Brookhaven College
Summer Two- 2012
Course Syllabus: English 2333 Section 2420/9002/9003
World Literature
“Art, Zen, Travel, Technology and the Human Struggle”
ONLINE

Instructor: Hurshel Burton, Ph.D.
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Office Hours: By Walk-in or Appointment- [see schedule]

Required Readings: Students will also be handed a list of readings for this course available on the Internet.
Suggested Texts & Resources: MLA Handbook [any edition], American Heritage or Webster’s Dictionary, Purdue Online Writing Lab [OWL]

Course Description: Prerequisite: English 1301 & English 1302. This course “Art, Zen Technology and the Human Struggle” will focus on the past, present and future influence of technology on our global society. Using critical thinking skills, students will explore archetypes, heroes and “antiheroes” through literature, film, art and music as they seek to rediscover and “re-humanize” their existence. Projects focus on content and aesthetics and students will work individually and collectively to further enhance their written, oral and visual communication skills. The course focuses on student writing and research. It emphasizes reading and analytical thinking and research skills. Students will write for a variety of audiences and purposes. The course focuses on understanding and developing critical thinking, reading, writing and research skills. Students will write essays, give presentations and work collaboratively on a number of group projects.

Course Goals: During this semester, you should expect to improve your Multiple Intelligence skills, writing, reading, research and computer skills and improve your attitude and approach toward communication skills. You should also expect to gain a broader understanding of the interconnections of literary text, films, music and art-forms in our modern technological- multicultural world and how they relate to your existence.

Class Requirements: This class requires your Active & Collaborative involvement in discussions, in-class/out of class writing assignments, workshops, presentations and grading conferences. To assure an outstanding grade you should complete all assignments, attend class and participate in discussions.

Sophomore Literature Student Learning Outcomes
Upon successful completion of Sophomore Literature students will be able to

- Analyze works in the arts and humanities as expressions of cultural values within their historical context.
- Show relationships between these works and universal cultural values.
- Respond critically to these works.
- Compose an informed personal response/evaluation of these works.
Evaluation: Your grade will be the average of the following:

100-90-A  89-80-B  79-70-C  69-60-D  59-0-F

Response/Annotation Writing 20%
Visual Poetry Project 20%
Group Project 20%
Final Project 20%
Class Participation, Discussions and Class Assignments 20% = 100% !!

Online Participation/Attendance: Mandatory.
*Note: As this is an online college course regular daily attendance is mandatory.
* No Late Work Excepted
If you schedule a conference/appointment with me be sure to arrive to the appointment. If you are unable to make your appointment please contact me by phone or email.
*Extra Credit up to 5 points available to final grade - Extra credit work available upon request.
*Please refer to the attached hand out for information on plagiarism, and grading procedures.

Course Materials: Films, Documentaries and Literature are used in this class as a reference point for discussion and your essays - not for shock value and entertainment. Some images or issues may be offensive to individuals. If you are unable to view these materials other options are available. Please see me for alternatives.

General Statement: The Professor has the right to add, delete, or revise segments of this course or syllabus.

Brookhaven College Grading Standards for English Essays

Student essays are evaluated and graded based on the criteria shown below. The grade reflects elements that are included or are missing from the essay. The omission of all or only a few of the requirements noted within each grade range will affect the overall grade. Comments and correction marks are attached to encourage students as well as help them improve their approach to organization, research, writing, and formatting of their submissions.

The A Paper
Thesis: The essay exhibits originality of thought in stating a stimulating and insightful central idea that is ideally suited to the essay's specific audience and purpose.
Organization: All ideas in the paper flow logically. Paragraphs are unified and effective in support of the paper’s purpose. The writer uses effective and appropriate transitions between ideas and paragraphs.
Development: Ideas demonstrate critical thinking with clarity, accuracy and depth. Ideas are supported using actual and/or hypothetical examples, statistics, expert opinion, evidence, and/or reasons.
Style & Mechanics: The essay exhibits excellent academic tone and diction: it includes no repetition, offers varied sentence structure, is stylistically original, and chooses effective words and phrases. The essay has no comma splices or run-on sentences or other errors in punctuation, spelling, grammar, and mechanics.
Research and Documentation: If the essay uses outside sources, the sources are integrated smoothly. The writer engages with the works of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.
Format: The essay follows MLA guidelines.

The B Paper
Thesis: The essay exhibits a central idea that is well-suited to the essay’s specific audience and purpose.

Organization: Most ideas in the paper flow logically. Most paragraphs are unified and effective in support of the paper’s purpose. The writer frequently uses effective and appropriate transitions between ideas and paragraphs.

