

Nimi Finnigan

Office: Reese Building 3 Office 318 E/Levelland Communications Building Office 131

Office Hours: Monday/Wednesday 12:15-1:15 pm (Levelland), Tuesday/Thursday 9:00-9:30 am/12:15-1:00 pm (Reese), Friday 8:30 am-12:00 (Reese)

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Course Website: Blackboard

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ENGLISH 1302

Section

443 & 541

*

Composition II

*Dear Students, Please Note: The course schedule/calendar is subject to change. The instructor will notify the class of any changes within a sufficient time frame. **It is the student's responsibility to take note of the changes.***

COURSE DESCRIPTION

This course is a continuation of ENGL 1301 and an intensive study of and practice in the strategies and techniques for developing researched-based expository and persuasive texts, along with being an introduction to literature. The course emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of a sampling of literary, verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. **Prerequisite:** ENGL 1301.

Course Purpose: English 1302 has a two-fold purpose: it encourages critical writing by introducing the students to research and writing from sources, and it introduces the students to the study of literature, including short stories, drama, and poetry.

Credit: 3 **Lecture:** 3 **Lab:** 0

This course satisfies a Core Curriculum Requirement: Yes—Communication Foundational Component Area

CORE CURRICULUM OBJECTIVES ADDRESSED:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.

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3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Apply critical thinking to the study of literature and write essays which demonstrate that critical thinking.
5. Use edited American English to write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
6. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)
7. Read and view videos of works of literature; analyze the use of literary devices (plot, point of view, theme, characterization, setting, symbolism, tone, etc.); participate in class discussions of the readings; and be tested over their understanding of the readings and lectures through quizzes, examinations, and/or written assignments.

Student Learning Outcomes Assessment: A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

COURSE EVALUATION

- Group Discussion/Participation (5%)
- Synthesis Essays (35%)
- Annotated Bibliography 1 (10%)
- Terminology Exam (15%)
- Reflection Journal (15%)
- Research Essay (20%)
- TOTAL PERCENTAGE – 100%

COURSE MATERIALS

REQUIRED TEXTBOOKS

- Dual-Credit Required Textbook: Delbanco and Cheuse, Literature: Craft & Voice, McGraw-Hill, with optional Connect Composition Essentials 4-year access
Package that includes Delbanco book AND Connect Composition Essentials access code: ISBN 1259999416.
The Delbanco book by itself, without Connect access code: 9780073384924
- A Spiral-Bound Notebook
- A comprehensive dictionary or collegiate dictionary (such as *The American Heritage Dictionary* or *Merriam Webster Collegiate Dictionary*).
- Access to computer with printer and Internet access

DETAILED COURSE REQUIREMENTS

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GROUP DISCUSSIONS & CLASS PARTICIPATION

- As a group of 3-4, students will lead group discussion over a text of their choice.
- Students will complete a variety of in-class writing assignments based on discussion prompts for each story/poem/play.
- 5% of course grade.

SHORT SYNTHESIS ESSAYS

- Students will complete short synthesis essays over the assigned reading materials. For each grouping/major theme, there will be a synthesis essay.
- Student will complete 5 synthesis essays
- No late submissions accepted.
- 35% of course grade.

ANNOTATED BIBLIOGRAPHIES

- Students will complete an annotated bibliography.
- 10% of course grade

REFLECTION JOURNAL

- Students will write in a journal throughout the semester.
- The journal must have at least three entries/week
- The journal will include responses to the texts, thoughts, application of theoretical lenses to the text or to outside circumstances.
- A successful journal will demonstrate serious critical thinking over the subjects discussed in class and their application to the texts and to the world beyond the classroom.
- 15% of course grade

RESEARCH ESSAY

- Students will complete an essay based on based on research over the written text
- The essay must focus on the analysis and development of ONE character.
- No late submissions.
- 20% of course grade

TERMINOLOGY EXAM

- Students will complete a terminology exam
- This exam will involve the application of terminology/concepts discussed in class to textual analysis. Students will answer a specific set of essay questions.
- 15% of course grade

PARTICIPATION GRADE (extra-credit)

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- Students who actively participate in class and during workshops may receive an additional 2-3 points. It is up to the discretion of the instructor.
- Additional participation grade assignments such as revisions to essays may be suggested throughout the semester. The number of points remains at the discretion of the instructor.
- Students may choose to write an additional synthesis – or creative writing piece similar to the texts read.

