

ACADEMIC FREEDOM STATEMENT

Brooks Institute is committed to protecting and encouraging the principles of academic freedom. Academic freedom provides the foundation for scholarship, teaching and learning, and reflects the Institutes fundamental mission to promote collaboration, critical thinking, and creativity. Essential elements for the intellectual vitality of a college include: the ability to exchange ideas and concepts freely, to explore and disseminate new knowledge, and to speak openly as a professional and as a private citizen. All are encouraged to promote a learning environment that provides opportunities for the free exchange of ideas between faculty, staff and students.

Programmatic Student Learning Outcomes/Mission

The **Liberal Arts** program prepares graduates who will connect their lives as artists to a world of constant change with an historically informed and global perspective. Through the Liberal Arts curriculum, students receive the breadth of learning that forges links between reflective thought, creative endeavor, and ethical practice. Courses in the humanities, social sciences and sciences provide a foundation of creativity, an appreciation of other cultures and ways of living, communication skills, information literacy, and a love of learning. The Liberal Arts aims to create graduates who will thrive in their personal and professional lives.

Upon Completion of Liberal Arts, students should be able to:

- Assess themselves as individuals and global citizens (Visual Literacy, Global, Ethics, Problem Solver)
 - Evaluate history and the arts (Adept, Visual Literacy, Global)
 - Produce imaginative and innovative work. (Adept, Problem Solver)
 - Evaluate ideas critically to formulate their own conclusions.
 - Generate written work across various contexts (Problem Solver)
 - Create prepared, purposeful oral presentations (Problem Solver)
 - Apply quantitative reasoning to solve problems in practical situations (Adept, Problem Solver)
 - Develop a habit of reflection on prior learning to enhance their knowledge throughout their life-times (Ethics)
 - Analyze information and sources critically (Problem Solver)
-

Course Title **Advanced English Composition**

Course Code **ENG201**

Credit Hours 3 Semester

Contact Hours 3 Hours

Prerequisites ENG101

Course Type Lecture

Instructor Fernando Salinas

Email FSalinas@brooks.edu

Term Start/End Date September 8 – December 18, 2015

Course Syllabus

Course Description Building on the skill base established in ENG101, this is a writing-intensive course that provides an introduction to literary studies. Students will have the opportunity to learn to analyze works from at least four different genres. Further emphasis is placed on writing and research skills as well as on critical thinking.

Learning Objectives Upon completion of this course the student should be able to:

- Demonstrate knowledge of the humanities
- Demonstrate an improvement in skills in critical thinking
- Demonstrate an improvement in skills in writing

Required Textbook(s) Literature to Go Michael Meyer, ed. ISBN: 978-0-312-55242-8

Course Outline

Week 1: Introduction to course: Kate Chopin, "The Story of an Hour," pages 11-17

Week 2: Plot: Gail Godwin, "A Sorrowful Woman," pages 38-43; Chapter 2, pages 44-63; Chapter 28, "Reading and the Writing Process," pages 929-941; forum free-write and responses due Tuesday

Week 3: Character: Chapter 3, pages 64-84; James Joyce, "Eveline," pages 302-305; forum free-write and responses due Tuesday; close reading due Thursday

Week 4: Setting: Tim O'Brien, "How to Tell a True War Story," pages 318-328; Chapter 4, pages 115-130; Dagoberto Gilb, "Love in LA," pages 219-222; forum free-write and responses due Tuesday; thesis due Thursday

Week 5: Fiction in Depth: Flannery O'Connor, Chapter 9, pages 257-277; forum free-write and responses due Tuesday; essay due Thursday

Week 6: Shakespearean Drama: *Othello*, Acts I-II, pages 687-735; forum free-write and responses due Tuesday

Week 7: Shakespearean Drama: *Othello*, Acts III-V, pages 735-787; forum free-write and responses due Tuesday; close reading due Thursday

Week 8: Midterm Exam

Week 9: Modern Drama: Henrik Ibsen, *A Doll's House*, pages 788-847; Chapter 31, "Writing about Drama," pages 965-972; forum free-write and responses due Tuesday; thesis and essay revision due Thursday

Week 10: One-act Drama: John Patrick Shanley, "Doubt: A Parable," pages 870-904; additional play of students' choice; forum free-write and responses due Tuesday; essay due Thursday

Week 11: Reading Poetry: Chapter 11, pages 343-374; forum free-write and responses due Tuesday

