**English 1102-03H: English Composition II**

**Spring 2018 M 9:25-10:40am Mashburn Hall 204**

Dr. Jennifer Randall, Assistant Professor of English

*Office*: Lorberbaum Room (LIA) # 227

*Office Hours*: M 10:45-12:15am and 1:40-3:40pm; T 11:15-12:15 and 1:40-2:40; W 7-8pm Online Office Hours; TH 7-8pm Online Office Hours; F 7-8pm Online Office Hours

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**Course Description and Requirement**

Prerequisite: English 1101 or the equivalent. Students must have a C or better in 1101.

As the second half of the required college Composition course program, this class is designed to build upon the communicative and rhetorical knowledge you have already acquired. Each writing assignment and activity will require you to employ innovative, analytical, and research skills and to hone and improve these skills as you explore the successful components of written communication. Because this course is a continuation of English 1101 through its stress on composition, greater emphasis is placed upon the introduction to literature, library orientation, documentation, and basic research skills, requiring successful knowledge and use of electronic resources and documentation. A minimum grade of C is required to complete English 1102.

**Textbook**

Online Libguide/GAVIEW readings (<http://libguides.daltonstate.edu/randall1102>)

**Course Objectives**

You will polish your critical thinking skills by analyzing works of literature from short stories, poems, and dramas. You will display an understanding of the reading and the composition process through honing the skills learned in English 1101 to most quickly and effectively come up with a paper topic and thesis statement, to most advantageously organize and arrange your information, to find and rely upon scholarly information and sources in your writing, to cite sources correctly, to revise and polish your writing, and to employ grammar and syntax most effectively (we will cover some grammar).

A major purpose of the course is to strengthen each students' ability to organize, plan outline, write, correct, and revise essays of various types. Hence:

I. Essays

A. The outlines and essays will include the following:

1. Title

2. Thesis Sentence

3. Organization appropriate to the assigned topic

4. Introductory or organizational paragraph

5. Three or more supporting paragraphs with topic sentences

6. Evidence of transitions

7. A concluding or summarizing paragraph

B. Essays will demonstrate a mastery of conventional English grammar

and usage.

II. Literature

A. Another purpose of the course is to function as an introduction to the short story,

poetry, and/or drama. Emphasis is placed on literal content, meaning, idea, interpretation, plot, character, theme, point of view, symbol, irony, emotion, humor, fantasy, values, definitions, figurative language, imagery, denotation, connotation, allusion, tone, and a variety of other literary and rhetorical conventions

B. The essays, homework, reading responses, class activities, group work, and/or quizzes and tests will evidence understanding of these terms and content

III. Library

A. A further major purpose of this course is to introduce students to the wealth of

information the library holds and to give them experience in unlocking this information. Students will demonstrate their abilities through:

1. Tests/Quizzes

2. Essays/Drafts

3. A term paper based on library and electronic research

4. Reading Responses

5. Class Participation and Assignments/Group Activities

**Student Learning Outcomes**

By the end of the class, you should be able to demonstrate mastery in:

Instructors are to use the thesis-based researched and documented term paper written in the course to assess all outcomes for ENGL 1102.

**Outcome 1:**   Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication (General Education Outcome).

**Measure:** Students’ competence will be measured by a rubric that evaluates the   
            audience, the purpose, and the organization components; the grammar, the   
            punctuation, and the sentence structure components; and the thorough analysis   
            of an argument component and the logical support of conclusions and    
            arguments components of the thesis-based researched and documented term paper       
            written in the course.

**Target: Seventy percent** of students will score a **70% or better** on each of evaluates the audience, purpose, and organization components; the grammar, punctuation, and sentence structure components; and the thorough analysis of an argument component and the logical support of conclusions and arguments components of the thesis-based researched and documented term paper written in the course.

**Outcome 2:**   Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly (Critical Thinking).

**Measure:** Students’ proficiency will be measured by a rubric that evaluates the research   
            and documentation components of the thesis-based researched and documented term   
            paper written in the course, requiring a minimum of five secondary sources with at least   
            one being electronic source used ethically and cited and formatted in the current MLA   
            style.

**Target: Seventy percent** of students will score a **70% or better** on each ofthe research and documentation components of the thesis-based researched and documented term paper written in the course, requiring a minimum of five secondary sources with at least one being electronic source used ethically and cited and formatted in the current MLA style.

