Mrs. Betty Fleming Hendricks
Office: MCB, Room 104
Phone: (870) 460-1078
E-mail: Hendricks@UAMont.edu
Blackboard Virtual Office Hours:
MTWT: 9:00-10:30 & 8:00-9:00pm,
F: 10:00-11:00, and by appointment.

COMPOSITION II SYLLABUS

COURSE: ENGL 1023 English Composition II, 3 credit hours.

Prerequisite for admittance to Composition II: Students enrolled in English Composition II must have earned a grade of "C" or higher in English Composition I, ENGL 1013 or permission of School Dean.

General Education Requirement: ENGL 1023 Composition II, 3 credits: 3 hours lecture, fulfills a General Education English requirement for three hours of college credits.

Course Exit: Students must make a grade of "D" or higher in English Comp II in order to pass the course for credit.

University Catalog: Students are responsible for information in the University Catalog:

Course Description: Composition II is defined in the University of Arkansas Catalog as a writing course stressing reading skills as a basis for effective writing. Students are expected to read, study, comprehend the material, and write essays in such a way that exhibit understanding of the material. Students will be held to a collegiate level standard which must be met to pass the course. Composition II requires a documented term paper. The computer section in the Library is open during regular Library hours. See http://www.uamontl.edu/student.htm.

Student Handbook: Students are responsible for knowing the rules and regulations in the Student Handbook. The Student Handbook for Distance Education is available at link: http://www.uamont.edu/AcademicComputing/.

Syllabus -- required reading: Students are required to read the Syllabus for this course and to know the information in the Syllabus. See Announcements in Black Board for details of first Assignment concerning the Syllabus.

Required texts:
1) The University of Arkansas at Monticello Reader, First Edition, Fountainhead Press, Southlake, TX, 2007. (Reading assignments are from this Reader or from handouts or net cites.)

Required reading: Students will be required to use the University Library Research Systems to conduct research for the documented term paper, and to conduct searches for some reading material and web sites.

Required Computer Availability for Online Students: It is required that Online Student must have a reliable computer and internet access for this course. If you do not have a readily available computer with internet capability or cannot use the computer labs daily on campus or a library on a regular basis you must not attempt to take this course. You must also be able to continue without interruption if something happens to your computer. Have a backup plan place so there is continuity in your class participation.

Required: Students must use their UAM student e-mail account to take part in the course. UAM’s spam filter will delete or hold all e-mail not from a university student account. To complete this course one must have UAM e-mail.

Mode of Instruction: All information for the course is on Blackboard. On the Home page see Announcements. Also, from Home page click on Content for Syllabus and other Attachments. Click on the Title of the file to open an Attachment.

FOR MINIMUM TECHNOLOGY REQUIREMENTS VISIT:
Online Students: Minimum Technology Requirements for Blackboard Online Students

Access: to working computer w/Internet capability. Operating System: Windows 2000, XP, Vista or Macintosh OS X.

Hardware: 256 MB of RAM, 1GB free hard disk space. Microsoft Office 2007 recommended.

Connection to the Internet: (broadband connection, such as Roadrunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments. Submit work as a PDF document sent to Blackboard. Use Times New Roman, 12 point font with 1” side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC222). Be sure to have anti-virus software installed on your computer and update it regularly. Norton is reliable software.


UAM TECHNICAL SUPPORT INFORMATION:

Issues with usernames, passwords, or UAM e-mail: Help Desk at helpdesk@uamont.edu or phone 870-460-1036. Open Monday-Friday, 8am-4:30pm.

Issues with BLACKBOARD: On-Line Assistance Help desk at fendley@uamont.edu or phone 870 540-1663.

Help Desk at blackboard@uamont.edu or phone 870-460-1663.

Fall and spring hours for Help Desk Summer
Sunday 2:00PM-10:00PM Sunday Closed
Monday-Thursday 8:00AM-10:00PM Monday-Friday 8:00AM – 4:30 PM
Friday 8:00AM-4:30PM Saturday Closed
Saturday 1:00PM-4:00PM

Information can also be found in the Blackboard student technology handbook online at http://www.uamont.edu/AcademicComputing/

Tutoring: The Writing Center, 113 MCB, on Monticello campus.

