# Course Information

**Course Description:**
This course is a continuation of ENGL 1010 and focuses on writing based on a variety of reading selections. An important component of ENGL 1020 is information literacy and writing from sources, by using MLA documentation. 3 hours lecture.

**Learning Outcomes:**
The basic purpose of Composition II is to foster development of skills in reading, writing, and critical thinking skills taught in English 1010. Moving from expressive, personal writing forms to analytic, expository forms of public, academic writing, its main goals are to teach students to:

- Write essays that demonstrate mastery of the conventions of Standard English and basic organizational strategies.
- Demonstrate critical thinking and applied language skills through interpretive reading, analytical writing, and class discussion.
- Acquire new vocabulary through analysis of assigned course readings.
- Read and edit their own writing both critically and analytically and make appropriate revisions.
- Read texts critically and analytically.
- Express an understanding of self and others through assigned reading, class discussion, and composition.
- Utilize research skills that include computer literacy and technology skills.
- Analyze poetry, drama, and/or fiction in written and oral form.

**Prerequisites:**
English 1010, Composition I.

**Course Topics:**
- Cause & Effect Analysis Essay
- Argumentation Essay
- Writing with Sources
- Researching and Documenting Essays
- Research and Research E
- The novel and the short story.

**Specific Course Requirements:**
Students should be able to use or learn Word and familiarize themselves with D2L.

Students will write three formal essays, one a substantial research essay, take part in class and group discussions, write shorter pieces, and revise and edit their work and that of their classmates.

Students must turn in all major essays in order to pass the class.

## Textbooks, Supplementary Materials, Hardware and Software Requirements

**Required Textbooks/Courseware:**
1. Ernest Hemingway, *The Sun Also Rises.*  •  **ISBN-10:** 0743297334;  •  **ISBN-13:** 978-0743297332

Visit the DSCC Bookstore at [http://www.dscc.edu/bookstore](http://www.dscc.edu/bookstore) to purchase your textbook.

| Supplementary Materials: | • USB thumb drive  
| | • Pen  
| | • Paper  
| | • A folder or notebook in which to keep your syllabus, handouts, graded quizzes and writings, etc.  

**Bring Your Syllabus / Schedule to Each Class**

| Software Requirements: | Access to Microsoft Word or a word processing program that can save files as Word files. |

**Instructor Information**

| Instructor Name: | Dr. William Northcutt |

| Instructor Contact Information: | Glover 255, but I often work in the Glover Bldg classroom 116  
| | Tel. 286-3372  
| | [northcutt@dscc.edu](mailto:northcutt@dscc.edu)  

**Do not email me through D2L. I don’t check that email account often. Instead, always use the email address above.**

Visit [www.dscc.edu](http://www.dscc.edu)  
1. Click Current Students on the top navigation bar.  
2. Click Faculty Profile link located on the left-hand navigation bar.  
3. Choose your instructor’s name from the drop-down list.  
4. Click the Submit button.

| Office Hours/Virtual Office Hours: | MWF 11:20-1:20  
| | TR 12:45-2:45  

To access your instructor’s information online:

Visit [www.dscc.edu](http://www.dscc.edu)  
1. Click Current Students on the top navigation bar.  
2. Click Faculty Profile link located on the left-hand navigation bar.  
3. Choose your instructor’s name from the drop-down list.  
4. Click the Submit button.

| Instructor Response Time: | I will make every attempt to respond to course email within 24 or 36 hours during the work week, though it may not be possible in all cases. I will notify you when I will not be able to meet the stated response time. |

**Assessment and Grading**

| Testing Procedures: | We have four essays to write, two in-class, two out of class.  
| | We will have many, shorter writing assignments both in and out of class. |
Included in the participation grade, students will be called on randomly to answer questions about the day’s reading.

**Grading Procedures:**

The grading system of Dyersburg State Community College English Department is as follows:

Grades will be assigned for the following activities and in the following ratio:

- Participation (quizzes, homework, discussions, group work, attendance, punctuality and ability to get work in on time) 5%
- Research Assignments and shorter writings 5%
- Research Essay 40%
- Cause and Effect Essay—in class 20%
- Argumentative Essay 15%
- Essay Related to WWI literature— 10%
- Final Exam 5%

100%

Students must turn in rough drafts on time or will lose the opportunity to receive comments.

