English 112:  
Composition and Literature  
Faith, Doubt, Difference, Trust

Abilene Christian University  
Spring 2010

Class:  
ENGL 112.02  9:00 - 9:50 MWF  
Location: ADM 331

ENGL 112.05  10:00-10:50 MWF  
Location: ADM 331

Instructor:  
Dr. Mikee Delony

Office:  
Chambers 320

Office Hours:  
MW 1:00-2:00 TR 1:00-3:00; 4:30-5:00 and by appointment

Phone: Office 325-674-4856; Cell: 325-232-2231

ACU Box: 28252  
ACU's Mission  
To educate students for Christian service and leadership throughout the world.

My faith statement as a professor which frames my teaching and scholarship, one that I share with several other colleagues on campus, follows:  
Sovereign God calls us to be a community of learners—humbled, renewed, and unified before Him. As we are being transformed, we reflect His light, shaping all inquiry into a pursuit of God and His Truth. Let us [as faculty] encourage one another in this journey.

ENGL 112 Prerequisites:  Credit for English 111.

Textbooks:  
Aaron, Jane E.  The Little Brown Compact Handbook.  Custom ed. For ACU.. New York:  
Longman, 2009, or any handbook that contains the 2009 MLA citation guide.
Hall, Ron and Denver Moore.  Same Kind of Different as Me. ISBN: 0-84-991910-X

Other required materials:  1 bluebook and $2 cash to purchase Exit Exam materials due to me to by Jan 22. These count as daily grades.  (A for bluebooks and A for money if turned in on time.  0 for each day they are late after 1/22.)
**Course Description, Overview, and Format**
The Undergraduate Catalog describes English 112 as “expository, critical, and persuasive writing with research, based on the reading of literary works.” This is a reading/writing intensive course and will feature lecture, discussion, critical reading and writing, and group activities and projects to help you learn to read, evaluate, and analyze works of literature.

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<tr>
<th>Aims</th>
<th>Competencies</th>
<th>Measurement</th>
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| **READING**           | 1. Identify literal content and themes of a literary work and annotate texts for comprehension.  
                        | 2. Explain how literary features of a work (plot, character, image, etc.) help convey meaning.  
                        | 3. Understand and account for their own responses to literature. | 1. Writing assignments; reading quizzes, and class discussion.  
                        | 2. Writing assignments, quizzes on terminology.  
                        | 3. Reading journals, portfolios, response assignments. |
| **WRITING**           | 1. Write coherent, persuasive, mechanically sound prose.  
                        | 2. Use higher-order thinking skills (analyzing, comparing, synthesizing, etc.) with literary works and other sources.  
                        | 3. Understand audience and its effect on the writing process.  
                        | 4. Gather, synthesize, and documents information from library and online sources.  
                        | 5. Use word processing as an aid for effective writing; use online bibliographic searches as a component to writing research papers;  
                        | 6. Discuss the process of writing. | 1. Writing assignments.  
                        | 2. Writing assignments and class discussion.  
                        | 3. Research exercises and paper.  
                        | 4. Writing assignments and exercises.  
                        | 5. Class discussion, quizzes on terminology, annotated bibliography, email.  
                        | 6. Rough draft included in packet with research paper. |
| **PERSONAL APPLICATION** | 1. Use higher-order thinking skills to examine beliefs and worldviews in literary works and research material.  
                          | 2. Follow instructions, meet deadlines, avoid both intentional and unintentional plagiarism. | 1. Writing assignments and class discussion.  
                          | 2. Writing assignments and exercises. |
Note on Learning Competencies: Although the listed competencies are desirable and achievable, the long-term goals of this course include less-measurable abilities that are quite real although perhaps not as easily quantifiable. Among these are the habit of reading critically, a lifelong interest in and ability to understand literature, and the general sense that when we approach art in an intellectual way – particularly by writing freely (literally 'liberally') about it – we learn things that are unforeseeable and immeasurable. Cultivating and enriching the life of the mind, not just some immediate “learning competency,” is the benefit of a liberal arts education.

Course Policies

Attendance:
- English department policy requires that you attend at least eighty percent of the class meetings in order to receive credit for the course. More than nine absences – regardless of the reason – will result in automatic withdrawal from the course.
- I do not distinguish between excused and unexcused absences. You may miss twice without penalty; frequent absences will lower your participation grade. If you miss class, it is your responsibility to get lecture notes and assignments before the next class period.
- I will pass around a sign-in sheet every day, and will mark you present, late or absent on the iPhone application at the end of class. The application will send you an e-mail each time you are marked absent or tardy. Please let me know if you receive an incorrect notification.
- Three tardies equal one absence; however, I prefer that you come to class late rather than not at all.
- In-class assignments and quizzes missed due to absence for any reason other than ACU-related events cannot be made up.

