

English 1302: Composition II

Syllabus/Policies

Fall 2019

Instructor: Ms. Mollie Moore
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Office: CME 102 // LBC 125K
Office Phone: 806-716-2444

Class Meetings:
1302.006 // MW 1-2:15 PM // CM 121

Office Hours:
MW: 11 AM-1 PM CME
TR: 10-11 AM LBC
F: 9-11 AM CME

Required Text:

Delbanco, Nicholas, and Alan Cheuse, editors. *Literature: Craft & Voice*. 2nd ed., McGraw-Hill, 2012.
ISBN: 9780073384924

Required Materials:

Notebook (spiral) for notes, etc.

Flash/Thumb/Web-based drive to store each of your typed assignments for this course (something other than your computer). *Save often to avoid heartache later: “My computer crashed with my assignment on it, so I had to start over, and that’s why my paper is late,” is not an acceptable excuse. Save your work in numerous places, and save it frequently.*

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.

Scope/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.

Goals/Objectives:

- **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.

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.
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.

Grades:

Commonplace Books (Daily Homework)	25%
Essay #1	10%
Essay #2 R. Draft Exam	5%
Essay #2	15%
R.P. Rough Draft Exam	10%
Research Paper Final copy	25%
Final	10%
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Total	100%

Grading Scale:

A (Superior):	100-90%
B (Good):	89-80%
C (Average):	79-70%
D (Poor):	69-60%
F (Unacceptable):	59-50%

Explanation of Class Components:

Commonplace Books/Daily Participation

Your daily participation grades will be any assignment given in class. This could be discussion, group work, and/or notes. There will be no make-ups for daily notes and participation. A student must be present to receive credit for exercises/discussion graded as daily participation. You are required to keep a log/journal of your reading for this class. At a minimum your log “Commonplace Book” will include the questions assigned for that day. The more you “get into” the commonplace books, the more you will “get out of” your reading! Please do create a new log for each class day in order to turn each day’s work in individually. You must turn in reading responses at the first of a class period to get credit for the assignment.

Essays #1-2

Major essay assignment sheets will be handed out separately during the semester.

Rough Draft Exams

During the process of writing two essays in this class, you are required to write the rough draft of the essay in class in an exam-style setting. The English 1302 Essay Exam is designed to help you take what you have learned in lecture and practice it in a formal, first draft of the essay assigned for the unit. You will be following the guidelines from a specific assignment sheet and writing a draft of the paper in class. This paper is not expected to be *polished or complete*, but it is expected to be **a serious attempt to write in the manner and form we discuss in class**. Just like an exam in a history or math class, this

exam will allow me to see if you are understanding the material covered in class and applying it to your own writing. ***You should not expect help from me during this class period. This is designed to let me see what you know and what you struggle with. However, you can expect answers to your questions and examples of errors during the revision stage of the unit.***

Research Paper

You will receive all assignment sheets for the research paper at the first of the unit.

Final

Your final exam for English 1302 will be an in-class essay written during the final exam time. You will receive a detailed assignment sheet for this exam.

Assignment Information/Completion:

- Numerical grades are assigned for convenience in averaging grades only.
- Any out of class assignments must be completed and turned in at the beginning of the class period identified on this syllabus.
- Failure to turn in an assignment on time can result in a grade of 0/F for the assignment. If you are absent, you are still responsible for turning in assignments on time, especially essays or essay components. In some cases, essays will be penalized for each day late, if the student discusses the situation with the instructor.
- **Commonplace Late Policy:** These can only receive UP TO ½ credit when turned in after the class period they are due. They will receive a UP TO a 70% if emailed instead of brought to class as a paper copy (this includes when a student is absent).

Evaluation:

Essays and project assignments will be evaluated according to the following general criteria:

- Use of the conventions of standard grammar.
- Use of the appropriate pattern of development for the assignment.
- Use of the principles of unity and coherence.
- Use of logical, factual arguments to advance a precise, concise, and sophisticated thesis that meets the intent of the assigned essay.

* Specific assignment requirements will be posted to Blackboard and discussed in class.

** All formal essays/projects will be turned-in to Blackboard through the Turnitin Program. We will discuss this in class.

Methods of Evaluation: All assignments must be completed and turned in at the *beginning* of the class period identified on this syllabus unless otherwise noted. Major-assignment deadlines are **firm**. Failure to turn in an assignment on time can result in a grade of 0/F for the assignment. If you are absent, you are still responsible for turning in assignments on time, especially essays or essay components. In some cases, essays will be penalized for each day late, if the student discusses the situation with the instructor. More information will be given at a later date. Numerical grades are assigned for convenience in averaging grades only.

Note: In college, a “C” is an average grade; it does not have anything “wrong” with it; it fulfills the assignment; it simply does not move beyond the average.

Absence Policy:

Any student who misses more than 4 class sessions (2 weeks) could be dropped with a grade of “X” if the student has a passing average at that time. If the student is failing, due to poor work or missing assignments, the student will be assigned a grade of “F.” An absence is defined as failing to attend class, missing **15 or more minutes of class**, or leaving class without the instructor’s approval. Whenever possible, students should let the instructor know about expected absences as soon as possible (before the class meeting if at all possible).