GRADE/POINT BREAKDOWN

- Group Discussion/Participation (5%)
- Synthesis Essays (35%)
- Annotated Bibliography 1 (10%)
- Terminology Application Exam (15%)
- Reflection Journal (15%)
- Research Essay (20%)

TOTAL PERCENTAGE – 100

A RANGE 90 – 100: Document exemplary. It exceeds assignment objectives. No revisions necessary.

B RANGE 80 – 89: Document is proficient. It meets assignment objectives. Minor revisions are necessary.

C RANGE 70 – 79: Document is marginal. It does not meet all assignment objectives. Revisions are necessary.

D RANGE 60 – 69: Document is unsatisfactory. It meets few of the assignment objectives. Major revisions are necessary.

BELOW 60 -> F: Document is unacceptable. It does not meet assignment objectives. Major revisions are necessary.

All of these margins are strict margins. This means that 89.8 points does not get you an A. You need 90 points to be in the A range. **No exceptions.**

COURSE POLICIES

SIGNING UP FOR REMIND

All students need to sign up for Remind (through Remind.com) which will send class updates/notifications directly to your phone. Instructions will be given in class on how to register for the notifications. This will keep you updated on any changes to the class schedule and/or location, reading list, and any class cancellations.

GRADING TIME FRAMES

When your assignments are evaluated, you will have them back. Please do not inquire as to whether or not your papers/exams are graded. Guideline for a typical grading time frame: 2 weeks.

Please note that any assignments submitted after the due date will not be prioritized in any way for grading.

LATE WORK

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While I do accept late work, any assignments submitted after the due date will not be prioritized at all for grading. Late assignment grades may be returned to you by the end of the semester. Moreover, late work will not receive any commentary.

Please note: Improperly Submitted Assignments do not get graded in a timely manner and will receive little to no commentary.

ATTENDANCE POLICY

- Role is taken every day.
- Students are allowed to miss **one week** of class without penalties. This means 3 class periods for Monday/Wednesday/Friday classes and 2 class periods for Tuesday/Thursday classes. They do not even need to notify the instructor.
- Additional Absence: may result in an F grade if instructor is not informed of the student's situation. Reasons for absence need to be discussed with instructor, and ultimately, student's grade is at the discretion of the instructor.
- Absences due to religious observance will not affect course grade.
- All excused absences require documentation and are still subject to instructor's approval.

CLASSROOM BEHAVIOR

- No food is allowed whilst the class is in session. Beverages are permitted.
- The use of any electronic device is prohibited in class unless the student requires electronic media in order to perform academically. If student uses either cell phone, laptop, or other electronic media (i.e. ipod, media player, pagers) instructor reserves the right to require that the student leave the classroom. In that event, the student is automatically considered absent, thus his/her assignment is considered not turned in for that class period.

VISITING DURING OFFICE HOURS

Students are encouraged to come see me in my office during the hours listed above. Those hours are reserved for answering your questions & concerns, so please do feel invited to stop in and voice any questions or concerns.

Important Note about Office Hours and/or Appointments with Instructor:

These meetings are important for both you and I, but most importantly for you. There are times when I may be running late. Please be patient. If we made an appointment, I will always honor that appointment.

If I can't make it, there will be an announcement on the course website and/or an email sent to you or there will be an announcement posted on my door. I will also send out a notification through Remind..

EMAIL CORRESPONDENCE:

If you need to contact me via email, you may do so at my primary email address at South Plains Email.

- Netiquette: I expect students to use professional language and tone in all communications with me, including in emails. To this end, emails should clearly **identify who the sender is, what course they are**

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taking, present proper grammar, include salutations, and should be void of vernacular turn of phrases or “texting” expressions.