The computer section in the Library is open during regular library hours. Visit this address to see when the Taylor Library is open: http://www.uamont.edu/library/

Student Conduct Statement: “Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. The instructor reserves the right to dismiss a student from the course. It is at the instructor's discretion to judge what is appropriate. Etiquette refers to the rules of good manners and accepted behavior in our society. The same rules apply to online students. On must be polite and never rude such as impatiently sending duplicate e-mails or exhibit other rude behavior. See Netiquette Rules just below.

NETIQUETTE: Rules of netiquette apply to everyone who uses the Internet or any kind of network to communicate to any other person. Netiquette is cyber speak for etiquette in online communications and e-mail in particular. Etiquette refers to a set of good manners and rules shared by society for civility. Netiquette is an extension of those very rules of etiquette for electronic environments. A complete set of Netiquette Rules can be found at http://www.albion.com/netiquette/. Netiquette equals good manners.

FEEDBACK SCHEDULE: Information regarding instructor and student response and availability. Virtual Office Hours are listed at the top of this Syllabus. However, Mondays, Wednesdays, and Fridays are our special days for Composition II. Most often a student can expect response to an e-mail within 24 hours and most often sooner. Responses to e-mails will be during virtual Blackboard office hours, not before virtual hours. There will be no emails on the weekends, beginning on Fridays after 11:00am. The subject line in all emails is of the utmost importance due to the number of courses and sections I teach. Five (5) points will be taken away from the final grade for any email without the correct subject line – this is each and very email this semester.

METHOD OF DELIVERING ASSIGNMENTS
Please submit work as a PDF document via your UAM email account. Use Times New Roman, 12 point font with 1” side margins. All submissions should have your first and last name. Never change or delete anything on an exam.

Required email subject line: Every e-mail must have the subject line filled in just as the example given you below. Subject line: the course name, section #, your first and last name, and content or reason. Which section are you registered in? Know your Section #. All emails must look just as the following:
Emails must look as this Example: CompII, #91, LaTisha Green, Q about text.
Another example: CompII, #92, Eddie Beckwith, Exam #2

UAM Operating Procedure 535.1: Traveling: Students representing the University by traveling and participating in events, such as rodeo, musical events, sports, debate, or other activities, are accommodated by UAM Operating Procedure 535.1. Students are allowed to take an exam or hand in papers early, or to make-up exams or hand in papers up to one week after their return from university travel during the regular semester.

STUDENTS WITH DISABILITIES AND SPECIAL NEEDS: It is the policy of the University of Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1062; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu. For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105. Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707. Inform the professor of color blindness so papers will not be graded in red font.

Academic Dishonesty:
Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
Copying from another student’s paper;
Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
Collaboration with another student during an examination;
Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
Substituting for another person during an examination or allowing such substitutions for oneself.
Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved. [This includes students who allow their work to be copied.]
Plagiarism: Plagiarism is defined as adopting and reproducing as one’s own, to appropriate for one’s use, and to incorporate in one’s own work without acknowledgement the ideas or passages from the writings or works of another. [Oh, by the way, Plagiarism is a Federal Offense.]
For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, or any other kind of cheating, the result for the student(s) involved will be the grade of “F” and probable dismissal from the course with an “F.” [This includes students who allow their work to be copied. Any two papers which are similar will both receive an “F.”]

Financial Aid and Attendance: Participation serves as a form of attendance record for all students. Federal rules mandate that financial aid is dependent upon attendance.
ATTENDANCE POLICY:
Students are expected to participate in all weekly activities which will count as participation for Federal Aid purposes. Failure to check in within the first three weeks of class will result in the student being denied Financial Aid. Failure to attend a minimum of 60% of the semester will result in the student being required to pay back any financial aid received. If students fail to participate three weeks of the semester, they will be dropped from or fail the course. Students who do not submit work by due dates will be counted absent for that particular week. Continued absence affects financial aid for on-line students as well as on-site students. The presence or absence of a student may be determined by the student submitting assignments in a timely fashion and communicating regularly through discussion and e-mail with the professor.

DISCUSSION
Ideas and questions will be posted under Announcements for you to contemplate and to think about before writing your essays and before conducting your research. These are provided so you may have a focus to analyze and to understand how ideas have a tremendous impact on our lives. Think, ponder, speculate, contemplate, and see how ideas relate to you in an inner way, as well as ideas of information and knowledge from outside in an intellectual way.

