English Composition II | ENGL 1102 | Fall 2016

<table>
<thead>
<tr>
<th>Class Location:</th>
<th>560</th>
<th>Days</th>
<th>Time:</th>
<th>MWF 1100-1150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Kendra N. Bryant</td>
<td>E-Mail Address:</td>
<td><a href="mailto:kendra.bryant@ung.edu">kendra.bryant@ung.edu</a></td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td>311B</td>
<td></td>
<td>@DrKendraNBryant</td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>MW 12-2</td>
<td>TR 1230-130</td>
<td><a href="http://www.drknbryant.com">www.drknbryant.com</a></td>
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Course Description

*English Composition II* is the second of two mandatory 3-credit composition courses that assists students in developing skills in written analysis, interpretation, and evaluation of texts. ENGL II also emphasizes critical thinking skills, increased stylistic sophistication, and the application of advanced research methods.

Course Objectives

Through class meetings and out-of-class preparation, students should expect to do the following:

1. Write personal response, summary, and critical analysis essays
2. Master team skills and interpersonal communication
3. Practice and apply MLA style and documentation to specified essays
4. Develop skills to write for specific target audiences and purposes
5. Develop critical reading, thinking, writing, and visual skills
6. Integrate computer technologies into traditional writing practices
7. Actively read creative non-fiction essays
8. Practice basic grammar and mechanical skills

Required Textbooks/Resources


Method of Instruction

- Students will be assigned chapter readings as necessary from their Hacker & Sommers text in an attempt to understand and engage college writing as well as grammar and mechanical skills. Students will apply the methods of each chapter via class discussions and writing assignments per the professor's directives.
- Students will engage weekly writing tasks that include summary, reader response, and critical analysis of creative non-fiction text.
- Students will actively read texts from *America’s Top 100 Speeches* biweekly.
  - Class will be organized in six groups of four students per group. Each group will choose one speech from *America’s Top 100 Speeches.*
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(\url{http://www.americanrhetoric.com/top100speechesall.html}) which they will use to lead a class discussion.

- Student-led class discussions require students to provide their classmates a typed handout that includes 5 recalling facts questions; 3-5 critical thinking questions; and 10-12 vocabulary words. (These handouts will be emailed to classmates a few days prior to scheduled class discussion.)
- Prior to group discussions, each presenting group must give a 10-15 minute explication of the speech they are discussing, its writer/presenter, as well as some history re: the occasion and current climate of the era in which the speech was delivered, and they will use Prezi to do it.
  
  - When appropriate, students will participate in collaborative work, including peer review; teacher will also lecture and facilitate class discussion.
  - When necessary, students will be given practices in grammar, mechanics, and sentence structure using student assignments.
  - Students will engage audience and practice both expository writing and writing with technology by way of WordPress blogging.

Accountability Groups
Students will be placed in groups of four that will not only serve as their discussion group, but as their accountability groups. In these groups, students will be their “brothers/sisters keeper,” if you will. Students should call on the members of their groups to maintain their studies and assignments. Students will also engage in peer exercises and small in-class discussions with group members.

D2L
Students are strongly encouraged to check D2L on a daily basis. Here, students will find the class syllabus, memorandums and handouts, as well as assignment instructions. I will also use D2L to inform students of any unforeseen class cancellations and updates.

Grading
Final grades will be based on the following weights (and are subject to change):

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Percent of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Student Discussion Group &amp; Prezi Presentation + Handout</td>
<td>20%</td>
</tr>
<tr>
<td>Rhetorical Precis Paragraphs</td>
<td>25%</td>
</tr>
<tr>
<td>Reader Responses</td>
<td>20%</td>
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<tr>
<td>Annotated Bibliography (&amp; Final Self-evaluation)</td>
<td>35%</td>
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</tbody>
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Grading Criteria
Students can earn up to 140 points for completing Reader Response assignments. (5pts: on time submission; 15pts: fulfilling assignment directions.) All other assignments will be given letter grades. Directions for each writing assignment will be distributed and discussed in class. Please note that I will be using UNG's grading scale. A=Excellent, B=Good, C=Satisfactory, D=Poor, and F=Failing. Reminder: Students must have earned a C or better in ENGL 1102 to be considered passing.
Disabilities
The University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. (Disabilities include but are not limited to: learning barriers, medical concerns, or mobility concerns). Students who require accommodations and services must register with Disability Services and submit supporting documentation. Students who suspect they may need accommodations may also want to follow up with the office. Student Disability Services provides accommodation notifications for eligible students to give to their instructors. Students are responsible for providing the “Accommodations Letter” to the instructors and must give reasonable prior notice of the need for accommodation.

