**English 102: Composition and Literature**

**Spring 2024**

**Theme: Finding the Light**

**Dr. Maria Mackas**

**Course Time: MW 10-10:50 a.m.; Friday – one-on-one online writing lab**

**Classroom:** **Gordy 201**

**Office Location: Lawson 124-E**

**Email: maria.mackas@reinhardt.edu**

**Office Hours: By appointment**

**Required Text**

*My Ántonia* by Willa Cather – Norton Critical Edition

Other readings – short stories and poems – will be provided via Canvas through pdf or links; we will watch the play *Our Town,* by Thornton Wilder, in class.

**Required Supplies**

* Reading journal – a blank journal (hard or soft cover) or a composition notebook. Or, you can do it on your laptop.
* Sticky notes/markers to help you annotate your book.
* Laptop or paper for in-class essays/assignments

**Grades**

Reading Journal 20%

Writing Assignments 10%

Three four-page typed papers

 Paper #1 5%

 Paper #2 15%

 Paper #3 20%

Midterm and final (in-class essays) 20%

Attendance, participation (including on-line writing lab) 10%

**Class Goals:**

* Develop a love of reading through the ability to read closely
* Practice thinking independently and confidently about literature, freely exploring ideas and analyzing texts (Critical Thinking)
* Become adept at locating and evaluating information (Critical Thinking)
* Further develop the ability to write correctly and effectively
* Demonstrate integrity and professionalism

**Grading Scale:**

90-100 A

80-89 B

70-79 C

60-69 D

Less than 60 F

**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 (College Objective 1: Communication)

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

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

Means of assessment: Papers, in-class assignments, in-class essays

**Program Objective 2:** **Reading**

To prepare students to read, comprehend, and study independently (College Objective 2: Critical Thinking and Inquiry)

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

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

Means of assessment: Reading journal, papers, in-class assignments/essays, 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 (College Objective 2: Critical Thinking and Inquiry and College Objective 4: Values and Ethics)

**Learning Outcome 6: Quotations:** Integrates quoted and paraphrased material into essays

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

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

Means of assessment:Papers

**Participation**

To earn a 100 for your participation grade:

* Show up on time
* Speak up and contribute to the conversation
* Be noticeably prepared – demonstrate that you’ve read the material and thought about it!
* Participate in activities
* Be professional and kind

Just showing up is not enough – you are expected to be engaged and prepared. This is college.

**Attendance and Tardiness Policy**

You’re allowed three unexcused absences. After that, your participation grade will begin to reflect your absences: five points will be deducted from your average for every unexcused absence. If you have a serious illness or family emergency and need to be out for an extended period (more than three absences in a row) please let me know and send me documentation.

Don’t be late. If it happens frequently, your participation grade will go down.

**Athletes and performers:** You are allowed excused absences, but I must have written documentation from your coach or advisor. Please give me advance notice and please turn in assignments ON TIME. Having an excused absence does not allow you to turn in late work.

**NO LATE WORK ACCEPTED.** If you have extenuating circumstances and cannot meet a deadline, you must communicate with me and receive permission to turn in a late assignment. Deadlines are important; this is a crucial life lesson.

**Reading Journal**

Your reading journal is extremely important to your success in this class. You’ll use it as a major reference when you write your essays. It will also illustrate your comprehension, critical thinking, and analysis skills. At the beginning of the semester, we’ll walk through the specifics about how to keep your journal, but here are the basics:

* Use a double-entry (side-by-side) format. Divide the page in half. On the left side, copy a passage from the book – one that you love/hate/relate to/don’t understand. On the right side, opposite that passage, explain why you love/hate/relate to/don’t understand the passage. Do this for at least three excerpts from the assigned reading.
* Note at least three “wonderings” (stuff you wonder about), three discussion questions, and three passages.

Don’t approach this as busy work; approach it as a real journal. I want to know how the material we’re reading relates to your life, to feelings you’ve had, or how you can’t relate to it at all. I want to know the passages you find beautiful/meaningful/odd/confusing, what you think the author is trying to convey, how it changed your thinking about something.

On designated Fridays, you will take a photo/make a pdf of your journal entries for that week and/or since your last journal submission and upload to Canvas. Your journal will be graded on:

* Thoroughness
* Comprehension
* Critical thinking/analysis/thoughtfulness

You will be asked to share portions of your journal, including the discussion questions, in class.

**Four-Page Essays**

 Papers will focus on a specific aspect of our readings, such as an exploration of a theme, symbol, or craft element, or an argument relating to the text/author. Unlike personal essays, these papers are formal, with quotations from the text/citations. They must be formatted per MLA and uploaded to Canvas before class on the day they are due.

 Papers will be graded as follows:

 20 pts. Grammar, punctuation, sentence structure

 20 pts. Organization, overall structure, flow/transitions

 20 pts. Comprehension, analysis of texts

 20 pts. Critical thinking (original, deep thinking)

 20 pts. Quotations/citations, Works Cited page (MLA format)

*(Thanks to Dr. Donna Little for these grading guidelines.)*

Formal paper structure includes an introduction with a thesis statement; body paragraphs that support your thesis with strong topic sentences; and a conclusion. Before you begin writing, you will develop a thesis statement and an outline (including these elements). **You must have this approved before you begin writing.**

**You will have the opportunity to revise one of your papers for a higher grade near the end of the semester.**

**Writing Lab**

Fridays will be writing lab days. I will meet individually with you via Zoom to work on strengthening your writing. On the days you’re not scheduled to meet with me, use this time to read, write in your reading journal, and work on your essays. I may give you individual, customized assignments (based on your needs) to complete on lab days. **CHECK YOUR EMAIL EVERY DAY TO SEE WHEN WE’RE SCHEDULED TO MEET, AND PLEASE CONFIRM BY RESPONDING TO MY EMAIL.**

 If you need more help, visit the Center for Student Success. Make time to do it!

