School of Arts and Sciences
ENG 1123
Composition II (3 semester hours)

Spring 2023

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Course Description:

Intermediate expository prose with emphasis placed on refining analytical reading skills, developing an informed approach to the research paper, and applying the rules and conventions of English prose.

Textbooks and Other Learning Materials:

Bullock, Richard, et al. *The Little Seagull Handbook*. Norton, 2021.

Learning Outcomes:

At the conclusion of this course, the successful student will have achieved the following:

1. Understanding and use of the conventions of Standard Written English, including proficiency in grammar, mechanics, and syntax
2. The ability to analyze literary texts to determine subject, audience, and purpose
3. The ability to write critical essays about literature
4. The ability to compose a research essay that incorporates outside sources and ideas appropriately and thoughtfully
5. The ability to demonstrate critical thinking in their engagement with various subjects, including the analysis of texts and arguments
6. The ability to incorporate a Christian perspective in one's engagement of various subjects and writing situations

Measures of Outcomes:

Essays will measure outcomes 1-6.
Presentations will measure outcomes 1-6.

Assessment of Outcomes

1. Four in-class essays	40%
2. Five presentations	25%
3. Research Essay	35%

COURSE REQUIREMENTS AND POLICIES

Essays**:**

In-class essays will be a minimum of 500 words. Students will receive specific instructions for each of the five in-class essays. Students without a valid excuse who miss any in-class essay may make up this essay assignment but will receive a two-letter grade deduction. Students with a valid excuse may make up this assignment without penalty, but they must provide the professor with a reasonable explanation as to why their excuse is valid.

The Research Essay will be 8-10 pages (approximately 2,500 words) in length. The Research Essay must be written on one of the four units in the class: comedy and humor; racial justice; gothic and horror; or gender equality. Students will receive more specific instructions later in the semester. Students will have differing due dates for this assignment. Students who miss their due date will receive a two-letter grade deduction.

All essays should be typed, double-spaced, using twelve-point Times New Roman or comparable font. Page numbers should be included at the top right-hand corner of all pages. All essays should contain the following information at the top left-corner of the first page:

Student's name
Dr. Joeckel
ENG 1123
Date

Presentations:

Students will have differing due dates for the five presentations. Students will receive more instructions on the presentations later in the semester. Students without a valid excuse who miss their presentation date will receive a zero on their presentation. Students with a valid excuse will have to schedule a time with the professor to give their presentation in the professor's office. These students must also provide a reasonable explanation as to why their excuse is valid.

For four of the presentations, students must have written a designated number of paragraphs or pages of their research essay:

- Outline presentation: Students must have written—and be prepared to show—the introduction of their research essay.
- Research presentation: Students must have written—an be prepared to show—the first three pages of their research essay.
- Status-report presentation: Students must have written—an be prepared to show—the first six pages of their research essay.
- Final presentation: Students must have written—an uploaded to Canvas—their final drafts.

Academic Integrity

Academic dishonesty is the intentional misrepresentation of all or part of one's work to deceive for personal gain, or assisting another to do the same. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, and submission of work all or any part of which was developed in response to the assignment of another professor or was created by a person other than the student submitting the assignment. The University community views academic dishonesty as a serious academic offense and a failure of character and personal integrity. Due to the academic nature of the offense, Faculty, Academic Deans, and Provost are responsible for determining an appropriate response within the following guidelines:

1. The faculty member is responsible for determining that a student has committed academic dishonesty and for communicating in writing with supporting documentation any such incidents with the Dean of his or her school. The Dean will notify the Office of Student Accountability who will record the offense in the student's file. On first offense, the student **must** receive a zero grade for the assignment, and **may**, at the discretion of the faculty member or the policy of any of the Schools of the University, receive a failing grade for the particular course.
2. Upon any further offense during the student's academic career at Palm Beach Atlantic University, the student **will** be placed on Academic Suspension and **may** be expelled. Decisions on expulsions will be made in consultation with the Dean and Office of Student Accountability, in accordance with the particular school's policy.
3. Students who wish to may appeal the decision regarding Academic Dishonesty may file an academic complaint and the matter will be treated within the established Grievance Policy.

All essays must be original, specifically written for this class only. Students who turn in an essay that has been previously submitted for another class or that is a revised version of an essay previously submitted for another class will automatically fail the course.

A Note on Tardiness and Absences:

Students are expected to come to class on time. Tardiness is disruptive, distracting, even rude. Students who are consistently late will be asked to withdraw from the class.

Students are allowed two unexcused absences. After that, students will receive a letter grade deduction from their final grade in the course. The following chart provides information on how to make up work for missing specific class meetings.

Miss class on 1/12: Schedule a time with the professor to write your diagnostic essay during the professor's office hours.

Miss class on 1/17: Write a two-page essay summarizing the handouts given during class on that day.

Miss class on 1/19 or 1/24: Receive an additional reading assignment and write a two-page essay summarizing that reading assignment.

Miss class on 1/26: Schedule a time with the professor to write your in-class essay during the professor's office hours. Students without a valid excuse will receive a one-letter grade deduction on this assignment.