Students must turn in each major essay in order to pass the class (provided they have passed the other parts of the class).

Late homework may lose points for every day that it is late.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>91-100</td>
<td>A</td>
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<tr>
<td>81-90</td>
<td>B</td>
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<tr>
<td>71-80</td>
<td>C</td>
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<tr>
<td>61-70</td>
<td>D</td>
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<tr>
<td>60 and below</td>
<td>F</td>
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</tbody>
</table>
### Assignments and Participation

- This subject is scheduled to be changed; assignments may be changed during class. If absent, you are responsible for getting your homework assignments and for turning your work in on time.

- Homework assignments must be completed on time. Late assignments will lose grade points.

- Quizzes are always a surprise—I do not give warning. That means do the reading, and always read carefully.

- WRITING is something you can learn. CRITICAL THINKING, the ability to analyze and to understand, these are things you can learn. Good writing is good thinking.

- PUT ALL of your writing in a folder—not one with rings, but one with built-in brads. Make sure that it holds 8 ½ by 11 paper, not legal sized paper. I will take these up when your writing final drafts are dues. Put the latest writing always on top.

- In class and out of class shorter writings (not major essays) are due the class after a revision session. If you do not attend class on the day of the revision session, you lose the chance to hear the thoughts of objective readers.

- You must buy the books. Students who do not have books need to talk to me on Tuesday of the third week.

### Week 1: August 26, 28

**Class Topics:** Introductions, syllabus, books, D2L links to short stories (see below), BBC links (see below); plagiarism (Appendix C in *Patterns for a Purpose*; literary terms; “Things to Do as a Writer” (D2L), lesson in professionalism and email.

**Read:** P

- Poems from World War I—D2L / Content

**Write:**

- In class, write a response to a question I’ll give you right before you start writing. Your response must be one well-developed paragraph. This exercise is not for a grade; it gives me a chance to see what we’re working with this semester.
- Our only “open book quiz” over the syllabus: **Print the syllabus and bring it to class on the 28th**

### Week 2: September 2, 4
Class Topics: literary analysis, “Tips for Writing about Literature” (D2L, Content), editing and revising, peer-editing and revising; using quotations.

Read:
Poems from World War I—D2L / Content

Write:
• **Due on September 28** Write a typed (computer) 12pt. Times New Roman font, double spaced, one paged paragraph. Find an article on the BBC site: http://www.bbc.com/ww1, http://www.bbc.co.uk/programmes/p01nhwpx, and http://www.cnn.com/2014/06/26/opinion/schlich-world-war-i-prosthetics/index.html?hpt=hp_c2. Read whatever WWI-related article interests you, and then write a response to that aspect of the war. Do not rely on emotion only. Instead, be critical. That is, analyze whatever aspect of the war you decide to write about and evaluate (judge according to logic, expression, or execution) the subject. For example, if you read something about nurses, you might look for differences in their situations and those of modern day nurses, or better, army nurses. Create a Works Cited entry in MLA Style at the top of your response.

Week 3: September 9, 11

Topics: Research, MLA documentation, Expatriotism, Modernism, World War I (aka The Great War)

Read:
• *Writing Intensive.* Section 7 complete
• *Patterns,* Appendix C
• Ernest Hemingway, *The Sun Also Rises* 1-50

Write:

• **Rough Draft of 1st Essay Due in a Hard Copy (printed) on Tuesday, September 3rd.** The topics and guidelines will be placed on D2L / Dropbox. We will have a peer revision session. Do not forget to bring your essay to class. It is especially important that you come to class and have your draft with you.

Week 4: September 16, 18

Topics: Research sources: LRC catalogue, E-Books, Infotrac, and the LRC reserve desk; how to manage the information you’ll find.

Read:
• Hemingway, 50-120

*Writing Intensive,* Section 8, Section 9
Write:
• In class response to the novel, and revision session. Topic to be given in class. Shorter writings like these are due the class after a revision session. If you do not attend class on the day of the revision session, you lose the chance to hear the thoughts of objective readers.
• Essay 1 Final Draft Due in hard copy and on D2L / Dropbox—please place it in the correct dropbox folder.