**Outcome 3:**  Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments (Critical Thinking).

**Measure:** Students’ competence will be measure by a rubric that evaluates the content   
            and the analysis components of the thesis-based researched and documented term   
            paper written in the course in which students quote from and evaluate a variety of   
            literary passages, clearly demonstrating the relationship between the works and their   
            own inferences.

**Target: Seventy percent** of students will score a **70% or better** on each of the content and the analysis componentsof the thesis-based researched and documented term paper written in the course in which students quote from and evaluate a variety of literary passages, clearly demonstrating the relationship between the works and their own inferences.

**Course Policies**

*Attendance and Tardiness*

I expect all students to attend class regularly and on time. You are allowed three absences with no questions asked, but every subsequent absence will result in **a deduction of 5 points from your final grade**. In addition, I will take attendance at the beginning of every class. If you arrive after I have called the roll, you will be marked absent. I DO NOT MARK TARDIES. **Exceptions will be made for properly documented absences and extenuating circumstances (student-athletes, university sponsored travel teams, accidents, death, etc)**

*Class Expectations and Behavior*

I expect students to refrain from using disruptive electronics and devices in class such as cellphones, Ipods and earphones. Students are also expected to participate in all class and group activities, to treat classmates and the professor with respect, and to refrain from rude comments, abusive language, yelling, and other forms of verbal and/or physically inappropriate behavior. The instructor reserves the right to dismiss from class any student who is not in compliance with the class syllabus or DSC’s regulations. Consistent Disruptive Behavior will result in appropriate letter grade deductions**, namely a 5 point deduction from the student’s final grade for each occurrence,** and/or an F as the final grade. Let’s have a positive learning environment. Treat others respectfully and professionally at all times.

*Late Assignment Policy*

**I do not accept late work.** All work is due on the date and time listed in this syllabus and/or discussed in class. All assignments and essays need to be submitted via hard copy or through GeorgiaView. Late work will not be accepted unless you experience extenuating circumstances, and then it is up to my discretion in setting deadlines and deducting late points. Communicate with me immediately if you anticipate or experience conflicts. **Late work cannot be revised.**

*Learning Disability Requirement*

If you have a documented learning or physical disability, please discuss this with me the first week of class, so I can assist you. Students with disabilities or special needs are encouraged to contact Disability Support Services in Academic Resources. In order to make an appointment to obtain information on the process for qualifying for accommodations, the **student** should visit the Disability Support Services Library Guide [http://libguides.daltonstate.edu/Disability](https://dscexchange.daltonstate.edu/owa/redir.aspx?C=fCVU6lAHFkW-pBGotaWiuzRnGCXvZ9BIjraECke2IjZIDRJ9aWcoRgtjUxpe6CwPI94WFefnzLg.&URL=http%3a%2f%2flibguides.daltonstate.edu%2fDisability) or contact the Coordinator of Disability Support Services: Andrea Roberson

Pope Student Center, lower level

706-272-2524

[aroberson@daltonstate.edu](mailto:aroberson@daltonstate.edu)

*Plagiarism and Academic Dishonesty Policies*

Plagiarism and Cheating are serious academic offenses. I expect you to adhere to DSC’s Plagiarism and Academic Honesty Policies. Cite anything that does not come from your own head, and do not copy or take credit for the work of others. The first offense will result in an F on the assignment and an incident report will be completed and placed in your file. The second offense will result in an F in the class and possible expulsion. Don’t do it! However, please do avail yourself of the help (and computers) offered by the Writing Lab.

**Drop/Withdrawal Policy**

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) “The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. *All students* must meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process.  After meeting with the staff member, students will then finalize the withdrawal process in the **Enrollment Services** Office.” The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **The instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility**. The last day to drop classes without penalty is *Friday, March 23rd.*

**Complete Course Withdrawal**

The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form.** Students who are assigned to the Academic Advising Center for advisement must meet with an advisor or staff member at the Academic Advising Center (107 Liberal Arts Building) to initiate the withdrawal process. *All other students* must meet with a staff member or advisor at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member or advisor, all students will then finalize the withdrawal process in the Financial Aid Office.

