

English 102: Composition and Literature

Fall 2023

Prof. Walsh

“Once you eliminate the impossible, whatever remains, however improbable, must be the truth. –Arthur Conan Doyle

- Class Time: Tuesday & Thursday 8:00 a.m. to 9:15 a.m.
- Tarpley Building, Room 109
- Semester: August 14, 2023—November 21, 2023
- First Day of Class: August 14, 2023
- Last Day of Class: November 21, 2023
- Final Exam: TBD
- Office Hours: T-T 7:00 a.m. to 5:00 p.m. Appointment recommended.

*** PLEASE NOTE: **This syllabus is *subject to change*** as a result of various factors such as availability of the texts to arrive on time; how quickly each text is discussed; rate of speed during class; as well as other unforeseen issues. All attempts will be made to adhere to the schedule; however, if a change occurs, ***it will be noted during the class***. It is each student’s responsibility to update the syllabus at that time. No electronic versions are allowed in class, as well as no electronics of any kind. There is a tactile necessity to touching and feeling the *made thing* that cannot be substituted by electronics.

**ABSOLUTELY NO CELL PHONES or
COMPUTERS ARE ALLOWED IN
CLASS**

If any student pulls out their cell phone and is using it, unless I ask them to look up something, I will give a POP QUIZ.

If you cannot attend class for 75 minutes without being on your cell phone or computer, you do not need to be in college. Do not begin to make the argument that you need your cell phone for note taking. This class is not a democracy. I have rules. This is one of them. **ABSOLUTELY NO ELECTRRONICS!** To use your computer in class for taking

notes, you must show a need and have permission from ASO. There will be no exceptions.

Each student *MUST* have a physical copy of these books for class.

Texts to be used in class:

- *Unbroken* – Laura Hillenbrand ISBN-10 9780812974492
- *The Color Purple* – Alice Walker ISBN-10: 0151191549
- *Deliverance* – James Dickey ISBN-10: 038531387X
- Handouts (to be supplied)

*** Please note: Each student ***MUST*** have a physical copy of these books for class. They should be available at the university bookstore; however, they are available online for only a few dollars. **You *CANNOT* pass the class without the books.** Be prepared to write notes in your book so a library copy will not suffice. **No electronic versions are allowed in class, as well as no electronics of any kind.** There is a tactile necessity to touching and feeling the *made thing* that cannot be substituted by electronics.

Grades

- Class Participation/Attendance/Contribution to class discussion 10%
- Quiz(s) 15%
- Three Essays 20%
- Mid-term Exam 15%
- Final Essay (Power Point Essay Presentation) 15%
- Final Exam 25%
- **Grading Scale:**
- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Less than 60 F

Course Objectives

1. Learn to think independently about literature and life, to form an opinion and be able to formulate your thoughts with clear, concise verbal and/or written acumen, and to document support for your thoughts and ideas.
2. Improving your critical thinking
3. Learn to be an editor (or a better editor)
4. Improving your research skills

5. Enjoy learning scores of interesting things, enjoy the learning process, becoming proficient or better at writing.

Course Objectives and Learning Outcomes

Program Objective 1: Writing

To ensure that students master sound writing skills, including the ability to craft correct and readable prose and to sustain a logical argument

Learning Outcome 1: Grammar and Punctuation: Show knowledge of and skills in the use of the English language

Learning Outcome 2: Structure and Argument: Show facility with expository and argumentative writing

Means of assessment: Essays

Program Objective 2: Reading

To prepare students to read, comprehend, and study independently

Learning Outcome 3: Close Reading: Demonstrate a close reading of the text(s) under discussion

Learning Outcome 4: Critical Thinking: Exercise independent thought in the analysis and interpretation of texts

Means of assessment: Essays, tests, class participation

Program Objective 3: Research

To equip students with solid research skills, including the ability to use and cite both print and electronic primary and secondary sources

Learning Outcome 6: Quotations: Integrate quoted and paraphrased material into essays

Learning Outcome 7: Ethics: Demonstrate integrity and ethics in the attribution and citation of source material

Learning Outcome 8: Citations: Apply MLA style sheet to citations and Works Cited Page

Means of assessment: Essays

Attendance, Tardiness and Late Work Policies

Don't miss class. Don't be late. That's fairly easy. Show up ready to learn and have a great time learning interesting things. I do not accept assigned work that is late. Everyone has a 24-hour day so manage your time wisely. Time management is essential to your success. Turn in your work on time. Attend class.

