

**ENGL 1102-E: COLLEGE COMPOSITION II**  
***Poetry & Motion: The Benefits of Verse & Venture***  
**Spring 2017**  
**MWF 10:00-10:50 a.m. / UH 160**

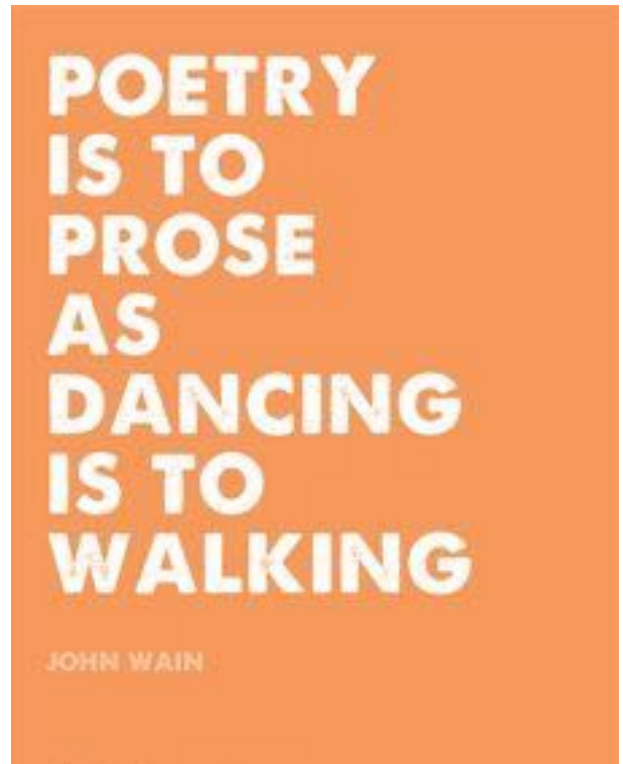
**Instructor:** Anna Harris-Parker  
**Office Location:** AH E230  
**Office Phone:** 706-729-2508  
**Email:** aharri31@augusta.edu  
**Office Hours:** MW 1:30-3:30 p.m., & by appointment

**Course Description**

ENGL 1102/14, College Composition II, is a course in research-based writing. It builds on College Composition I, giving students a fuller introduction to the range of resources available to them for research, including library databases. Students in this course learn to find and evaluate print and electronic sources and to integrate them into their writing. They write a major Library Research Paper (and a few smaller papers) in response to selected major texts, and these projects are guided by a course theme or research question.

**Course Goals**

In this course, we will explore the important intersections of creativity, movement, and nature—something artists have understood for years, and something scientists have confirmed. We will analyze and discuss poetry, as well as relevant articles, studies, music, and film. We will write poems and papers, including two process writing projects (papers), and one library research paper.



**Learning Objectives**

1. **Finding and evaluating sources.** By the end of College Composition II, students should be able to locate, evaluate, and organize research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources.
2. **Contextual awareness.** By the end of College Composition II, students should be able to demonstrate awareness of historical, cultural, and/or literary context when responding to texts.
3. **Use of sources.** By the end of College Composition II, students should be able to summarize, paraphrase, synthesize, and directly quote from a variety of appropriate sources, integrating them effectively into their writing.
4. **Academic honesty.** By the end of College Composition II, students should be able to use sources ethically, avoiding plagiarism.
5. **Argument.** By the end of College Composition II, students should be able to articulate and support an argument while addressing possible counterarguments and objections.
6. **Style.** By the end of College Composition II, students should be able to write in a style and tone appropriate to the subject, purpose, and audience of their writing projects.
7. **Conventions.** By the end of College Composition II, students should be able to demonstrate control over the conventions of academic writing, including but not limited to appropriate grammar, punctuation, and documentation format.

This syllabus is subject to change. It is your responsibility to note announcements made in class and posted on Desire2Learn. Further details re: daily/weekly assignments may be found on D2L.

**Pre-Requisites:**  
ENGL 1101/1113

**Teaching Philosophy:**

In my classes, I strive to establish an environment that fosters engaging conversation regarding essays and literature from class texts, while making connections to current events, history, or popular culture, and the fundamentals of writing. I often act as a moderator during class discussions; thus, students learn to communicate with and learn from one another. I want them to learn to think before speaking—to consider their audiences—as good communication skills will prove critical to their college careers as well as to their life achievements. I find that this method encourages students to assume more responsibility for their own education while providing me with insight into how I may reach them individually, and as a whole.