Week 5: September 23, 25
Topics: Research; MLA

Read:
• Hemingway, 120-200

Writing:
• Out of class response to the novel and revision session.

Week 6: September 30, October 2
Topics: Thesis, Writing the first draft of your Research Essay. Download the assignment and print it out from D2L / Dropbox.

Read:
• Hemingway, 200ff

Write:
• In class response to the novel with revision session
  • Thesis for Research Essay Due

Week 7: October 7, 9
Topics: Continue with the Rough draft.

Reading:
• Patterns, Chapter 13 (571-591)

Writing:
• Continue writing the first draft of the research paper.
• Works Cited page due, properly formatted.

Week 8: October 16

Topics: Argumentation continued

Reading:
• Patterns:
  • New York Times editorial. “Little Adult Criminals” (599-601)
  • Linda Collier, “Adult Crime, Adult Time” (608-612)
  • Timothy Koche and Amanda Bower, “Young Voices from the Cell” (613-621)

Writing:
• In class response to one of our essays, each day, with peer reading and revision too.

Week 9: October 21, 23

Topics: Argumentation continued; Revising the Research Essay

Reading:
• Patterns:
  • Charles E. Laurence, “The Debate over Placing Limits…” (627-631)
  • Harvey Silvergate and Greg Lukianoff, “Speech Codes” (632-638).

Writing:
• Rough Draft of Research Essay Due October 21, Tuesday. Bring a hard copy of the essay to class for a revision session. Make sure that you have the whole paper, including your Works Cited sheet—all formatted correctly, as if you were turning in the final draft.

Week 10: October 28, 30

Topics: Creativity in college writing

Reading:
• Patterns
  • Cause and Effect Analysis (413-426)
  • Andrew Sullivan, “Why the Word M Matters to Me” (461-468)
  • Leslie Marmon Silko, “Lullaby” (461-468)

Writing:
• Begin work on in class essay using Argumentation
Week 11: November 4-6

Topics: Revising the Argumentative Essay

Writing:
- Finish work on a draft of the Argumentation essay.
- Revision session
- Final Draft of Research Essay due by class time, November 4th, in a hard copy and D2L.

Week 12: November 11, 13

Topics: Review of Cause and Effect Essays

Reading:
- Patterns
  - James Surowiecki, “Paying to Play” (437-441)
  - Carlin Flora, “The Beguiling Truth about Beauty” (442-447)

Writing:
- In class response to one of the essays revision session.
- Final Draft of Argumentation Essay Due

Week 13: November 18, 20

Topics: Deepening critical analyses

Reading:
- Patterns
  - Brent Staples, “Just Walk on By” (448-453)
  - Dorothy Siegel, “What is Behind the Growth of Violence…” (454-460)

Writing:
- Begin In-Class Essay 4, Cause and Effect

Week 14: November 25

Writing:
- Finish writing the Cause and Effect essay

Week 15: December 2, 4

Writing:
Final Exam Dates:
English 1020-02: Thursday, December 11 @ 8am-10am
English 1020-03: Tuesday, December 9 @ 10:15-12:15

| Punctuality: | I will close the door as soon as the class starts. Late comers must knock once and wait until we get to a stopping point. Chronic tardiness will result in a dramatic lowering of the participation grade. |
| Class Participation: | Students are expected to participate in class discussions, group discussions, and group work. Everyone will be called on to add to discussions. |

