Dr. Farmer ENG 102 070 Composition and Literature Spring 2024

**Course Description**

From the 2023-24 undergraduate catalog: “This course builds on the rhetorical and compositional skills students mastered in ENG 101 and introduces the short story, the novel, the poem, and/or the play as the basis for analytical argumentative essays. Research skills—particularly borrowing and integrating ideas from electronic and print sources and assessing source appropriateness—support student thinking and writing. [. . .] Prerequisite: ENG 101 with a grade of *C* or better.” Three credit hours

**Meetings**

ENG 102 070 meets TR, 11:00 a.m. – 12:15 p.m. in Lawson 214.

**Virtual Meetings**

If an emergency on my part or a campus-wide crisis necessitates a switch to online instruction, you will join the class remotely at the usual time, using the BigBlueButton feature of Canvas. Do the following:

* Log into Canvas through Google Chrome, Microsoft Edge, or Firefox.
* Find and choose your section of ENG 102 (070).
* Click BigBlueButton on the menu, left.
* Join by clicking the blue Join button on the next page.
* I recommend that you select the Microphone option when you join so you can speak to the class. Just remember to mute your microphone when you are not talking, to minimize static and background noise.
* You may instead select the Audio option when you join, but you can listen only. You can still communicate with the class through Chat.

**I have scheduled one virtual meeting for Tuesday, January 16, so you can familiarize yourself with this process.**

**Office**

English Suite, Lawson 124-D

**Office Hours**

All office hours are open, virtual, and by appointment. Just let me know when you need to talk to me so we can schedule a time to meet through our Canvas class portal, ENG 224 010 MC. Open, virtual hours mean that I can be available almost anytime you need me, including evenings and weekends.

**Phone**

770-720-5633: **Discouraged**

**Email**

jaf@reinhardt.edu: **Preferred**. Email enables me to answer your questions fully, and it provides you with a written response to use as a later reference.

**Program Learning Outcomes**

This is a general education/core curriculum course that therefore addresses no specific learning outcomes from any program.

**Reinhardt University Student Learning Outcomes (RUSLO):**

 **Communication**

1. Students will demonstrate effective expression of ideas through writing, speech, and visual media.

**Critical Thinking and Inquiry**

1. Students will demonstrate integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
2. Students will demonstrate technological and scientific literacy, knowledge of various research methodologies, and the ability to seek out information.
3. Students will demonstrate independent thought and imagination; preparation for lifelong learning.

**Self, Society, and Culture**

1. Students will demonstrate knowledge of the traditions of Western civilization and their global context.
2. Students will demonstrate knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.

**Values and Ethics**

1. Students will demonstrate integrity and ethical responsibility.
2. Students will demonstrate understanding of, and commitment to, physical, emotional, and spiritual wellness.
3. Students will demonstrate stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

**Student Learning Outcomes**

As a result of taking this course, you will be able to:

* Organize an essay efficiently and effectively (RUSLO 1);
* Support an argument with full and relevant details, including those derived from research (RUSLO 1);
* Write strong topic sentences (RUSLO 1);
* Craft good introductions and conclusions (RUSLO 1);
* Write prose that is free of errors in grammar, mechanics, syntax, punctuation, and usage (RUSLO 1);
* Engage critically and creatively with a text (RUSLO 2 and 4);
* Improve your reading comprehension and retention (RUSLO 4);
* Seek out information from valid sources (RUSLO 3);
* Distinguish between facsimile and non-facsimile documents (RUSLO 3);
* Learn to use the MLA style sheet to document primary and secondary sources (RUSLO 3);
* Exercise good study habits (RUSLO 4).

**Required Texts**

*The Lords of Discipline*, by Pat Conroy

**Supplies**

A binder with at least 1½-inch rings in which to organize and file all materials for this course, notebook paper ***without fringe***, and a #2 pencil or an ink pen in blue or black. Handwritten work submitted in any other color will not be accepted.

**Electronic/Wireless Devices**

You will surrender your cell phones to me at the beginning of class and retrieve them when class is over. This policy is non-negotiable.