ASSESSMENTS AND Grading Scale: Grades will not be scored on the curve. Scores and grades are Percentage Based as follows:
A = 90-100%  B = 80-89%  C 70-79%  D = 60-69%  F = 59% or below.
ASSESSMENTS AND GRADING PERCENTAGES: Thirty percent (30%) of the grade is based on the quality of writing. The following elements are included: Writing quality and degree of improvement of assignments. Mastering the form of essay writing required in the Handout/Attachment titled “Construction of an Essay.” Mastering the MLA Style. All papers and exams must be completed and handed in on time. If you are late on a paper it is highly recommended that you drop the course. Knowledge and understanding of the reading material on a collegiate level of comprehension. The 30% includes the comprehension of ideas on a collegiate level, a knowledge and understanding of the reading material and the ability to convey one’s comprehension with quality writing in essays and on examinations. Standard English is required: Grammar, punctuation, sentence and paragraph construction, introductions and conclusions and any other form of Standard English rules found in the Handbook. Forty percent (40%) of the grade is based on the Documented paper. To pass the course documentation must be valid and paper must be in on time.

Twenty (20) % is based upon class participation, including cooperation, email quality, and behavior. Assessments are defined by the six A’s listed: Attendance, Alertness, Attention, Agreement, Attitude (a spirit of cooperation), and Appropriateness. See above and below for Attendance. See below for details of Assessments. Cooperation includes: 1) Reading and studying the material given; 2) Writing and improving skills; 3) Handing work in on time; 4) Meeting the requirements of the course; and 5) Following rules of netiquette.

Standard English is required: The overall appropriateness of each communications is important. Each communication should be written in Standard English with the appropriate greeting, and will cost points in the overall grade if not followed. Standard English is the only appropriate language to use for any reason in a college course. Each communication and each email must have correct information in the subject line. There will be a minus 5 points for an incomplete or incorrect subject line or a poorly written email.

Attendance: These rules apply to On-Line students. A student must write and submit all papers and examinations assigned on time. A student must pass the written Final Examination to pass the course and must exhibit a collegiate level of writing and comprehension. Attendance will be based on response time of assignments, including exams being submitted on time. There is no way one can send examinations in a week late. If you get behind then drop the course. You have until October 29th to prove your abilities. See above for Attendance requirements in accordance with Federal mandate. For Federal Funding to be implemented there is an Attendance requirement and if you are not sending in your assignments on time that indicates you are not participating in the course and are not attending class. You have a week to prepare so there is no excuse which seems acceptable.

ASSESSMENTS CLARIFIED: Alertness, Attention, Agreement, Appropriateness, and Attitude. These five Assessments converge in agreement. A student is required to be informed by reading the Syllabus and knowing the requirements.

Alertness is making sure you have computer access at all times: you need a backup plan if something happens to your computer. The libraries have computers in every community. A computer down is not an excuse not to submit work on time. It might be a reason, but that reason is not counted as an excuse. Sending course work from a phone does not always work correctly and the information arrives differently, so be aware of this problem and take precautions.

Appropriate means you have followed the course with appropriate behavior, including reading all of the Announcements and Attachments to the end. Appropriate behavior is taking responsibility to do the work in an honorable way and is a must for students.

Attitude includes good manners which count in life and in this class. A pleasant attitude and spirit of cooperation are mandatory: Rudeness includes impatiently sending the same e-mail repeatedly, not following the subject line requirement, and the tone of emails. A healthy attitude will carry you far in life and will help you to think positively.

Agreement means you have agreed to read and study the material so as to be informed of the rules, and so you may implement the course as instructed. All the information you need is given you. It should go without saying that upon entering a course a student has agreed to do the reading and writing and to be informed of all the material necessary to succeed. This commitment includes writing quality.

Attention means just that – to pay attention by carrying out the instructions. These are important parts of education, work, and life itself. Know the information in your Syllabus; Stay connected with the course by checking Announcements (reading them to the end) for clarification; and Study the requirements before sending an already answered question. If you read and study the material and follow the requirements you will do well in the course.

Emergency or Interruption in Computer Service Policy: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in On-line learning, as they do in any environment. Have a back-up plan, such as using the computers at a local library, for submitting assignments in case your computer crashes or your service is interrupted, or submit work prior to the due date/time. Due dates are Central Standard Time or Central Daylight Time according to the semester. If students are submitting work form a different time zone, they should contact the instructor during the first week of the semester to provide for the time difference. Notices will go out if the system is down. If you cannot have an available computer at all times then you should not attempt this online course. If you are color blind inform the professor so as not to mark in red.

