



Syllabus English 2332 World Lit I

Spring 2013

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COURSE DESCRIPTION (e-catalog):

Selected significant works of world literature, representing a variety of cultures, beginning with ancient writings and ending with the Renaissance. May include study of movements, schools, and/or periods. This is a writing intensive course that requires a written research project.

PREREQUISITES, CO-REQUISITES and OTHER REQUIREMENTS:

ENGL 1301 or its equivalent with a "C" or better and ENGL 1302 or its equivalent with a "C" or better.

Writing Basic Skills Prerequisite: ENGL 0301

Reading Basic Skills Prerequisite: READ 0303

TEXTBOOKS (including ISBN#) and REQUIRED MATERIALS/RECOMMENDED READING:

The Norton Anthology of World Literature: Beginnings to 1650 (Package 1). 3rd Edition.
Campbell, Joseph. The Hero with a Thousand Faces. Princeton UP.

1st or 2nd edition is OK.

A Notebook devoted just to this class.

COURSE CONTENT:

The Work of the Course

Reading Quizzes/ Homework/ Daily Work: (25%)

Reading is essential for this course. Count on regular and frequent response to readings (even quizzes). Consistent and diligent performance of the homework and reading will yield high returns in this area. Daily work will also involve participation in an online class discussion board where we can communicate out-of-class.

Tests (mid-term and final exam) (30%--15% each)

These will both be comprehensive and involve writing an in-class essay,

Essays: (30%--15% each)

We will have two documented essays each of from 3-5 pages (750-1250 words).

Project: (15%)

We will have one individual project in which you will create and turn in a packet of responses and other activities on your assigned pieces of literature and give an oral presentation. It will involve both "personal" reader-response activities as well as some research and the writing of a short critical essay.

STUDENT LEARNING OUTCOMES / PERFORMANCE OBJECTIVES:

* Learning Outcome 1: The student will be able to apply the principles of writing as a process, which includes pre-writing, drafting, revising, and editing to produce the required writing projects.

Performance Objective and Measurement: The student will write a minimum of three writing projects, including the final exam, that show an understanding of writing as a process based on the course content. The cumulative total for the writing projects should be at least 2,000 words. The writing projects will constitute at least 60 percent of the course grade, and minimum competency requirements for the course will be a grade average of 70 or better.

* Learning Outcome 2: The student will read and understand course materials, including works that address civic responsibility and global awareness, and apply basic principles of critical thinking, such as the analysis and synthesis of ideas from literary and non-fiction sources.

Performance Objective and Measurement: The student will demonstrate understanding through examinations, writing projects, and class assignments. Each instructor will determine percentages of each assignment beyond the writing project minimum requirements.

* Learning Outcome 3: The student will use a variety of rhetorical strategies to produce writing projects that have precise controlling ideas, clear thesis statements, relevant supporting details, logical organization with transitions, and effective introductory and concluding paragraphs.

Performance Objective and Measurement: The student will demonstrate his or her competency through writing projects and exams, including the final exam, with a grade average of 70 or better. The in-class final exam will include a writing project written or defended during the scheduled final exam period. The final will account for at least 10 percent of the semester grade.

* Learning Outcome 4: The student will achieve competency in edited, Standard American English as expected in the local and national communities.

Performance Objective and Measurement: The student will demonstrate competency through writing projects and exams, including the final exam, with a grade average of 70 or

better. The in-class final exam will include a writing project written or defended during the scheduled final exam period. The final will account for at least 10 percent of the semester grade.

* Learning Outcome 5: The student will be able to incorporate research materials into writing projects based on course content, using an accepted format for documentation.

Performance Objective and Measurement: The student will produce at least one writing project that incorporates source materials and demonstrate a mastery of an accepted documentation method. A grade of 70 or better will demonstrate competency.