**On days when you are to write an in-class journal or article review, you will also surrender your laptops or tablets. This policy is also non-negotiable.**

**Recordings of Class Procedures**

I need one student to volunteer to make cell phone recordings of class proceedings and to agree to share these recordings with students who need to be absent. If you are the designated class recorder, please remember to set your phone to record before leaving it with me.

If we need to meet via the BigBlueButton, we will have the advantage of the Record feature, which allows class proceedings to be recorded and then saved for seven (7) days. Therefore, if you miss class for any reason, you can listen to the recording and keep up with the material. Remember, however, that once the seven days have elapsed, the recording is gone for good, and there is nothing I can do to retrieve it.

**Attendance**

Regular attendance is an essential component of success in any university course***. Therefore, your absence, whatever the reason, is not excused unless you are participating in a program or activity that requires you to be away on official Reinhardt University business.*** Otherwise, if you accumulate more than four (4) unexcused absences, you will automatically receive a *W* if the withdrawal date has not passed or an *F* if the withdrawal date has passed. This policy means that you do not need to e-mail or phone me if illness or other crisis necessitates your absence. Nor do I need a note from a parent, healthcare provider, or any other individual unless your absence is due to a major life event, as defined below.

If you are a student required to be absent on University business, your absence is excused—meaning you may make up missed assignments when you return to campus. **It does NOT mean you are allowed four unexcused absences in addition to four excused absences.** You must count excused absences among your allotted four.

**Major Life Event**

A major life event is a crisis that requires you to be absent for more than two (2) full weeks or four (4) consecutive class meetings. Should you find yourself in this situation, you need to send official notification to Dr. John Miles, the Vice President for Academic Affairs, and Dr. Walter May, the Vice President for Student Affairs. This notification should include an explanation of the crisis and supporting documentation from a credible source. Dr. Miles and Dr. May will then inform me of your circumstances, and we will work collaboratively to determine the best course of action. A brief illness, a funeral, a court date, or a transportation problem that causes you to miss class for a day or two is not a major life event. Therefore, I do not need notification from any source for these things since they automatically count as unexcused absences.

**Grade of Incomplete**

According to the 2023-24 undergraduate catalog, if “for non-academic reasons beyond [your] control,” you are “unable to meet full course requirements,” you may qualify for an Incomplete. You must, however, “have a deficiency [. . .] in a relatively small portion of the course” and be “performing satisfactorily” (46). You must also provide me with a valid, verified, written excuse. To remove the Incomplete, you must make up the assignment during Summer Session I, 2024.

**Workload**

ENG 102 has a workload appropriate to a university course, so you need to maintain consistent and regular study habits to keep pace with the assignments. Specifically, you should plan to spend at least three (3) hours outside of class for every hour spent in class. Thus, in this three-hour academic course, you should anticipate spending at least nine (9) hours a week in reading *The Lords of Discipline*; preparing for reading quizzes and journals, and researching, reading, and studying articles that will be the basis of your article reviews. Good course outcomes begin with a commitment to adapting yourself to the rigors of university academics.

**Note-Taking, Error Log, and Class Preparation**

Note-taking is an important grade component that will be measured on the formal essays. I also suggest that you keep an error log of your grammar mistakes and use tutorials in the Center for Student Success (CSS) to help you avoid repeating them. A third important component is class preparation, which means that ***before you come to class***, you are to read the assigned pages in *The Lords of Discipline*.

**Oral Reading Quizzes and the Novel Test**

Every Thursday beginning with January 25 and ending with March 21, the class period will begin with a fact-based quiz on *The Lords of Discipline.* You will write your answers in blue ink, black ink, or pencil and submit them on notebook paper without fringe.

**Quizzes cannot be made up, for they constitute part of your attendance record, so please do not ask.**

The only exception is an absence due to official University business. Then I must receive advance notice from a University employee, and you must make up the quiz **at the end of the next class**. If you are absent for any other reason, you will earn a zero for that day’s quiz. Each quiz will contain at least 20 bonus points and focus on information you should know if you have read the assignment with reasonable care. These bonus points will allow you the opportunity to compensate for unexcused absences.

If you are not away on University business and miss the novel test, you will not be permitted to make up the work. If you are away on University business the day of the test, you must arrange to make up the work during final exam week (April 25 – May 1).