Deadlines
Deadlines for submitting written work will be strictly observed. I will not accept late class work or homework assignments, but will consider accepting late final graded assignments. Late graded assignments must be submitted the day the absent student returns to class. However after two absences, students will not be given such an allowance. Quizzes must also be made up the day the student returns to class. Quizzes will be given during my scheduled office hours, but if students cannot make up quizzes during my scheduled office hours, they must make arrangements to make up their quizzes in the Writing Center. Note: Students are responsible for retrieving missed assignments and homework/classwork practice by way of D2L and/or their accountability groups. I do not accept any work via email submissions.

Religious Holidays
Students are excused from class for major observances of religion, which need to be brought to my attention by the second week of class.

Plagiarism
Students should see http://ung.edu/dean-of-students/student-code-of-conduct/article-3-proscribed-conduct.php for UNG’s Conduct Standards re: plagiarism and consult with me if they have any questions. Even though I recognize the possibility of confusion, I will not tolerate any unethical behavior, which includes using material from sources without proper citation and collaboration beyond the boundaries of what I have stated is acceptable.

Notes and Tapes of Lectures
Selling notes or tapes of class lectures is not permitted.

Classroom Policies
- Disruptive behavior will not be tolerated. What does that mean? Basically, please respect differences of opinion, religion, dress, ethnicity, and demeanor. We are a community of learners, and we will fellowship with loving-kindness.
- All cell phones must be turned to vibrate or silent. I expect the same etiquette one might use at a business meeting. If students must use their cell phones, please step outside. Similarly, be wise about laptop/tablet use. While I don’t mind if students bring their laptops/tablets to class, I expect students to pay attention during class lecture or class discussion.
- Attendance is mandatory; however, students are permitted three absences which cover sickness, special holidays, and documented emergencies. Students are encouraged to email or phone their classmates to find out what happened in class on the days that they are absent. Note: I do not reteach lessons just because a student was absent. In addition, I do not respond to emails that ask that I do so. Finally, an email explaining student absences is unnecessary. Class is a mere 50-75 minutes long. Be on time.
• **Preparation:** Please come prepared for class. Have something to write with and write on. Bring materials and resources DAILY. Bring any due assignments. Bring your voice—your opinions, your confusions, your questions, your successes. Be awake. Be present.

• **Participation:** There are individual and group tasks that must be done. There are no “spectator” roles—at least not all of the time. Students are expected to be active participants in all of their work, which include actively reading and actively listening.

• **Timely Completion:** Part of being successful in a classroom environment involves being responsible for timely completion of assigned tasks. If students fall behind schedule, they are encouraged to meet with me to resolve the problem before it is too late to do anything about it.
  
  o Students **SHOULD NOT** attempt to argue for or submit late work that ignores the required deadlines and late submission procedures.

  o Students **SHOULD NOT** attempt to conference with me about their grades **two weeks** before the semester ends.

• **Emails:** I am not available to receive emails 24/7. However, I will respond to them Monday through Thursday until 5 p.m. I will not respond to emails over the weekend. **Also, all emails should be formally and thoroughly written to include a greeting, a body, as well as a proper closing. Emails that are not professionally written—which include following the rules to standard American grammar, punctuation, and capitalization—will not receive my response.**

• **FINANCIAL AID, TRANSPORTATION & PARKING, JOBS, and TECHNOLOGY:** “Excuses are the tools of the incompetent used to build monuments of nothing; those who dwell upon them seldom amount to anything.” Student financial aid, transportation, job, and technology issues **are not** my issues. Students will be graded on their performance. The End. So please, take responsibility and accountability.

**Writing Center**

UNG has an excellent free tutoring center available for anyone who would like help with any aspect of writing. Visit the WC website at [http://ung.edu/writing-center/](http://ung.edu/writing-center/) for additional information.

**Emergency Plans**

In the event of an emergency, it may be necessary for UNG to suspend normal operations. During this time, UNG may opt to continue delivery of instruction through methods that include but are not limited to: D2L, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the myung site for each class for course specific communication, as well as the main UNG, College, and department websites, and emails, for important general information.

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*Please detach this portion of your class syllabus, and submit it to your instructor.*

I have read and understood my syllabus for ENGL 1102, Fall 2016. My initials placed at each section of the syllabus serves as my confirmation that I have read and am agreeing to its terms.

By signing below, I also give Dr. Kendra N. Bryant permission to use any of my work—including class discussions—in her research.