Academic Dishonesty Policy

If you plagiarize any work for this class, you will be dismissed and receive an F. I may choose to refer you to Judicial for punishment. Plagiarism is defined as presenting any work that is not your own work as your own. If you represent it as your own work, it is plagiarism, whether it is work written by another student, parent, or work copied from a written source or the Internet. Even if you reword it, it will be obvious to me. To avoid this: *Simply cite your sources!*

Grading Criteria for All Assignments

- *I do not give grades—you **earn** your grade*

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Grading Criteria for All Assignments

- *I do not give grades—you **earn** your grade*
- Do not be late with your assignment!
- *10% of your grade is Class Participation*, meaning—you need to be prepared to discuss the texts for that day per the syllabus. There may be a quiz on any day without notice. You **MUST** be prepared for class.
- In all things you write for class, no misspelled words
- Read the assigned material and be prepared to discuss it in class
- Proofread, proofread, proofread—mistakes detract from the grade
- Nothing will ever be perfect, but try to get there with your work
- Edit, edit, edit. No typos or grammar errors
- As Lord Chesterfield said, “Take care of the minutes and the hours will take care of themselves.
- Honor yourself with excellence

Critical Paper(s):

As with all writing assignments, the best method is to edit, edit, edit, but also, ask another person read and edit your work. That will be your editor.

Likewise, you will become a better writer and student if you read and edit another student's paper. Avoid costly mistakes. I prefer to give an A on a critical project, but careless mistakes nearly always chip away at the grade. All essays should adhere to the following criteria: **Times Roman, 12-point font, double-spaced, MLA format, and**

the paper should adhere to the thesis statement agreed upon between the student and professor. There is great flexibility for the student to choose their subject for essays/papers. If your assignment is late, an F will be assigned. Don't miss your deadline.

Working Together

I firmly believe in the process of editing. No one, not even the greatest writers, produce quality work without editing themselves or having another person edit their work. Some self-edit better than others; however, it is rare. Most people need an editor. It is one of the fundamental methods for improving your writing—the process of editing another writer.

IMPORTANT

Please visit the Center for Student Success. These people are here to HELP you. They will read your paper(s) and edit them, as well as teach you/show you the mistakes you've made. Each semester, there are students who do not take advantage of this great resource. The difference in your paper is usually one letter grade, possibly two. Go to the CSS and ask for assistance. They are here for your benefit.

Class Behavior

My expectations for appropriate and acceptable classroom behavior are as follows:

1. Be on time.
2. Be prepared to discuss the text(s).
3. Come with the appropriate books and written assignments.
4. *Turn off cellphones and put them away. If I see you utilizing your cell phone for any reason, I will ask you to leave the class. I will not tolerate cellphones in class. You will receive an F for your daily participation grade for that day.*
5. Be courteous and respectful of others during class discussion. At all times, I expect each student to use ***Intelligence, Candor, and Goodwill*** toward each other.
6. Have fun and enjoy learning! My motto: ***If it's not fun, why bother? Let's have a good time learning the secrets of the world!***

The readings for each day must be completed BEFORE YOU COME TO CLASS on the day they are listed.

There will be a quiz from time to time without warning. Be prepared when you arrive to class.

Dates to Remember

- SEPTEMBER 12 by 3:00 p.m.
Deliverance paper is due – 3 pages
- OCTOBER 4-8
NO CLASS – SPRING BREAK
- OCTOBER 12 by 3:00 p.m.
Unbroken paper is due – 3 pages
- OCTOBER 17
Mid-Term Exam on *Deliverance*, *Unbroken*, and *The Color Purple*
- NOVEMBER 14 by 3:00 p.m.
The Color Purple paper is due – 5 pages
- NOVEMBER 9-21
Oral Essay–Power Point Presentation on specific poem
- Final EXAM DATE – To Be Determined

Week 1

Tuesday, AUGUST 15:

Introduction, syllabus, teaching philosophy, in-class assignment

- Discuss “First Cause” by Bertrand Russell
- **Assignment:**
 - Read “First Cause” by Bertrand Russell
 - Write a 1-page argument **for or against** “First Cause”

Topic: Bertrand Russell’s “First Cause.” You are either in support or not in support of Russell’s thesis. Back up your position with at least one source. Quote from the source in your paragraph (2 quotes). Provide the source:

Works Cited

Piippo, John. “Bertrand Russell on the First Cause Argument for God.” *Bertrand Russell on the First Cause Argument for God*, 1 Jan. 1970, <https://www.johnpiippo.com/2009/02/bertrand-russell-on-first-cause.html>.