**Expectations:**

Attendance Policy:

According to the [Augusta University Catalog](#), “if the student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” If you exceed **four absences**, for any reason, you will be withdrawn from the course with a grade of W (pre-Midterm) or a grade of WF (post-Midterm).

Continued tardiness and missed conferences can also affect your attendance in this course.

Conferences:

Students should plan to schedule *at least* one conference with me this semester to discuss their work and progress in the course. These meetings will count toward attendance in the class. Students are welcome to meet with me more often, so please do not hesitate to make additional appointments or stop by during my office hours.

**Classroom Demeanor:**

Students are expected to attend each class meeting—on time, and prepared. While I empathize with students who are shy and hesitant to talk, discussion is key to success in this course. Often, in-class participation is the only tool I have for knowing whether or not students are keeping up with daily assignments. I expect students to be respectful of one another and of me. We are a diverse community of readers, writers, and thinkers, so follow [The Golden Rule](#).

Drinks are permitted in class; however, distracting food is not. Additionally, please silence and put away your cell phones prior to class. If your phone or other technologies (e.g., e-Readers, iPods, tablets, laptops) disrupt class, I will ask you to leave, and you will be marked absent for the day. If you have extenuating circumstances, please let me know prior to class time.

**Text and Resources**

*Ordinary Genius*, Kim Addonizio  
*Rules for Writers (RFW)*, 8<sup>th</sup> ed., Eds. Hacker & Sommers  
*Winter Morning Walks*, Ted Kooser  
*Lucky Fish*, Aimee Nezhukumatathil  
*Walking*, Henry David Thoreau

**Recommended Materials and Resources**

English notebook/journal  
Highlighters  
*Big Magic*, Elizabeth Gilbert  
*Grammar Girl's Quick and Dirty Tips for Better Writing*

**Evaluation**

Assignments:

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- Participation: Students will earn/lose ~1.3 points per class meeting (for a total of 50 points), depending on their attendance, level of preparedness and contributions to class discussions. Mandatory conferences and required events are also included in this category.
- Short Writings: Students will regularly compose brief, informal writings (~300-500 words each) that communicate their thoughts and opinions—and eventually, their knowledge and understanding—of various assigned readings. These assignments may be assigned as classwork and/or homework.
- Process Writing Projects: Students will compose two process (i.e., multi-step) writing projects—one (expository paper) before the library research paper deadline, and one (position paper) after the library research paper. The first process writing project is eligible for revision.\*
- Library Research Paper: Students will compose a research-based essay, of at least 2,000 words, that utilizes a minimum of four sources. Potential topics for and details of the paper will be discussed at a later date. This assignment is eligible for revision.\*
- Midterm: Students will compose one reflective essay this semester. This assignment is eligible for revision.\*
- Final Portfolio: Students are required to submit a portfolio that contains the final graded draft of their Library Research Paper. **All students must turn in complete portfolios to pass the course.** Portfolios will be digitally submitted at the end of the semester.

#### Grading:

Participation—5%

Short Writings—20%

Process Writing Projects—40% (40% each)

Library Research Paper—25%

Midterm—10%

Final Portfolio P/F

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

**To pass this course, students must receive a grade of C (70) or higher and submit a correctly assembled and complete final portfolio.** An Incomplete grade may be given for the following reason: “a student [is] doing satisfactory work but, for non-academic reasons beyond his/her control, [is] unable to meet the full requirements of the course” (Augusta University Catalog).

The grades you earn reflect your effort, progress, and professionalism. While you may strive for an A or B, know that a C does not indicate “average” work; a C signifies you are meeting expectations.

**Upon receipt of graded work, I ask that students wait 24 hours before contacting me to discuss my evaluation.** If you ever have any questions about your standing in the class, or about my grading policy, please do not hesitate to ask. I am here to help you succeed.

\*A note re: revisions: Some assignments are eligible for revision. **Revision grades are averaged with original grades in order to calculate a new, final grade. Any student who submits an eligible assignment for revision should be aware that all revisions have the potential to receive a lower grade than the original grade.**

\*\**A note about extra credit: Several opportunities to earn extra credit (on individual assignments and toward students' overall course grades) are offered throughout the semester. No student may earn more than 10 total extra credit points (to be added to 1,000 points possible for students' final grades). These points are not factored into students' final grades until the end of the semester. For extra credit opportunities, refer to the Supplemental Instruction Program info., the course schedule, and D2L.*

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### **Work Format**

The format utilized by the English discipline comes from the *MLA Handbook* and *MLA Style Manual*. All work, unless otherwise specified, should be typed (12 pt. Times New Roman), double-spaced, and utilize one-inch margins and standard MLA headers and headings. All writing assignments should also include an original title.