- Emails that do not follow proper netiquette will most likely not be answered.
- Given that I prefer face-to-face interactions, students are encouraged to come and speak to me after class.
- Students are responsible for checking their South Plains email regularly.
- **Please make sure that your email includes your full name and section number and/or class meeting times.** I teach several sections and that information will allow me identify your account more quickly.

ACADEMIC INTEGRITY AND PLAGIARISM

“It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (SPC General Catalog, pp. 21-22). “Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length as well as to final examinations, to daily reports and to term papers” (SPC General Catalog, p. 22). Students should consult the General Catalog on p. 23 for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them.
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;

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5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

STUDENT CODE OF CONDUCT POLICY

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

STUDENTS WITH DISABILITIES

Students with disabilities, including but not limited to physical, psychiatric or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

STATEMENT OF NONDISCRIMINATION

The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

STATEMENT OF DIVERSITY

In this class, the instructor will endeavor to establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all participants to learn about others, about the larger world, and about themselves.

CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

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SYLLABUS AS CONTRACT:

HIGHLIGHT POINTS

Blackboard. Please note that Blackboard is used for this course.

Email. You must use your South Plains Email account for the course. This is not accessed through Blackboard. There will be a demonstration on how to access your South Plains email on the first day of class. All electronic communication will be through your South Plains email.

Sign up for Remind @Remind.com. This is an integral tool for the course. I will send out announcements such as class cancellations, due dates, change of schedule via Remind. If you do not sign up for it, you understand that you are still responsible for the material/announcement included in the message.

Netiquette. Please send emails that are written appropriately, correctly punctuated and free of grammar errors. Respect proper conventions when sending out emails. This shows respect.

Responsibility. This is a college course. You are responsible for your actions, for the level of effort you put into the course, and for your performance.

Assignments. Paragraphs/Essays/Exams will graded within two weeks. No need to ask questions until two weeks have passed.

Grade. Make sure that you understand how you will be graded in this course and how the grading system works.

Textbook. It is your responsibility to have the proper edition of the textbook. If you choose to use another textbook, it is your responsibility to figure out how you are going to complete your assignments.

Participation Grade. Doing additional work/more exercises than the ones assigned is encouraged and will definitely help your progress in the course; however, this does not entitle you to more participation points. The rules for participation points stand as defined in the syllabus.

Your signature at the bottom of this contract (or an email to me with the sentence at the bottom included) signifies that you have read and agree with all of the points/elements in the syllabus as well as outlined in the Highlight Points. Turning in this signed formed counts as participation.

I have read and agree to abide by all of the policies outlined/discussed in the syllabus for this course.

Name: _____ Date: / _____

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CALENDAR Spring 2017

Important: Calendar/Assigned Texts are subject to change throughout the semester.

Week 1. January 14-20.

- Syllabus Review
- “Reading Text” & “Introduction to Theoretical Lenses”
 - Reader-Response
 - Formalism
 - Myth Criticism – Pattern Recognition
- Overview of the Synthesis Process

Week 2. January 21-27. Rebel With or Without a Cause

- The Importance of Synthesis
- Theoretical Lens: Reader-Response, Formalism, Myth Criticism
- In-class synthesis
- Overview of the Synthesis Process

Texts

- ✓ “Greasy Lake” – T.C. Boyle
- ✓ “Greasy Lake” – Bruce Springsteen
- ✓ “We Jazz June” – Gwendolyn Brooks

Week 3. January 28 – February 3. Rebel With or Without a Cause

- The Elements of Fiction
- The Importance of Synthesis
- Theoretical Lens: Reader-Response, Formalism, Myth Criticism
- In-class synthesis

Texts

- ✓ “Greasy Lake” – T.C. Boyle
- ✓ “Greasy Lake” – Bruce Springsteen
- ✓ “We Jazz June” – Gwendolyn Brooks

Group Discussion Members: _____

DUE: Synthesis Essay

Week 4. February 4 – February 10. The Ordinarity of Evil

- The Elements of Fiction
- The Importance of Synthesis
- Theoretical Lens: Reader-Response, Formalism, Myth Criticism
- In-class synthesis

