

ENGCOMP 0006: Comp. II
Fall Term, Spring 2018
Classroom: BH252

Professor: Dr. Stoneham
Office: Biddle Hall 234
E-mail: stoneham@pitt.edu
Phone: x7137

1. Texts and References:

Willa Cather, *My Antonia* (1918)
Ernest Hemingway, *In Our Time* (1925)
Jack Kerouac, *On the Road* (1957)
John Irving, *A Prayer for Owen Meany* (1989)
Tim O'Brien, *The Things They Carried* (1990)
Chuck Palahniuk, *Fight Club* (1996)

2. Course Concept: English Composition II is first and foremost an advanced composition course. The goal of this course is to ensure that your writing is of the quality expected of a college graduate. For many of you, it may be the last opportunity in your life to focus exclusively on improving your writing skills. To that end, this semester you will read and write about texts that explore the voices of rebels calling from America's fringes. We'll organize our encounters with these voices in a diachronic way, in part, to determine if we can identify the evolution of the characteristics that have distinguished American rebel voices, and, in part, to realize the degree to which the distinctions are moot. Our study will begin with Chuck Palahniuk's poignant rejection of modern consumer culture and end with Cather's portrayal of the harsh reality of immigrant life the American mid-West. We'll read the most contemporary of the narratives first and the most distant last—a technique that will allow us to think about the figure of the rebel and the manner in which he or she voices his protest with a bit more clarity in contemporary times; the first narrative we'll read was published in 1996; it considers reservation life and its impact on those who bridge native and non-native worlds. The last work that we'll read was published in 1918 and it addresses a social reality that is still taking place for modern American immigrants. During our consideration of these texts over the course of the semester, we will repeatedly confront what I term the essential American--a rebel who rejects the inertia of society and independently struggles to carve a new life on the fringes of the corrupted main stream. The significant canonical authors that we'll read will offer us great opportunities to understand our unique psychological need for independence, and our uniquely defiant--though somewhat troubling--need for rebellion.

To succeed in this course, you must read attentively, engage thoughtfully, write clearly, and prepare intelligently. You must also devote yourself to excellence in both preparation and execution of your class assignments. They include daily response papers, an intriguing twenty minute presentation of your own perspective on one aspect of a text that we are studying, and two thoughtful essays.

3. Graded Course Requirements and Point Values:

300	Argumentative Essay (1 at 100; 1 at 200)
500	Research paper
300	Comparison and Contrast Essay
100	Instructor grade (class participation, etc.)
200	Term-End Examination
<hr/>	
1400	Total Points

Instructor Grade (100 pts.): A successful class requires on the part of all participants thorough preparation, consistent engagement, and intelligent contribution to discussion. The principle of academic freedom animates the classroom, where a premium is put on a free and open scholarly debate. I may periodically ask class members to launch a discussion or to present the assigned reading. This course is about taking risks, not playing it safe. Contributions to discussion should reflect that emphasis.

Argumentative Essays (2 x 150 pts): Craft an essay that interrogates one of the concepts available in the latter narratives that we have read and present an interesting perspective about it in an argumentative essay; you must integrate several types of evidence from reputable sources to succeed in this requirement (1000 and 1250 words or 4 and 5 pages respectively).

Comparison and Contrast Essay (300 points): Craft an essay that employs comparison and contrast to artfully argue a perspective; you must integrate several types of evidence from reputable sources to succeed in this requirement (1500 words or 6 pages).

Research Essay (500 pts.): The research essay argues a perspective employing evidence gained from scholarly sources and experts to compel a reader to thoughtfully consider the idea that you propose as worthy of his or her time. It explores an idea about a concept or conundrum present in the literature that we have read in class. In this essay, you will explore the way in which your encounter with an idea addressed in a course text has impacted your world perspective. There are many examples of the form; we will consider one or two models during the term and talk further about its nature during the semester (2000-2500 words or 8 to 10 pages).

Term-End Examination (200 pts.): This will be a closed-book test in which you demonstrate careful reading and comprehension of course material several essays that require synthesis of course themes and concepts.

4. Standards: Successful essays demonstrate skillful employment of:

Substance - a perceptive, thoughtful exploration of an interesting topic that demonstrates factual accuracy, appropriate evidence, and original analysis;

Organization - a clear sense of beginning, middle, and end with logical transitions between ideas and an easily identifiable thesis;

Style - tone, diction, vocabulary, and syntax that complement the essay's intended effect, and are appropriate for both the subject and the audience;

Correctness – skillful employment of the conventions of standard written English, with special attention to the avoidance of faulty agreement, fragments, ineffective passive voice, incorrect pronouns, improper punctuation, and misspellings.