Print Name____________________________________________________________

Sign Name_________________________________________ Date__________________
MEMORANDUM

To: ENGL 1102 Students
Fr: Kendra N. Bryant, professor kb
Re: Presentation Guidelines
Date: September 2, 2016

GROUP REQUIREMENTS (WORTH 20%)
Fresh(wo)man Composition ENGL 1102 students are required to present a speech for class discussion and explication. As noted on the course syllabus, students will work together in their accountability groups to "teach" their classmates about a speech (from America’s Top 100 Speeches; see course syllabus.) Presentation and discussion guidelines are as follows:

1. Each group must choose a speech of its members choosing.
2. Each group must compose a handout complete with identifying facts questions, critical thinking questions, and vocabulary words as illustrated in the sample King assignment. These handouts must be composed and submitted via D2L to each student Friday prior to students' oral presentation and discussion. Note: Handouts will be used during students' presentation to aid class discussion.
3. Oral presentations will be two-fold:
   a. Monday: Students will offer students a Prezi presentation that explicates the speech’s SOAPSTone. In other words, students will discuss the speech’s speaker, occasion, audience, purpose, subject, and tone. During this portion of their presentation, students are encouraged to be creative, to include clips of the speech (if possible), images, responses, and the like.
   b. Wednesday: Students will engage their classmates in a roundtable discussion wherein they go in depth analyzing the speech as well as engendering student personal response.

INDIVIDUAL REQUIREMENTS (WORTH 25% and 20%)
In addition to group assignments, each student will be responsible for typing rhetorical précis (critical analysis) paragraphs in MLA style for each speech assigned as well as one-page personal responses. These writing requirements will follow student presentations of each speech:

1. Rhetorical précis paragraphs must follow the guidelines explicated on the rhetorical précis handout.
2. Précis paragraphs must apply MLA style, including one in-text citation.
3. One page personal responses must be 1.5 spaced, using 11 pt, Times New Roman Font.
4. Each response must include a creative title at the top, center of the page.
   Responses must include a header in the upper right hand corner of the page (name, date, course name and section number).
5. Responses must be written in first person (I, me, my, mine) and third; never second.
6. Responses must not have more than a 1-2 sentence summary of the speech included in it.
7. Responses and rhetorical précis paragraphs must be free from erroneous mistakes in mechanics, sentence structure, and the like.

DEADLINES

<table>
<thead>
<tr>
<th>Group 1: September 12, 14</th>
<th>Group 2: September 26, 28</th>
<th>Group 3: October 10, 12</th>
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<tbody>
<tr>
<td>Group 4: October 24, 26</td>
<td>Group 5: November 7, 9</td>
<td>Group 6: November 28, 30</td>
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Weekly Assignments *(Note: Chapter readings and assignments are subject to change.)*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Chapter Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 22-25</td>
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<td>Review Class Syllabus, Class Introductions, Diagnostic Essay</td>
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<tr>
<td>August 29-September 1</td>
<td></td>
<td>Grammar &amp; Composition Discussion &amp; Review</td>
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<tr>
<td>September 5-8 (Monday, Labor Day</td>
<td>classes suspended)</td>
<td>Hacker &amp; Sommers p. v-vii; xvii-xxvii; &amp; Chapter 1</td>
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<td></td>
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<td>Textbook Review (&amp; tabbing)</td>
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<td><em>Note: Please bring a sticky notes pad to class.</em></td>
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<td>Discussion on Aristotle's Proofs, SOAPStone, and Rhetorical &amp; Literary Elements</td>
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<td></td>
<td></td>
<td>Discussion Group Assignments</td>
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<tr>
<td>September 12-15</td>
<td></td>
<td>Group 1 Presentations</td>
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<tr>
<td>September 19-22</td>
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<td>Student Précis &amp; Responses</td>
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<td>September 26-29</td>
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<td>Group 2 Presentations</td>
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<tr>
<td>October 3-6</td>
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<td>Student Précis &amp; Responses</td>
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<td>October 10-13</td>
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<td>Group 3 Presentations</td>
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<td>Friday, Last day to withdraw from classes</td>
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<tr>
<td>October 17-20</td>
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<td>Student Précis &amp; Responses</td>
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<td>October 24-27</td>
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<td>Group 4 Presentations</td>
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<tr>
<td>October 31-November 3</td>
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<td>Student Précis &amp; Responses</td>
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<td>November 7-10</td>
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<td>Group 5 Presentations</td>
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<tr>
<td>November 14-17</td>
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<td>Student Précis &amp; Responses</td>
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<td>November 21-24</td>
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<tr>
<td>(Fall Break</td>
<td>classes suspended)</td>
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<td>November 28-December 1</td>
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<td>December 5-8 (Last Week of Class)</td>
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<td>December 12-16 (Finals Week)</td>
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**Group 6 Presentations**

**Student Précis & Responses**

**Final Self Evaluation Essay**

**Note:** Specific details for most assignments will be placed on D2L and/or distributed in class via memorandums and email. However, it will behoove students to come to class everyday so that they can receive personal direction and instruction.