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. **A tardy is defined as...**

- **being more than 1 minute late,**
- **having your phone out or on your desk (even if you are not looking at it),**
- **and leaving class for any reason during the designated class time.** PLEASE take care of any personal business between classes. It is considered impolite to leave a class while it is in session (even when doing group or individual work).

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your participation grade will be impacted. If you are not prepared for workshop assignments, you may be asked to leave class and will be given an absence. If you must be absent, be sure to check Blackboard and check with another class member for any changes in the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. *****“I was absent, so I didn’t know that was due,” is not an acceptable excuse.

Student Responsibilities:

Students are expected to

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

Professionalism and Preparedness:

Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments. All actions and words should reflect kindness and respect for both the instructor and all other students. Disruptive behavior is not restricted to behavioral issues alone; it can

include interruptions from cell phones, iPods/mp3 players, sidebar conversations, or beeping watches. None of these behaviors is conducive to the environment we hope to promote this semester.

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.

Communicating with the Instructor:

The best way to reach me is through email (given above). Although I cannot guarantee that I will respond to your messages right away, I do check my email frequently. Please realize that if you email me after 5 PM, I cannot guarantee a response that night. Weekend responses may be slower or delayed until the next school day. Your SPC email is considered an official form of communication between you and me, so it is extremely important that you check your SPC email regularly.

If you have any questions or concerns about the class or your performance in the class, please do not hesitate to set up an appointment with me during office hours or write an email to me. I would rather hear about your concerns early in the semester when we still have time to work together, rather than at the end of the class when it is too late for me to help you. Also, if you have any special accommodations please let me know of your needs as soon as possible.

After I hand back graded essays, you must wait 24 hours before you can discuss your grade with me. This time should be spent reading and processing my comments. I am happy to explain my comments and grading rubric and to answer any questions that you may have, but I require that all students let 24 hours pass before contacting me regarding essay grades.

Academic Integrity—Plagiarism/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; or
4. Giving an in-text citation only at the end of a paragraph.

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

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:

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

Statement of Diversity:

In this class, the instructor will 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 of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

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.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

Class Schedule

Week 1

M 8/26: Introductions // Syllabus // Expectations

W 8/28: Explanation of Assignments // Critical Thinking, Reading, and Writing

- Chapter 1: Reading and Writing Today (2-19)
 - “San Francisco” by Amy Hempel (17)

Week 2

M 9/2: LABOR DAY HOLIDAY

W 9/4: Academic Reading and Writing about Literature

- Chapter 2: Writing from Reading (20-31)
 - “Rapture” by Anton Chekhov (21-22)
- Chapter 4: Writing Across the Curriculum (64-95)
 - “Stopping by Woods on a Snowy Evening” by Robert Frost
 - “The Garden of Love” by William Blake
- Commonplace Book Assignment Given
- Essay #1 Assignment Given

Week 3

M 9/9: Crash Course on Elements of Fiction

- Chapter 3: Developing and Argument (32-63)
 - “Shirt” by Robert Pinsky (35)
- Chapter 6: Reading a Story for its Elements (138-151)
 - “A&P” by John Updike (141-145)
 - “The Story of an Hour” by Kate Chopin (150-151)
- Chapter 7: Writing About Fiction (160-185)

W 9/11: Plot & Character in Fiction

- “Araby” by James Joyce (199-203)
- “The Jilting of Granny Weatherall” by Katherine Anne Porter (260-266)

Week 4

M 9/16: Setting & Point of View in Fiction

- “The Cask of Amontillado” by Edgar Allan Poe (291-296)
- “A Rose for Emily” by William Faulkner (322-328)

W 9/18: Language, Tone, Style & Theme in Fiction

- “The Yellow Wallpaper” by Charlotte Perkins Gilman (363-372)
- “Two Kinds” by Amy Tan (374-383)

M 9/23: Symbolism & Regionalism in Fiction

- “The Things They Carried” by Tim O’Brien (424-438)
- “A Good Man Is Hard to Find” by Flannery O’Connor (492-501)

W 9/25: Crash Course on Elements of Poetry

- Chapter 17: Reading a Poem in Its Elements (560-575)
 - “The Museum of Stones” by Carolyn Forché (563)
 - “My mistress’ eyes are nothing like the sun” by William Shakespeare (568)
 - “O my love’s like a red, red rose” by Robert Burns (570)
 - “Those Winter Sundays” by Robert Hayden (571)
 - “A Fragment” by Sappho (573)
 - “I Wandered Lonely As a Cloud” by William Wordsworth (575)
- Chapter 18: Writing About Poetry (582-604)
- **Essay #1 DUE**
- Essay #2 Assignment Given

M 9/30: Imagery & Symbolism in Poetry

- “Tree” and “Button” by Jane Hirshfield (712-716)
- “In a Station of the Metro” by Ezra Pound (719-720)
- “The Red Wheelbarrow” by William Carlos Williams (722-724)
- “Musee des Beaux Arts” by W. H. Auden (728-730)
- “Songs of Innocence: The Chimney Sweeper” by William Blake (736-737)
- “Songs of Experience: The Chimney Sweeper” by William Blake (738-739)

