

College Writing II: WRIT106-Section

Note to faculty: In adapting this syllabus for your own course, make sure to read through it carefully as some information located in the paragraphs that detail course work or grading, for example, may not sync with changes you make to sections of the document.

Professor:

Email:

Classroom location and class hours:

Office location and hours:

Required Texts and Supplies

1. Meyer, Michael, Compiler. *The Compact Bedford Introduction to Literature*, 11th ed., Bedford/St. Martin's, 2017.
2. A notebook of your choice – loose leaf, composition style, or spiral bound.
3. Pocket folder, pens, highlighter, computer paper, flash drive.
4. Handbook – you may use whatever you purchased for WRIT105

The Specifics: What We Will Do in this Course

Over the course of the semester, you will read a variety of texts by a fairly diverse group of writers. We will approach these texts in three full units. Each unit will begin with reading and proceed with a sequence of essay drafts, culminating in a final essay, due at the end of each unit. During the reading portion of each unit, you will have homework and online or in-class activities aimed at developing your reading and writing skills. You should expect to spend roughly eight hours a week outside of class time on your course work for this class. This includes reading, annotating, researching, planning, viewing, invention work, and writing. Expect to share your writing with the class, so only write what you feel comfortable sharing. You will receive feedback on your writing from peers and from me and will revise your work based on this feedback. Your final course work will be the creation of a portfolio (more about this later!).

Course Objectives: Why College Writing II?

Most students have been writing in some form for well over ten years, so the main purpose of this course is not really to teach the mechanics of writing. Instead, the goal is to introduce students to the world of academic discourse, thought, and of course, literature. Discourse starts with thinking critically about our experiences, encountering other people's ideas, comparing them to what we think and what our own life experience has taught us so far, analyzing the assumptions of others and ourselves, and then synthesizing all of these ideas into coherent patterns we can use and communicate to others. Academic and professional discourse is an exciting network of ideas and connection that forms the background of what educated, actively involved adults experience on a daily basis.

College Writing II builds on the basic writing strategies taught in College Writing I and extends the goal of helping students to become effective writers of intellectual arguments in response to literary works of fiction, poetry and drama. Students continue to practice and develop as writers, but **the focus in this course is on reading and interpreting literary texts**. A minimum of 6000 words of formal writing, including at least one documented essay that engages students in the process of academic research, is

required. The central goals of this course are to help students expand upon their critical thinking and writing skills and build their understanding and appreciation of complex literary texts.

Course Outcomes

- Students will develop competencies in first-year academic writing through specific attention to achievement in such areas as:
- Generating central claims about intellectual ideas that are of significance, interest, and distinction
- Supporting central claims with appropriate evidence and analysis
- Organizing prose in a sequence that maximizes rhetorical effectiveness
- Integrating ideas and information into one's own prose using appropriate introduction, quotation, summary, and paraphrase
- Documenting sources in-text and in a works-cited list
- Analyzing the ideas of others with accuracy and insight
- Understanding and correcting surface-level writing problems related to appropriate pronoun use, agreement (pronoun and antecedent, subject and verb), transitions, and sentence structure

Course Requirements/Grading

Grading:

Essay 1 (1500 words)	15%
Essay 2 (1800 words)	20%
Documented Essay (2000 words)	25%
Portfolio	25%
Homework/Live Lit	5%
Class Citizenship	10%

Homework

Homework is due, even when you must be absent from class. Late homework assignments will not be accepted. Written homework will not be individually graded; I want you to be free to explore ideas in these assignments and not worry about grades. If your homework assignments meet expectations for length and complexity, you back up whatever you say with evidence, and they are clearly written, they will be considered complete. Incomplete or missing homework assignments will result in a deduction from the unit essay grade.

Course Citizenship

Being that this is not a lecture course, your active engagement is required. To be actively engaged in the classroom means being on time and prepared to discuss the day's reading by having annotated the texts and having all necessary materials in class. In order to meet the requirement, you must contribute to class discussion, peer review, group work, or whatever the in-class activity is for the day. Texting or consulting your cell phone takes you out of the class and negates participation for the day. If you are absent, you cannot get participation credit for that day, obviously. Your participation is what will make our classroom

meetings dynamic, interesting, and illuminating. Additionally, completion of the online course evaluation at the end of the semester will contribute to this grade.