Miss class on 1/31 or 2/2: Receive an additional reading assignment and write a two-page essay summarizing that reading assignment.

Miss class on 2/7: Schedule a time with the professor to write your in-class essay during the professor's office hours. Students without a valid excuse will receive a one-letter grade deduction on this assignment.

Miss class on 2/9 or 2/14: Receive an additional reading assignment and write a two-page essay summarizing that reading assignment.

Miss class on 2/16: Schedule a time with the professor to write your in-class essay during the professor's office hours. Students without a valid excuse will receive a one-letter grade deduction on this assignment.

Miss class on 2/21 or 2/23: Receive an additional reading assignment and write a two-page essay summarizing that reading assignment.

Miss class on 2/28: Schedule a time with the professor to write your in-class essay during the professor's office hours. Students without a valid excuse will receive a one-letter grade deduction on this assignment.

Miss class on 3/2: Write a two-page essay summarizing the handouts discussed in class on that day.

Miss class on 3/7-4/27: Receive an additional reading assignment and write a two-page essay summarizing that reading assignment.

Rude Disruptions:

Please turn off phones before coming to class. If your phone goes off during class, you must bring snacks for the entire class for the next class meeting.

Americans with Disabilities Act

Palm Beach Atlantic University complies with the ADA as well as Section 504 of the Rehabilitation Act, by affording reasonable accommodations to qualified students with disabilities. Students requiring accommodations must first register with the Office for Disabilities Services, usually within the first two weeks of classes. Students with disabilities, who intend to use their approved accommodations, are responsible for immediately providing each of his or her class professors with a copy of the accommodation plan. Disability accommodations are not retroactive. Students who have questions about their entitlements to benefits or have grievances under these statutes should contact the Disabilities Services provider in the Student Success Center, 2nd floor of the Lassiter Student Center, either through academic_support@pba.edu or 561-803-2063.

Student E-Mail Policy Summary.

In order to keep the PBA community interconnected and improve the channels of communication between faculty, administrators and students, it has been determined that all University email communication be done via PBA issued email addresses. A PBA e-mail address is assigned to all faculty, staff and students. Accounts remain active while enrolled in the University and for Alumni as long as they are regularly utilized. Alumni accounts not utilized in 12 months (one year) will be purged.

E-mail is read from on campus computers using Microsoft Outlook. The account is accessed with the same credentials used for logging onto the network. Users may also access their e-mail via the Internet. This can be done by going to the myPBA homepage and clicking on the e-mail login link located on the left side under "Quick Links". Users will then be asked for their username and password.

All users are encouraged to regularly purge and/or archive their inbox as part of normal operating procedure. **Student email items that have not been accessed in over 1 year will be automatically purged.** Periodic purging and/or archiving will avoid triggering these actions. Users should adjust the frequency and structure of purging/archiving activities to ensure that size limits are not exceeded. The Help Desk can assist in development of a purge/archive timeline and process.

PBA E-mail should not be automatically forwarded to non-PBA E-mail destinations. PBA E-mail users who redirect large quantities of E-mails from their PBA E-mail address to another electronic address (i.e. via eCollege, AOL, Hotmail) expose themselves and the University to significant security and network traffic risks.
For more details concerning PBA computer usage and email policies visit:
https://my.pba.edu/ICS/Departments/Technology_Services/Computer_Usage_Policy.jnz

COVID-19 Absences:

If a student tests positive for COVID-19, they need to submit a note from a healthcare provider to the Office for Academic and Accessibility Resources. The note should be on the letterhead of the primary healthcare provider or medical office and should include the COVID-19 positive diagnosis and the length of time the student cannot attend in-person instruction. A student must submit their paperwork via the "Absence Due to Illness Request" form. To access this form, go to pba.pharos360.com. You will log in using your PBA single sign on credentials. Then, click the "Ask for Help" button, and choose the "Absence Due to Illness Request" form from the dropdown menu. Be sure to provide all the required information, including a copy of your doctor's note. Please note that submitting this form does not guarantee that your absences will be excused. All absence requests are pending the submission of all required information, including a primary care provider's note. OAAR will communicate the length of absence to professors. It is at the discretion of the professor how the student will make up the missed class content, whether through the use of a video platform (such as Zoom) or through additional assignments. The student should communicate with their professors directly about assignments and classroom content. Every student has access to Sailfish Health to receive telehealth care, free of charge.

Course Outline:

Jan	10	Introduction to course
	12	Write in-class diagnostic essay
		Receive writing and grammar handouts
	17	Writing and grammar refresher
	Comedy and Humor Unit	
	19	Lecture on Comedy and Humor
	24	Lecture continued
		Discuss "Funny as Hell: Christianity and Humor Re-considered"
	26	In-class essay on comedy and humor
	Racial Justice Unit	
	31	Lecture on racial justice
Feb	2	Lecture continued
		Discuss intro to Tisby's *The Color of Compromise*
	7	In-class essay on racial justice
	Gothic and Horror Unit	
	9	Lecture on gothic and horror
	14	Lecture continued
		Discuss intro to Lovecraft's *Supernatural Horror in Literature*
	16	In-class essay on gothic and horror
	Gender Equality Unit	
	21	Lecture on gender equality
	23	Lecture continued
		Discuss Woolf's "Professions for Women"
	28	In-class essay on gender equality
	Final Unit: Writing the Research Essay	