Availability Information and Response for instructor and student: Most often a student can expect response to e-mail within 24 hours Monday through Friday at 11:00. No emails will be answered after 11:00pm on Friday until the following Monday. The special days for Composition II students are Monday and Wednesday and Friday mornings. Responses to e-mails will be during virtual Blackboard hours, not before virtual hours. Most papers are due Monday to be returned by the following Monday. Major exams or papers will be returned the second Monday. It takes considerable time to mark items on a paper to show what should be corrected. When items are marked the student is required to make corrections and to improve their writing. A student needs to use the markings on a paper to learn and not repeat the same mistakes again. In other words, make corrections and learn new skills.
Responsibility for papers: Keep copies of everything you write; the student is responsible for his papers. The professor will not be responsible for an only copy sent and not received. If a paper does not arrive electronically or otherwise the student is responsible for resubmitting it. “I e-mailed it” or “I put it under your door” does not work. Late work, because of electronic “excuses,” is very suspect. Do no try and buy time in that way as it doesn’t work in the long run. If you get behind drop the course.

The Writing Requirements: Students are required to hand in 5-7 MLA Style essays, using a computer. All essays are to be sent as an Attachment to the instructor via university email. A research paper is required for Composition II. All writing assignments must be completed to pass the course. One must pass the final to pass the course. All essays must be in the MLA Style format which is an exact and very precise format to follow. An example of the MLA Style is given in Attachments in BlackBoard. All papers must be in the MLA Style. Writing quality must be on a collegiate level of style and comprehension.

Research Requirements: Students will be required to conduct research in a library and through the Library Computer Systems. The Library Computing Systems is available by going to our web page and clicking through to find the resources. Students need to learn the difference between legitimate sources and non-appropriate sources. Any student found using invalid sources will receive an “F” for their research. A student must make a “C” or higher on their research paper to pass the course. Don’t worry, we will study valid sources. I will post outlines and directions to help you in your research. Know how the skills fit into overall organization, the reasons, the how and the why, for they are important. Keep pace!

To pass the course: The Documented Paper is worth 30% of the course and any faulty or inappropriately documented paper will not be accepted. Understand that research must be done by certain rules which we will learn. This is a chance of a lifetime to have the opportunity to research a subject and learn the methods of research. There are two purposes of the documented paper assignment: 1) to learn how to conduct research and 2) to learn how to document a paper properly. Few people have the chance to learn research and this is golden opportunity.

For On-line students: Common sense states that one should keep up in a timely fashion. Under no circumstances will a stack of papers be accepted at mid-term or at the end of the semester. If you are late with an assignment you need to drop the course. Research efforts will not be accepted half way through the research unit. An Undocumented paper will not be accepted at the last minute as authentic. The learning process is designed for student development. Steps are built with selective assignments for learning specific skills. Each step leads to a higher level, step by step. It is not possible to learn the needed skills all at once. It is important to

Students should be able to organize an essay with an introduction, coherent paragraphs, using effective transitions, and avoiding digressions. Students should be able to write a summary and a conclusion. There should at this point in one’s education be no grammatical or mechanical errors and a student should be able to use quotations and specific examples to illustrate and support generalizations. An essay begins with something general, then giving specific examples which lead to a conclusion. Grades will be based on format, form and organization, grammar and spelling, punctuation, and comprehension. Grades will be based on the student’s ability to follow the requirements of “Construction of an Essay” – see Attachment.

Expected Student Learning Outcomes: To pass the course, a student must pass the written final examination. A student must prove they have reached a collegiate level of writing abilities and a collegiate level of comprehension and understanding of the written materials. A student must show they can write an essay following the outline: “Construction of an Essay.” Students must learn to conduct valid research in the library and on computers using the UAM Library Research Systems. A student must complete all assigned written work. This means writing every paper and submitting every paper on time. Papers cannot be accepted after the due date. There can be no excuses because the assignments are given far ahead of time. A student must complete the documented paper on time. To pass the course the documentation must be correct and from valid sources.