Development: Ideas demonstrate critical thinking with clarity and accuracy but with little variety of supporting evidence and/or less depth than the A paper. Each major idea is supported.

Style & Mechanics: The essay exhibits good academic tone and diction. Although the essay may have minor repetitions and lack some originality, it has variety in sentence structure, is stylistically competent, and exhibits generally effective word and phrase choices. The essay has minimal errors in punctuation, spelling, grammar, and mechanics; these minimal errors do not obstruct meaning.

Research and Documentation: If the essay uses outside sources, the sources are attributed and integrated into the writer’s own work. The writer engages with the works of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.

Format: The essay follows MLA guidelines.

The C Paper

Thesis: The essay exhibits a central idea that may lack depth or state the obvious and/or may need more narrowing or expanding for the essay’s specific audience and purpose.

Organization: Some ideas in the paper flow logically. Some paragraphs are unified and effective in support of the paper’s purpose. The writer occasionally uses effective and appropriate transitions between ideas and paragraphs.

Development: Each major idea has some support, but individual concepts may have little in-depth support and may (in a research essay) rely more on source material than on the writer’s original ideas.

Style & Mechanics: The essay exhibits acceptable academic tone and diction but may be frequently repetitious or lack variety in sentence structure. The essay may have multiple errors in usage, word choice, punctuation, spelling, grammar and/or mechanics; however, the errors do not obstruct meaning.

Research and Documentation: If the essay uses outside sources, the sources are attributed and for the most part integrated into the writer’s own work. The writer somewhat engages the works of others. In-text citations lead clearly to a correct Works Cited page.

Format: The essay follows MLA guidelines.

The D Paper

Thesis: The essay states a central idea that is misaligned with the essay’s actual ideas.

Organization: Many ideas in the paper do not flow logically. Many paragraphs are not unified. The writer occasionally uses ineffective and inappropriate transitions between ideas and paragraphs.

Development: Quantity of support for ideas is small to non-existent. In a research essay, sources are overused, but little supporting evidence expresses the writer’s own ideas.

Style & Mechanics: The essay exhibits a lack of academic tone and diction, is frequently repetitious, and/or has little to no variety in sentence structure. The essay has numerous errors in word choice, spelling, punctuation, grammar, and/or mechanics; these errors obstruct meaning.

Research and Documentation: If the essay uses outside sources, the sources are poorly integrated and/or do not support the essay significantly. In-text citations are incorrect or missing, and/or the Works Cited page is incorrect or missing.

Format: The essay mostly follows MLA guidelines.
The F Paper

**Thesis:** The essay does not exhibit a central idea.

**Organization:** Most ideas in the paper do not flow logically. Paragraphs are not unified and are ineffective in support of the paper’s purpose. The writer frequently uses ineffective and inappropriate transitions between ideas and paragraphs.

**Development:** Quantity of support for ideas is small to non-existent. In a research essay, the writer depends too heavily on sources for development. Some major ideas are not developed at all. Paragraphs may contain support that does not relate to the paragraphs’ main ideas.

**Style & Mechanics:** The essay fails to demonstrate college-level academic tone and diction, spelling, punctuation, grammar, and mechanics. These errors seriously obscure meaning.

**Research and Documentation:** If the essay uses outside sources, the sources are poorly integrated and do not support the essay significantly. In-text citations are missing. The Works Cited page is incorrect or missing.

**Format:** The essay mostly does not follow MLA guidelines.

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**PLAGIARISM**

[Excerpt by Dr. Karen DeVinney]

**What is Plagiarism?**
Plagiarism is essentially academic theft. It is pretending someone else's words or ideas are yours. Plagiarism is not always Clear Cut. Ideally, the process of education is the Process of being exposed to and absorbing other people’s ideas, and deciding what you think of them. The difference between the writer who has assimilated ideas, and the writer who has plagiarized, is that the plagiarist gives no evidence that he/she has absorbed these ideas and made them their own. The student simply repeats what someone else has thought. **Without** having assimilated it, or incorporated it into their own unique way of thinking.

**How Do You Recognize Plagiarism?**
Believe me, most writing teachers can recognize plagiarism a mile away. When you have truly absorbed an idea, the expression of that idea in your own writing **will** reflect your own style. Such writing **will** be similar to your writing on other occasions. Even if this paper is an enormous improvement over your previous papers, such improvement will not erase the distinctive features of your writing. Plagiarism often results in an obvious shift in tone or “voice.”

