

Syllabus for English 112: Composition and Literature; Spring 2010  
Abilene Christian University  
12:00pm MWF; Hardin Administration Bldg., Room 331

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**ACU's Mission:**

To educate students for Christian service and leadership throughout the world.

**My Mission Statement:**

Jesus Christ calls us to be a community of learners—humbled, renewed, and unified. As we are being transformed, we reflect God's image, shaping all inquiry into a pursuit of God and truth. Let us encourage one another in this journey.

**Prerequisites:**

Credit for English 111.

**Textbooks and Blogsite:**

Aaron, Jane. The Little, Brown Handbook. ACU ed. New York: Longman, 2009.

Behrens, Laurence, and Lenonard J. Rosen. A Sequence for Academic Writing. 4<sup>th</sup> ed. New York: Longman, 2010.

Shrodes, Caroline, et al, eds. The Conscious Reader. 11<sup>th</sup> ed. New York: Longman, 2009.

Class Blog – [http://blogs.acu.edu/1020\\_ENGL11208/](http://blogs.acu.edu/1020_ENGL11208/) (available through MyACU).

**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.”

**Caution on Offensive Language and Situations in Reading Assignments**

You are not required to read material that you believe will be spiritually damaging. If you earnestly believe that a certain work will damage you spiritually, I will make a substitute assignment for you.

However, one attribute of a Christian education is the ability to respond intelligently and courageously to irreligious or anti-religious works of art. A person who earnestly wants to be both a Christian and an educated person should recognize that mere offensiveness does not make a literary work spiritually damaging. Its offensiveness may, in fact, put a reader on guard spiritually.

Some literary works in this course may be very offensive or disturbing to some readers. But it does not follow automatically that those works will influence every reader to heresy, worldliness, carnality, or spiritual despair. To equip Christian students to function as teachers, critics, writers, actors, etc., this course has to confront what's being written. That's why some assignments are made that may be distasteful.

While you are reading a challenging passage, ask yourself what the passage reveals about a character's worldview, motivation, or situation that helps you understand the theme of the work. Also, remember that personal spiritual growth often occurs when you are challenged by conflicting ideas.

<b>Aims</b>	<b>Competencies</b>	<b>Measurements</b>
<p><b>READING</b> Students should value reading, interpret texts competently, and understand the reading process.</p>	<ol style="list-style-type: none"> <li>1. Identify literal content and themes of a literary work and annotate texts for comprehension</li> <li>2. Explain how literary features of a work (plot, character, image, etc) help convey meaning</li> <li>3. Understand and account for their own responses to literature</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing assignments and class discussion, blog posts</li> <li>2. Writing assignments, group exercises, blog posts</li> <li>3. Writing assignments, group exercises, blog posts, response assignments</li> </ol>
<p><b>WRITING</b> Students should be able to articulate what they think, to develop their thoughts both on their own and through research, and produce clear and well-edited documents.</p>	<ol style="list-style-type: none"> <li>1. Write coherent, persuasive, mechanically sound prose</li> <li>2. Use higher-order thinking skills (analyzing, comparing, synthesizing, etc.) with literary works and other sources</li> <li>3. Understand audience and its effect on the writing process</li> <li>4. Gather, synthesize, and document information from library and online sources</li> <li>5. Use word processing as an aid for effective writing; use online bibliographic searches as a component to writing research papers; and use email to communicate between faculty and students</li> <li>6. Discuss the process of writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing assignments, MyComplab exercises</li> <li>2. Writing assignments, class discussion, response assignments, blog posts</li> <li>3. Writing assignments, research exercises and research paper</li> <li>4. Writing assignments and writing lab exercises, MyComplab exercises</li> <li>5. Writing assignments, class discussion, annotated bibliography, peer review workshops, email and blog posts</li> <li>6. Rough drafts and peer review worksheets included in packet with writing assignments, research paper steps</li> </ol>
<p><b>PERSONAL APPLICATION</b> Students should be able to analyze, compare, and evaluate beliefs and worldviews; appreciate other cultures; and exercise their own diligence and integrity.</p>	<ol style="list-style-type: none"> <li>1. Use higher-order thinking skills to examine beliefs and worldviews in literary works and research material</li> <li>2. Follow instructions, meet deadlines, avoid both intentional and unintentional plagiarism</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing assignments and class discussion</li> <li>2. Writing assignments and exercises</li> </ol>