Unit Essays

Three papers, varying in length but totaling roughly 5500 words of revised prose, will be written over the course of the semester. Individual essay assignments will provide all the details for each assignment. Please know that you cannot reuse papers you have written for another course.

Portfolio

The portfolio in FYW takes the place of an exam. It contains comprehensive revisions of two of your previously graded final drafts. It is through the final portfolio that you demonstrate how you have incorporated the skills and practices of the course by attention to the criteria we have worked on all semester: claim or focus; organization, development and analysis, and clarity of prose. The portfolio receives its own grade, which in this course is 25% of your final grade, but does not change the grades originally earned by the essays. Additionally, your portfolio will contain a two to three page reflective essay in which you consider your journey as a scholar. Specific details are provided on the portfolio assignment.

Note: In order to be considered for a passing grade in the course, students must submit all three final drafts and the portfolio.

Live Lit

Live Lit events offer FYW students opportunities to experience literary performance and engage directly with writers about the creative process. We will attend an event as a class and you will be responsible for completing a specific assignment, which will be announced early in the semester.

Class Cancellation

If a class must be canceled due to an emergency, you will be contacted through a Canvas announcement and a mass email sent from Canvas and an online assignment will be substituted. Make sure that you empty your MSU mailbox frequently to avoid missing important emails. Once it is full, it will not accept further email. Even if the University cancels classes due to bad weather, there will always be an online assignment, which will be sent to you and posted on Canvas.

Syllabus Caveat

This syllabus is our contract with each other. The standardized section of the syllabus, which includes the FYW policies on attendance and plagiarism, can be found on Canvas under the "Syllabus" tab. You are responsible to know the information in both of these documents and are held to the policies and requirements stated there. Please read both very carefully and bring any questions to class. I reserve the right to make changes to the course schedule if it becomes necessary. Any changes will be reflected in the copy of the syllabus residing on our course Canvas site.

Canvas

Most course materials including additional readings, the syllabus, assignments, your attendance record, and your grades can be found on Canvas. It is your responsibility to ensure that you understand the software in order to be aware of and complete all assignments. Make sure to check Canvas frequently for any important announcements.

Internet/Web Expectations

This course uses Canvas extensively for its course documents, submission of work, and any online discussions. You must have reliable access to the Internet, as schedules, assignments, handouts, and supplemental links for this course will be posted on Canvas. You must also have a “Plan B” in place for those times when your Internet stops working if you are off campus. If you experience any problems in using Canvas—issues with your computer and/or do not understand how to use a particular Canvas tool, please seek help from the Canvas tutorials or through OIT on the 5th floor of University Hall. All work must be sent using Microsoft Word (.doc), Microsoft Word 2007/2010 (.docx). If your work is sent in a format I cannot open, it will be counted as late. Be diligent about submitting your work on time and in the proper format.

Drafts

Drafting and revising are critical to success in this class, and to that end, you must keep all drafts and feedback from classmates and me. You will need these for work on your portfolio. Keep hard copies in a folder dedicated to this course and back up all drafts on a flash drive or other backup tool. You are responsible for all work returned to you. Work missing from your portfolio will affect your grade. Substantial work between drafts must also be evident. If you were given notes during a peer review, or comments from me, their effect on your writing should be apparent. Spell-checking, addition, and format changes are not enough to constitute a new draft. For a draft to receive full credit, it must meet the requirements outlined on the essay assignment (length, format, and so forth). If you do not have your own printer, you must make sure you have the correct number of drafts printed well before class. Do not rely on specific printers being available to you immediately before class. Coming to class late will result in a partial absence. Students who try to print right before class generally encounter a line, lack of paper, non-working printers, and other terrifying sights.

Reading/Viewing

The reading load will vary depending on what is being read, but you should expect to read between 20 and 70 pages a week during the reading portion of units. The reading may include essays, journal articles, poems, plays, and short fiction, as well as critical texts and other secondary sources. Since you will have the reading assignments well in advance, you can plan your reading schedule to balance out the weeks of heavier reading. You are expected to follow close-reading techniques when reading all assigned texts and to annotate them to facilitate class discussion.

