

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

ENGLISH COMPOSITION II
ENGL 1020 (formerly ENG 1020)

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 00

Catalog Course Description:

Analytic writing based on the study of literature; study and practice of research writing.

Entry Level Standards:

Students must be able to plan and write essays by brainstorming, outlining, writing, and revising; students must demonstrate proficiency in standard English grammar, spelling, and mechanics.

Prerequisites:

ENGL 1010

Textbook(s) and Other Reference Materials Basic to the Course:

Roberts, Edgar V., and Henry E. Jacobs. *Literature: An Introduction to Reading and Writing*. 6th ed. Upper Saddle River, NJ: Prentice Hall, 2001.

Hodges, John C., et al. *Hodges' Harbrace Handbook*. 13th ed. Fort Worth: Harcourt, 1998.

I. Week/Unit/Topic Basis:

Week	Topic
1-2	Introduction to literature and to analysis of literature; Reading and analysis of short stories
3-4	Writing about short stories; Introduction to biographical research; Essay 1
5-6	Reading and writing about short stories, cont.; Introduction to research in literary criticism
7	Essay 2; Mid-term Exam
8-11	Reading and writing about poetry; Essay 3
12-15	Reading, viewing, and writing about drama; Collection of research for final essay; Essay 4
16	Final Exam

II. Course Objectives*:

A. Define and identify basic literary terms and devices. I.5

- B. Read and analyze assigned short stories, poems, and plays. I.2
- C. Write effective, organized responses to topics based on assigned readings. I.2, I.3
- D. Quote/paraphrase effectively from assigned readings. I.3, VII.1
- E. Use secondary research in a written examination of a selected topic. VII.1, VII.2, VII.3, VII.4

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Read assigned essays and participate in class discussion. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy*
2. Write analytical, expository, argumentative essays using word processing software. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
3. Collaborate in teams for peer review of drafts to analyze audience and message, to develop and organize ideas, and to evaluate drafts as to effectiveness and clarity. *Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
4. Develop research skills using library sources and the internet to find information pertinent to essay topics. *Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop skills in quoting, paraphrasing, and documenting source material responsibly and effectively in analytical essays. *Communication Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Active Learning Strategy*
6. Develop oral presentation skills to present individual and group information from research. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
7. View films, listen to recorded literary readings and attend play productions, poetry readings, guest lectures by visiting authors or community writers when possible to further the appreciation of literature, its forms, and its relevance to real human experience. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*
8. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Write clear, well-organized out-of-class essays. C
2. Write clear, well-organized in-class essays. C
3. Use short and long quotes and paraphrases from short stories correctly in essays. D
4. Use short and long quotes and paraphrases from poems correctly in essays. D
5. Use short and long quotes and paraphrases from plays correctly in essays. D
6. Use meter to correctly scan a line of poetry. A
7. Distinguish between blank verse and free verse. A
8. Identify alliteration and assonance in poems. A, B
9. Recognize lyrics, sonnets and dramatic monologues. A, B
10. Identify symbols, imagery, hyperbole, irony, and allusion in poetry. A, B
11. Understand elements of plot, character, theme, setting, point of view, and tone in short stories. A, B
12. Understand the conventions and elements of Greek drama. A, B
13. Understand the conventions and elements of Elizabethan drama. A, B
14. Understand the conventions and elements of modern drama. A, B
15. Distinguish between elements of comedy and tragedy in drama. A, B, C
16. Compare and contrast two or more literary works by different authors. B, C
17. Draw parallels between his or her life and conflicts and the lives and conflicts of characters in short stories and plays. B, C
18. Define audience for all written assignments. C
19. Punctuate titles of short stories, poems, and plays correctly in essays. C
20. Use biographical information to understand short stories, poems, and plays better. B, C
21. Assess the credibility of short stories, poems, and plays. B, C
22. Appreciate literature as craft and art. B
23. Gain understanding of universal human concerns through reading literature. B
24. Use secondary sources to research and prepare a written project. D, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

70-80% of the final grade will be based on essays. Remaining percentage will be based on exams, quizzes, and other assignments as determined by instructor.

B. Laboratory Expectations:

None

C. Field Work:

When feasible students will view a live performance of a play and tour a theatre.

D. Other Evaluation Methods:

Students will be expected to participate in class discussions of the assigned readings and will keep all written work in a folder which will be submitted at the end of the semester.

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus a student who misses more than 25 percent of class meetings fails the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSTCC Catalog.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following:

Plagiarism--presenting someone else's words or ideas as your own;

Collusion--allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.

C. Other Policies:

Essays will be marked with numbers from the Harbrace Handbook and with instructor comments. Students are required to make all corrections according to instructor's directions before the grade on an essay is final. Essays, revisions, and corrections will be kept in a Harbrace folder throughout the semester and collected by the instructor at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.