**Extra Credit**

Because the quizzes and the novel test offer opportunities for extra credit, no requests for further extra credit will be granted. So please do not ask.

**Written Work: Journals**

Every Tuesday beginning with January 23 and ending with March 19, you will write a weekly in-class journal on *The Lords of Discipline*. Your journal will consist of two parts. The first part will summarize the week’s reading assignment, which you must produce from memory. The second part will consist of at least two thoughtful observations you make about any aspect of the chapters you have just read. You cannot bring any notes with you on journal days, so be sure to read each assignment carefully and completely before coming to write. I suggest that after you finish the reading, you list the events you think your summary should contain. You won’t be allowed to consult this list while you write, but making it will help you recall them.

If you are absent on official University business on a journal day, you must make up the work within a week under the supervision of a CSS monitor, who must sign your paper. Otherwise, you will earn a zero.

If you are absent for any other reason on a journal day, I must receive a valid, verified, written excuse from a credible source before you can make up the work. You must do so within a week under the supervision of a CSS monitor, who must sign your paper. Otherwise, you will earn a zero.

You must use blue ink, black ink, or pencil; write on every other line; and submit your journal on notebook paper without fringe. (These rules also apply to in-class essays.) I will not accept journals that do not follow these guidelines. Title your journals as follows: Journal One, Journal Two, etc., and center each title. Please do not staple, paper clip, or dog-ear your journal.

A journal will receive a grade of ✓+ (95), ✓ (85), ✓- (75), NC (65), or 0. NC means that you at least wrote something but that your effort was unsatisfactory. 0 is reserved for work that is not turned in, turned in late, or academically dishonest. Outstanding journals may receive a 100. Both form and content will determine your journal grade.

**Written Work: Essays**

You will write three (3) formal in-class research-based essays this semester. Topics for these essays appear on page nine (9) of this syllabus. Each essay must do the following:

* Incorporate research from at least two (2) valid secondary sources. The **ONLY** valid sources are our library’s books and databases. An essay relying on any other source(s) will automatically incur a twenty-point deduction.
* Include at least three correctly documented quotations from the primary source material
* Include at least two correctly documented quotations from the secondary source material
* Include at least one correctly documented paraphrase from the secondary source material
* Avoid the five-paragraph template. An essay of five paragraphs will automatically incur a ten-point deduction.

To ensure the integrity of your work, you will submit all secondary sources with your essay. If your source is a journal article, please include the full document. If your source is a book, include photocopies of only the page(s) you are citing. Please DO paperclip or staple each secondary source together individually and write your name on the first page of every document. **In your secondary sources, highlight the material you quote and bracket the material you paraphrase.** A quotation or paraphrase from a secondary source must be preceded by a signal phrase and followed by a page number, if available. A quotation from a primary source must be preceded by a signal phrase and followed by a page number, but no page number is necessary for a paraphrase from a primary source.

Please consult our library’s **Citation Help: MLA** when you prepare your Works Cited page entries. Under no circumstances should you ever attempt to prepare a Work(s) Cited page without consulting this resource. Essays that do not show careful attention to documentary form, including the Work(s) Cited page, will incur an automatic five- or ten-point penalty, depending on the severity of the problem. I will gladly help you with documentary or style questions if you schedule a virtual appointment with me.

You will have two full class periods to write the first two in-class essays. At the end of the first writing session, I will collect the work you have done so far. You will have the full three-hour final exam period to write the third in-class essay. Beforehand, you are allowed to prepare a one-page sketch map or outline and use it during the writing process You are also allowed to bring a completed Works Cited page. Just remember to submit it with your paper. You will need to use the novel, but to save time, I suggest that you bookmark the pages from which you plan to quote. You will also need to use your articles, which you will submit with your completed essay. I suggest that you highlight the material you intend to quote and bracket the material you intend to paraphrase BEFORE you come to class to write.

If you are absent for any reason on the day of an in-class essay-writing assignment, you can begin or finish your paper under supervision in the CSS. To avoid a zero, you must complete the paper within a week of your absence, and your first page must display the signature of the person who supervised your work.