Conferences

Individual conferences will be held during the semester and class will be cancelled to provide time for conferencing. These are mandatory meetings for which you will prepare in a specific way. Details will be announced prior to conference days.

Class Etiquette/Netiquette

Let’s have our classroom be a model for how we would like the world to work. How we treat others demonstrates our respect for them. Our classroom and our shared Canvas site are collaborative spaces and the home of our writing community. In all communication with each other, respect is the order of the day. We will often disagree with one another but always respect the right of the other to hold a different opinion. However, even as regards opinions, no form of intolerance or hostility is allowed to enter our environment, including but not limited to racism, sexism, homophobia, ageism, or religious intolerance.

Occasionally, although not often, immature “high-school” type behavior surfaces in the form of shared looks, eye-rolling, giggling, or otherwise making fun of someone in class. This type of behavior has no place in the college environment, and I will not ever tolerate it.

Further, the following rules are in place to keep our space safe and foster an atmosphere of intellectual growth and curiosity:

- Food is not allowed in the classroom except when announced.
- Cellphones and other electronic devices are to be stored out of sight and turned to silent once our class begins. On days when laptops may be used, you will be informed.
- Arriving late to class is disruptive. If you feel you cannot make it to class on time given your other obligations (classes, transportation, etc.), please find a section that is better suited to your schedule before the add/drop period ends.
- Always come to class prepared to discuss the readings or to work on drafts. This means having your course text(s) and other required materials with you (pen/pencil/highlighter, peer review sheets, handouts, etc.). You will not be able to get full credit for attendance if you are unprepared.
- Know the names of your classmates! We will practice in the beginning but, if you find you do not know some names, please make the effort to find out. We will address each other by name in class.
- Exchange phone numbers/email addresses with a classmate so that if one of you is absent, you can catch up on any announcements or changes discussed in class. I cannot respond to emails asking what was missed.
- Emails to me must contain your last name, class, and subject in the section line (Example: Kardashian, 105-25, Canvas Issue). They must also demonstrate the respect we will always show each other: a salutation, which can be informal (Hello,” “Dear Prof.,” etc.) and your name as signature. Beginning or ending an email without these conventions is rude.
- Talking to another while I am speaking or another student is speaking is blatantly rude. Please do not do it.
- Do not pack up before our class has ended.

Tips for Doing Well in this Class

- **Stay connected:** Come to office hours, know classmates’ names, and seek help early.
- **Be present:** When you are in class make a difference with your presence: add your voice to make class discussion dynamic and interesting; be fully “there” by having prepared and thought about the topic for discussion. Be punctual and treat absences as emergency situations, not holidays.
- **Take chances:** Don’t always go for the “safe” answer, probably the one you have previously heard. Take some risks with your thinking. Trust yourself, your brain, and your ideas.
- **Avoid tools that tell you how to think:** Specifically avoid sites like Ask.com, eNotes, Spark Notes, and the like that shut down thinking with their “this means that” structure.
- **Think “like a lawyer”:** Back up your opinions and insights with strong evidence; put forth and maintain your integrity through your actions.
- **Be a good colleague:** Treat your peers as deserving of your respect and act in a way that engenders respect.

- **READ!!!!** Read all instructions carefully. Read assignments thoroughly well before any deadline and ask questions about anything you do not understand. Read and annotate all assigned texts, always being cognizant of what occurs to you during the process. You—the reader—are integral to the process of carrying on the intellectual conversation.
- **Be judicious with email use:** Before emailing me with a question, check your syllabus, Canvas help guide, or the Discussions Q & A forum. I am very prompt in answering emails from students. However, if there are many emailed questions about material covered on the aforementioned documents/sites, the process becomes much slower. Chances are if you have a question, other class members might also. Ask your question (unless it is of a personal nature) on the Discussions Q & A forum. I will monitor it daily on weekdays, and you should also.

Note: the standardized FYW portion of this syllabus is located on Canvas. It contains the policies and requirements of First-Year Writing courses, as well as helpful links and support information. You are responsible for the information contained in this section of our syllabus as well as the standardized section.

