**Corning Community College**

**ACE English – Composition II ENGL 1020**

**Instructor: Mr. Hesch**

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**Division: English**

**Spring, 2013**

**Supplies Textbooks**

Composition Book Exploring Literature ed. Frank Madden

Folder Hamlet

A Midsummer Night’s Dream

A Streetcar Named Desire

“The Real Inspector Hound”

**Course Description**

Writing course designed to advance critical and analytical abilities begun in ENGL 1010. Literary analysis essays on works of fiction, poetry, and drama.

**Required Writing Assignments**

* 5 evaluated writing assignments primarily essay. Assignments will move from single-text to multiple-text analysis over the course of the semester, to prepare students for the demands of the capstone
* Short Story Essay – February 14th – 750 words
* Poetry Essay – February 27th – 750 words
* Shakespeare Essay – April 10th – 1,000 words
* Two Work Synthesis Essay – May 9th – 1,000 words
* Three Work Capstone Essay – June 9th – 1,250 words
* Capstone Assignment
  + Analyzing and synthesizing 3 works of literature based around a similar theme
  + 5-7 pages (totaling at least 1,250 words)
  + MLA style and format

**Essay Presentation Requirements**

* Typed in 12-point font, double-spaced with one-inch margins
* Creative and appropriate titles
* Headings in the top right hand corner (name, instructor’s name, course, due date, assignment title)
* No cover pages!
* Polished without hand-written corrections!
* Turned in to turnitin.com

**Grading**

Scale: Percentages:

A = 95 – 100 Essays 60 %

1. = 90 – 94 Writing Process 10 %

B+ = 87 – 89 Journals and Class Discussion 30 %

B = 84 – 86

1. = 80 – 83

C+ = 75 – 79 **Students must complete all essays to be eligible to earn**

C = 70 – 74 **a passing grade in this course.**

D = 65 – 69

F = Below 65

**Grading Standards**

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| **A** | “A” is an exceptional paper. It represents a high standard of achievement. The paper exhibits maturity and creativity. There is a significant central idea, virtually no mechanical or grammatical errors, well developed paragraphs, and mature sentence style and vocabulary. |
| **B** | “B” indicates a good paper. Except for some weakness that prevents the paper from being described as a model, it is still significantly better than an ordinary effort. |
| **C** | “C” is an average paper. It represents competence, what is minimally expected of the student in the course. There should be a central idea apparent, supported with concrete detail. The essay should not contain factual errors concerning the plot of the work that is being interpreted. In terms of structure, the essay must be logically organized and must contain many strong topic sentences. There may be some wandering content or insufficient detail and occasional minor grammatical problems. The essay must contain the minimum word count the assignment requires. |
| **D** | “D” indicates substandard work. There is some redeeming merit in the form of a good central idea or clean grammar that prevents it from being a failing paper, yet it is still not at a competent level of writing. |
| **F** | “F” is an unacceptable paper: the F grade is a flag, indicating that help is needed. The paper may contain a weak thesis, weak topic sentences, poor organization, little detailed support, illogical thought patterns, or major grammatical errors. |

**Late Assignments**

* Daily assignments will not be accepted late. If you fail to complete daily assignments, you will receive a zero for that day’s grade.
* Essays turned in late will be penalized 5 points per day. If you are absent, you must turn the essay in by e-mail in order to receive full credit***. Special circumstances may exist if you are extremely ill!***

**Rewrites**

* You may re-submit two of your required essays to be re-graded. You may set up a conference time with the instructor before your rewrite, so you can be helped to improve your grade.
* Rewrites must be turned in a week after essays are returned, and the original essay must be submitted with your rewrite.

**Plagiarism**

All assignments are to be turned in to turnitin.com. Any student who plagiarizes will receive a zero for that assignment. Students will also be written up for insubordination and dishonorable behavior. This means that all of your work must be original. If you pass someone else’s work off as your own, this is plagiarism. If you use outside sources, you must give credit for those sources and cite them.

**COMMUNICATIONS/HUMANITIES DIVISION**

**STATEMENT ON PLAGIARISM**

* There are ways by which a person can borrow and use other people’s ideas, information, or words, as long as the borrowing is properly acknowledged. However, unacknowledged borrowing – plagiarism – is a serious crime and is dealt with severely.
* Plagiarism occurs when a person presents other people’s ideas, information, or words as if they were his or her own creation. Plagiarism is a form of theft, as well as cheating.
* When a person copies a passage from a published source, such as a periodical, an encyclopedia, or book, or downloads a passage from an Internet source, and presents that information without proper documentation in a paper or project, then that person has committed plagiarism. Even if the wording has been slightly changed, a little plagiarism is still plagiarism. If a person submits a paper or project in satisfaction of a course assignment that was authored in part or in whole by someone else, then that person is guilty of plagiarism (and the other person could be equally as guilty.)
* The consequences depend on the instructor’s determination of the severity of the offense. For less severe offenses, the consequences for a student could include receiving a verbal warning, receiving corrective instruction, or resubmitting, recreating, or retaking the assignment or work. Severe offenses might result in receiving a written notice to failing or receiving a zero for the assignment or work. The most severe offenses could result in the student’s failing the course. The determination of severity might be subject to the instructor’s grading policies, the nature of the assignment, the placement of the assignment in the course calendar, and the level of the course. Repeated acts of plagiarism have more serious consequences. See the section entitled “Code of Student Conduct” in the Corning Community College Student Handbook.