**How Do You Avoid Plagiarism?**
When you use someone else's words, put these words in quotation marks. Even if you are only using one word, you will need to put quotation marks around it, if it is that author’s distinctive term. After you quote, you will need to give a parenthetical citation, which will tell your reader where those words appear. (We will get into MLA citation later.) If you are using someone else’s idea, but paraphrasing it in your own words, **you must** give a parenthetical citation at the end of the paraphrase.

**Please Note:** You do not need to cite ideas or phrases that are general knowledge or historical fact.

**What Will I Do To You if You Plagiarize?**
Well, depending on the extent of your plagiarism I will either have you write another assignment, have you speak with the Dean of Communications or simply fail you for that assignment, or fail you for the course.

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**COLLUSION:**
Collusion is a form of serious academic dishonesty. Collusion is working with someone so closely on your paper that large sections have been reworded by a tutor, a relative, classmate, draft doctor or friend. Students are encouraged to brainstorm topics and perspectives for responses, essays and other assignments. Students may also visit the library, and J Lab to receive assistance with editing their writing, but actual skill of editing and revising must reflect their own understanding of the processes. The professor is free to use either of the following options when students commit collusion or plagiarism:

1- Assign a performance grade of “F” from the semester grade or assignment.
2- Reduce the performance grade for the course.
3- Permanent documentation in student’s Brookhaven College file.

Plagiarism & Collusion are Academic Theft !!!

TEACHING & LEARNING PHILOSOPHY
HURSHEL BURTON

Greetings Scholars,

Writing is a necessary skill that connects and unifies many courses and many aspects of life. Understanding the importance of reading, writing, speaking and listening skills is vital to the success of any student or future employee. For students the mastery of these skills is valuable and useful in helping students gain a better understanding of themselves and their world. English composition as a component of academics helps in promoting both individual growth and a sense of community.

As an instructor of English I request that students write for multiple purposes and audiences. For the student he or she writes to express, learn, discover, reflect and record their thoughts, reactions and feelings. For their audience students write to express, inform, inspire and persuade. Reading is essential but is not intended for simple rote memorization. Instead students read for multiple purposes including enjoyment, learning, exploration and recognition of other writer’s purposes, style and intended audiences. By writing reflectively, students can develop the critical thinking skills necessary for social, intellectual, economic and personal growth. In turn student’s writing mastery should lead to both academic and financial success.

Writing is not a linear but a multifaceted complex skill that must be meaningful if it is to be enjoyed and hence effective. Students are encouraged in both individualized and group settings to utilize the complete POWER [pre-write, organize, write, edit, revise] process in the writing process. Many students underestimate the importance in developing their personal style and aptitude. Students are given further constructive and supportive response to their efforts at various stages and in regards to various modes of expression. Diversity is embraced and students are encouraged to share [where applicable] other languages or writing skills they have learned. However, American Edited English is an important standard by which writing is judged – beyond the academic world and its importance is emphasized.

For learning to be successful, the environment must be supportive. The content and skills required must be meaningful not only to the teacher’s goals for students but for the student’s goals for themselves. For learning to be considered vital, teaching must be constantly evolving, taking risks, open to discussion, exploring new concepts and topics and it must be adaptive to the ever-changing student seeking challenge. Community and collaboration as well as discussion and self-direction are all encouraged. Learning must be active to be effective so interaction between teacher and student and student to student is seen as a vital tool in regards to free expression, debate, discovery and most importantly- student retention.

Best Wishes,

Hurshel Burton, Ph.D.
COMMUNICATIONS DIVISION
SYLLABUS ADDENDUM

DROP/WITHDRAWAL POLICY: Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of —F. Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a W. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/6drop

FINANCIAL AID STATEMENT: Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

RELIGIOUS HOLY DAYS: A student shall be excused from attending classes, or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence.

ADA STATEMENT: If you feel you may need special assistance or accommodation (such as help with taking notes, extra time on tests, etc.) because of any type of physical disability or learning difference, please contact the Special Services office in Room S124 or at 972-860-4847.

ACADEMIC INTEGRITY: The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Scholastic dishonesty is a violation of the Student Code of Conduct and is punishable as stated in college policies. The Student Code of Conduct can be found in the Brookhaven College Student Handbook or online at https://www1.dcccd.edu/cat0708/ss/code.cfm.

REPEATING THIS COURSE: The Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition being charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester.
GRADE REPORTS: Final grade reports are not mailed to students. You may obtain your final grades online at econnect.dcccd.edu or by calling (972) 613-1818.