Late Work
- Major papers turned in late will be penalized 10% each day they are late, including weekends, unless you make prior arrangements with me and receive written approval for a revised due date. Homework, including reading responses, will not be accepted late.

Assignments:
- You will write four major assignments (each a minimum length of 1200 words) during the semester and a departmental administered and timed essay for the final exam. We will have additional in- and out-of-class reading and writing assignments that will count toward your overall grade average.
- Any work not completed according to instructions in format, organization, and style
will receive the grade of F. All work must be proof-read carefully and must be mostly free of grammatical and punctuation errors. I will be happy to help you if you have difficulty in these areas, or you may take your assignment to the Writing Center for assistance. All major assignments must be double spaced, typed in 12-pt Times or Palatino, and follow MLA format.

- Your responsibilities include being prepared for all classes by reading the assigned material and (when assigned) writing an analysis of the reading (or other writing assignment).
- Dependence upon technology requires that you allow enough preparation time for problems with computer, printer, flash drive, etc. Problems with your technology will not be accepted as valid reasons for submitting late work unless we experience a system-wide crash (or glitch) or have a serious campus-wide virus. Allow enough time in preparing your work to cover any emergencies that may occur. If you have technical problems, get help by calling Team 55.
- You may choose to revise one or more of your major essays (with the exception of the research paper which is due at the end of the semester). I will accept revisions for two weeks after the papers are returned. This must be a substantial revision of the content of the essay and not just a correction of minor proofreading errors. I will grade the revised essay but will generally only raise the final grade one letter, i.e., a C to a B, a B- to an A-, etc.
- All class members (instructor and students) are expected to treat each other in a courteous and professional manner.
- In order to pass the course, all four major assignments must be completed, and the research paper must receive a grade of D+ or above.

**Academic Integrity**

- Violations of academic integrity and other forms of cheating, as defined in ACU’s Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

- The full Policy is available for review at the Provost’s office web site (http://www.acu.edu/campusoffices/provost) and the following offices: provost,
Technology Notes: Electronic devices can be an asset or a detriment to the classroom environment. Unfortunately in addition to providing instant access to information, notebook and other small computers, iPhones, and Blackberries tempt you to surf, Facebook, watch movies, text message or engage with something or someone other than our class members. We only have three hours a week and much material to cover in class, so please direct your attention to the class during class time.

- I will encourage your use of these devices as long as they enhance rather than detract from your participation in class activities. However, abuse will lower your participation grade, and may cause you to be counted absent if your attention is focused on non-class activities.

- New technology in the academy blurs the boundary between the professional and the social. To acknowledge that I value your personal “space,” I will email you rather than call or text you. I will only call/text if an emergency arises, which, of course, I do not anticipate!

- You are welcome to find me on Facebook. This will not be anything you are required to do, and your refusal of a “friendship invitation,” regardless of whether it is from me or from another student in our class should not carry any punitive reaction. (In other words, the asker should not feel offended, and the refuser should not fear retaliation upon refusal.) Do remember, though, as we befriend each other that questionable activity you post on Facebook cannot help but impact others’ opinions of you. Also, I would encourage you to be sure your privacy settings are such that one has to befriend you to see your information. Facebook is strictly a fun, social method of communication, which we will keep in the social realm, and I trust that we’ll be examples of the Lord “at play” as we participate.

- Please feel free to email me with any questions or concerns. As you know, email is not secure: never write anything in a message you wouldn’t want your preacher, mother, or boss to read. Also take care not to spam or send out mass notes to people who would not welcome your messages. When you write to me, please do the following:

  - include ENGL112 in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
  - include your name, either in the message, signature, or “sender” line.
  - use paragraphing and editing just as you would if you were emailing a boss.
  - label an attached document with your name and a descriptive label (smith_essay1).
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Dr. Delony

- Finally, I don’t have an official chat persona. However, you can see if I’m online in my.acu email – with a green dot. If you see that I’m online when you have your email open, feel free to “chat” with me about questions and concerns.

Writing Center

The ACU Writing Center, located in the Library Commons, welcomes all students who would like assistance with their writing. Trained and experienced tutors will read and provide feedback for any writing assignment at any stage of the writing process—from planning and drafting to formatting and editing. Our services are free. Please call 674-4833 or stop by the writing center for more information.

Daily Literary Analyses (LAs)
- You will prepare a Literary Analysis assignment for each reading this semester. This assignment will require you to carefully read the text and think critically about a specific topic. You will bring your typed analysis to class for discussion and turn it in at the end of class.
- These analyses will also be the starting point for your major papers. These are due the day of the assignment and cannot be turned in late or made up. I will drop the two lowest grades.