W 10/2: Words in Poetry

- “What the Living Do” by Marie Howe (628-632)
- “Ode on a Grecian Urn” by John Keats (632-635)
- “Dover Beach” by Matthew Arnold (642-643)
- “The Fish” by Elizabeth Bishop (647-650)

M 10/7: Voice in Poetry

- “After” by Stephen Dunn (664-667)
- “The Death of the Ball Turret Gunner” (668-670)
- “My Papa’s Waltz” by Theodore Roethke (670-672)
- “Daddy” by Sylvia Plath (680-684)
- “Richard Cory” by Edwin Arlington Robinson (701-703)

W 10/9: Poetry Discussions Continued...

- Brainstorm and prewriting for Essay #2

F 10/12: FALL BREAK HOLIDAY

Week 8

M 10/14: Rough Draft Exam (meet in Library Computer Lab)

- Essay #2 Rough Draft Exam
- Research Paper Topics Sign Up OPEN

W 10/16: Academic Research and Writing

- Chapter 5: Writing the Research Paper (96-136)
 - “The Dream Keeper” by Langston Hughes (96 &108)
 - “Harlem (Dream Deferred)” by Langston Hughes (108)
- Research Paper Assignment Given

Week 9

M 10/21: Academic Research and Writing, Cont.

- Chapter 5: Writing the Research Paper (96-136)
 - “The Dream Keeper” by Langston Hughes (96 &108)
 - “Harlem (Dream Deferred)” by Langston Hughes (108)
- Research Paper Topics Sign Up CLOSED
- **Essay #2 DUE**

W 10/23: Library Introduction and Instruction (meet in the library)

Week 10

M 10/28: Annotated Bibliography (meet in Library Computer Lab)**W 10/30: Research Paper Outline Workshop (meet in Library Computer Lab)**

Week 11

M 11/4: MLA Workshop Session #1 (meet in Library Computer Lab)**W 11/6: Research Paper Rough Draft Exam (meet in Library Computer Lab)**

Week 12

M 11/11: MLA Workshop Session #2 (meet in Library Computer Lab)**W 11/13: Research Paper Peer Review**

Week 13

M 11/18: Research Paper Revision Workshop**W 11/20: Research Paper Final Copy DUE**

M 11/25: Crash Course on Elements of Drama

- Chapter 30: Reading & Viewing a Play in Its Elements (1002-1023)
 - “Trifles” by Susan Glaspell (1005-1014)
 - “Moby Dude, OR: The Three-Minute Whale” by David Ives (1021-1023)
 - Greek Drama: A Case Study on Sophocles (1064-1085)
 - Conventions of Greek Drama as shown in “Oedipus” (1097-1107)

W 11/27: THANKSGIVING HOLIDAY**M 12/2: Elements of Drama**

- “Oedipus the King” by Sophocles Prologue-Scene 2 (1068-1085)
- Final Exam Assignment

W 12/4: Elements of Drama

- “Oedipus the King” by Sophocles Scene 3-Exodos (1085-1096)

M 12/9 Final Exams

- ENGL 1302.006 // **TBA** // 10:15 AM – 12:15 PM

FALL SEMESTER 2019 FINAL EXAM SCHEDULE

Date	Regular Class Time	Schedule Exam Time
December 9, 2019 (Monday)	MW 8:00 a.m.-9:15 a.m. MW 11:00 a.m.-12:15 p.m. MW 2:30 p.m.-3:45 p.m. MW 5:30 p.m.-6:45 p.m.	8:00 a.m.-10:00 a.m. 10:15 a.m.-12:15 p.m. 1:00 p.m.-3:00 p.m. 5:30 p.m.-7:30 p.m.
December 10, 2019 (Tuesday)	TR 8:00 a.m.-9:15 a.m. TR 11:00 a.m.-12:15 p.m. TR 2:30 p.m.-3:45 p.m. TR 5:30 p.m.-6:45 p.m. TR 7:00 p.m.-8:15 p.m.	8:00 a.m.-10:00 a.m. 10:15 a.m.-12:15 p.m. 1:00 p.m.-3:00 p.m. 5:30 p.m.-7:30 p.m. 7:45 p.m.-9:45 p.m.
December 11, 2019 (Wednesday)	MW 9:30 a.m.-10:45 a.m. MW 1:00 p.m.-2:15 p.m. MW 4:00 p.m.-5:15 p.m. MW 7:00 p.m.-8:15 p.m.	8:00 a.m.-10:00 a.m. 10:15 a.m.-12:15 p.m. 3:15 p.m.-5:15 p.m. 5:30 p.m.-7:30 p.m.
December 12, 2019 (Thursday)	TR 9:30 a.m.-10:45 a.m. TR 1:00 p.m.-2:15 p.m. TR 4:00 p.m.-5:15 p.m.	8:00 a.m.-10:00 a.m. 10:15 a.m.-12:15 p.m. 1:00 p.m.-3:00 p.m.