



WILLIAM  
CAREY  
UNIVERSITY

## English 102 Research and Composition

Spring 2021

**Instructor:** Tiffany Hollis-Gines

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**Class:** M-F 9:46-10:35

Virtual Learners meet during their scheduled times in Google Meets.

**Course Description (3 hours):** English 102 refines compositional skills and stresses additional rhetorical and research methods. The course focuses on research and argument, the basic components of academic papers. English 102 will help you develop critical thinking skills, construct strong persuasive arguments and utilize sources effectively to support and verify your written claims. This course combines research techniques with intensive practice in composition skills.

Pre requisite: English 101

Note: Everything you turn in should be as error-free as you can make it. Get into the habit of editing and proofreading because I will expect clean, correct prose that reflects your professionalism and careful understanding of audience.

### **Textbooks and Materials:**

Schilb, John and John Cliffords, eds. *Making Literature Matter: An Anthology for Readers and Writers*. 5<sup>th</sup> edition. Boston: Bedford/St. Martin's, 2012.

Bullock, Richard and Maureen Daly Goggin. *The Norton Field Guide to Writing with Readings and Handbook*. New York: W.W. Norton & Co, 2013.

Three-ring binder with dividers for writing portfolio

External computer-file storage device (USB flash drive/jump drive)

Blue or black ink pens for writing in class

## **Student Learning Outcomes:**

- Continue writing to learn and working to communicate clearly and correctly
- Extend the skills of expository writing and critical thinking established in 101
- Practice extensively in college level academic research, working with a variety of media
- Assume personal agency in their own writing development
- Read and respond to fiction and poetry
- Collaborate with peers in discussions of fiction and poetry
- Acquire a working knowledge and use of technology in research through inclusion of an internet and online databases requirement.

## **Course Requirements**

### **Evaluation:**

You will compose three papers in this course. Most papers are due at the end of a week for a grade.

Specifically, your work is graded based on four areas: a literary analysis, a poetry analysis, a drama analysis/research paper, which is also the final exam, and daily grades.

The course breakdown is as follows:

Writing Project 1 20%

Writing Project 2 20%

Research Paper 30%

Daily Grades 30%

Lack of in-class weekly work completed and lack of participation can adversely affect your overall final grade (See Attendance and Participation section).

The following units will be graded:

**Literary Analysis:** This composition will focus on close readings of short stories that have been read in class. Each student will select two or three short stories and research criticisms that will be synthesized to compose a 5-7page analysis.

**Poetry Analysis:** This composition will focus on poems from various periods of literature that have been read in class. Each student will select two poems and research criticisms that will be synthesized to compare and contrast the poems in a 5-7page analysis.

**Drama Analysis/Research Paper/Final:** This composition will focus on a drama that the students have read in class. Each student will select a topic of inquiry and research articles and criticisms that will be synthesized to compose a 7-10 page research paper.

**Daily Grades:** These grades consist of class participation and daily exercises dealing with the writing and research process (thesis statement and outline work, annotated bibliography or research log work, homework assignments, reading responses, article summaries and pop quizzes). The reading responses will focus on assigned texts, including literature selections as well as chapters on the writing process from the two class texts. They will serve as stimulus for reading and discussion. These assignments are completed over a period of time because there can be no late work.

In-class activities also consist of workshops. Several times during the course, you will work on your papers in class. Workshops include peer reviews, discussions of papers, writing techniques, and of course, actual time to compose your paper. Expect it to be quiet but also active on these days. **Students who do not work on papers on these days will receive a grade deduction for the week.**

**Note: The compositions that you compose in class cannot be revisions of past assignments from previous years. You are not allowed to plagiarize other works that you have previously submitted.**

**Final Grading Scale:**

90-100 A

80-89 B

70-79 C

69-65 D

Any grade below 65 is an F.

**Contacts:** Write down the names, phone numbers, and email addresses of at least three classmates. Call or write them if you need help with something involving this class. Be responsible! Also, always talk to me at the end of class if you have missed the previous class. Keep the teacher informed.

### **Important Statements on Academic Policies**

**Attendance and Class Participation:** You will participate in group discussions and failing to attend will hurt the overall experience for you and your peers. If at all possible, please don't miss or schedule other activities during class time. Your assignments are due on the due date, whether you are absent or not. If you are absent, you need to make arrangements with a classmate, friend or family member to turn in your assignment for you, as I am not allowed to accept emailed assignments.

The Carey Catalog states that students must attend 75% of the class meetings in order to receive credit for the course and supports Biloxi High School's policy of no more than six unexcused absences. **No late work can be submitted. You may seek, however, the work from me before you miss class.** Absences represent lack of class participation, so plan to attend all class sessions.

**Note: Excessive tardiness and leaving in the middle of a class will also affect your grade.**

**Academic Integrity:** William Carey University and Biloxi Public Schools seek to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. Both institutions place the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action.

**Disaster Plan Statement:** In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the Biloxi Public Schools website [www.biloxischools.net](http://www.biloxischools.net) and sent via automated phone service and email from the Biloxi Public School district. You will not use William Carey's information, as you take classes on Biloxi High's campus.