Grading Scale

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<tr>
<td>Literary Analyses (LAs)</td>
<td>15%</td>
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<td>Daily Grades/Participation</td>
<td>10%</td>
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<tr>
<td>Essay #1 Literary Analysis (Writing with Primary Source)</td>
<td>15%</td>
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<tr>
<td>Essay #2 Literary Analysis (Two Primary Sources)</td>
<td>15%</td>
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<td>Essay #3 Annotated Bibliography - 7-10 sources</td>
<td>10%</td>
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<tr>
<td>Essay #4 Research Paper 2500-word paper 6-7 pages</td>
<td>25%</td>
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<td>Exit Essay Departmental Exam</td>
<td>10%</td>
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Special Needs will be accommodated on a flexible and individualized basis for students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to seek assistance from ALPHA Services and to contact me early in the term to discuss individual needs for accommodations.

I Reserve the right to modify these requirements for individual circumstances. Students with serious circumstances should see me as soon as possible for assistance.
Grading Guidelines

A: Excellent - Fluent - Thought-Provoking - Original
This project has responded directly and powerfully to the text it examines. Its message is stated fresh and clearly, is theoretically sophisticated, and is supported by the careful organization and presentation of all material in a text which contains no serious mechanical or grammatical flaws. The style is fluent, the content is thought-provoking, and the project displays a fine sensitivity to the needs of academic writing and audiences. Research in the project displays the writer's exceptional understanding of critical and theoretical issues and supports rather than dominates the writer's thesis. This project reflects careful, imaginative, mature approaches to the subject, and presents fresh, cohesive ideas in clear and engaging prose.

B: Good - Clear - Focused - Fairly Original
This project responds to the texts it examines in more than a routine way. The writing is clear and direct, the ideas are engaging and show some critical complexity, and the style shows some helpful and interesting variety. There are few, if any, unnecessary verbal elements. The research contributes to the overall communication of the project's thesis, but may overwhelm that thesis at times or may be handled with less precision than in the "A" project. Everything is organized to support the project's purpose. There are no serious mechanical errors distracting or confusing the reader. The writer has explored the material very effectively and has produced an engaging analysis that shows a solid command of academic written expression.

C: Average - Adequate - Competent - Routine
This project is adequate and has fulfilled its purpose routinely. It has presented its main point sufficiently, supporting that point with some useful evidence that has been organized in a prefunctory manner. Often, however, there is a deficiency of explanation in support of the project's message or its development. Research in this project shows a competent but unsophisticated understanding of the critical issues involved or may overwhelm the writers' thesis. While its style is moderately clear, the project's organization may be somewhat weak, although it does not fall apart. The project will often contain errors in grammar punctuation, and usage, among other deficiencies, but most of these mistakes do not seriously interfere with the reader's understanding of the message or use of this project.

D: Below Average - Ineffective - Underdeveloped - Derivative
This project responds to its purpose in an inadequate way. It may, for example, contain a clear statement of its message but may fail to support that message with adequate explanations, examples, or research. It may also lack a clear organizing principle, leaving the audience confused or unconvinced. The project may, on the other hand, present its message and support it adequately but may be so mechanically or structurally faulty that the audience cannot easily understand the project's message or purpose. Often, the content of the project is overly derivative, and may show a misunderstanding of the subject, a failure to deal with the subject in adequate detail, or a serious disregard for academic conversations and the needs of an academic audience. The project's overall message is seriously impeded by its defects although the message may be partially communicated.
This project meets none or almost none of the expectations of the purpose and audience. It may be so poorly organized that the reader cannot find its main point or trace a line of reasoning through its important ideas (assuming that any have been offered). It may lack research and support altogether, or may show a serious misunderstanding in the nature or use of research in academic writing. Additionally, the writing may be marred by so many errors in mechanics and usage, by incomprehensible argument, or by technically correct but extremely overwritten prose, that essential meanings are obscured. Often, the content is almost entirely derivative and shows a serious misunderstanding of the subject or of the strategies used in or of the purpose for academic writing. The “F” project’s message is either not communicated or is so radically misunderstood by its audience that the project is rendered useless.
**Tentative Assignment Schedule**