## Course Policies

### *Course Calendar:*

- A course calendar with due dates for all assignments (including assigned reading) will be posted online to the Class Blog. The calendar will be periodically updated throughout the semester, and the instructor will announce changes to the course calendar in class. Students are responsible for checking the course calendar online for updates. So, please do not print the Course Calendar—refer to the electronic version on the Class Blog.

### *Late Work:*

- Major assignments turned in late will be penalized 10% per day late, including weekends. Homework (rhetorical analyses and in-class exercises) will not be accepted late.

### *Research Paper Requirements and Major Assignment Requirement:*

- You may not pass ENGL 112 (regardless of your course average) if you do not receive a passing grade on the research paper. All 9 steps of the research paper described in the *Research Requirements Step-by-Step Guide* on the Class Blog must be completed successfully to receive credit for the research paper.
- You may not pass ENGL 112 (regardless of your course average) if you do not turn in all major assignments, which include Major Essays #1 and #2, and the Research Paper.

### *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 (9) absences – *regardless of the reason* – will result in automatic withdrawal from the course with a WF.
- If you miss class, it is your responsibility to get lecture notes and assignments before the next class period.
- In-class assignments and quizzes missed due to absence cannot be made up.
- Failure to bring a paper draft to class on a workshop day will result in an absence.

### *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, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

### *Mobile Devices and Cell Phones:*

Mobile devices are increasingly beneficial to the classroom learning experience. However, certain uses of these devices, including talking on cell phones, can be distracting to other students. The instructor will ask students using mobile devices or cell phones in a distracting or inappropriate manner to leave the classroom with an absence for the day.

<b>Course Assignments</b> ( <i>see also the detailed writing prompts for each assignment that will be separately posted to the Class Blog</i> )	<b>Due Dates</b>	<b>Weight</b>
<b>Rhetorical Analyses (RAs) and In-Class Exercises</b> – You will write 10 (RA) responses to your readings. These analyses must be <i>at least</i> one page typed (double-spaced, Times New Roman 12-point font, 1-inch margins) and cover the reading material for that day. I want you to explore a single idea in writing. Think, question the text, speculate, and note features that grab your attention. You may notice something about the author’s technique, about a character, a specific scene, or an issue the work raises. Analyses dealing with particulars are far stronger than generalities, and you should cite specific passages (with page numbers) to support your ideas. Participation during in-class exercises will also contribute to this portion of your grade in the course.	<b>Various; See Course Calendar posted to the Class Blog on MyACU</b>	<b>10%</b>
<b>Essay #1</b> Argument from a Single Primary Text; at least 1,250 words	<b>Feb. 8</b>	<b>20%</b>
<b>Essay #2</b> Comparing/Contrasting Two Types of Texts; at least 1,250 words	<b>See Course Calendar on Class Blog</b>	<b>20%</b>
<b>Annotated Bibliography</b> of at least 4 <i>scholarly</i> secondary sources	<b>See Course Calendar on Class Blog</b>	<b>10%</b>
<b>Research Essay</b> Includes all 9 process steps and a paper of at least 2,500 words	<b>Apr. 30</b>	<b>30%</b>
<b>Exit Essay</b> In class final exam essay	<b>Tuesday, May 4 (8am)</b>	<b>10%</b>

<b><i>Doubt</i> (movie) – Required Viewing</b>	<b>TBA</b>	
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**Grading Scale:** A=91-100, B=81-90, C=71-80, D=61-70, F=0-60

**Et Cetera:** 1 bluebook and \$2 cash to purchase Exit Exam materials due to instructor by Jan. 29.