**All typed writing assignments, including drafts, should be composed in Google Drive and shared with the instructor (profannacharris@gmail.com or aharri31@augusta.edu). Final drafts must also be submitted to the appropriate D2L assignment folder (in PDF format) by the beginning of class time on the assigned due dates.**

### Make-up and Late Work Policies:

Because I do not distinguish between excused and unexcused absences, **I do not accept or give make-up work for credit. I also do not accept late work.** If you feel that you have extenuating circumstances, speak with me individually; *do not* try to make special arrangements via email.

### **Academic Honor**

The Augusta University Catalog states, “Plagiarism is the failure to acknowledge indebtedness to the authors/creators of works used to complete such assignments and/or other course requirements. It is always assumed that the work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person’s actual words; whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge. Further, it is expected, in the production of creative work, that the student’s work products are original, and that any images, sounds, or other intellectual properties that are not the original work of the student will be used fairly and with acknowledgement of the original source(s).” Please consult the Catalog for more information on the university’s academic honesty policy.

### **Student Needs**

If you have a disability that requires accommodation in this course, please contact Testing and Disability Services in Galloway Hall as soon as possible for information on the documentation procedure. Call (706) 737-1469 or email tds@augusta.edu. Without this documentation, I cannot provide special accommodations.

### **Additional Support for your Learning**

The Augusta University Writing Center: The Writing Center is a safe space for students of all majors and disciplines to discuss their writing. Our friendly staff offers support for student writers at any stage in the writing process, including brainstorming, drafting, and revising. By offering free, one-on-one peer consultations, the Writing Center empowers students to make well-informed decisions about their texts while helping them to develop an individualized writing process.

Online and in-person appointments can be made at <https://aug.mywconline.com/>. The Writing Center is located in Allgood Hall, room N204. Our hours are Monday-Thursday, 8:00 AM - 8:00 PM and Friday 8:00 AM - 1:00 PM.

Supplemental Instruction Program (SIP): The Supplemental Instruction Program offers group workshops on reading and writing. Some of these workshops are taught solely by an English instructor. A workshop schedule will be provided to students via email and on D2L. Additionally, instructors with special expertise in reading and writing provide one-on-one tutorial sessions for students. Students work with their SIP tutor on one or more of the topics below (or others, as the need arises). For more information on the Supplemental Instruction Program, please contact Prof. Valerie Cato at vcato@augusta.edu.

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*Two extra credit points are given to students who attend SIP workshops and sign-in at the end of each session; extra credit is not given for SIP tutorials, nor for visits to the Writing Center.*

### **Other Course Policies**

All other aspects of this course will follow the Pamplin Course Policies posted online at this URL: [www.AU.edu/colleges/pamplin/docs/coursepolicies.pdf](http://www.AU.edu/colleges/pamplin/docs/coursepolicies.pdf). Please read them carefully, as they include additional important information about Academic Honesty, Disruptive Behavior, Accommodations for Disabilities, Withdrawals, and other topics. **By remaining in this course, you agree to abide by these policies.**

### **Abbreviated Course Schedule:**

The following schedule is subject to change, but provides a fairly reliable indication of the pace, assignments, and major deadlines that you will need to plan for this semester.

*\*\*Note: Reading and paper assignments appear next to the date in which they are due.*

### **POETRY: AN OVERVIEW**

#### Week 1: January 6

Assignments: F Introductions and Course Overview (in class)

#### Week 2: January 9/11/13

Assignments: M Read excerpts from *Big Magic*, by Elizabeth Gilbert (D2L); “A Few Questions for Poetry”, by Daniel Halpern (D2L)  
 W Read “How to Read a Poem”, by Edward Hirsch (D2L); Intro.-“Make a Book” from *Ordinary Genius*, by Kim Addonizio  
 F Read *Walking*, by Henry David Thoreau (D2L); “Why Thoreau Still Matters”, by James Sullivan (D2L); Discuss Process Writing Project #1: Expository Paper (in class)

### **POETRY + WALKING**

#### Week 3: January 16/18/20

\*No Class M 1/16: MLK Holiday (Campus Closed)