**Attendance**

Attendance is required for this course. The maximum number of absences is four. Five absences may result in the student being dropped from the course. If a student misses class, he or she is responsible for making up all the class work and getting the class notes from another student. Remember that essay due dates are non-negotiable, which means that if you are absent on the day one is due, you still must turn it in on ***that*** day!

**Assignments by Week**

\*Journals – for each reading assignment (short story or poem), you must write a minimum one page response in your journal. For each Act of *Hamlet* and *A Midsummer Night’s Dream* and 4 times total for *A Streetcar Named Desire*, you must write a one page journal response.

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| **Dates** | **Assignments** |
| January 27th | * “The Kugelmass Episode” by Woody Allen (handout) with learning logs finished |
| February 5th | * “The Red Convertible” by Louise Erdrich – 231 – 238 |
| February 7th | * “Where are you going? Where have you been” by Joyce Carol Oates 474-486 |
| February 10th | * Short Stories for the essay due * “The Tyger” and “The Lamb” by William Blake – Poem Packet |
| February 11th | * “A&P” by John Updike – 496-501 |
| February 13th | * “The Last Rock Fight” by Joseph Whitehill (handout) * Prewriting for Short Story Essay Due |
| February 14th | * SHORT STORY ESSAY DUE * “My Papa’s Waltz” by Theodore Roethke – 263-264 |
| February 24th | * “Sonnet 29” by William Shakespeare (Poem Packet) |
| February 26th | * Poetry Analysis Essay Prewriting * “Do Not Go Gentle Into That Good Night” by Dylan Thomas 1230 |
| February 27th | * POETRY ANALYSIS ESSAYS DUE * “The Story of an Hour” by Kate Chopin 69-71 |
| March 4rd | * Poem Packet 1 Due * *Hamlet* Act I Due |
| March 6th | * *Hamlet* Act II Due |
| March 10th | * *Hamlet* Act III Due |
| March 12th | * *Hamlet* Act IV Due |
| March 17th | * *Hamlet* Act V Due |
| March 24th | * *A Midsummer Night’s Dream* Act I Due |
| March 25th | * *A Midsummer Night’s Dream* Act II Due |
| March 28th | * *A Midsummer Night’s Dream* Act III Due |
| March 31st | * *A Midsummer Night’s Dream* Act IV Due |
| April 2nd | * *A Midsummer Night’s Dream* Act V Due |
| April 10th | * SHAKESPEARE ESSAY DUE * Prewriting for Shakespeare Essay Due |
| April 22nd | * “A Rose for Emily” by William Faulkner – 951-957 |
| April 23rd | * “Hills Like White Elephants” by Ernest Hemmingway – 732-736 |
| April 25th | * “Ozymandias” by Percy Bysshe Shelley- 58-59 |
| May 5th | * “A Streetcar Named Desire” Journal 1 |
| May 8th | * Streetcar Journal 2 * Prewriting for Synthesis Essay Due |
| May 9th | * SYNTHESIS ESSAY |
| May 13th | * Streetcar Journal 3 |
| May 15th | * Streetcar Movie Journal |
| May 19th | * “anyone lived in a pretty how town” by E.E. Cummings – 998 |
| May 20th | * “The Lake Isle of Innisfree” by William Butler Yeats – 1008 * “The Second Coming” by Yeats (handout) |
| May 21st | * “Out, Out…” by Robert Frost – 521 -522 |
| May 27th | * “The Lovesong of J. Alfred Prufrock” by T.S. Elliot – 986-990 |
| May 28th | * “A Dream Deferred” by Langston Hughes - 78 |
| May 29th | * Poem Packets Due |
| June 6th | * Capstone Prewriting |
| June 9th | * CAPSTONE ESSAYS DUE |

**ENGL 1020 Outcomes**

Upon completion of ENGL 1020, the student should demonstrate competency in:

1. **Critical Reading and Thinking**

* Analyze passages and texts
* Interpret passages and texts
* Make inferences from texts
* Recognize multiple meanings in texts
* Synthesize information from different texts

**2. Writing (from ENGL 1010)**

Students will demonstrate the ability to:

1. Produce valid and cohesive interpretive essays, featuring the following specific criteria:

* Introductory material appropriate to the purpose and audience
* Clear and delimited thesis that is adequately developed and supported
* Body paragraphs that are relevant, focused, and logically ordered
* Concluding material appropriate to the purpose and audience
* Style and diction appropriate to the college level
* No significant contradictions, inconsistencies, or fallacies of logic
* Appropriate MLA documentation style and format
* Excerpted passages integrated appropriately
* No evidence of plagiarism

b. Produce at least one extended piece of documented writing that synthesizes several primary texts with respect to a specific theme and conforms to the above essay guidelines.

c. Utilize the conventions of standard written English, including the following specific criteria:

* Virtually free of sentence structure errors
* Virtually free of grammatical errors
* Virtually free of mechanical errors

**3. Literary Analysis**

* Demonstrate knowledge of the elements of literature relative to specific genres
* Apply knowledge of the elements of literature to specific texts