March	2	Take two: writing and grammar refresher Select two "elite" students
	7	Presentations: research-essay proposal
	9	Workshop: work on research-essay outline
	14	Outline presentations (group 1)
	16	Outline presentations (group 2)
	28	Research presentations (group 1)
	30	Research presentations (group 2)
April	4	Workshop: work on essays during class
	6	Status-report presentations (group 1)
	11	Status-report presentations (group 2)
	13	Essay-revision workshop: analyze essays written by two elite students (who will receive five percentage points of extra credit)
	18	Final presentations for group 1a **Research essay due for group 1a**
	20	Final presentations for group 1b **Research essay due for group 1b**
	25	Final presentations for group 2a **Research essay due for group 2a**
	27	Final presentations for group 2b **Research essay due for group 2b**

Final: TBA

State of Florida Education Competencies

English 6-12 8-21-07

1 Knowledge of the English language and methods for effective teaching

1. Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender**). ENG 3203** Modern English Grammar, EDU 2303, EDU 2313
2. Identify and apply various approaches to the study of language, usage, grammar, and style. **ENG 3203** Modern English Grammar, EDU 2303
3. Apply knowledge of standard written English. **ENG 3193** Advanced Composition
4. Identify how audience and purpose affect language. **ENG 3193** Advanced Composition
5. Identify methods of effectively assessing language skills. **ENG 3193**
6. Identify methods and strategies for teaching English for speakers of other languages. EDU 4273 ESOL in Secondary Education

2 Knowledge of writing and methods for effective teaching

1. Identify and apply techniques to develop a supportive classroom environment for writing. (EDU 4163 Teaching English in the Middle and High School)
2. Identify techniques for teaching students to make effective organizational and stylistic choices. (EDU 4163 Teaching English in the Middle and High School)
3. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies**). (ENG 3193)**
4. Select individual, peer, and group activities that support writing processes. (ENG 3193)
5. Identify effective responses to student writing. (EDU 3143)
6. Identify a variety of methods to assess student writing. (EDU 3143)

3 **Knowledge of the use of the reading process to construct meaning from a wide range of selections**

1. Identify techniques for teaching students to understand organizational structures of literary and informational material. (EDU 3143)
2. Select effective strategies to analyze text (e.g., word structure, context clues). **(ENG 2133, 2173)**
3. Identify techniques for teaching students the uses of a wide variety of reference materials. (**ENG 2133, 2173**)
4. Select appropriate strategies to develop and enhance reading comprehension. (**ENG 2133, 2173)**
5. Select appropriate methods of assessing student reading progress to determine strengths and weaknesses. (EDU 4353 Language, Cognition, and Research-Based Practices)

4 Knowledge of literature and methods for effective teaching

1. Identify various literary devices in both fiction and nonfiction. (**ENG 2133, 2173**)
2. Identify the characteristics of various literary genres, movements, and critical approaches. (**ENG 2133, 2173**)
3. Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature. (**ENG 4153 Shakespeare**)
4. Identify major authors representative of the diversity of American culture. (**ENG 3443 or 3773)**
5. Identify principal periods of British literature and American literature, major authors, and representative works. (**ENG 2133 and ENG 2173)**
6. Identify representative works and major authors of world literature. (New World Literature Course ENG ____ not through committee yet, or **ENG 4153 Topics in World Literature)**
7. Identify a variety of appropriate materials, techniques, and methods for teaching literature. (EDU 3143)
8. Identify representative young adult literature and its contribution to personal, social, and academic development. (EDU 3143)
9. Identify a variety of appropriate methods for assessing the understanding of literature. (**ENG 2133 or ENG 2173**)

5 Knowledge of listening, viewing, and speaking as methods for acquiring critical literacy

1. Identify effective speaking skills for various occasions, audiences, and purposes. (**ENG 4973 Senior Seminar)**
2. Identify effective strategies and techniques for listening. (**ENG 4973 Senior Seminar**)
3. Determine appropriate methods and strategies to analyze persuasive techniques used to convey messages in mass media. (ENG **4533 Literature and the Arts)**
4. Analyze media messages to interpret meaning, method, and intent. (**ENG 4533 Literature and the Arts)**
5. Evaluate the elements, uses, and effects of media. (**ENG 4533 Literature and the Arts**)
6. Identify a variety of methods for assessing listening, viewing, and speaking. (EDU 3143)
7. Select appropriate technological resources for instructional purposes. (**ENG 4153 Shakespeare)**

6 Knowledge of the methods for integration of the language arts

1. Identify methods of interpreting language arts. (EDU 3143)
2. Identify elements of cooperative learning, including grouping strategies, group interactions, and collaboration. (**ENG 3143 Creative Writing)**
3. Identify appropriate interdisciplinary activities. (**ENG 4533 Literature and the Arts)**
4. Identify various elements of an integrated lesson. (EDU 4163 Teaching English in the Middle and High School)

1. Ability to write well on a section from poetry or prose, including fiction or nonfiction