Texts

- ✓ “The Lottery” – Shirley Jackson
- ✓ “The Ones Who Run from Omelas” – Ursula LeGuin
- ✓ “Indian Education” – Sherman Alexie

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Group Discussion Members: _____


DUE: Synthesis Essay

 **Week 5. February 18-24. The Ordinarity of Evil**

- The elements of fiction

Texts

- ✓ “The Lottery” – Shirley Jackson
- ✓ “The Ones Who Run from Omelas” – Ursula LeGuin
- ✓ “Indian Education” – Sherman Alexie

 **Week 6. January 25 – March 3. Cultural/Gender Identify & Struggle**

- The Elements of Fiction
- The elements of fiction
- The elements of poetry
- Theoretical lens: Psychoanalytic

Texts

- ✓ “How to Date a Brown Girl” – Juno Diaz
 - Story & Interview
- ✓ “Girl” – Jamaica Kincaid
- ✓ “Unsolicited Advice to Adolescent Girls with Crooked Teeth and Pink Hair” – Jeanann Verlee

Group Discussion Members: _____

DUE: Synthesis Essay


 **Week 7. March 4 – 10.**

- The Elements of Fiction
- The elements of fiction
- The elements of poetry
- Theoretical lens: Psychoanalytic

Texts

- ✓ “How to Date a Brown Girl” – Juno Diaz
 - Story & Interview
- ✓ “Girl” – Jamaica Kincaid
- ✓ “Unsolicited Advice to Adolescent Girls with Crooked Teeth and Pink Hair” – Jeanann Verlee

DUE: Annotated Bibliography (A)

 **Week 8. March 11 – 17. Spring Break.**

 **Week 9. March 18 – March 24. War and Violence**

- “The Things They Carry” – Tim O’Brien
- “The Names” – Billy Collins
- “The Red Convertible” – Louise Erdrich

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Group Discussion Members: _____

DUE: Synthesis Essay

 **Week 10. March 25-31.**


- “The Things They Carry” – Tim O’Brien
- “The Names” – Billy Collins
- “The Red Convertible” – Louise Erdrich

 **Week 11. April 1-7. Couples**


- “Like a Winding Sheet” – Ann Petry
- “Beauty and The Beast” – Buffy the Vampire Slayer
- “A Streetcar Named Desire” – Tennessee Williams
 - Play & Movie
- “You Fit Into Me” – Margaret Atwood

Group Discussion Members: _____


DUE: Synthesis Essay


 **Week 12. April 8-14.**

- “Like a Winding Sheet” – Ann Petry
- “Beauty and The Beast” – Buffy the Vampire Slayer
- “A Streetcar Named Desire” – Tennessee Williams
 - Play & Movie
- “You Fit Into Me” – Margaret Atwood

 **Week 13. April 15-21. Faith and Doubt**

- “Wit” – Margaret Edson
 - Play & Movie
- “Death Be Not Proud” – John Donne
- “Batter My Heart” – John Donne
- “A Very Old Man with Enormous Wings” – Gabriel Garcia Marquez
- “Do Not Go Gentle” – Sherman Alexie
- “Do Not Go Gentle Into That Good Night” – Dylan Thomas

 **Group Discussion Members:** _____

 **DUE: Synthesis Essay**

 **Week 14. April 22-April 28. Faith and Doubt**

- “Wit” – Margaret Edson
 - Play & Movie
- “Death Be Not Proud” – John Donne
- “Batter My Heart” – John Donne
- “A Very Old Man with Enormous Wings” – Gabriel Garcia Marquez

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- “Do Not Go Gentle” – Sherman Alexie
- “Do Not Go Gentle Into That Good Night” – Dylan Thomas


DUE: Research Essay

 **Week 15. April 29- May 5. The Creative Process**

- “Introduction to Poetry” – Billy Collins
- “Happy Endings” – Margaret Atwood
- “A Finger, Two Dots, Then Me” – Derrick Brown

Group Discussion Members: _____

DUE: Synthesis Essay

 **Week 16. May 6-12. Finals Week**

- Terminology Exams