**Library/Virtual Library**

Reinhardt University Library is available to all students. Links to library materials such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support may be found at <https://www.reinhardt.edu/library/>. IN THIS COURSE, THE ONLY ACCEPTABLE SOURCES FOR ARTICLE REVIEWS ARE THE LIBRARY’S DATABASES AND BOOKS.

**Academic Honesty:** As a member of this academic community, you are bound by all provisions of the Reinhardt Honor Pledge, which commits you to “demonstrate honest behavior.” Honest behavior includes avoiding all forms of academic dishonesty. For the purposes of this course, your work will be deemed academically dishonest if you do one or more of the following:

1. Copy someone else’s words into a journal or an essay and represent them as yours
2. Copy someone else’s sentence structure into a journal or an essay, change one or more words, and represent the material as yours
3. Read a summary of *The Lords of Discipline* instead of reading the novel
4. Use a summary of *The Lords of Discipline* as the basis of a journal or an essay
5. Use someone else’s journal or essay as the basis of yours
6. Allow someone to use your journal or essay as the basis of theirs
7. Have someone else or something else (like Chat GPT) write a journal or an essay for you
8. Write a journal or essay for someone else
9. Have a journal or an essay edited by anyone other than yourself—including, but not limited to, parents, roommates, and tutors in the Center for Student Success
10. Download material from an Internet site and copy this material into a journal or an essay
11. Copy someone else’s answers on a quiz or test
12. Look up answers in the novel during a quiz or test
13. Use the Internet to answer questions on a quiz or test
14. Text answers to, or otherwise share answers with, another student during a quiz or test. I have ways of knowing whether you are cheating, and I will deem both parties equally guilty.

The first documented instance of academic dishonesty will be penalized with a zero on the assignment. The second documented instance will be penalized with dismissal from class an *F* in the course. **No zeros earned as a result of academic dishonesty will be dropped.** Moreover, copies of all academically dishonest documents will be provided to the Dean of the School of Arts and Humanities and to the Vice President for Academic Affairs, who will enter your name in his Book of Academic Misconduct.

**The Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation for this or any other class, please contact Reinhardt University’s Academic Support Office (ASO), register, and obtain the proper documents. ASO is located in the basement of the Lawson Building (phone: 770-720-5567).

**Important Contact Information**

All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: <https://www.reinhardt.edu/back-to-campus>. If you have any questions, please refer to the Web site or contact Reinhardt University at the numbers below:

Campus Nurse within the Student Health Center: 770-720-5542
studenthealthcenter@reinhardt.edu

Public Safety

**Non-Emergency Phone:** 770-720-5789
**Emergency Phone:** 770-720-5911
publicsafety@reinhardt.edu

Dean of Students – Dr. May: 770-720-5540

deanofstudents@reinhardt.edu

 Office of the Vice President for Academic Affairs – Dr. John Miles

VPAA@reinhardt.edu or John.Miles@reinhardt.edu .

**Canvas Grade Postings**

Because I promptly and regularly post grades on Canvas, you will always have current information on your standing in ENG 102. I ask that you use this information to attain or sustain the level of performance that will result in a favorable final outcome. You should pay special attention to your midterm grade, which provides a further incentive to step up or maintain your level of performance.

**Grade Configuration**

Journal entries on *The Lords of Discipline*: 23%

 ReadingQuizzes: 12%

 Novel test 8%

 Essay #1: 15%

Essay #2: 19%

Essay #3: 23%

**Grading Scale**

 A: 90-100

 B: 80-89

 C: 68-79

 D: 56-67

 F: 55 and below

Essay Topics

**Essay #1**

Option 1: In what ways are Will McLean’s experiences at the Carolina Military Institute typical of the average college student’s experiences? Consider all his experiences, whether good or bad. You may use your own experiences as a basis for comparison.

Option 2: In what ways are Will McLean’s experiences at the Institute NOT typical of the average college student’s experiences? Consider all his experiences, whether good or bad. You may use your own experiences as a basis for contrast.

Option 3: If you had my ENG 101 class in fall 2023, consider this question: In what ways are Will McLean and Richard Papen similar? In what ways are they different?

**Essay #2**

Option 1: The young men at the Institute are being prepared to join the United States Armed Forces upon graduation. In what ways are they being adequately prepared for the life of a soldier? In what ways might their preparation be judged woefully deficient?