METHODS OF MEASUREMENT (grade requirements):

1. College Requirements

While other examinations are given at the discretion of the instructor, a written comprehensive final examination, not to exceed two and one-half hours in length, shall be given at the end of each semester for each course at the regularly scheduled time. Any exceptions to these requirements must be approved by the appropriate dean. Other examinations are given at the discretion of the instructor. Students who must be absent from a final examination must petition their instructor for permission to postpone the examination. Students absent without permission from a final examination are graded "F." Postponed examinations result in a grade of "I." The final examination must be taken within 120 calendar days from the end of the semester or the grade automatically becomes an "F." See the Final Exam Schedule in the current SAC Class Schedule for final exam dates and times (which differ from normal class meeting dates and times). (San Antonio College Student Handbook, 2009-2010, pg. 7).

2. Department Requirements

a. The course grade will be based primarily on writing projects totaling at least 2,000 words of finished product. One or more of the projects must be documented. The writing projects may include an in-class essay exam that is to be written during the scheduled final exam period. The final exam grade will account for at least 10 percent of the semester grade.

b. Grades on writing projects and final exam will make up 60 percent or more of the final grade.

3. Instructor Requirements: Explained in each instructor's course syllabus.

For the Additional Instructor Requirements and the General Description of the Subject Matter of each Lecture or Discussion, please consult the individual instructor syllabus.

STUDENT RESPONSIBILITIES:

Effective Spring Term 2010, student absences will be recorded from the first day the class meets. Regular and punctual attendance in all classes and laboratories, day and evening, is required. Students who are absent for any reason should always consult with their instructors. Course syllabi must provide specific information regarding attendance, including, for courses involving the internet, online activity that constitutes "attendance." Also, both tardiness and early departure from class may be considered forms of absenteeism. In all cases, students will be held responsible for completion of course requirements covered in their absence. Additionally, it is the student's responsibility to drop a course for nonattendance. Course instructors establish policy with regard to attendance in their respective syllabi and may drop a student for excessive absences. Absences are considered excessive when more than 12.5 percent of the total contact hours of instruction in a semester, including lecture and lab, are missed. For example, in a three-credit-hour lecture class, students may be dropped after more than six contact hours of absences. In a four-credit-hour lecture/lab class, students may be dropped after more than eight contact hours of absences. Absences are counted regardless of whether they occur consecutively. In special programs with additional accreditation or certification standards, additional attendance requirements may be enforced but faculty must clearly explain these policies in their syllabi. Students who stop attending class for any reason should contact the instructor and the college registrar to officially withdraw from the class. Students may be required to consult with an advisor or designee before dropping. Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a completed Withdrawal Form to the Admissions and Records Office.

B. Student Responsibility for Success (Alamo Colleges Policy F.6.2):

As members of the Alamo Colleges learning community, students, faculty, staff and administrators all share the responsibility to create an atmosphere where knowledge, integrity, truth, and academic honesty are valued and expected. A clear acknowledgment of the mutual obligations of all members of the academic community emphasizes this implicit partnership in fostering the conditions necessary for student success.

In this relationship, the Alamo Colleges provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. Academic success is directly tied to the effort students put into their studies, the degree to which they interact with faculty and peers, and the extent to which students integrate into the campus life.

I. Engagement

1. Create connections and build relationships with faculty, staff and students (visit during office hours, join clubs and organizations, participate in student activities, etc.);

2. Stay informed of policies, procedures, deadlines and events for academic and co-curricular activities;
3. Complete all requirements for admission, registration, and payment by deadlines;
4. Apply for financial assistance, if needed, complying with all federal, state and local regulations and procedures;
5. Meet all federal, state and local health care regulations.

II. Communication

1. Seek guidance from faculty, advisors or counselors for questions and concerns in regards to degree plans, major selection, academic status, grades, and issues impacting college success;
2. Develop a peer support system to identify student contacts for questions, group assignments, etc. regarding academic and co-curricular activities;
3. Communicate with College personnel promptly regarding academic or co-curricular concerns and assistance requests;
4. Carefully consider the information provided by College personnel and make decisions using that information;
5. Check the Alamo Colleges' Web Services regularly for emails, holds, student records, financial aid status and announcements;
6. Submit disability documentation if seeking services and request academic accommodations in advance of each semester.