**Workshops**

We will work in small groups on your thesis statements/outlines. I will rotate among the small groups.

**Academic Dishonesty Policy**

If you cheat on a post, paper or exam, I will fail you for the class, and I may choose to refer you to Judicial for punishment. Plagiarism is defined as presenting as your own any work that is not your own, whether it is work written by another student or parent or work copied from a written source or the Internet. DO NOT USE AI SOFTWARE TO DO YOUR WORK. I will know. If you use it for research, cite it – MLA now has a format to follow for it.

The university owns the anti-cheating software Turn It In, which matches student papers suspected of plagiarism with anything found on the Internet, including websites, term papers for purchase, and published books and articles. Sometimes people plagiarize inadvertently by using another person’s words too closely without acknowledging the source. This is still considered to be cheating. Be *extremely* careful to always acknowledge and cite your source in correct MLA format. If you are using the exact wording of the source, it needs to be a direct quotation.

**Class Conduct**

Do not:

1. Use your phone unless I ask you to – no texting, no talking, no surfing.
2. Put your head on your desk.
3. Wear headphones/ear buds/airpods.
4. Eat (unless you bring enough for us all).
5. Be late to class.
6. Disrupt class.

Please be respectful to me and your classmates.

**Course Calendar – this is a general guide that’s subject to change to accommodate class needs**

**READ THE ASSIGNMENTS BEFORE YOU COME TO CLASS ON THE DAY THEY ARE LISTED.**

**Week 1**

**Mon., 1/8:** Intro to class; syllabus

**Wed., 1/10:** Diagnostic essay in class; reading journal instruction

**Fri., 1/12: Writing Lab;** MA 7-25; Hinman interview

**Week 2**

**Mon., 1/15: NO CLASS – MLK DAY**

**Wed., 1/17:** Why does literature/writing matter; Advice for Novel Readers (handout); discuss MA

**Fri., 1/19:** MA 25-76; Reading journal #1 due; writing lab

**Week 3**

**Mon., 1/22:** Reading journal review; Bret Stephens article on MA (Files – Canvas); Kevin Mims article (Pages – Canvas); in-class writing

**Wed., 1/24:** Prchal article; discussion

**Fri., 1/26:** MA 77-126; Reading journal #2 due

**Week 4**

**Mon., 1/29:** Reading journal review; tenebrism and Cather

**Wed., 1/31:** Novel Démeublé essay; in-class writing

**Fri., 2/2:** Reading journal #3 due; finish MA; Stout article (467) and Lindemann article (479); paper 1 plan due

**Week 5**

**Mon., 2/5:** Reading journal review; review paper expectations; discuss articles; small groups – paper 1 plan

**Wed., 2/7:** Review MLA; work on papers in class

**Fri., 2/9:** Paper 1 due

**Week 6**

**Mon., 2/12:** Editing discussion; paper dissection

**Wed., 2/14:** Paul’s Case; discuss; Cather background on its writing

**Fri., 2/16:** Reading journal #4 due

**Week 7**

**Mon., 2/19:** Reading journal review;“Intimations,” Frost poems; discuss connections between “Paul’s Case” and “Intimations”; transcendentalism/Wordsworth and Cather

**Wed., 2/21:** Listen to David Sedaris’ “Now We Are Five”; discussion

**Fri., 2/23:** Paper 2 plan due

**Week 8**

**Mon., 2/26:** Small groups – paper 2 plan

**Wed., 2/28: Midterm – in-class essay**

**Fri., 3/1:** Paper 2 due

**MARCH 4-8 – NO CLASS – SPRING BREAK**

**Week 10**

**Mon., 3/11:** Paper 2 dissection; Our Town background

**Wed., 3/13:** Watch Our Town

**Fri, 3/15:** Reading journal #5 due

**Week 11**

**Mon., 3/18:** Continue Our Town

**Wed., 3/20:** In-class essay

**Fri., 3/22:** Reading journal #6 due

**Week 12**

**Mon., 3/25:** Review reading journal; discuss final paper

**Wed., 3/27:** Paper 3 plan due

**Fri., 3/29: GOOD FRIDAY – NO WRITING LAB**

**Week 13**

**Mon., 4/1:** Small groups – paper 3 plan

**Wed., 4/3:** Work on paper 3 in class

**Fri., 4/5:** Paper 3 due; Janisse Ray/*Ecology of a Cracker Childhood* pdf

**Week 14**

**Mon., 4/8:** Janisse Ray/*Ecology of a Cracker Childhood;* discussion/in-class assignment

**Wed., 4/10:** Janisse Ray on campus – attend presentation; begin work on revising one of your papers for a higher grade

**Fri., 4/12: Writing Lab**

**Week 15**

**Mon., 4/15:** Work on paper revisions

**Wed., 4/17:** Work on paper revisions

**Fri., 4/19: All papers due**

**Week 16:**

**Mon., 4/21: Last day of class**

**TBD: Final Exam**