous.

Note: A paper exhibiting major weaknesses in any specific area—content, development, organization, grammar and mechanics, documentation conventions, writing style—or, indeed, a failure to address the assignment is usually considered, at best, a D paper.

The F paper (59 and below) is characterized by writing that falls below minimal standards for college-level literacy. It often demonstrates one or more of the following characteristics:
• little or no organization;
• an unclear or missing thesis;
• lack of thought and purpose;
• numerous and pervasive mechanical errors which are distracting and interfere with the readability of the document, including fragments, run-on sentences, subject-verb agreement, incorrect or missing punctuation, demonstrating a failure to proofread;
• a garbled or immature style.

Note: Sometimes inadequacy in one area is enough to fail a paper—the writer, for instance, may not have control of punctuation, producing fragments or comma splices in almost every paragraph. However, serious weaknesses usually occur in several areas of concern.

The No-Credit Paper (0) demonstrates one or more of the following serious errors:
• plagiarized content in any form, including the failure to acknowledge the source of any borrowed material (summarized, paraphrased, and directly quoted) and unmarked exact wording (directly quoted from either a primary or a secondary source), whether a specific well-chosen word, a phrase (two or more words), a clause, or full sentence(s);
• failure to address the assigned topic;
• failure to meet the requirements of the assignment;
• failure to follow directions.

INSTRUCTOR COURSE POLICIES

Additional Guidelines for Attendance in an Online Course:
You should not expect to continue in the class if you log on a few times each week but fail to complete an assignment. Students will be given one unexcused absence for any assignment not completed in a given class day.

One missed assignment equals a one-week absence.

Two missed assignments equals a two-week absence.

If a student is dropped from the course for excessive absences, I will be reluctant to recommend that he or she be reinstated in the course. **Only one reinstatement will be granted to a student during the semester.**

Class participation constitutes fifteen percent of the final course grade. I will keep a record of attendance beginning the first day of class (or the first day the student's name appears on the roster) through final examination.

Let me clarify: if you fail to complete the assignment(s) due in a given week, you will receive a one-week absence report. If you again fail to complete the assignment(s) in a second given week, you will receive a two-week absence report and will be dropped from the course.

*Not logging into D2L is NOT an excuse for missed information or assignments. See the course schedule for the assignments you missed AND for the assignments that must be completed. You are responsible for the information discussed in the week's lesson content on the day(s) you were absent.*

*Absences due to court appearances or medical appointments (the student's or the student's dependents) may be excused at the discretion of the instructor if the student provides adequate documentation (adequate documentation includes verifiable copies of the court summons, a doctor's note). These will be excused, which means that you may make up work, but the absences will still count as absences and after two weeks' worth of absences, you will be academically withdrawn from the course. All other absences, except those sanctioned by Blinn College, will be unexcused.

*If a student is dropped from the course for excessive absences, I will be reluctant to recommend that he or she be reinstated in the course. Again, only one reinstatement will be granted to a student during the semester or minimester.*

Communications and Civility in the Online Classroom: Special Considerations

The following guidelines (which apply to all communication inside the online classroom) help to ensure that the online classroom is a positive and respectful learning environment:

* Students should conduct themselves online as they would conduct themselves in a traditional classroom.

* Students should respect the varying opinions and backgrounds of others; thus, the use of abusive, derogatory, harassing, or profane language or tone inside the online classroom is inappropriate and should be avoided.

* Students should not type in all caps, as such typing implies SHOUTING and is generally considered rude.

* Students should remember that the online classroom is not an entirely private setting. Blinn College administrators do have access to the online classroom, and no online communication inside this classroom, not even e-mail, is truly private.

* Students should remember that communication in the online classroom is recorded. As a result, students should refrain from writing, posting, or sending any messages that they might later regret, as all messages inside the online classroom are easy to copy, to forward, to print, etc. In other words, students should not generate written messages that they would not actually say to someone else in person.