III. Academic Success

1. Complete courses with passing grades and maintain in good academic standing (2.0 GPA) status;
2. Read and follow all syllabi;
3. Purchase textbooks and required supplies in a timely manner;
4. Attend classes regularly and on time, with as few absences, late arrivals, and early exits as possible;
5. Arrive to class with all needed materials and completed assignments for that class period;
6. Be attentive in class and actively participate as appropriate;
7. Devote sufficient time for studying;
8. Ensure integrity in all aspects of academic and career development;
9. Accurately represent one's own work and that of others used in creating academic assignments. Use information ethically and exercise appropriate caution to avoid plagiarism on all assignments;
10. Notify faculty in advance or as soon as possible about absences and provide documentation as appropriate;
11. Consult faculty members in advance when unable to complete projects, assignments, or take examinations as scheduled.

IV. Self-Responsibility and Responsibility to Others

1. Maintain accurate and complete degree/certificate major selection and contact information including name, address, phone number and emergency contact;
2. Balance personal obligations and educational pursuits. Work with a counselor / advisor to design a realistic schedule that dedicates adequate effort to be successful in college studies;

3. Know and follow the regulations and guidelines outlined in the Student Code of Conduct and Student Handbook;
4. Maintain respectful and appropriate behavior within and outside the classroom;
5. Ask for help when needed. Use all available resources and facilities provided by the College to enhance the learning experience;
6. Attend scheduled advising sessions, tutorials, and other appointments. Cancel or reschedule only with good reasons as early as possible;
7. Arrive prepared for tutorial sessions, bringing all needed materials (books, syllabi, rough drafts, calculators, assignment sheets, etc.).

COLLEGE REQUIREMENTS:

A comprehensive final evaluation, not to exceed three hours in length, shall be given at the end of each course at the official scheduled final exam time. Any exceptions to this requirement must be approved by the appropriate Dean. Other evaluations are given at the discretion of the instructor.

A student who must be absent from a final evaluation should petition that instructor for permission to postpone the evaluation. A student absent without permission from a final evaluation is graded "0" on the exam.

ADDITIONAL INSTRUCTOR REQUIREMENTS/POLICIES:

Attendance: According to college policy, missing two weeks of class (4 TR meetings) will result in your being dropped from this class. Three tardies (a tardy means arriving more than ten minutes late or leaving more than ten minutes early) equals one absence. Missing more than half the class is considered an absence. **If absent, you are responsible for the material covered and for any assignments.** I encourage you to keep me informed about matters that may affect class attendance and/or class performance.

Late Work: Late work will receive no credit (unless otherwise stated). If you are late for a quiz or miss class when a quiz is given, you get a zero for the quiz. Essays are due at the beginning of class.

Late Drafts of Out-of-Class Essays will result in the loss of ten points off the grade of that essay. The essay must be typed to be considered on time. Late essays are due within one week or the grade is a zero.

Tests: You must be in class the days of the tests. If you know you will be absent, you must arrange an alternate time, otherwise you will receive a zero.

Quizzes: Quizzes generally are given at the beginning of the class for a limited time period (for example, for the first ten minutes of class). Individuals coming late will not get extra time and there are no make-up quizzes even if absent. Those who miss a quiz get a zero.

Minimum essay requirements: Not meeting the minimum requirements for length and sources will result in an essay with a grade of no higher than a 70.

Plagiarism/ CHEATING: This is a serious offense and will result in severe consequences. You need to do your own work and always clearly acknowledge any time you use someone else's material in your essay. Consequences for plagiarism will follow the policies as outlined in your student handbook. Essays with deliberate plagiarism will receive an F;

those with unwitting plagiarism will receive a D. All essays will undergo an originality checker through Turnitin.com.

Electronic Etiquette

It is expected that you will interact with your peers in a respectful manner in all settings, including electronic ones. The general guideline is that anything that might be considered inappropriate in face-to-face interactions is just as inappropriate online. In addition, you are expected to follow the rules of use for the computer classrooms. Difficulties with electronic etiquette could get you excluded from these activities and even dropped from the class.