Thursday, AUGUST 17:

- Turn in the 1-page argument on “First Cause”
- Discuss Handout on Writing Mistakes, Things to Avoid, Proper Usage of Language
- Understanding the Thesis Sentence/Creating an Outline
- Discuss *Deliverance*
- **Assignment:** *Deliverance* by James Dickey/Read to page 75-ish

Week 2

Tuesday, AUGUST 22

- QUIZ on *Deliverance*
- Discuss Handout on Writing Mistakes, Things to Avoid, Proper Usage of Language
- Discuss the Thesis Sentence/Outline
- Discuss *Deliverance*
- **Assignment:** *Deliverance* by James Dickey/Read to page 100-ish

Thursday, AUGUST 24:

- Discuss *Deliverance*
- Discuss your first essay on *Deliverance*/possible thesis statements/2 outside sources are required
- Create a thesis statement and outline pertaining to *Deliverance* and the idea of Man vs. Man, Man vs. Nature, or Man vs. Himself.

- **Assignment:** *Deliverance* by James Dickey/Read to page 200-ish
- **Assignment:** Create a thesis statement and outline for *Deliverance*

Week 3

Tuesday, AUGUST 29:

- Review how to introduce a quote in a paper
- Review research procedures and resources
- Turn in your thesis statement for review and comment
- **Assignment:** Finish reading *Deliverance*
- **Assignment:** Begin your research on *Deliverance*, including three outside sources

Thursday, AUGUST 31:

- Review and discuss thesis statements
- Review Works Cited, Introduction of a Quote, 3-body paper
- Answer questions on the essay
- **Assignment:** Begin writing *Deliverance* paper

Week 4

Tuesday, SEPTEMBER 5:

- Begin the discuss on *Unbroken*
- View Power Points on World War II, the Pacific Campaign, and Louis Zamperini
- **Assignment:** Go to the Center for Student Success (CSS)– **REQUIRED** – by next Monday
- **Assignment:** Read *Unbroken* (Chapters 1-5)/Louie Zamperini: Youth and Young Adulthood in Torrance, California

Thursday, SEPTEMBER 7:

- Discuss *Unbroken*, the plot, writing style, clarity of thought, research techniques of the author, characterization, dialogue, quoting from the book.
- **Assignment:** Read *Unbroken* (Chapters 6-17) /Zamperini's Experience as an Ocean Castaway

Week 5

Tuesday, SEPTEMBER 12:

- ***Deliverance* paper is due by 3:00 pm.**
- QUIZ on *Unbroken*
- Turn in the attendance sheet from the CSS for a quiz grade
- Discuss *Unbroken* and possible topics for a paper and the outline
- **Assignment:** Read *Unbroken* (Chapters 18-22)

Thursday, SEPTEMBER 14:

- Turn in your *Deliverance* essay – Don't be late
- Discuss *Unbroken*/Student led discussion/Possible topics for an essay
- **Assignment:** Finish reading *Unbroken* (Chapters 23-30)
- **Assignment:** Create a thesis/outline statement to be turned in on *Unbroken*

Week 6

Tuesday, SEPTEMBER 19:

- Turn in thesis statement
- Power Points on WWI/Watch videos on WWII and Louis Zamperini
- Finish reading *Unbroken* (Chapters 31-39)/*Zamperini's Life After WWII*
- **Assignment:** Create a thesis statement and outline to be turned in on Thursday

Thursday, SEPTEMBER 21:

- Turn in thesis statement and outline for *Unbroken*
- Continue Power Points on WWI/videos on WWII and Louis Zamperini
- Open format to discuss the *Unbroken* papers – issues, problems, thoughts, ideas, the outline and thesis statement
- **Assignment:** Begin writing your paper on *Unbroken* – three pages, plus Work Cited.
- **Assignment:** Go to the Center for Student Success (CSS)– **REQUIRED** – by next Wednesday

Week 7

Tuesday, SEPTEMBER 26:

- Continue the discussion of *Unbroken*
- Open format to discuss the *Unbroken* papers – issues, problems, thoughts, ideas, the outline and thesis statements
- **Assignment:** Write your paper on *Unbroken*

Thursday, SEPTEMBER 28:

- Begin the pre-reading discussion of *The Color Purple*
- Discuss *The Color Purple*/examine the form (*epistolary*) and how it functions for the narrator and why Walker employs this form
- Discuss Man vs. Man, Man vs. Nature, Man vs. Himself, Man vs. Society in literature and in *TCP*
- Discuss the history of the novel's setting and social norms
- Turn in the attendance sheet from the CSS for a quiz grade
- **Assignment:** Read *The Color Purple* (up to page 162)
- **Assignment:** Continue writing your paper on *Unbroken*

Week 8

Tuesday, OCTOBER 3:

- Quiz on *The Color Purple*
- Discuss *The Color Purple*
- **Assignment:** Continue reading *The Color Purple*

NO CLASS – FALL BREAK October 4th-8th

Thursday, OCTOBER 5

NO CLASS

Week 9

Tuesday, OCTOBER 10

- Roundtable student discussion of *The Color Purple*
- Discussion on the essay-writing process, research, procedures, nuances, editing for brevity, clarity, continuity, maintaining a professional distance from the subject—and how it can relate to *The Color Purple*
- Continue reading *The Color Purple*

Thursday, OCTOBER 12:

- Turn in your paper on *Unbroken* by 3:00 p.m. Do not be late.
- Mid-Term Exam Review
- Discuss the argumentative thesis statement and how it pertains to *The Color Purple*
- Finish reading *The Color Purple* (up to page 246)

Week 10

Tuesday, OCTOBER 17:

Mid-Term Exam on *Deliverance*, *Unbroken*, and *The Color Purple*

Thursday, OCTOBER 19

- **Assignment:** Prepare an argumentative thesis statement pertaining to *The Color Purple* and an outline.

Week 11

Tuesday, OCTOBER 24

- Turn in argumentative thesis and outline
- Conducting Research – secrets and citations
- Begin writing your paper—five outside sources are required
- Discuss Errors & Mistakes Most Students Make
- **Assignment:** Read George Singleton’s short story, “Show-and-Tell”

Thursday, OCTOBER 26

- **Research work day!!! – NO CLASS!!!**
- **Assignments:**
 - Find five sources in the library on *The Color Purple*
 - 2 **can be** online sources
 - 3 **must be** physical sources
 - Create a Works Cited page to be turned in for a grade
 - Begin work on your paper – create a thesis and outline
 - Go to the CSS for a quiz grade

Week 12

Tuesday, OCTOBER 31 HALLOWEEN – best costume wins a prize!!!

- QUIZ
- Discuss Read George Singleton’s short story, “Show-and-Tell”
- Discuss issues with the paper on *TCP*
- **Assignment:** Work on your *TCP* paper

Thursday, NOVEMBER 2

- Turn in your CSS paperwork for a grade
- Begin a discussion on contemporary American poetry
- Show Duhamel Power Point
- Assign poems to students for a Power Point – each student will be assigned a poem from to read and discuss in class as an Oral Essay—Create a Power Point

Week 13

Tuesday, NOVEMBER 7

- Discuss contemporary American poetry
- Discuss proper method for quoting poetry in an essay
- **Assignment:** Begin reading *Blowout*

Thursday, NOVEMBER 9

Go to the CSS

- Research work day!!! – NO CLASS!!!
- Work on your paper—edit, edit, edit—fine tune the paper
- Go to the CSS for a quiz grade

Week 14

Tuesday, NOVEMBER 14

- Paper is due on *The Color Purple*
- Present POWER POINT on assigned poem (3 to 4 per class)
- class—assigned times must be adhered to)
- **Assignment:** Read *Blowout*

Thursday, NOVEMBER 16

- Present POWER POINT on assigned poem (3 to 4 per class)
- Discuss *Blowout*
- **Assignment:** Continue fine-tuning the Power Point
- **Assignment:** Continue reading *Blowout* by Denise Duhamel

Week 15

Tuesday, NOVEMBER 21 (**LAST DAY of CLASS**)

- Present POWER POINT on assigned poem (3 to 4 per class)
- Wrap up loose ends/Answer Questions/Review & Discuss the take-home essay
- **Assignment:** Continue fine-tuning the Power Point

Final Exam – TBD

A Few Important Things Required on the Syllabus

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

Reinhardt University Credit Hour Policy

In defining a credit hour, Reinhardt University adopts the Federal Definition of a Credit Hour (described in 34 CFR 600.2, effective July 1, 2011) as follows:

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this

policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be in online, a hybrid of face-to-face contact with some content delivered electronically, or one delivered in lecture or seminar format. Similarly, the expectation of contact time inside the classroom and student effort outside the classroom is the same for regular semesters and shortened sessions (i.e., Spring I or Spring II Sessions).

Courses that have less structured classroom schedules, such as research seminars, independent studies, directed studies, internships, practica, studio work, as well as courses offered in shortened sessions or in online or hybrid formats, at a minimum, should state clearly expected learning outcomes and workload expectations that meet the standards set forth above.

Covid 19

Important:

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 website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or www.reinhardt.edu/nurse.

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

publicsafety@reinhardt.edu

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Office of the Provost

provost@reinhardt.edu, 770-720-9102

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