**Workforce Development**

Contact: Mr. Scott McNabb, Workforce Investment Act

If a student receiving aid administered by the DSC Workforce Development Department drops this class or completely withdraws from the College, the schedule adjustment form must be taken to the Workforce Development Office first. The office is located in the Technical Education Building, Room 214, and students can contact Mr. McNabb at 706-272-2635 from 8:00 a.m.-4:00 p.m. on Mondays, Tuesdays and Fridays. He is in the Georgia Department of Labor office on Wednesdays and Thursdays and can be reached at 706-272-4412.

**TITLE IX INFORMATION: Sex Discrimination, Harassment, & Assault**

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone’s ability to participate in or benefit from the college’s educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.” Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

# 4.1.7 [Student Sexual Misconduct Policy](http://www.usg.edu/policymanual/section4/policy/C327/)

(Last Modified on August 9, 2017)

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

In order to reduce incidents of sexual misconduct, USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community. Such programs will promote positive and healthy behaviors and educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention, and reporting.

When sexual misconduct does occur, all members of the USG community are strongly encouraged to report it promptly through the procedures outlined in this Policy. The purpose of this Policy is to ensure uniformity throughout the USG in reporting and addressing sexual misconduct.

# [How to Report](https://www.daltonstate.edu/about/title-ix-report.cms)

Please note that although you have the option to make a report anonymous, doing so may limit the College’s options for response.

**Call 911 if you are in an emergency situation**

If you would like to report to a Police Agency:  
Dalton State Public Safety  
Health Professions Building- Upper Level  
706-272-4461  
Online Sexual Assault Report [HERE](https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51)

If you would like to report to Dalton State Administration:  
[DSC Online Reporting Form](https://publicdocs.maxient.com/reportingform.php?DaltonStateCollege&layout_id=3)

Title IX Coordinator  
Lori McCarty  
Director of Human Resources  
Phone: 706-272-2034  
Email: [lmccarty@daltonstate.edu](mailto:lmccarty@daltonstate.edu)

### Deputy Title IX Coordinator

Bobby Whitehead

Assistant Director for Student Conduct

Phone: 706-272-2999

Email: bwhitehead@daltonstate.edu

## If you would like to talk with someone confidentially:

[The Counseling Center](https://www.daltonstate.edu/campus_life/counseling-services.cms)  
Health Professions 266 (Inside Health Center)  
Phone: 706-272-4430

**House Bill 280**

House Bill 280, commonly known as the “campus carry” legislation, is effective as of July 1, 2017. Here are guidelines developed by the Office of Legal Affairs for the implementation of House Bill 280 that must be followed on all University System campuses on and after that date.

While current law already allows license-holders to keep weapons secured in motor vehicles, beginning on July 1, House Bill 280 will allow anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions as explained below. It will not allow any other type of gun to be carried around campus; nor will it allow handguns to be carried openly. (House Bill 280 does not apply, however, to institution-sponsored events or excursions away from campus on property not owned or leased by a University System institution.) The statute defines concealed as “carried in such a fashion that does not actively solicit the attention of others and is not prominently, openly, and intentionally displayed except for purposes of defense of self or others.”

A license-holder therefore may carry a handgun while it is substantially (“but not necessarily completely”) covered by an article of clothing he or she is wearing, or contained 2 within a bag (“of a nondescript nature”) he or she is carrying, or in another similar manner that generally keeps it out of the view of others. There are a number of exceptions to the new law that limit the places on campus where handguns may be carried. Even license-holders may not carry a handgun into the following locations on college/university-owned or leased property:

Buildings and property used for athletic sporting events. This exception includes stadiums, gymnasiums and similar facilities in which intercollegiate games are staged (but does not extend to so-called “tailgating” areas where fans may congregate outside the gates of the sports facility). It does not extend to student recreation centers and similar facilities that are not used for intercollegiate games.

Student housing facilities including residence halls and similar buildings where students live such as fraternity and sorority houses. (Note that any housing that is not on property owned or leased by a University System institution is not covered by House Bill 280.)

Spaces – including any room, continuous collection of rooms or outdoor facility – that are used for preschool or childcare. In order to qualify, preschool and childcare spaces must have controlled access (meaning access via personnel stationed at the door or an electronic mechanism) limited to authorized people.