5. Evaluation of Student Writing: Successful writing persuades through the controlled expression of meaningful ideas. I will evaluate your writing based on its overall effectiveness and skillful employment

of substance, organization of ideas, correctness in execution, and stylistic expression of ideas. Adequate performance will earn a C. Work earning a B gives a positive impression of command of an idea and impresses the reader as meritorious. Essays receiving an A are superior and demonstrate excellence in all standards. A D essay is inadequate and impresses the reader in minimal ways; however, it does not fail to demonstrate a degree of thought appropriate to the assignment and/or facility with language. An F essay fails to address the essay requirement or convey an idea in a coherent way.

A+	98-100	4.0	C+	77-79	2.25			
A	93-97	4.0	C	73-76	2.0			
A-	90-92	3.75	C-	70-72	1.75			
B+	87-89	3.25	D+	67-69	1.25			
B	83-86	3.0	D	65-66	1.0			
B-	80-82	2.75	D-	63-64	.75	F	< 63	0.0

You will submit your written work at the commencement of the appropriate lesson. I will reduce by one full letter grade late submissions if they are one minute to twenty four hours late and two full letter grades if they are between twenty-four hours and forty-eight hours late. Submissions more than forty-eight hours late will receive failing grades, but you must nevertheless complete the requirement.

6. Essay Format: Format your essays as follows: cover sheet formatted in accordance with MLA standards. They ought to be typed in 12-point Times New Roman font; 1” margin top, bottom, left, and right, with a ½ inch left gutter; last name and page number in the top right header; you will include a Notes page, if required, to cite collaboration or assistance; Works Cited page IAW MLA style.

7. Documentation: We will use the *Modern Language Association* (MLA) in-text parenthetical reference method. Refer to *Rules for Writers*, pp. 457-523 chapter 47, “Writing Papers in MLA Style”, for examples. To cite assistance given by others, students will use superscript notes and a Notes page inserted before the Works Cited page.

8. Writing Portfolios: You will collect all graded work in a writing portfolio with the most recent papers placed on top for turn-in at the end of the semester.

10. Schedule of Lessons:

English Composition 2: Rebelling in America			
LSN	DATE	SUBJECT	ASSIGNMENT
1	8 JAN	Course Introduction	Print, read, and consider the course syllabus No Class Meeting
2	10 JAN	<i>Fight Club</i>	Chapters 1-5
3	12 JAN	<i>Fight Club</i>	Chapters 6-10
MLK Weekend (13-15 JAN 18)			
4	17 JAN	<i>Fight Club</i>	Chapters 11-15

5	19 JAN	<i>Fight Club</i>	Chapters 16-21
6	22 JAN	<i>Fight Club</i>	Chapters 22-Afterward
7	24 JAN	Writing Workshop	Essay 1-Due
8	26 JAN	<i>The Things They Carried</i>	3-25 Reading Day: <i>No class meeting;</i>
9	29 JAN	<i>The Things They Carried</i>	26-68 Reading Day: <i>No class meeting;</i>
10	31 JAN	<i>The Things They Carried</i>	71-97
11	2 FEB	<i>The Things They Carried</i>	101-144
12	5 FEB	<i>The Things They Carried</i>	157-173;185-204
13	7 FEB	<i>A Prayer for Owen Meany</i>	3-62
14	9 FEB	<i>A Prayer for Owen Meany</i>	62-107
15	12 FEB	<i>A Prayer for Owen Meany</i>	107-155
16	14 FEB	<i>A Prayer for Owen Meany</i>	155-205
17	16 FEB	Writing Workshop	Essay 2-Due
18	19 FEB	<i>A Prayer for Owen Meany</i>	205-259
19	26 FEB	<i>A Prayer for Owen Meany</i>	260-325
20	28 FEB	<i>A Prayer for Owen Meany</i>	325-391
21	2 MAR	<i>A Prayer for Owen Meany</i>	391-454
SPRING BREAK (3-11 MAR 17)			
22	12 MAR	<i>A Prayer for Owen Meany</i>	454-518
23	14 FEB	<i>A Prayer for Owen Meany</i>	518-578
24	16 MAR	<i>A Prayer for Owen Meany</i>	579-627
25	19 MAR	Writing Workshop	Essay 3 Due
26	21 MAR	<i>On the Road</i>	1-53
27	23 MAR	<i>On the Road</i>	54-99
28	26 MAR	<i>On the Road</i>	100-167
29	28 MAR	<i>On the Road</i>	168-225

30	30 MAR	<i>On the Road</i>	225-293
31	2 APR	Writing Workshop	
32	4 APR	<i>In Our Time</i>	11-35
33	6 APR	<i>In Our Time</i>	36-77 Reading Day; No class meeting
34	9 APR	<i>In Our Time</i>	113-156
35	11 APR	<i>My Antonia</i>	Introduction-Book I
36	13 APR	<i>My Antonia</i>	Book II
37	16 APR	<i>My Antonia</i>	Book III
38	18 APR	<i>My Antonia</i>	Book IV
39	20 APR	<i>My Antonia</i>	Book V Research paper due
	23 APR	Final Exam	In class exam