Course Syllabus

Week 12: Word Choice and Sound in Poetry: Chapter 12, pages 375-389; Chapter 16, pages 447-463; forum free-write and responses due Tuesday; close reading due Thursday;

Week 13: Form in Poetry: Chapter 18, pages 481-497; Chapter 19, pages 507-521; forum free-write and responses due Tuesday; thesis and essay revision due Thursday;

Week 14: Poetry Grab-bag: T.S. Eliot, "The Love-Song of J. Alfred Prufrock," pages 569-573; additional poems of students' choice; forum free-write and responses due Tuesday; poetry explication research essay due Thursday

Week 15: Final Exam

GENERAL ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS

Letter grades (A, A-, B+, B, etc.)

The student's overall grade for this class is derived from a combination of online instructional activity, class participation, assignments, quizzes and exams, projects, and final project/final exam. A student's grade will be adversely affected by being tardy to class and by any unexcused absence. Only the instructor can authorize exceptions to class policies, deadlines or grades. Students must confirm (in writing) any exceptions to class policies or deadlines with the instructor. Class work is weighted as follows:

Grade Weighting		Grading Scales		
Course Area	%	Percent	Letter	Numeric
		93–100	A	4.00
		90–92	A-	3.70
Class Participation	15	87–89	B+	3.30
Close readings	15	83–86	B	3.00
Forum free-writes	10	80–82	B-	2.70
Analytical essays	20	77–79	C+	2.30
Midterm and quizzes	15	73–76	C	2.00
Poetry research essay	10	70–72	C-	1.70
Final Exam	15	67–69	D+	1.30
		60–66	D	1.00
Total	100%	0–59	F	0.00

Course Syllabus

DEFINITIONS OF CRITERIA USED IN GRADING

Outstanding = A	Outstanding work, showing insight and demonstrating excellence in skill and craft. Work goes well beyond what is required
Superior = A-, B+	Superior work, shows clear understanding and thorough demonstration of skill and craft
Good = B, B-	Competent work, clear understanding, often showing creativity and good use of skills
Satisfactory = C+, C, C-	Adequate understanding, inconsistent demonstration of skills, some elements missing or problems with priorities
Unsatisfactory = D, F	Lacks understanding, inadequate amount of time and effort demonstrated, many missing elements, inconsistent participation, skill and craftsmanship not demonstrated

ATTENDANCE POLICY

Each faculty member takes attendance for each class period and posts it to the student's record through the portal. Once absences equal 20 percent of the total number of class meetings, faculty may lower the final grade for the course one full grade and may drop the grade again for each absence after the 20 percent has been reached. Students may review their attendance through the student portal under each course the student is enrolled in.

Students who do not attend during the first week of class may be subject to withdrawal. Brooks Institute may also withdraw any student who has not been in attendance for 14 consecutive days. However, the institute will withdraw any student who has had non-attendance for 35 consecutive days; this timeframe may be extended due to extraordinary circumstances that affect the entire student population. Students will be responsible for all financial obligations incurred if and when they are withdrawn for lack of attendance

Regular classroom attendance is not only an essential ingredient for academic achievement, but it is also a fundamental building block for success. As part of the course requirements, students must attend at least 80 percent of the scheduled time for each course in order to achieve satisfactory attendance. Students in any of the internship courses are required to complete all scheduled hours and record attendance throughout the scheduled course to achieve satisfactory attendance. Students who do not achieve satisfactory attendance may earn a failing grade on their transcripts and may be required to repeat the course. Absences will include tardiness or early departures. Students who are not in attendance for any portion of a class will accrue time absent calculated in percentage increments of 25, 50, or 100 percent of the class period as reflected on each daily roster. Students who have been absent from all their scheduled classes for more than 14 consecutive calendar days, not including scheduled Institutional holidays or breaks, and/or students who officially withdraw from all current courses may be administratively withdrawn from the Institution.