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<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tr>
<td><strong>Week 1</strong></td>
<td>1/11 Welcome Back Introductions</td>
<td>1/13 - Discuss: Course Requirements, Literary Analyses</td>
<td>1/15 Read: &quot;Story of an Hour&quot; Kate Chopin (Handout)</td>
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<td>Receive: Syllabus; LA assignment handout; Short Story for Friday</td>
<td>Due: LA #1; $2 and bluebook</td>
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<td><strong>Week 2</strong></td>
<td>1/18 No Class Meeting MLK Holiday</td>
<td>1/20 Read: Writing About Literature (WAL) Ch 1, p1-22 including &quot;The Necklace&quot; (5-12). Due: LA #2; $2 and bluebook</td>
<td>1/22 Theme -- Read: WAL Ch 8 p 123-135; &quot;Trifles&quot; 391-400. Due: LA #3 LAST DAY TO TURN IN BLUE BOOK AND $2 - 0 FOR EACH DAY LATE after today</td>
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<td>Due: LA #4</td>
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<td><strong>Week 3</strong></td>
<td>1/25 Point of View Read: WAL Ch 3, p65-82; &quot;The Lottery&quot; p 338-346. Due: LA # 4</td>
<td>1/27 Characterization Read: WAL Ch 4 p. 83-94. &quot;A Very Old Man with Enormous Wings&quot; (handout) Due: LA # 5</td>
<td>1/29 Setting - Read: WAL Ch 7 p 113-122; &quot;First Confession&quot; (347-352); Due: LA #6</td>
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<td>Due: LA # 4</td>
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<td><strong>Week 4</strong></td>
<td>2/1 Read: WAL Ch 1 p. 23-51; Receive: First Essay Assignment</td>
<td>2/3 Imagery - Read: WAL Ch 9 p. 136-145; &quot;Death of the Ball Turret Gunner&quot; (Handout) Due: LA # 7</td>
<td>2/5 Metaphor and Simile Read: WAL Ch 10 p. 146-156; &quot;The Second Coming&quot; p. 382-83 Due: LA #8</td>
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<td>Due: LA # 4</td>
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<td><strong>Week 5</strong></td>
<td>2/8 Discuss: Paper Assignment Due: Thesis Statement and Introduction</td>
<td>2/10 Tone - Read: WAL Ch 12 p. 175-187; &quot;The Road Not Taken&quot; p 370. Due: LA #9</td>
<td>2/12 Peer Workshop Bring complete draft of essay #1 to class.</td>
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<td>Due: LA # 4</td>
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<td><strong>Week 6</strong></td>
<td>2/15 No Class Meeting Due: Paper #1 - Short Story or Poetry analysis to my office by 5:00 pm</td>
<td>2/17 Read: Doubt Due: LA # 10</td>
<td>2/19 Read: Doubt; WAL Ch 15 224-241 Due: LA # 11 Receive: Paper #2 Assignment; Pre-film watching worksheet</td>
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<td>Due: LA # 4</td>
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<td><strong>Week 7</strong></td>
<td>2/22 Film Adaptation Begin watching Doubt in class. Due: Pre-watching worksheet</td>
<td>2/24 Continue Film Read: Writing About Film - (Handout) Due: LA # 12</td>
<td>2/26 Continue Film Due: LA # 13</td>
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<th>Week 8</th>
<th>3/1 Due: Post-Watching handout Thesis statement and outline for Essay 2; LA # 14</th>
<th>3/3 Peer Workshop for Paper #2 Doubt analysis</th>
<th>3/5 No Class Meeting DUE: Paper #2 to my office by 5:00 pm</th>
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<td>Week 9</td>
<td>3/8 Read: <em>Same Kind of Difference as Me</em> Due: LA # 15</td>
<td>3/10 Read: <em>Same Kind of Difference</em> Due: LA # 16</td>
<td>3/12 Read: <em>Same Kind of Difference</em> Due: LA # 17</td>
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<td>3/15 Spring Break</td>
<td>3/17 Spring Break</td>
<td>3/19 Spring Break</td>
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<td>Week 11</td>
<td>3/29 Step #1 Prospectus Due <em>Meet in Library</em> for research tour</td>
<td>3/31 Library Research</td>
<td>4/2 No Class Meeting Good Friday</td>
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<td>Week 12</td>
<td>4/5 Step #2 MLA Citations See <em>Handbook</em> or <em>WIL</em> p. 317-324. Due: Bring photocopied or printed sources and library books to class.</td>
<td>4/7 Plagiarism/Works Cited Page</td>
<td>4/9 Step #3 Due: Tentative Introduction and Thesis due Last Day to Drop</td>
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<td>Week 13</td>
<td>4/12 Step #4 Annotated Bibliography Assignment</td>
<td>4/14 Step #5 Due: First two pages of research paper.</td>
<td>4/16 Conferences Due: Annotated Bibliography—Counts as Essay #3 Put in English Department mailbox.</td>
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<tr>
<td>Week 15</td>
<td>4/26 Step #7 Research Paper Due by 5:00 pm No class meeting</td>
<td>4/28 Review for Final</td>
<td>4/30 Review for Final</td>
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<tr>
<td>Final Exam</td>
<td>5/3 DEAD DAY NO CLASS</td>
<td>5/4 FINAL EXAM 8:00-9:50 AM LOCATION TBA</td>
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