Option 2: Will and his three roommates establish a surrogate family that enables most of them to weather the negative aspects of the Institute. What role does each young man play as an essential member of this family? In answering this question, think of your own family, in which each person plays a role. The oldest child might be the scholar, for example; the second child the athlete; the third child the comedian. Rarely do two children adopt the same role because that role is already taken. If a parental figure is missing or inadequate, a child might adopt the role of father or mother—a dysfunctional situation that nonetheless enables the family to survive.

**Essay #3**

Option 1: In what ways is Pearce, the Institute’s first Black cadet, the real hero of *The Lords of Discipline*?

Option 2: If you had my ENG 101 class in fall 2023, you met Julian Morrow, the Greek teacher who becomes a mentor and father figure to Richard. In what ways is the Bear similar to Julian? In what ways is he different?

Option 3: In what ways are the Institute and Charleston alike? In what ways are they different?

Schedule of Assignments

Jan. 9 Course Introduction

Jan. 11 Documentation

 Research writing: Primary vs. secondary sources

 Finding appropriate sources

 Encyclopedic vs. specialized information

 Avoiding plagiarism: Quotations

 Quotation marks

Signal phrases

When to quote

Integrating quotations into your text

Brackets and ellipses

Parenthetical documentation

Jan. 16 Documentation **(Virtual Class)**

 Research writing: Encyclopedic vs. specialized information

 Avoiding plagiarism: Paraphrases

 The meaning of “using your own words”

 Word-substitution/Sentence structure plagiarism

 Signal phrases

 When to paraphrase

 Parenthetical documentation

 The Works Cited page

Jan. 18 **Library Orientation and Research: Library Tech Lab, Room 306**

Today we meet in the library, where you will learn how to use our databases to locate articles appropriate to a college-level research paper. You will also learn how to use Citation Help: MLA, which our librarian has created to simplify documentation.

Jan. 23 *The Lords of Discipline*: Prologue-Chapter 6

**Journal #1 (in class)**

Jan. 25 *The Lords of Discipline*: **Quiz #1**

Class discussion

Jan. 30 *The Lords of* Discipline: Chapters 7-14

**Journal #2 (in class)**

Feb. 1 *The Lords of Discipline*: **Quiz #2**

Class discussion

Feb. 6 *The Lords of Discipline*: Chapters 15-18

 **Journal #3** **(in class)**

Feb. 8 *The Lords of Discipline*: **Quiz #3**

Class discussion

Feb. 13 *The Lords of Discipline*: Chapters 19-23

 **Journal #4 (in class)**

Feb. 15 *The Lords of Discipline*: **Quiz #4**

Class discussion

Feb. 20 *The Lords of Discipline*: Chapters 24-29

 **Journal #5** **(in class)**

Feb. 22 *The Lords of Discipline*: **Quiz #5**

Class discussion

Feb. 27 *The Lords of Discipline*: Chapters 30-35

 **Journal #6 (in class)**

Feb. 29 *The Lords of Discipline*: **Quiz #6**

Class discussion

**Mar. 4-8 Spring Break**

Mar. 12 *The Lords of Discipline*: Chapters 36-41

**Journal #7** **(in class)**

Mar. 14 *The Lords of Discipline*: **Quiz #7**

Class discussion

Mar. 19 *The Lords of Discipline*: Chapters 42-end

 **Journal #8**

Mar. 21 *The Lords of Discipline*: **Quiz #8**

Class discussion

**Mar. 26** *The Lords of Discipline*: Begin Essay #1

**Mar. 28**  *The Lords of Discipline*: Finish Essay #1

Apr. 2 Discussion of Essay #1

**Apr. 4 Spring Day: No day classes**

**Apr. 9** *The Lords of Discipline*: Begin Essay #2

**Apr. 11** *The Lords of Discipline*: Complete Essay #2

Apr. 23 *The Lords of Discipline*: Comprehensive Novel Test

**Apr. 24 Reading Day: No classes**

**Apr. 26 *The Lords of Discipline*: Essay #3 (in class), 11:15 AM – 2:15 PM**