Course Syllabus

ACADEMIC INTEGRITY STATEMENT

Brooks Institute expects all students to exemplify integrity in all academic work. Brooks Institute will not permit students to engage in the following dishonest acts:

- **Cheating** – Cheating includes, but is not limited to, the following: using unauthorized notes, study aids, electronic or other devices not authorized by the instructor. Using or borrowing information from another person, or submitting someone else's work as one's own work including images and motion clips. Using work previously submitted for another purpose, without the instructor's permission, is prohibited. Duplicated use of copyrighted material in violation of federal copyright laws is prohibited.
- **Plagiarism** – Submitting as one's own work, in whole or in part, words, ideas, art, designs, text, drawings, images, motion clips, etc. that were produced by another person without attributing that person as the rightful source of the work. Plagiarism includes, but is not limited to: using words, word passages, pictures, etc. without acknowledgement; paraphrasing ideas without quotation marks or without citing the source.
- **Accessory to Dishonesty** – Knowingly and willfully supplying material or information to another person for the purpose of using the material or information improperly.
- **Falsification or Alteration of Records and Official Documents** - The following are examples of acts under this category, but the list is not exhaustive: altering academic records, forging a signature or authorization on an academic document, or falsifying information on official documents, grade reports, or any other document designed to attest to compliance with school regulations or to exempt from compliance.
- **Software Code of Ethics** – Unauthorized duplication of copyrighted computer software violates the law and is contrary to our organization's standards of conduct. Brooks Institute disapproves of such copying and recognizes the following principles as a basis for preventing its occurrence:
 - Brooks Institute will neither engage in nor tolerate the making or using of unauthorized software copies under any circumstances.
 - Brooks Institute will only use legally acquired software on our computers.
 - Brooks Institute will comply with all license or purchase terms regulating the use of any software we acquire or use.
 - Brooks Institute will enforce strong internal controls to prevent the making or using of unauthorized software copies, including effective measures to verify compliance with these standards and appropriate disciplinary measure for violation of these standards.
- **Communication Devices**-To maintain academic integrity and to eliminate distractions for other students the use of electronic devices in the classroom is dictated by the instructor.

Course Syllabus

CREDIT ASCRIPTION ADDENDUM

ENG201 Advanced English Composition - 3 semester credit hours

Type: Lecture

Credit Ascription- The amount of hours spent outside of class and assignment alignment with Course Learning Objectives

Learning Objectives

Rhetorical Knowledge:

1. Focus on the specific purpose for a particular essay
2. Respond and adjust to different audiences
3. Respond appropriately to different kinds of rhetorical situations
4. Use conventions of format and structure appropriate to those situations
5. Adopt appropriate voice, tone, and level of formality
6. Understand how genres shape reading and writing
7. Write in several genres

Critical Thinking, Reading and Writing

8. Use writing and reading for inquiry, learning, analysis & communication
9. Understand a writing assignment as a series of tasks including finding, evaluating, analyzing and synthesizing appropriate primary and secondary sources
10. Integrate personal ideas with those of others
11. Understand the relationships between and among language, knowledge and authority

Processes

12. Incorporate the use of multiple drafts to create and complete a successful text
13. Develop flexible strategies for generating, revising, editing and proofreading
14. Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
15. Understand the collaborative and social aspects of writing process
16. Objectively critique personal and peer writing
17. Develop knowledge of genre conventions ranging from structure to paragraphing to tone and mechanics

Course Syllabus

The following indicates the **minimum** number of hours per assignment:

	Assignment Title	Home work Hours	Assignment Objectives
Week 1	Poetry Readings	3	1,3,6,10,11,17
Week 2	Poem	3	1,2,3,4,5,6,7,8,10,11,12,13,14,16,17
Week 3	Narrative Readings	3	1,3,6,8,10,11,17
Week 4	Narrative Essay	9	1,2,3,4,5,6,7,8,10,11,12,13,14,15,16,17
Week 5	Short Story Readings	3	1,3,6,8,10,11,17
Week 6	Compare/Contrast Essay	11	1,2,3,4,5,6,7,8,9,10,11,12,,13,14, 15,16,17
Week 7	Review Readings & Film	7	1,2,3,8,16,17
Week 8	Review Essay	10	1,2,3,4,5,6,7,8,9,10,11,12,13,14,16,17
Week 9	Travel Readings & Research	12	1,2,3,4,5,6,7,8,9,10, 11,17
Week 10	Travel Essay & Prepare Grammar Quiz	11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17
Week 11	Read Novel	4	1,2,3,4,5,6,8,10,11,17
Week 12	Read Novel	4	1,2,3,4,5,6,8,10, 11,17
Week 13	Read Novel	4	1,2,3,4,5,6,8,10,11,17
Week 14	Prepare Midterm	7	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17
Total		90	