Rooms and other spaces during the times when they are being used for classes in which high school students are enrolled, whether through dual enrollment and programs such as Move On When Ready or through college and career academies or other specialized programs such as Early College. License-holders who want to carry handguns to class will need to visit the institution’s registrar or other designated employee, who after verifying their enrollment status will tell them which of their classes, if any, have high school students enrolled. Institutions shall not, however, keep any listing of those who inquire. (Note also that the names of enrolled high school students may not be revealed in accordance with applicable privacy laws.) It is the responsibility of license-holders to seek out this information and make themselves aware of which classrooms fall within this exception.

Faculty, staff and administrative offices. This exception includes offices and office suites occupied by faculty, staff and administrators but does not include more general public common spaces outside of those areas. · Rooms during the times when they are being used for disciplinary proceedings of any kind, including those regarding students, faculty or staff. These would include any meetings or hearings that are part of the University System’s or the institution’s sexual misconduct, student conduct, dispute resolution, grievance, appeals or similar processes.

Under the new law, it is a misdemeanor crime for a license-holder to carry a handgun “in a manner or in a building, property, room, or space in violation of” these provisions. Doing so also may be a violation of the institution’s student code of conduct and personnel rules. It will be the responsibility of those license holders who choose to carry handguns on campus to know the law and to understand where they can go while carrying. Institutions will not provide gun storage facilities or erect signs outside restricted areas.

Each institution will need to review its campus conduct and weapons policies to ensure that they comply with these changes to the law. While House Bill 280 provides for specific exceptions where handguns may not go, it does not give individual institutions discretion to bar or further limit handguns on their campuses. Institutions therefore may not place additional restrictions or prohibitions on the carrying of handguns beyond those contained in the law. Neither should anyone else attempt to interfere with the ability of license-holders to carry concealed handguns on campus.

It is incumbent upon each of us to follow the law. Students, faculty and staff should not attempt themselves to monitor or to enforce compliance with the statute by those who do carry handguns. Only law enforcement personnel, including the University System’s more than 800 POST-certified officers, will be responsible for enforcing the law. If others have concerns or questions, they should contact their campus law enforcement departments. In the coming weeks, the University System Office of Safety and Security will be providing training to campus law enforcement officers.

**Grades and Assessment/Evaluation Method**

Essay grades and reading responses are either Pass or Fail. An essay that has more than 20 mistakes of any kind (comma, spelling, organization, thesis, citation, or formatting errors) will fail, and each student **is expected to** revise any failing essay as many times as needed – until the last day of class – in order to receive a passing score for a failing essay\*\*\*. Feel free to visit the writing lab or schedule a meeting with me to go over your essay(s).

Passing Grades:

A (90-100%) – up to **8 errors**

B (80-89%) – up to **15 errors**

C (70-79%) – up to **20 errors**

Failing Grades

D (60-69%) *Student MUST repeat the course*

F (Below 60) *Student MUST repeat the course*

|  |  |
| --- | --- |
| Grade | Explanation |
| Pass | **A**: Exceeds Expectations and Guidelines. Nearly flawless work (**8 or less errors**)  **B:** Meets most guidelines; some wording, formatting, content and grammar issues (**15 or less errors**)  **C:** Does not meet many guidelines; numerous wording, content, grammar issues **(15-20 errors)** |
| Fail | **D, F**: Does not meet guidelines; unacceptable. Grammatical, formatting, and content errors overpower the work **(more than 20 errors)** |

**\*Late work cannot be revised**

**\*\*Essays that barely meet the guidelines can also not be revised (1 page when the assignment asked for 5)**

**\*\*\*If you fail at least two essays, you MUST make an appointment to come see me outside of class**

**Course Components/Class Work**

**19 Reading Responses** 20%

Reflect, Assess, and React to assigned readings (use at least one quote for each work)

**9 Discussion Post Entries** 10%

Start and contribute to a virtual classroom discussion, chatting with classmates on assigned readings. **Two** posts from each student are required for each Discussion Post Assignment

**6 Reflection Essays** 30%

Each essay will be at least five paragraphs and 300 words. Use MLA formatting, but do not reference any outside sources. The point of these essays is to argue and defend what you think the thesis or point of a work (or two) is. In each body paragraph, be sure to include 1-2 quotes from the work to analyze and discuss. DO NOT SUMMARIZE; instead, analyze the passages to prove the thesis given at the end of the introduction

**2 Research Essays** 30%

Each essay will be at least six paragraphs and 1200 words. Use MLA formatting and cite at least four scholarly sources at least once each in the essay using proper citation (Smith 8) as well as citing each of those sources alphabetically on the Works Cited

**Final Exam** 10%

The final essay will consist of three parts:

1. Compare and Contrast essay where you analyze at least two genres and discuss

commonalities and differences (MLA formatting, four scholarly sources, 800 words).

