ENGLISH 102 COMPOSITION AND LITERATURE
The College of Charleston
Dr. Devet

Office: Porter's Lodge (room # 3)
953-5772 (office and messages)

For your information keep these sheets throughout the term.

I. Textbooks and Materials
   C. Course Packet of readings from SASE-Ink at 79 Wentworth Street, Charleston, SC 29401 Phone: 577-2774; usually open from 9 a.m. 6 p.m. Monday-Friday. the sore is near the intersection of Wentworth and St. Philip Streets.
   D. The Student's Guide to Freshman English available at http://www.cofc.edu/~English/publications. NOTE: be sure to print out a copy, and keep it with your class materials. Also, be sure to note the pages on “Standards for Appraisals of Papers” and “Elements of Writing...”
   E. College-level dictionary and folder with pockets to use when handing in essays.

II. Goals/Objectives for English 102
   As an extension of English 101, English 102 is a “continued study of expository and argumentative writing and of the preparation and writing of research papers. Readings selected by the instructor are used for composition topics” (Undergraduate Catalog). More specifically, English 102
   A. emphasizes the stages in the writing processes and the preparation and writing of research papers.
   B. develops an awareness of the students’ own writing process as students write analyses of literature.
   C. examines the differences between literary writing (writing about literature) and other disciplinary writings.
   D. helps students to decode texts, moving beyond mere plot summary to the writing of an analysis.
   E. stresses the structuring of an argument with support.
   F. develops research skills.
   G. stresses the importance of careful observation, use of details, and the development of ideas in writing.

III. Course Requirements
   A. Out-of-class essays of varying lengths, quizzes, in-class essays, an oral presentation, and a final examination.
B. Re-editing

Editing alone is not, of course, the only factor necessary in effective writing, but certainly every writer is an editor. So, after receiving a graded paper, you will be asked to re-edit the writing in order to develop your editing abilities. At the next class period, you must return both the originally graded paper and the re-editing, or the grade will be lowered by one letter grade.

Note: doing the re-editing helps writers to learn to edit their prose for Standard Edited English and shows writers what editing problems to look for in the next writings they create.

HOW TO DO THE RE-EDITING

To help you become an efficient editor of your own writing, please do the following for all graded essays:

– in your handbook, look up the number of the rule (for example, 15a) which your professor has written over a part of your paper’s sentence.
– on a piece of paper separate from your graded essay, write down the number of the rule (such as 15a), and, then, rewrite the sentence, applying the rule for editing.

Note: Placing the re-editing on sheet of paper separate from the graded essay will reveal “patterns” to the editing, patterns you can apply to the next essay. Please do not merely re-edit into the graded paper; please do not merely redo the sentence on your computer disk.
– at the next class meeting, bring both the originally graded paper and the re-editing.

Note: if the sentence contains more than one editing problem, write down all the rule numbers which apply to that one sentence, and rewrite the sentence, applying to it all the rules.

Note: the above is based on the Department of English’s Guide to Freshman English.

Note: From time to time, your instructor may ask you to rewrite an entire paragraph in addition to doing re-edits.

EXAMPLE OF RE-EDITING

In the original essay, a student wrote, “It was hard for me to realize that it were only three years ago that I first began to send E-mail to my friends. Today I get most of my mail on-line and I also do much of my other business on-line, too, for instance, I can pay bills electronically since I had an account at an electronic bank.”

Note the numbers from Harbrace.

For the re-editing, the student, on a separate piece of paper writes:

6a
It was hard for me to realize that it was only three years ago that I first began to send E-mail to my
friends.

12b(2) 12a  3

Today, I get most of my mail on-line, and I also do much of my other business on-line, too.

7

For instance, I can pay bills electronically since I have an account at an electronic bank.

IV. WRITING ASSIGNMENTS

A. Late papers will be lowered by one letter grade. An A paper, for example, will become a B paper. Get the paper in at the beginning of the class meeting to avoid a late penalty.

B. Please do not hand papers to the Department secretary; also, do not slip papers under my office door. Always give the papers directly to me.

C. All papers should have a title page with the following information:
   1. title
   2. your name
   3. date due
   4. type of thinking (argumentation, observation etc.)
   5. instructor’s name
   6. course title and section

   For the paper’s format be sure to see The Guide to Freshman English (on-line at www.cofc.edu/~English/publications). See page 3 of this Guide for how to lay out the first page of your paper.

D. The essay should be doubled spaced with one inch margins on all sides. Papers printed on laser printers or other high quality printers are preferred.

E. Faster together all papers with a stapler, not a paper clip. You are responsible for the stapling, not your professor.

F. All papers must be returned to your instructor who will keep them in a manilla folder. These folders will be kept in your professor’s office; any paper not in the folder at the end of the term will become an F paper.

G. Re-edits and abbreviations for the re-edits marked on your essays will be explained by your professor; Harbrace also has a reference section at the front of the book so you may look up grammatical notations.