COURSE SCHEDULE

This schedule lists the major assignments and readings for the semester. It is your responsibility to check both Canvas and the following course schedule to make sure you are completing all required work. All readings and essays are due on the day they appear. All readings listed below are in the Bedford anthology unless otherwise noted. Readings marked “Canvas” can be found through the “Files” page. Any changes to this schedule will be posted on Canvas.

**All homework is due in the next class meeting

Unit 1: A Literary Progression of Feminism

Class 1: Review syllabus and course expectations. What is literature, and why should we study it? Read and annotate Alice Walker’s “The Flowers” (82).

HW 1: Read Kate Chopin’s “Story of an Hour” (15). Pay specific attention to the annotations and marginalia. Read “Explorations and Formulas” (23-28). Then read Karen Van Der Zee’s excerpt from “A Secret Sorrow” (31-43) and Gail Godwin’s “A Sorrowful Woman” (39-43). Annotate all texts in notebook and directly on texts. Bring in at least one question to generate class discussion about one of the stories.

Class 2: Class discussion based on student questions. Mini-lecture: genre and literary criticism.

HW 2: Read the section on feminist criticism in Chapter 48 “Critical Strategies for Reading.” Read: Charlotte Perkins Gilman’s “If I Were a Man” (490-494). Write a 2-page response to “how would a feminist critic react to any of the stories read so far?”

Class 3: Review HW2 and read the student sample first response on page 51. Skill lesson: making literary claims.

HW3: Read: Margaret Atwood’s “you fit into me” (625) and Jamaica Kincaid’s “Girl” (114); and Write: a 2-page exploration of what story or story, stories, or poem you might like to focus on for Essay 1 and include a tentative claim you might be able to make about the literature.

Class 4: Review HW3. Explore topic options with a brainstorming exercise. Test tentative claims. Skill: effective introductions.

Write: a first draft of Essay 1 (about 750 words). Bring two copies to class.

Class 5: Review and practice writing conventions for writing literary interpretation papers, appropriate citation, and plagiarism. Peer review workshop.

HW4: Review “Sample Student Paper in Progress,” page 54 - 66. **Write:** mid-process draft of Essay 1 (about 1000 words). Bring 3 copies to class.

Unit 2: Revenge and Justice

Class 6: **Mid draft essay 1 due.** Peer review workshop. Skill lesson: organization.

Write final draft of Essay 1. Check the assignment to make sure your essay meets the assignment criteria. Submit through Canvas and bring a hard copy to class.

Class 7: **Final draft of Essay 1 due.** In-class: reflection of Essay 1 and discussion of the writing process. Strategies for organization: paragraphing and transitions. Free writing exercise in response to the following question: How would you define justice and what does it mean to you?

HW5: Read Edgar Allan Poe’s “The Cask of Amontillado” (536) and Andre Dubus’s “Killings” (89). In a two-page response paper identify one or more themes in either story. In other words, what general comments about life and the human condition do the stories suggest? Be sure to support your response with at least three quotes from your chosen text. Post this response paper on canvas under HW5 prior to the start of class.

Class 8: In-class: Discuss the Dubus and Poe readings and HW 7. Reading of “My Last Duchess.”

HW6: Read Susan Glaspell’s “Trifles” (1038). In a 2-page response paper compare Mrs. Wright’s motivation for committing murder with that of Matt Fowler from “Killings.” To what extent do you think they are responsible for and guilty of these crimes? Please post your response to canvas under HW8 prior to the start of our next class.

Class 9: Review the assignment directions for Essay 2. Discussion of “Trifles.”

HW7: Read “A Good Man is Hard to Find” (349). Write a 2-page response to the comments of the misfit about Jesus and the grandmother.

Class 10: Clustering and brainstorming workshop. Reviewing the Essay 2 assignment. Skill lesson: outlining. Discussion of “A Good Man is Hard to Find” and HW8.

Write: Essay 2 first draft in form of a developed outline. See details on the assignment. Bring 3 copies to class.

Class 11: Speed dating outlines and ideas. Workshop on development.