1. There will also be a creative component where you will demonstrate the thesis or

topic from the compare and contrast essay in part one by cooking or baking, creating a piece of art such as a sculpture or photograph, creating a game or video, imagining an interview or debate between characters or authors, writing a poem, play, fiction story or other creative writing project

1. An oral presentation sharing the argument from the compare and contrast essay

and the creative

~All Final Essaysneed to be typed in Word or a similar program and should be posted to Desire2Learn (D2L). I will not accept any final essays handwritten or copy and pasted onto D2L or email. In addition, if you wish to submit a hard copy, you MUST also submit your essay to turnitin.com and print out the plagiarism percentage.

**Calendar**

M 1/8– Introductions; Syllabus; Introduction to Literature and Fiction; Reading Response Guidelines

“Oliver’s Evolution” by John Updike

<http://www.esquire.com/entertainment/books/a5576/john-updike-final-story-0498/>

F 1/12– **Reading Response 1 due by 5pm**; **Discussion Post 1 due by 5 pm** over**:**

“Birthmark” by Miranda July

[www.acastronovo.com/ClassHtms/ClassDocs/**July**01.**pdf**](http://www.acastronovo.com/ClassHtms/ClassDocs/July01.pdf) (PDF download)

“Girl” by Jamaica Kincaid

<http://www.newyorker.com/magazine/1978/06/26/girl>

M 1/15 – MLK Jr. Holiday – No Classes

F 1/19– **Reading Response 2 due by 5pm**; **Discussion Post 2 due by 5 pm** over

“Accident” by Dave Eggers

<http://www.theguardian.com/books/2005/apr/16/shortshortstories.fiction>

“Snow” by Julia Alvarez

<http://bit.ly/22zMyQJ> (PDF download, story is on p. 1 of 5)

M 1/22 – **Reading Response 3 due when class starts** – over the following story:

“The Jilting of Granny Weatherall” by Katherine Anne Porter

<http://people.morrisville.edu/~whitnemr/html/The%20Jilting%20of%20Granny%20Weatherall.htm>

F 1/26 – **Reflection Essay One Due by 5pm**

M 1/29 – **Reading Response 4** due when class starts – on the following stories:

“The Chrysanthemums” by John Steinbeck

<http://bit.ly/1W3YeuU> (PDF download)

“Hills Like White Elephants” by Ernest Hemingway

<http://bit.ly/1SbLWMt> (PDF download)

F 2/2 – **Reading Response 5**; **Discussion post 3 due by 5pm** over:

“Desiree’s Baby”by Kate Chopin

<http://bit.ly/1YxREvK>

“The Story of an Hour” by Kate Chopin

<https://www.vcu.edu/engweb/webtexts/hour/>

M 2/5 – **Reading Response 6** due when class starts – over the following stories:

“Gilded Six Bits” – Zora Neale Hurston

<http://bit.ly/1V6R1va> (PDF download)

“A Rose for Emily” by William Faulkner

<http://xroads.virginia.edu/~drbr/wf_rose.html>

F 2/9 – **Reading Response 7**; **Discussion Post 4** due by 5pm over:

“Barn Burning” – William Faulkner

<http://bit.ly/22zPAEI> (PDF download)

“A&P” by John Updike

<http://www.tiger-town.com/whatnot/updike/>

M 2/12 – **Reading Response 8** due when class starts – over the following stories:

“To Build a Fire” – Jack London

<http://bit.ly/1p4AQAC> (PDF download)

The Things They Carried” by Tim O’Brien

<http://bit.ly/1VqfBqW> (PDF download, story is the first in document after contents)

F 2/16 – **Reflective Essay Two due by 5pm**

M 2/19 – **Reading Response 9** due when class starts – over the following stories:

“Gryphon” by Charles Baxter

<http://bit.ly/1W43jU9> (PDF download)

“The Lottery” by Shirley Jackson

<http://bit.ly/1SjVMB9> (PDF download)

F 2/23 – **Reading Response 10; Discussion Post 5 due by** **5pm** over:

Ambrose Bierce “An Occurrence At Owl Creek Bridge”