H. Your instructor reserves the right to refuse any paper that is not legible.

I. Unless otherwise directed, students will always bring paper, pen, and the appropriate text to class.

J. I strongly urge you to print out an extra copy of every essay before submitting the original.

V. ABSENCES

Of course it is vital that you attend class. You are expected to attend every class session and be on time. More than 4 absences on a MWF class schedule or 3 for a T/Th class schedule may result in a grade of “WA” or “F.”

****I take attendance each class meeting.****
VI. READING ASSIGNMENTS
While many of the readings are entertaining, they are not to be considered “pick-and-choose” assignments, like a list of free movies. The readings demonstrate various writing techniques which should be helpful to you in developing your craftsmanship with words and your ability to analyze writings. To this end, you may expect a quiz on most of the readings.

VII. Plagiarism
Plagiarism occurs when students submit as their own work a paper which is, in any part, taken from another person's writing without proper acknowledgement (that is, use of quotation marks for directly quoted words or some sort of specific citation for paraphrased or summarized material).

VIII. SPECIAL NOTE For everyone’s convenience, please turn off all cell phones and other electronic communication devices when in class.

IX. Requirements with Percentage of Course Grade

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>quizzes/Longfellow-Custer assignment/editing review/in-class writing first day</td>
<td>10%</td>
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<td>sales letter on short story</td>
<td>10%</td>
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<tr>
<td>sales letter revised into literary paper with sources</td>
<td>15%</td>
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<tr>
<td>in-class poetry paper</td>
<td>10%</td>
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<tr>
<td>revised in-class poetry paper with sources</td>
<td>15%</td>
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<td>oral presentation</td>
<td>5%</td>
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<tr>
<td>writing like Shakespeare</td>
<td>5%</td>
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<tr>
<td>final examination (comprehensive but with emphasis on drama)</td>
<td>30%</td>
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Most quizzes/writings will receive a letter grade; for those which happen to receive a number, convert the number to the following letter grade because the College uses a letter scale:

90-100=A  89=B+  88-80=B  79=C+  78-70=C  69=D+  68-60=D  59/below=F

****Essays are graded according to the descriptions in The Student's Guide to Freshman English.****

And, naturally, all course grades are calculated based on the College's letter scales; see the school's latest catalog.

IX. The Writing Lab
All students are encouraged to take advantage of the services of the Writing Lab, located in the Addlestone Library (first floor). Although consultants do not proofread papers, they will "play" your readers, letting you know where they follow and do not follow your essay. And, of course, their help is free.

The Writing Lab opens for the spring term on Tuesday, January 17th, at 9 a.m.

X. Alternate Meeting Site
If, for any reason, we are locked out of our usual classroom or building, we will meet in front of the building and move to another location.

XI. Conferences
I am available to discuss your writing during regularly scheduled office hours, in the Writing Lab
itself, and by appointment. If you have any questions, please do not hesitate to see me.

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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>ASSIGNMENT</th>
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<td></td>
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<td>Introduction to the course; in-class writing; at the end of class you will</td>
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<td>Tue 1/10/06</td>
<td>receive a handout to be read for Thursday 1-12-06</td>
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<td>Thu 1/12/06</td>
<td>Reviewing the writing process and looking ahead to writing about literature.</td>
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<td>Read handout given out last class.</td>
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<td>In Harbrace (hereafter referred to as H) read 704-08;714-17;</td>
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<td>In Backpack Literature (hereafter referred to as BL) read 3-14; 1069-1077</td>
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<td>EXPECT A QUIZ ON H, BL, AND THE HANDOUT.</td>
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<td>Tue 1/17/06</td>
<td>EDITING REVIEW: in H review the following sections: 2, 3, 6, 12a,</td>
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<td>12b, 15a, 18 (spelling), 25b (dangling modifiers), 28a, and 28c.</td>
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<td>Then, rewrite the two exercises given out last class, correcting for the</td>
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<td>sections you reviewed in H. These two sheets have problems which arise in</td>
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<td>the editing stage of writing. THESE SHEETS WILL BE TAKEN UP AND GRADED.</td>
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<td>MAKE ALL WORK LEGIBLE, OR NO CREDIT WILL BE GIVEN Editing Review is due--be</td>
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<td>prepared to hand in this exercise.</td>
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<td>In BL read “A &amp; P” 15-21; EXPECT A QUIZ.</td>
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<td>note: The Writing Lab (first floor- Addlestone Library) opens on</td>
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<td>Tuesday, 1-17-06, at 9 a.m. Be sure to go to the Writing Lab to pick up</td>
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<td>its free handout on “Titles,” and be sure to bring this handout to class on</td>
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<td>Tuesday, 1-24-06.</td>
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<td>Assignment sheet for the first paper will be handed out during the class</td>
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<td>Thu 1/19/06</td>
<td>In BL read “Chrysanthemums” 189-99. EXPECT A QUIZ</td>
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<td>Tue 1/24/06 Bring to class the Writing Lab handout on titles.</td>
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<td>Initial stages (invention and audience analysis) are due for sales letter</td>
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<td>In H, read sample literary paper 719-23, and be able to compare it to</td>
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<td>your sales letter.</td>
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<td>Thu 1/26/06</td>
<td>SALES LETTER ON “A &amp; P” or “Chrysanthemums” is due. Be sure to included any</td>
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<td>drafts, and place all in a folder with pockets.</td>
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<td>Tue 1/31/06</td>
<td>CUSTER-LONGFELLOW ASSIGNMENT IS DUE. During class, an introduction to</td>
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<td>writing about poetry.</td>
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<td>In BL read 1107-1123, especially noting comparison/contrast, analysis,</td>
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and explication. Also, information on oral presentations will be discussed.