Write: Based on the comments received in the workshop, develop the outline into the mid-process draft (roughly 1000 words) and bring 2 copies to class and submit through the link on Canvas for feedback from me.

Class 12: Skill lesson – developing with examples. Peer review workshop.

Write: Work on revising the draft and develop two questions for me for our conferences. See the section of the E2 assignment that deals with preparing for conference for help.

Class 13: Mid-semester conferences. Peer review online.

Write: Revise based on feedback.

Class 14: Mid-semester conferences. Peer review online.

Write: Revise based on feedback. Final draft of E2 due in Class 15.

Spring break!

Class 15: **Final draft of Essay 2. Submit through the Canvas link and in hard copy in class.**

Reflection on Essay 2. Skill lesson: proofreading strategies. Overview of plagiarism prevention and MLA practices. Overview of the documented essay and the portfolio project.

HW7: Read and be prepared to discuss “A Note on Reading Shakespeare” (1154-55) and the preface to *Othello* (1155-56).

Unit 3: Documented Essay

Class 16: Authorial Content: William Shakespeare. Please bring computers to class.

HW8: Read Act 1 of *Othello* and annotate. Write: Bring in two questions for class discussion based on your reading. Be able to offer the page numbers and the passages that led to your questions.

Class 17: Class discussion led by student questions. In-class acting of sections of Act One. In-class: Read Act One of *Othello* (1156).

HW9: Read Act Two and choose two of the following questions to answer in two 400-500-word responses. Make sure to use quotations to support your ideas:

1. Does the color of Othello’s skin have anything to do with his demise? If so, how? If not, then what is the primary cause for his demise?
2. How do the women in “Othello” display an argument for or against women’s rights?
3. Does the downfall of Othello proceed from any flaw in his nature? Or is his downfall entirely the work of Iago?
4. Iago is described as Shakespeare’s most villainous villain, what motivates his actions?

Class 18: Class discussion of the play and answers to the study questions. Skill lesson: character analysis.

HW10: Read Act Three and write a character analysis of the major characters.

Class 19: Discussion of the play and the analysis of the characters.

HW11: Finish reading the play. Write: go back and reconsider your answers to the study questions you answered and write a brief argument as to why the original answer still holds or revise your answer and explain why. Use quotations!

Class 20: Discussion of the play and revisions/arguments on the study questions. Review of documented essay assignment. Brainstorming topics for E3.

HW12: Review the directions for writing a proposal on the E3 assignment and the explanation of the annotated bibliography. Write a proposal for E3 and submit through the Canvas link for HW12.

Class 21 Skill lesson: literary research – finding and vetting sources. Bring laptops to class.

HW13: Research and find at least two sources for your project. Summarize both on the rough draft of the annotated bibliography and bring a copy to class. Be prepared to share how your sources contribute to your project.

Class 22: Research colloquium.

HW14: Write first draft of E3. Bring 3 copies to class.

Class 23: Peer review workshop of first draft. Workshop on incorporating sources.

HW15: Continue research and adding to AB and developing draft. Write: mid-process draft of E3 and bring two copies to conferences with a question for me.

Class 24: Individual student conferences. Peer review online.

Write: continue to revise E3.

Class 25: Individual student conferences. Peer review online.

Write: Based on feedback from me and peers, revise draft and bring a copy to class with a full WC page. Must be at least 1800 words. Bring a hard copy handbook, if you have one, or a laptop to access and online handbook.

Class 26: Workshop: proofreading and editing. MLA citation and documentation.

Write: Make final edits and revisions to E3 and bring the final draft to class to submit and submit through the Canvas link.

HW16: Prepare E1 final draft for peer review portfolio workshop and bring 2 hard copies of prepared draft to class.

Class 27: Portfolio workshop on E1

HW17: Prepare E2 final draft for peer review portfolio workshop and bring 2 hard copies of prepared draft to class.

Class 28: Portfolio workshop on E2.

HW18: Prepare portfolio

Exam Class: hand in a hard copy of your portfolio and submit it online through Canvas. Class will take place in our regular classroom unless otherwise announced. The exact time and day will be announced in class and added to the syllabus. Portfolios will be collected at this time.