* Because communication inside the online classroom is written and not oral, and because this written communication is received without vocal tone, body language, or physical facial expressions, students should approach this communication carefully. Real people, not just a computer, are the recipients of this communication, and as a result, online miscommunication is all too easy. The use of "emoticons," such as happy faces :-) can help to alleviate some of this miscommunication.

* Students should be considerate of the recipients of their messages. These recipients should be greeted by name, should receive messages that are concisely and accurately titled (in the "subject line"), and should be presented with clear and grammatically standard written communication.
* Students should not expect instant replies or responses to their messages, as other participants in the online classroom are not necessarily constantly or simultaneously online.

* Students should remember that “flaming,” or sending angry messages to others, must be avoided. (If a student is tempted to send a hostile message, then that student should stop, take a break, and calm down. After the student is calm, a respectful message, as opposed to a hostile one, should be sent.)

* Students should send questions or complaints about course requirements directly to the instructor via Course Mail inside the online classroom. Broadcasted complaints in any form are both inappropriate and unacceptable; such complaints also become part of the class record.

Special Grading Considerations for this Class:

This class uses the points system, based on a 1000-point scale. This is what the grading scale looks like:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
<td>90-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>80-89%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
<td>70-79%</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
<td>60-69%</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
<td>Below 60%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

You want to earn as many points in as many grading categories as possible.

Here are the grading categories, with the corresponding possible points:

Two 750-word essays Up to 200 points (20%)
Class participation/daily work Up to 150 points (15%)
Research Paper Up to 250 points (25%)
Research Paper Project Presentation Up to 100 points (10%)
Three objective exams Up to 100 points (10%)
Final Exam (essay) Up to 200 points (20%)

Schedule

Tentative: Subject to change as needed.

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<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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</table>
Welcome to Composition II at Blinn College. Our online course is set up in three units. Toward the end of each week and each unit, students must complete the required discussion forum postings, quizzes, essay, and any other graded activity noted.

**Note:** a weekly break-down of work is given to aid in time management; however, students are encouraged to work ahead. The instructor will grade material as it comes in, but unit due dates are the ABSOLUTE last day/time material will be accepted for credit. The end of a unit is at 11:55 p.m. on its day.

- Unit One closes: **Sunday, February 26 at 11:55 p.m.**
- Unit Two closes: **Sunday, April 2 at 11:55 p.m.**
- Last day to drop the course with a "Q": **Friday, April 7**
- Unit Three closes: **Sunday, April 23, at 11:55 p.m.**
- Final exam must be completed no later than **Tuesday, May 9 at 11:55 p.m.**

More detailed weekly information is available in the "Content" tab in D2L eCampus. Within this tab, students should click on each separate item in the week’s content module; do not depend solely on the D2L calendar. Unless an item says "optional" or "extra credit," you need to click on that item (if in doubt, click on the item).

These links and other items contain important—and specific—instructions concerning daily work.

Textbook readings should be completed before daily online activities are attempted.

You must complete all items in a week’s module before you can unlock the next week’s module (similar to the strategy you would use in a video game). Also, again, you may work ahead if you wish.

**Abbreviations:**

* NORTON = *The Norton Introduction to Literature* (12th ed.)