<https://en.wikisource.org/wiki/An_Occurrence_at_Owl_Creek_Bridge>

“Harrison Bergeron” by Kurt Vonnegut

<http://bit.ly/1SbMvWo> (PDF download, story is first plus reflection questions)

M 2/26 – **Reading Response 11** due when class starts – over the following stories:

“A Good Man is Hard to Find” by Flannery O’Connor

<http://bit.ly/1NdkzEQ> (PDF download, story is first in document)

“Cathedral” by Raymond Carver

<http://bit.ly/265L0Te>

F 3/2 – **Reflective Essay Three due by 5pm**

M 3/5 - MLA Guidelines and Research Essay One Assignment; brainstorming

F 3/9 – Visit the Library; **MLA Sources Assignment due by 5pm** over:

Required Scholarly Sources formatted correctly on a Works Cited page

M 3/12 - F 3/16 Spring Break

M 3/19 – **Research Essay One Due**

Introduction to Poetry:

“The Fish” – Elizabeth Bishop

<https://www.poets.org/poetsorg/poem/fish-2>

“The Tyger” and “The Lamb” – William Blake

Tyger <http://www.poetryfoundation.org/poem/172943>

Lamb <http://www.poetryfoundation.org/poem/172926>

“My Last Duchess” – Robert Browning

<https://www.poets.org/poetsorg/poem/my-last-duchess>

F 3/23 – **Reading Response 12**; **Discussion Post 6 due by 5pm** over:

“Gretel in Darkness” – Louise Gluck

<http://www.poemhunter.com/poem/gretel-in-darkness/>

“Not Bad, Dad, Not Bad” by Jan Heller Levi

<http://poetry.newgreyhair.com/post/11497960086/not-bad-dad-not-bad-jan-heller-levi>

“My Father as a Guitar” – Martin Espada

<http://www.thefreelibrary.com/My+Father+as+a+Guitar.-a060059945>

“Did I Miss Anything” – Tom Wayaman

<https://www.loc.gov/poetry/180/013.html>

*Friday March 23rd - last day to drop classes*

M 3/26 – **Reading Response 13 due when class starts** – over the following:

“Why I Went to College” – Martin Espada

<http://genius.com/Martin-espada-why-i-went-to-college-annotated>

“Value of Education” – Mark Halliday

<http://www.slate.com/articles/arts/poem/2000/06/the_value_of_education.html>

“We Real Cool” – Gwendolyn Brooks

<https://www.poets.org/poetsorg/poem/we-real-cool>

“Suicide Note” – Janice Mirikitani

<https://thevalueofsparrows.com/2015/01/14/poetry-suicide-note-by-janice-mirikitani/>

F 3/30 – **Reflective Essay Four due by 5pm**

M 4/2 – **Reading Response 14 due when class starts** over:

“The Love Song of J. Alfred Prufrock – T.S. Eliot

<http://www.poetryfoundation.org/poetrymagazine/poem/173476>

“Sadie and Maud” –Gwendolyn Brooks

<http://www.poetryfoundation.org/poem/172083>

“The Young Housewife” – William Carlos Williams

<http://www.poemhunter.com/poem/the-young-housewife/>

“Red Wheelbarrow” – William Carlos Williams

<https://www.poets.org/poetsorg/poem/red-wheelbarrow>

“An Apology” – F. J. Bergmann

<http://fibitz.com/words/apology.html>

F 4/6 – **Reading Response 15 due; Discussion Post 7 due by 5pm** – over the following readings:

“Sonnet” – Billy Collins

<http://www.poetryarchive.org/poem/sonnet>

“In a Station of the Metro” – Ezra Pound

<https://www.poets.org/poetsorg/poem/station-metro>

“Love is not all” – Edna St. Vincent Millay

<https://www.poets.org/poetsorg/poem/love-not-all-sonnet-xxx>

“How Do I Love Thee” – Elizabeth Barrett Browning

<https://www.poets.org/poetsorg/poem/how-do-i-love-thee-sonnet-43>

“My mistress’s eyes are nothing like the sun” – William Shakespeare

<https://www.poets.org/poetsorg/poem/my-mistress-eyes-are-nothing-sun-sonnet-130>

“Shall I compare thee to a summer’s day” – William Shakespeare

<https://www.poets.org/poetsorg/poem/shall-i-compare-thee-summers-day-sonnet-18>

M 4/9 – **Reading Response 16 due** over:

“Living in Sin” – Adrienne Rich

<https://www.naic.edu/~gibson/poems/rich1.html>

“The City Planners” – Margaret Atwood

<http://www.poemhunter.com/poem/the-city-planners/>

“Nani” – Alberto Rios

<http://www.tidefans.com/forums/showthread.php?t=10426>

“The Waking” – Theodore Roethke

<http://www.poetryfoundation.org/poem/172106>

“the sky was candy” – E. E. Cummings

<http://hellopoetry.com/poem/1646/the-sky-was/>

“Skeleton key” – John Hollander

<http://bit.ly/1NsXbxP>

“Uphill” – Christina Rossetti

<http://www.poetryfoundation.org/poem/174268>

Langston Hughes –“Island”; “The Negro Speaks of Rivers”; “Mother to Son”; “Harlem”

Island: <http://bit.ly/23LmOU1> (PDF download)

The Negro Speaks of Rivers: <https://www.poets.org/poetsorg/poem/negro-speaks-rivers>

Mother to Son: <http://www.poetryfoundation.org/poem/177021>

Harlem: <http://www.poetryfoundation.org/poem/175884>

F 4/13 – **Reading Response 17 due; Discussion Post 8 due by 5pm** – over the following readings:

Emily Dickinson – “Faith is a fine invention”; “The Soul Selects her own Society”; “Because I could not stop for Death”; “Tell All the Truth but Tell It Slant”

Faith is a fine invention: <http://www.poetryfoundation.org/poem/177763>

The Soul Selects her own Society: <https://www.poets.org/poetsorg/poem/soul-selects-her-own-society-303>

Because I could not stop for Death: <https://www.poets.org/poetsorg/poem/because-i-could-not-stop-death-479>

Tell All the Truth but Tell It Slant: <http://www.poetryfoundation.org/poem/247292>

“If” by Rudyard Kipling

<http://www.poetryfoundation.org/poem/175772>

Robert Frost – “Mending Wall”; “Fire and Ice”

Mending Wall: <https://www.poets.org/poetsorg/poem/mending-wall>

Fire and Ice: <http://www.poetryfoundation.org/poem/173527>

“Grass” – Carl Sandburg

<http://www.poetryfoundation.org/poem/174301>

“Do not go gentle into that good night” – Dylan Thomas

<https://www.poets.org/poetsorg/poem/do-not-go-gentle-good-night>

M 4/16 – **Reflective Essay Five due when class begins**; Prepare for Research Essay Two

F 4/20 – **Research Essay Two due by midnight**

M 4/23 – **Reading Response 18 due when class begins** – over the following readings:

Introduction to Plays/Drama:

“The Stronger” – August Strindberg

<http://bit.ly/1YxRV1S>

“Words, Words, Words” by David Ives

<http://bit.ly/1W40kLl> (PDF download; play begins on p. 17 of the PDF document/ 23 of original document)

F 4/27 – **Reading Response 19 due; Discussion Post 9 due by 5pm** over:

“The Brute” by Anton Chekhov (scanned pdf)

“Post-its (Notes on a Marriage)” by Paul Dooley and Winnie Holzman (scanned pdf)

“Twelve Angry Men” by Reginald Rose

<http://bit.ly/1V6PtkW> (PDF download)

M 4/30 – Last day of class – **Reflective Essay Six due when class begins;**

Prepare for the Final Exam Essay (Compare and Contrast Essay) and Presentation

Finals: Tuesday May 1 to Monday, May 7

**Our Final Exam is due Monday, May 7th from 9:40 to 11:40am**

**Emergency Instructional Plan**

If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings and assignments. Then, check your email, GAVIEW, and/or the DSC Portal for additional assignments, activities, and due dates. If it is not possible for me to email you additional assignments/comments or post links to GAVIEW because of loss of power, please continue to follow the assigned readings and activities, complete *all* exercises and assignments, and bring them to the next class meeting. If conditions allow, I will load PowerPoints and documents of missed lecture in DSConnect and GAVIEW, and I will be available to answer questions through email and phone. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

**Keep in mind that this syllabus is a contract of class expectations, and, by staying in the course, you agree to abide by the dictates laid out in the syllabus. The class basics and expectations are subject to change based on the needs of the course.**