Thu 2/2/06 In BL read Shakespeare's "Shall I Compare" 30 and in BL 391 read Moss' "Shall"; be able to compare and contrast these two poems.

Tue 2/7/06 SALES LETTER WITH SOURCES REVISED INTO LITERARY ANALYSIS IS DUE. Please place the originally graded sales letter in folder with the literary paper. Be sure to review conventions for a literary paper by looking at H 718-19, and see p. 591 in H for verbs to use when leading into quotations, summaries, or paraphrases.

In CP, read poems on lust/love/marriage:
Donne "The Flea" and Burns "My Love..."

In this class period, we will also practice how to do the oral presentation on poems.

Thu 2/9/06 ORAL PRESENTATIONS BEGIN (ZERO IF YOU MISS YOUR PRESENTATION.)

In CP poems on the seasons: Keats "To Autumn"; in BL Wright "Autumn" p. 561 and
A discussion of Keats and Wright will follow the presentations.

Tue 2/14/06 Bring opening, thesis, and invention for in-class paper (on poetry)
more on Keats and Wright
ORAL PRESENTATIONS CONTINUE (ZERO IF YOU MISS YOUR PRESENTATION.)
In BL, more poems on seasons: Read Frost "Stopping" 514; in CP Shakespeare's "Icicles"

Thu 2/16/06 IN-CLASS ESSAY ON POETRY. You may bring your invention, opening, outline, dictionary/thesaurus, plenty of paper, works cited.

Tue 2/21/06 more on Frost and Shakespeare

ORAL PRESENTATIONS CONTINUE (ZERO IF YOU MISS YOUR PRESENTATION.)
In BL read these carpe diem poems:
Herrick "To the Virgins" 520;
Marvell "To His Coy" 531-32
In CP Waller "Go, Lovely Rose"
Discussion of these poems will follow the oral presentations.

Thu 2/23/06 more on Herrick, Marvell, and Waller
In BL, read these poems on time/aging/death:
Shakespeare "That time" 545; Dickinson "Because . . ." 506-07
ORAL PRESENTATIONS ON SHAKESPEARE AND DICKINSON (ZERO IF YOU MISS YOUR PRESENTATION.)
Discussion of Shakespeare and Dickinson will follow the presentations.

Tue 2/28/06  
more on Shakespeare and Dickinson  
In BL , read poems on animals:  
Tennyson "Eagle" 390; in CP Stafford "Traveling through the Dark" and  
ORAL PRESENTATIONS ON STAFFORD AND TENNYSON (ZERO IF YOU MISS YOUR PRESENTATION.)

Discussion of the poems on animals will follow the presentations.

Thu 3/2/06  
more on the animal poems.  
Read the poems on parents and children: in CP Winters "At the San Francisco Airport" ; in BL Thomas "Do Not Go" 449, Roethke's "My Papa's Waltz" 324, and in CP Hall’s “My Son ...”.  
ORAL PRESENTATIONS ON THOMAS AND ROETHKE AND HALL (ZERO IF YOU MISS YOUR PRESENTATION.)

Discussion of the poems follows the presentations.

REVISED POETRY WITH SOURCES IS DUE.

SPRING BREAK AT THE COLLEGE OF CHARLESTON: No classes are held from Monday, 3/6/06, through Friday, 3/10/06. Classes resume on Monday, 3/13/06.

Tue 3/14/06  
In BL read “writing about a play” 1127-36; 775-78 (modern theater), 566-69 (reading a play 583-90); in H read 607-09 (indirect sources and documenting a play and other writing conventions)  
In BL read Oedipus Rex 604-655 along with the background 598-603; be prepared for a quiz on the material.

Thu 3/16/06  
More on Oedipus Rex and during class background on Shakespeare’s theater. We also discuss the assignment “Writing Like Shakespeare.”

Tue 3/21/06  
In BL, read Acts I and II of Othello, focusing on the father Brabantio.

Thu 3/23/06  
In BL, Act III of Othello.

Tue 3/28/06  
more on Act III. And read Act IV.  
WRITING LIKE SHAKESPEARE IS DUE.

Thu 3/30/068  
Read Act V

Tue 4/04/06 more on Othello and viewing of parts of videotape in class.

Thu 4/06/06 no class session; Dr. Devet is presenting a paper at a national conference.
Tue 4/11/06 In BL, read A Doll’s House 778-843, and expect a quiz.

Thu 4/13/06 more on Ibsen.

Tue 4/18/06 Videotape of A Doll’s House during class.

Thu 4/20/06 LAST CLASS MEETING FOR TUES/THUR CLASSES. Review for final.

Final examination for English 102-007 is scheduled for Thursday, 4/27/06, from 8 to 11 a.m.