* SEAGULL = *The Little Seagull Handbook with Exercises* (3rd ed.)
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<th>When</th>
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<td>WEEK ONE:</td>
<td>Lectures: Course orientation. Is an Internet Course Right for Me?</td>
<td>Homework:</td>
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<td>UNIT ONE</td>
<td>in Samarra,” (handout), and Aesop’s “The Two Crabs.” Discuss the</td>
<td>Read the following (short) chapters of <em>Bullfinch’s Mythology</em> (found at <a href="http://www.sacred-texts.com/cla/bulf/index.htm">http://www.sacred-texts.com/cla/bulf/index.htm</a> and linked within D2L/eCampus):</td>
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<td>(4 contact</td>
<td>literary paper. Library Review. Discuss “Fiction: Reading, Responding,</td>
<td>Chapter II: Prometheus and Pandora</td>
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<td>hours)</td>
<td>Writing.” Discuss Kate Chopin’s “The Story of an Hour.”. Discuss</td>
<td>Chapter III: Apollo and Daphne—Pyramus and Thisbe</td>
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<td>February 6-</td>
<td>Jacob and Wilhelm Grimm’s “The Shroud.” Discuss both versions of</td>
<td>Chapter VII: Proserpine</td>
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<td>“Cinderella.” (handouts).</td>
<td>Chapter XI: Cupid and Psyche</td>
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<td>Chapter XX: Theseus—Daedalus</td>
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<td>Chapter XXIV: Orpheus and Eurydice</td>
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<td>Chapter XXXVIII: Northern Mythology—Valhalla—The Valkyrior</td>
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<td>Chapter XL: The Death of Baldur</td>
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<td>Read the two versions of Cinderella below (NOTE: Neither is anything like the Disney version):</td>
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<td>“Cinderella,” told by Jacob and Wilhelm Grimm: <a href="http://tinyurl.com/9ycj4fp">http://tinyurl.com/9ycj4fp</a></td>
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<td>“Cinderella,” told by Charles Perrault: <a href="http://tinyurl.com/38yy9y">http://tinyurl.com/38yy9y</a></td>
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<td>Other Concerns: Complete any other discussions or other items you see in this week’s module.</td>
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In **NORTON**, read the sample research paper by Sarah Roberts, pp. 2295-2304.  
In **NORTON**, read "Quotation, Citation, and Documentation," pp. 2268-94.  
In **NORTON** Read "Paraphrase, Summary, Description" pp. 2220-23.  
In **SEAGULL**, read the "MLA Style" section, pp. 119-69.  
**Recommended Reading in Norton**  
**Other Concerns:** Complete any other discussions or other items you see in this week's module.
WEEK THREE: END OF UNIT ONE (4 contact hours) February 20-26

The final draft of Essay One is due by Sunday, February 26, 2017, at 11:55 p.m. (10 extra points if you turn in Essay One before Sunday).

Discuss plot and setting. Discuss Ambrose Bierce's "An Occurrence at Owl Creek Bridge." Discuss Kate Chopin's "The Storm" (handout), and Jack London's "To Build a Fire" (handout). These online handouts are linked in D2L/eCampus.

Self edit Essay One. Complete Part 2 of the Peer Editing assignment (see our D2L class for details) by Wednesday, February 22, 2017, at 11:55 p.m. MLA practices.

Homework:

In NORTON, read Ambrose Bierce's "An Occurrence at Owl Creek Bridge," pp. 749-55.

Read Kate Chopin's "The Storm" (handout), and Jack London's "To Build a Fire" (handout). These online handouts are linked in D2L/eCampus.

Other Concerns: Complete any other discussions or other items you see in this week's module.
**WEEK FOUR:**
**START OF UNIT TWO**
(4 credit hours)
February 27-March 5

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<td>Discuss character and point of view.</td>
<td>Homework:</td>
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|           | Discuss Katherine Anne Porter's "The Jilting of Granny Weatherall"    | Read Katherine Anne Porter’s “The Jilting of Granny Weatherall” (handout: found in D2L/eCampus). Here's a link as well:  
(http://www.westga.edu/~shollenb/Jilting%20of%20Granny%20Weatherall%20by%20Katherine%20Anne%20Porter.htm) |
<p>|           | (handout), and Zora Neale Hurston’s “Sweat,” (handout).                | Read Zora Neale Hurston’s “Sweat” (handout: found in D2L/eCampus). Here's a link as well:            |
|           | Discuss Edgar Allan Poe’s “The Cask of Amontillado” and Raymond Carver’s “Cathedral.” | Read SEAGULL Chapter W-14, &quot;Annotated Bibliographies,&quot; pp. 74-78.                                   |
|           | Lecture: Annotated Bibliography. Work on the annotated bibliography.   | <strong>Recommended Reading in Norton</strong>                                                                 |
|           | The annotated bibliography associated with the research paper project is due Sunday, March 5, by 11:55 p.m. | “Character,” pp. 189-96.                                                                                           |
|           |                                                                        | <strong>Other Concerns:</strong> Complete any other discussions or other items you see in this week's module.     |</p>
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<td>WEEK FIVE</td>
<td>Discuss tone and style. Discuss Plato's &quot;The Allegory of the Cave&quot; (handout) and Frank O'Connor's &quot;First Confession&quot; (handout). Both handouts are linked in D2L/eCampus.</td>
<td>Homework: Read Plato’s &quot;The Allegory of the Cave&quot; (handout) and Frank O'Connor’s &quot;First Confession&quot; (handout). Both handouts are linked in D2L/eCampus.</td>
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<td>(4 credit hours)</td>
<td>Discuss Plato's &quot;The Allegory of the Cave&quot; (handout) and Frank O'Connor’s &quot;First Confession&quot; (handout) . Discuss James Joyce's &quot;Araby,&quot; William Faulkner’s &quot;Barn Burning,&quot; Guy de Maupassant’s &quot;The Necklace&quot; (handout), and Flannery O’Connor’s &quot;A Good Man Is Hard to Find.&quot;</td>
<td>Other Concerns: Complete any other discussions or other items you see in this week's module.</td>
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<td>In NORTON, read Sophocles’ Oedipus the King, pp. 1526-65.</td>
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<td>&quot;Drama: Reading, Responding, Writing,&quot; pp. 1388-1413.</td>
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<td>Other Concerns: Complete any other discussions or other items you see in this week's module.</td>
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<td>Spring Break</td>
<td>Have a Fun, Safe Spring Break!</td>
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<td>March 13-19</td>
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<td>Location: Wherever your heart desires</td>
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<td>WEEK SIX</td>
<td>Discuss &quot;Elements of Drama.&quot; Discuss comedy. Discuss William Shakespeare’s A Midsummer Night’s Dream. Discuss tragedy. Discuss Sophocles’ Oedipus the King.</td>
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<td>(4 credit hours)</td>
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<td>March 20-26</td>
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<td><strong>Discuss Realism.</strong> Discuss Henrik Ibsen’s <em>A Doll House.</em> Take Exam 3 (due Sunday, April 2, at 11:55 p.m.). Essay Two is due by Thursday, April 6, at 11:55 p.m. (10 extra points if you turn it Essay Two before Thursday). Launch Essay Two. MLA Review. Self edit Essay Two. Peer edit Essay Two (optional this time, and for extra points).</td>
<td>Homework:</td>
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<td>WEEK TEN: END OF UNIT THREE (4 credit hours) April 17-23</td>
<td>Complete Part 2 of the Peer Editing assignment (required) by Wednesday, April 19, at 11:55 p.m. The final draft of the research paper is due by Sunday, April 23, at 11:55 p.m. (10 extra points for turning in the research paper before Sunday). Lecture: &quot;Open Form.&quot; Discuss George Herbert, &quot;Easter Wings,&quot; e.e. cummings, &quot;In Just –,&quot; Walt Whitman, &quot;I Hear America Singing.&quot; Self and peer edit the research paper.</td>
<td>Homework: In NORTON, read the following: George Herbert, &quot;Easter Wings,&quot; p. 1101; e.e. cummings, &quot;In Just –,&quot; pp. 1337; Walt Whitman, &quot;I Hear America Singing,&quot; pp. 1079-80. Other Concerns: Complete any other discussions or other items you see in this week's module.</td>
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<td>WEEK TWELVE: WRAPPING UP THE SEMESTER (6 credit hours) May 1-9</td>
<td>The final essay exam is due no later than Tuesday, May 9, by 11:55 p.m. Discuss Tennessee Williams’ A Streetcar Named Desire. Review for the final examination (essay). Take the essay final exam.</td>
<td>Homework: In NORTON, read Tennessee Williams’ A Streetcar Named Desire pp. 2151-2217. Study for the final essay exam. NOTE: The last day to access D2L/eCampus is Thursday, May 11, 2017. Continue logging in as usual up to this day (unless you finish early).</td>
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<td>Contact Hour Total</td>
<td>Total Number of Contract Hours: 48</td>
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