Assignments: W Read “Walking with his Muse . . .” and “My Pace Provokes my Thoughts”, by Edward Hirsch (D2L); “Walking: An Essay on Writing”, by Peter LaSalle (D2L); “Poetry and Walking”, by Michael Dennis Browne (D2L)  
 F Read “First Thought, Worst Thought”-“Your Genius, Your Demons”, from *Ordinary Genius*, Kim Addonizio; Writing Day (Meet in AH N132)

#### Week 4: January 23/25/27

*Mandatory Conferences/No Class*

#### Week 5: January 30/ February 1/3

Assignments: M In Class Peer Review (Bring one hard copy of your PWP #1 draft)  
 W Writing Day (Meet in AH N132)  
**F 2/3 Process Writing Project #1: Expository Paper Due**; bring *Ordinary Genius* to class

#### Week 6: February 13/15/17

Assignments: M Read *Winter Morning Walks*, by Ted Kooser (Sections November & December)  
 W Read *Winter Morning Walks*, by Ted Kooser (Sections January & February)  
 F Read *Winter Morning Walks*, by Ted Kooser (Section March)

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Week 7: February 20/22/24

Assignments: M Read *Lucky Fish*, by Aimee Nezhukumatathil (Sections One & Two); Discussion of Midterm  
W Read *Lucky Fish*, by Aimee Nezhukumatathil (Section Three); bring *Ordinary Genius* to class, too  
F Discuss Library Research Paper (in class)

Week 8: February 27/ March 1/3

\*F 3/3 Midterm (Last day to withdraw with a grade of W.)

Assignments: M Library Orientation (Class will meet in Reese Library, Room 141)  
W Read “Give your Ideas Some Legs”, 2014 Stanford Study (D2L); “To Become a Better Writer, Be a Frequent Walker”, *Psychology Today* article (D2L)  
F **Take-Home Midterm (Reflective Essay) Due** (via D2L & Google Docs)

Week 9: March 6/8/10

\*No Classes R 3/ - F 3/10/ Spring Pause (No Classes)

Assignments: M Read “Creativity in the Wild . . .” 2012 Univ. of Kansas Study (D2L); “Don’t Forget the Flâneur”, Poetry Foundation article (D2L)  
W Research Day (Bring all LRP materials to class)

Week 10: March 13/15/17

\*F 3/17-S 3/18: Writers Weekend at Summerville

Assignments: M In Class Peer Review (Bring one hard copy of your LRP draft)  
W Read excerpts from Writers Weekend authors (D2L)  
F Writing Day (Meet in AH N132); **6 PM, Required attendance at Aimee Nezhukumatathil Keynote (UH 170)**

Week 11: March 20/22/24

*Voluntary Conferences/No Class*

Week 12: March 27/29/31

Assignments: M Discuss Music & Film Analysis (in class)

W Listen to *In a South Downs Way*, by Damian Montagu, with Hugh Bonneville (Spotify)

F In Class Peer Review (Bring one hard copy of your LRP draft)

\*4/3-4/7: Spring Break (No Classes)

Week 13: April 10/12/14

Assignments: M Watch *IF, The Poet* (in class)

W Watch *IF, The Poet* & discuss (in class)

F **Library Research Paper Due**; bring *Ordinary Genius* to class

**POETRY + RUNNING**

Week 14: April 17/19/21

Assignments: M Read select poems by Alexi Pappas (D2L); listen to ALOUD Podcast with Alexi Pappas & Sharon Ann Lee (D2L)

W Discuss Process Writing Project #2: Position Paper

F Read excerpt from *What I Talk about When I Talk about Running*, by Haruki Murakami (D2L); “Running Out of Time”, by Robert Hahn (D2L)

Week 15: April 24/26/28

Assignments: M Read “The Poetry of Running”, by Roger Robinson (D2L); “Why Writers Run”, by Nick Ripatrazone (D2L)

W Read “What Writing and Running Have in Common”, by Rachel Toor (D2L); “Why Running Far and Writing are (Mostly) the Same Thing”, by Ashley Ream (D2L);

“Reading, Writing, and Running”, by Marc Bloom (D2L)

F Writing Day (Meet in AH N132)

Week 16: May 1

\*5/1: Last Day of Spring 2017 Classes

Assignments: M In-Class Peer Review (Bring one hard copy of your PWP #2 draft)

Exam Week: December 9-15

**T 5/9, 11 a.m.-1 p.m. Process Writing Project #2: Position Paper Due**