EXPECTED STUDENT LEARNING OUTCOMES FOR COMPOSITION II: Successful students of English Composition II will have achieved the following outcomes:

1. Students have a clear focus for an essay and a clear thesis that demonstrates sophisticated critical thinking;
2. Students organize an essay in a sophisticated, logical, and effective way;
3. Students demonstrate stylistic flair in the appropriate use of transitions to link parts of sentences, sentences, and paragraphs;
4. Student avoids all grammatical and mechanical errors;
5. Students use specific examples to illustrate and support generalizations, and in general, students demonstrate originality and complexity of thought;
6. Students demonstrate the ability to conduct appropriate research both in the library and with a computer by using authentic library databases and systems;
7. Students will learn the difference between academically accepted and valid resources and those which are not appropriate or non-acceptable;
8. Students will use only those resources which are deemed appropriate and valid and will recognize the difference; and
9. Students demonstrate the ability to use resources honestly by giving documentation to paraphrasing, quotations, and to correctly document all ideas.
10. Students will write a bibliography; and
11. Students will learn to document correctly and to cite sources in several ways as found in the HB.
12. Students demonstrate stylistic flair in the appropriate use of transitions to link parts of sentences, sentences, and paragraphs;
13. Student avoids all grammatical and mechanical errors;
14. Students use specific examples to illustrate and support generalizations, and in general, students demonstrate originality and complexity of thought;
15. Students demonstrate the ability to conduct appropriate research both in the library and with a computer by using authentic library databases and systems;
16. Students demonstrate they have learned the difference between academically accepted and valid resources and those which are not appropriate and not acceptable;
17. Students will use only those resources which are deemed appropriate and valid; and
18. Students demonstrate the ability to use resources honestly by giving documentation to paraphrasing, quotations, and to correctly documenting all ideas and sources.

STUDENT RESPONSIBILITIES FOR READING, WRITING, AND RESEARCH USING STANDARD ENGLISH
As active learners the student has responsibilities to themselves and the educational process. These include:

A. Reading Responsibilities to reach Expected Student Learning Outcomes:
1) to read and study assignments until you understand the meaning and reach comprehension;
2) to read and analyze material while conducting research;
3) to save the syllabus, handouts, and all papers and to keep them for reference;
4) to practice perusal of material while researching;
5) to participate by asking and also answering questions about the reading in discussions;
6) to learn new words as you come across them by adding them to your working vocabulary to increase thinking ability;
7) to practice finding the focus, themes, main idea(s), and underlying messages in a text;
8) to articulate your ideas in or on-line class using standard English;
9) to practice speculation and thinking about ideas and the material;
10) to strengthen your thinking and analytical skills by conscious practice; and
11) to take notes while reading and writing down ideas which are new to you.

B. Writing Responsibilities to reach Expected Student Learning Outcomes:
1) to be familiar with and write about the information from readings and assignments;
2) to respond to and learn the readings in order to write and test on them;
3) to write perceptively and expressively about the readings and ideas;
4) to write and take notes on finding information while conducting research;
5) to keep accurate records of research sources for correct citations and quotations;
6) to practice writing and to learn how to development an essay;
7) to perfect your knowledge and usage of punctuation, grammar and other mechanics of writing;
8) to learn how to paraphrase and use quotations effectively in your research papers;
9) to build paragraphs around a key idea with lead-ins, transition sentences introducing the next idea;
10) to write knowledgably of the reading material;
11) to submit your research notes and drafts in a timely fashion;
12) to complete all writing assignments to be kept for final grade;
13) to submit each email with a proper subject line as required; and
14) To follow the rules of MLA format, the form and organization of “Construction of an Essay,” grammar, spelling, and punctuation, and to show a clear comprehension of the material in one’s writing.

C. Research Responsibilities to reach Expected Student Learning Outcomes:
   a. to attend and participate in all library tours, electronic presentations and research endeavors;
   b. to learn the three levels of sources: primary, secondary, and tertiary;
   c. to use only secondary sources for our research;
   d. to learn how to use our UAM Library Systems for computer research;
   e. to learn what are valid sources for research;
   f. to learn how to use authentic and valid scholarly sources;
   g. to learn that Wiki and Google sites, etc. are NOT valid sources for scholarly research;
   h. to take research notes (using cards, notebook, or electronic note file) as advised by class instruction;
i. to learn how to cite sources properly and to document the research correctly;

j. to follow the procedures as taught and to follow through in a timely fashion;

k. to follow research timelines and meet research deadlines; and

l. to submit a major term/research paper complete with correct documentation and cited sources.