COLLEGE POLICIES:

A. San Antonio College is a smoke free campus.

B. Alamo Colleges DPS Emergency Phone Numbers:

Emergency Phone (210) 222-0911

General Phone (210) 485-0099

Weather Phone (210) 485-0189 (For information on college closures)

C. A Rapid Response Team exists for the purpose of responding to emergencies. If you have a disability that will require assistance in the event of a building evacuation, notify San Antonio College disABILITY Support Services, Chance Academic Center 124C, (210) 486-0020.

D. Students are required to silence all electronic devices (e.g., pagers, cellular phones, etc.) when in classrooms, laboratories and the library.

E. Students must abide by the policies, procedures and rules set forth in the “Student Code of Conduct” and all other policies set forth in the San Antonio [E-Catalog](#).

Disability Access Statement – In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the responsibility of the student to self-identify with the campus Disability Services office. Only those students with appropriate documentation will receive a letter of accommodation from the Disability Services office. Instructors are required to follow only those accommodation and/or services outlined in the letter of accommodation. For further information, please contact the San Antonio College disABILITY Support Services office at (210) 486-0020 or visit the office located in the Chance Academic Center building, Rm. 124C. If you have specific needs, please discuss them privately with your instructor.

GENERAL DESCRIPTION OF THE SUBJECT MATTER OF EACH LECTURE OR DISCUSSION:

Instructor Vitae Information

Curriculum Vitae (Short Version)

--[See Full Version](#)

Education:

University of the South Sewanee, TN. B.A. English 1984.

University of Texas at Austin M.A. English 1988. Emphasis: Creative Writing. Thesis: A Map

of the Homeland

Texas Tech University PhD Technical Communication and Rhetoric 2010.

Teaching Experience

San Antonio College 1994- Assistant Professor. Tenure awarded 2001.

Selected Publications "What is Academic Writing?" Writing Spaces: Readings on Writing. Vol 1. West Lafayette: Parlor Press, 2010. 3-17. <http://writingspaces.org/> | "The Activist WPA in Action: A Profile of the First-Year Writing Program at Eastern Michigan University." Composition Forum 20, Summer 2009.

Recent Professional Papers and Presentations

"Designing Writing Assignments to Promote Critical Thinking in All Disciplines." The College & Career Keystone Conference. ESC 20. 22 June 2012

"Rethinking Reflection: A Grounded Theory of Rhetorical Reflection in Freshman Composition. CCCC 2012. St. Louis, MO.

"Exploratory Writing: Helping to Avoid the Writicide Trap." 6th Annual San Antonio Writing Project Teacher Conference." 4 Feb. 2012. UTSA-Downtown. San Antonio, TX.

"Turning Back, Turning Forward: Reflection in the Writing Classroom." San Antonio Writing Project 2011-2012 Super Saturday Series. Keynote Presentation. 5 Nov. 2011. UTSA-Downtown. San Antonio, TX.

"Implications of King and Kitchener's Reflective Judgment Model for Writing Instruction." Panel presentation CCCC 2011, Atlanta. "Celebrating Writing for Learning in All Subjects: How to Integrate More Writing into Your Classroom." The Success Trifecta. Region 20, San Antonio, TX. October 2009. "Researching Rhetorical Reflection." Panel on Reflection with Kathleen Blake Yancey as respondent. CCCC. March 2009, San Francisco. "Generating a Grounded Theory of Rhetorical Reflection." CCCC Research Network Forum. March 2009, San Francisco.

Professional Associations National Council of Teachers of English Two-Year College English Association National Writing Project Council of Writing Program Administrators Other Affiliations and Positions Co-Director and Tech-Liaison, San Antonio Writing Project President, enCore Consortium Inc.

Committee Leadership Positions and Activities Chair, San Antonio College Writing Center Advisory Committee. Chair, Computer User's Committee, Department of English: 1995-2008 Chair, Program Review Committee, Department of English: 2004-2008