## Tentative Schedule

### Week 1—January 05-08

Introduction

Read Chapter 1 ---What is Literature? Why Does It Matter? 3

Complete Thinking about the Text (one question) 17 (**January 08**)

Complete “Everyday Literature” writing activity (**January 13**)

### Week 2 --January 11-15

Read Chapter 2--- How to Read Closely 22

Discuss Introduction to a Short Story

Read Kate Chopin’s “The Story of an Hour” 705

Complete discussion questions (**January 13**)

Read Zora Neale Hurston’s “Sweat” 731

Complete discussion questions (**January 15**)

### Week 3—January 18-22

#### MLK holiday (January 18)

Read Chapter 3’s “Strategies for Making Arguments about Literature” 57-70

Read Chapter 4---The Writing Process 75

Read Chapter 5---How to Write About Short Stories 108

Read Norton’s review on MLA documentation 480

Read Norton’s MLA Style 484

Read Shirley Jackson’s “The Lottery” 867

Read Critical Commentaries on “The Lottery”

- Shirley Jackson “The Morning of June 28, 1948, and ‘The Lottery’” 874
- Nick Crawford “Learning from ‘The Lottery’: How Jackson’s Story Might Help Us Rethink Tradition” 877

- Jon Schneiderman “Tradition, Justice and Bloodlust in American Society” 880
- Aimee Wilson “Under the Guise of Tradition: ‘The Lottery’ and Female Circumcision” 883

**Compose an article summary for “The Lottery” (January 27)**

**Week 4—January 25-29**

Read Charlotte Perkins Gilman’s “The Yellow Wallpaper” 954

Read Critical Commentaries on “The Yellow Wallpaper”

- Charlotte Perkins Gilman “Why I Wrote ‘The Yellow Wallpaper’” 968
- S. Weir “From the Evolution of the Rest Treatment” 969
- John Harvey Kellogg “From the Ladies’ Guide in Health and Disease” 974

**Compose an article summary for “The Yellow Wallpaper” (February 02)**

Read “How to Write a Research Paper” 210

**Begin composing essay #1 (January 29)**

**Week 5— February 1-5**

Read Norton’s “Quoting, Paraphrasing and Summarizing” 462

Read Norton’s “Acknowledging Sources, Avoid Plagiarism” 475

Read Eudora Welty’s “A Worn Path” 1389

Read Critical Commentaries on “A Worn Path”

- Roland Bartel “Life and Death of Eudora Welty’s ‘A Worn Path’” 1397

**Complete #1 on Writing about Issues 1406 (February 03 )**

Read William Faulkner’s “A Rose for Emily” 713

**Complete #6 on Thinking about the Text 720-721 (February 05)**

**Week 6—February 08-12**

Continue to compose essay #1

**Week 7—February 15-February 19**

**Mardi Gras Holiday (February 15-February 17)**

Continue to compose Essay #1

**Essay #1 draft (February 19)**

**Week 8—February 22-26**

Peer Evaluation Workshop

Revise Essay #1

**Essay #1 (February 26)**

**Week 9—March 01-March 05**

Introduction to poetry

Discuss haikus (handout)

**Compose 20 haikus (March 10)**

**Week 10—March 08-12**

Read poems about love—Robert Browning’s “My Last Duchess,” 1206; Elizabeth Barrett Browning’s “Sonnet 43,” (Handout); Robert Browning’s “Porphyria’s Lover,” (Handout) and Gabriel Spera’s “My Ex-Husband,” 1209

Read poems about symbols--- William Blakes’s “The Tyger,” 854; Robert Frost’s “The Road Not Taken,” 1452; D.H. Lawrence’s “The Snake,” 856-858 and William Blake’s “A Poison Tree,” (Handout)

**Week 11—March 15- March 19**

Read poems about death---Dylan Thomas’s “Do Not Go Gentle into That Good Night,” 1608-1609; Emily Dickinson’s “I heard a Fly buzz-when I died,” 1611; W.H. Auden’s “Funeral Blues,” 661 and Emily Dickinson’s “Because I Could Not Stop for Death,” (Handout)

Receive poetry analysis handout

**Begin composing Essay #2**

**Week 12—March 22- March 26**

Continue to compose Essay #2

**Week 13---March 29- April 02**

Continue to compose Essay #2

**Essay #2 Draft (March 31)**

**Professional Development (No school) April 1**

**Good Friday (No school) April 2**

**Week 14--- Spring Break Holiday---April 05-09**

**Week 15---April 12-16**

Peer Evaluation Workshop

Revise Essay #2

**Essay #2 (April 16)**

Read Tennessee Williams' *The Glass Menagerie* 361

**Week 16---April 19-23**

**Begin composing Essay #3**

**Week 17--- April 26-30**

Continue to compose Essay #3

**Essay #3 Draft (April 30)**

**Week 18---May 03-May 07**

Peer Evaluation Workshop

Revise Essay #3

**Essay #3 (May 07)**

**Week 19---May 10-May 14**

**Review/Discuss miscellaneous items to complete the semester**

**Pop quizzes will be given for short stories, poems and drama.**

**Due to any unforeseen circumstances, the dates of the syllabus are subject to change.**