D. Writing/Speaking Responsibilities and Recommendations: (Remember this for all e-mails to your professors!)

a. It is the responsibility of each student to strive to write and speak in Standard English;

b. It is necessary for job interviews and the educated world of success;

c. It is recommended for students with English as a Second Language;

d. It is recommended for students who have their own sub-culture, slang, or regional ways of speaking;

e. And students should do their very best in all things at all times. (The way a person speaks reflects their level of education. On job interviews speech and appearance are taken into consideration including posture and attire.)

Plato stated that:
*Rhetoric is the fine art of persuading others either through the spoken or the written word for the betterment of mankind.*

Study Units and Rhetorical Modes for Composition II

Unit #1 Friendship - Rhetorical Mode of Exposition: Essay #1
Unit #2 Modern poetry, metaphor simile, and allegory – Examples and Definition: Essay #2
Unit #3 Unit on Plagiarism - Description, Definition; and Cause and Effect: Essay #3
Unit #4 Unit on source validity – Explanation, and Comparison and Contrast: Essay #4
Unit #5 Research paper - Argument and Persuasion: Term paper #5 & #6
Unit #6 Greek play - Analysis and use of Literary Devices: Essay #7
Unit #7 Unit on the novel: Questions and Final Examination on the reading.

FALL SCHEDULE FOR 2014

SESSION: Full Term (1)
First Class Day: August 20
Last class day: December 5
Last day to drop with a W: October 29

August 11-15 (Tues-Fri) Professional Development for faculty and staff.
August 18 (Mon) – Schedule changes. New student orientation.
August 19 (Tues) – Open registration.
August 20 (Wed) – First day of classes for sessions 1. Admission application deadline.
August 22 (Fri) – Last day to register or add classes for sessions 1.

September 1 (Mon) Labor Day Holiday. We honor our laborers! Offices and classes closed.
September 6 (Sat) – Parent/Family Appreciation Day.

October 3 (Fri) – Deadline to apply for May graduation.
October 11 (Sat) – Homecoming
October 29 (Wed) – Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be “W.”

November 3 (Mon) - Preregistration for Spring 2015 begins.
November 14 (Fri) - Preregistration for Spring 2015 ends.
November 26 (Wed) Classes closed.
November 27-28 (T/F) Thanksgiving Holiday. Offices and classes closed.

December 5 (Fri) - Last day of classes.
December 8-12 (M-F) - Final exam period.
December 17 (Wed) - Fall conferral of degrees.
DO'S AND DON'T'S

The following are lists of Do’s and Don’ts. I know most of you know the rules already and know that playing by the rules make things possible. Can you imagine football or tennis without rules? These reminders should help you to be successful and to keep you on track! Good rules make life easier. Nature shows mankind the way. Positive rules show the way and guide you making it easiest way to succeed.

Do’s

Submit all assignments on time;
Submit all assignments as Attachments;
Contact the UAM Technical Support if you do not know how to make an attachment;
Submit Rich Text Format (.rft) files ONLY;
Double-space all documents and remember to take out extra space between paragraphs;
Use only Times New Roman font style and 10 or 12 pt. size for all work;
Read everything the instructor mails out to you;
Read all Announcements and Attachments; and
Send all e-mails with plenty of turn-around time. Answers will be sent to you on your days of the week. Do not expect answers on days I am teaching other courses. Keep in mind the professor does not check e-mail after 11:30 on Thursdays. If you have a question which you want answered before the weekend, then send e-mails during the week and before Thursday, not 20 minutes before cut-off time. Otherwise you will be answered Tuesday as is stated above. I teach several sections and have many, many students.

Don’ts

Do not assume corrections marked on your papers are only suggestions. When your professor makes a suggestion of how you may correct mistakes, ill-usage, and errors it is only perhaps one way of making a correction, but the mistake, the error must be corrected. Students who do not improve make their grade go down. Professor spends hours marking papers. It usually takes less than a minute to know the quality of a paper; it can take up to an hour to mark a paper. Professors want to help students improve and succeed.

Do not ask for an “A” if you have earned a “C” or “D” grade;
Do not blame computer problems, misdirected e-mail, sick pets, or children for late work.

A reason for doing or not doing something is not an excuse.
DO NOT ask to submit work at the end of the semester that should have been completed during the semester. One learns by degrees, step by step during the semester. That is why we call it a degree! That is the way we build up skills! “Build up smarts!” Not possible all at once! I will not accept a stack of papers all at once. Not going to happen! Those who wait until the last minute are perhaps not ready for reality and the strong self-discipline it takes to be a good student;

Do be aware that all papers assigned before the mid-term must be submitted before mid-term. A grade of “F” will ensue if papers are not submitted in a timely fashion. Papers due before the mid-term will not be accepted after mid-term!

DO NOT think you are the exception to these rules; and

Do not pester the instructor for your grade. Your essays will be returned when the professor has finished grading; Responses are not returned!
Syllabus, fall 2014
English Composition II

August

Wk 1 Welcome! How to follow the syllabus for assignments and timeline: The date to the left of this page is the due date for assignments, so finish the reading or writing assignments and submit before that date.

20th

Wk 2 Due: The Statement and Word of Honor for Composition II. Send Via e-mail the Statement of Oath – see Announcements on BlackBoard for Statement and promise and instructions.

Read: Nicomachean Ethics,” by Aristotle, Book VII on “Friendship.” Read about friendship as Aristotle defines friendship. [pronounced as in Niki (the shoes we named after Niki, the Greek goddess of swiftness) – Nico my key can]. To find the essay: http://classics.mit.edu/Aristotle/NicomacheanEthics.html You may also find it by just typing in Aristotle or “Nicomachean Ethics.”

September

Wk 3 Monday Holiday! Labor Day! We honor our laborers! Classes and Campus closed.

1st

2nd Continue study: “Nicomachean Ethics,” Book VIII, on “Friendship.” What does Aristotle say about friendship?

Due: Essay # 1 - Friendship. Read instructions before writing paper.


Wk 4

8th Read: Paul Laurence Dunbar’s “Sympathy,” known as, “I Know Why the Caged Bird Sings,”


Read: “Ode to a Grecian Urn,” by John Keats.

Due: via e-mail - a picture of a Grecian Urn. See BlackBoard for instructions.

Wk 5

15th Due: Essay #2 – Poetry. Read instructions before writing paper.

Read: Antigone, by Sophocles.

Wk 6

22nd Continue: Antigone -- Character study and Analysis of play.

Wk 7

29th Due: Essay #3 - Antigone. Read instructions before writing paper.

Study Library Seminar: click on the PowerPoint presentation forwarded by Mary Heady, UAM Librarian. Scroll down to see how to move around our Library Systems.

Conduct searches via UAM Library Systems and find newspaper articles on Boston University’s Dean of Communications. Find two articles.

Read: articles from newspapers on BU’s Dean.

October

Wk 8


Wk 9

13th Due: Essay #4 – Boston University’s Dean of Communications. Read instructions first.

Begin serious research. You have this week to find sources for your paper.

You must have a minimum of 7 sources for your paper.

Choose a topic for your research paper: A category will be assigned and you will choose the area upon which you want to focus. Our topic may be one on which no books have yet been written.

You must stay on top of these assignments. If you get behind you should drop the course.
Wk 10  **Due:** Essay # 5 – “Know It All.” Explain the difference between authentic and invalid research tools.

20th  Read instructions before writing your essay.

**Due: List of books and essays** you will use for your research paper

Wk 11  **Read:** Chapters in *Handbook* on Research paper. See instructions in BlackBoard.

27th  **Due:** Outline of your paper.

**Due:** Bibliography typed properly.

**November**

Wk 12  **Due:** Essay #6 - Draft of Research Paper. Include page of Works Cited. Include sources.

3rd  **Read:** Book One, Chapters I-IV, pages 1-48.

**Read:** Book One, Chapters V-VII, pages 49-104.

Wk 13  **Due:** Essay #7 - Final Research paper.

10th  **Read:** Book Two, Chapters I-VII, pages 105-167.

**Read:** Book Two, Chapters VIII-X, pages 167-224.

Wk 14  **Read:** Book Three, Chapters I-V, pages 225-287.

17th  **Read:** Book Three, Chapter VI, pages 287-312.

**Read:** Afterword, pages 312-32.

Wk 15  Conduct a search and find: “The Constitution of the United States,” and “The Bill of Rights.”

24th  The Bill of Rights consists of the first 10 amendments which are one and the same as the Civil Rights. These are the rights which were fought for by Dr. King and others in the Civil Rights movement of the 1960’s. Read: the two documents. How does our Constitution contrast with the rules in *1984*? Think about this for final.

**December**

Wk 16  **Read:** Jacob Bronowski’s, “The Reach of the Imagination.”

1st  **Week of Final Examinations!**

8th  **Final to be announced**.