### Course Ground Rules

**General:**

**Ways to succeed in this course:**

- Do a diligent job of reading all the assignments. Quizzes will occur without warning.
- Show some interest in your reading so that you’ll be able to discuss it in class.
- Come to class regularly and **be on time**: don’t miss more than a couple of classes, or it will hurt your participation grade. I close the door to the class when I check the roll. If you are late, you will have to wait outside until I let you in.
- I do not give make up quizzes. If you are late, you will probably miss the quiz and will receive a 0 for it. If you are late or absent for any reason, you will not get to take the quiz. I will drop one quiz score at the end.
- Be prepared to discuss readings in class. No one has all the answers, so your input is important.
- Never text in class. **Turn off your phone.** I will ask you to leave if you text during class.
- Complete all assignments. Late homework will lose points every day.
- Don’t chat to classmates unless we’re doing group work, and don’t disrupt the class.
- Do not plagiarize. This or any other kind of cheating will result in a grade of 0 and may cause you to fail the class. There are no second chances. Plagiarism happens whenever you borrow the words or ideas of another source without giving proper credit to that source.
- Enjoy what we’re reading the readings offer you a good chance to expand your mind. Look at this as a chance to do some real learning.
- You are capable of learning to write or to improve the skills you already have. It’s not the easiest thing to learn, but you can do it. It takes hard work. And it takes interest. Be interested in what you’re writing and chances are, you’ll make it more interesting to me.
| Library Resources | For the DSCC library or help desk visit www.dscc.edu/lrc.

To ask a question about books, interlibrary loans or other LRC information, call the LRC at 731-286-3361.

For the Tennessee Virtual Library go to [www.tn.regentsdegrees.org](http://www.tn.regentsdegrees.org) and click on TBR Virtual Library. |
| Writing Tutors | Academic Success Center, Glover Bldg, 202, Tel. 286--3129- |
| Technical Assistance/Help Desk: | For technical assistance, contact the DSCC Help Desk.
Dyersburg Campus - (731) 288-7780
Jimmy Naifeh Center (JNC) - (901) 475-3177
Gibson County Center (GCC) - (731) 222 -5180

Visit the Help Desk on the web at [www.dscc.edu/helpdesk](http://www.dscc.edu/helpdesk) for tutorials and other how to guides.

You may also contact the Help Desk by email at helpdesk@dscc.edu. |
| Students With Disabilities: | Dyersburg State Community College is committed to providing a discrimination free environment for all students. Students with disabilities are encouraged to inform the College of any assistance they may need. Please notify the ADA Coordinator at (731) 286-3242. |
| Syllabus Changes: | From time to time during the semester, it may be necessary to make changes to the material in the course syllabus. Any necessary changes to the course syllabus will be sent to you by email and posted within the online course material. |
| Server Outage Disclaimer: | The server on which DSCC’s web supported/online courses are hosted will be occasionally unavailable due to upgrades and/or maintenance. Regularly scheduled outages will occur during the early morning hours of the second Sunday and third Tuesday of each month. There may also be unplanned downtime due to failures of one kind or another. Because the server is not located at DSCC, the College cannot directly correct these situations. You will need to contact your instructor(s) directly to make accommodations should an unplanned outage prevent you from taking a quiz or submitting an assignment. |
| Safety / Security | Dyersburg State makes crime statistic information available to the public through the Annual Security Report. This report can be found at [www.dscc.edu/security](http://www.dscc.edu/security).

DSCC has an emergency preparedness plan and periodically conducts tests of this plan. To sign up for emergency notifications, Login to Rave at [https://www.getrave.com/login/DSCC](https://www.getrave.com/login/DSCC) and add your contact information. Notice: Standard carrier message and data rates may apply |
| Code of Honor: | When I enter Dyersburg State Community College (DSCC),
I agree to participate in a community that emphasizes learning.

I will:
• Treat myself and others with concern and respect;
• Honor the rights, property, privacy, and safety of others;
• Discuss ideas rationally with those whose opinions are different from mine;
• Do honest work; |
• Actively help make DSCC a better place for people to learn;
• Arrive punctually and actively participate in classroom activities;
• Acquire required course materials and be prepared for classes;
• Use college support services in order to achieve my academic and career goals;
• Obey college regulations;
• Report inappropriate behavior.
In particular, I will not:
• Behave indecently or violently;
• Threaten, belittle, or harass anyone;
• Cheat or help others to cheat;
• Intentionally plagiarize or copy people’s ideas without giving them credit in my written and verbal assignments;
• Vandalize property or take what belongs to others;
• Use computer technology in harmful, wasteful, or disrespectful ways;
• Distract others with loud conversation, music, vehicles, or behaviors;
• Act rudely toward authorities at any DSCC location.
I will strive to do what shows a high regard for myself and others.
The Dyersburg State Community College
Code of Honor and Citizenship

Implementation date approved by Instructional Council: