

English 1302

Course Syllabus

Spring 2019

COURSE TITLE: Composition II

ENGL 1302

INSTRUCTOR: Camy Brunson

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OFFICE: 316F Building 3, Reese Campus / 115I, Lubbock Center

PHONE: 806-716-4691 or 806-894-9611 ext. 4691

OFFICE HOURS: MW Reese 12:15 – 1:00 & 2:15 – 3:15, T Lubbock 12:15 – 1:00, 2:15 – 3:15, TR 12:15 – 1:00, and Fridays 12:00 – 2:00 (alternating campuses)

“WRITE TO BE UNDERSTOOD, SPEAK TO BE HEARD, READ TO GROW.” – LAWRENCE CLARK POWELL

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: English 1301

Textbook:

ENGL 1302 ISBN:

REVEL for The Literature Collection -- Access Card

X. J. Kennedy

Dana Gioia, *University of Southern California*

ISBN-10: 0134192206

ISBN-13: 0134192206

Publisher: Pearson

Students only need the online access code. The print-up version of the textbook is optional.

Other supplies or necessary tools: You will need access to computer with printer, and internet access (SPC login/credentials to access BlackBoard).

Core 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.

Course Purpose: English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. 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.

Student Learning Outcomes (A): Upon completion of the 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.

Attendance Policy: According to the *SPC General Catalog (2015-16)*: “Students are expected to attend all classes in order to be successful in the course. The student will be withdrawn from the course when 1.) absences become excessive as defined by the course syllabus and 2.) in the instructor’s opinion, minimum course objectives cannot be met due to absences.” * *Instructor’s note:* Every effort must be made to achieve punctual and regular class attendance. You must be present in your own life! Your instructor will take attendance, and will note repetitive absences and/or tardies. In the case that an absence might be reasonably excusable, notify your instructor of the circumstances and make arrangements to take care of all work covered in class during the absence. This class will be taught workshop style, so attendance is critical. In order to participate in each day's activities, students must be present. Students who are 5 or more minutes late to class will be counted absent after the second time. **Any student who misses two consecutive weeks, or six classes altogether will be dropped from the class. There will be no distinction between excused or unexcused absences. If a student is 5 or more minutes late twice in a row, that student may be counted absent. See classroom behavior policy about other possible reasons to be counted absent.**

Classroom Behavior: While electronic devices, drinks, gum, etc. are not strictly prohibited in class, I advise you to use these types of things minimally, quietly, and respectfully. ***Cell phones should remain out of view unless there is an emergency you must attend to.*** You are also doing

yourself a disservice if your attention is not on the subject matter at hand. Keep in mind that we are trying to create a pleasant atmosphere for learning together! We may at times be loud and a bit unruly when discussing topics and assignments, but let us restrict our behavior to being cheerful, friendly, and appropriate in our language and manner. ***Please refrain from talking, whispering, or passing notes when your instructor or fellow students have the floor.*** Please also make every effort to arrive and depart in a timely manner as befitting the class schedule – avoiding disruptive entrances and exits when at all possible. ***Note that if a student exhibits inappropriate behavior, such as sleeping, cell phone usage, or unreasonable interruptions, that student may be counted absent.***

Disability Statement: 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.

Discrimination Policy: 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.

Diversity Policy: 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.

Academic Honesty: Please see the *SPC General Catalogue* for policies and ramifications regarding plagiarism and cheating. Your instructor will be watching for signs of any such practice, and measures will be taken to ensure that the consequences for this type of behavior are serious. Respect yourself and others by putting forth original ideas and work in this class.

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.

Grading Breakdown:

REVEL Assignments -	260 pts.
Revision Grade (Analysis/Poetry) -	20 pts. *see notes about this
Regenre/Summary -	100 pts.
Short Story Analysis -	160 pts.
Poetry Interpretation -	160 pts.
Research Paper (includes 20 pt. revision grade) -	300 pts.

Total = 1000 pts.

A = 900-1000 pts.

B = 800-899 pts.

C = 700-799 pts.

D = 600-699 pts.

F = 599 and below

Revision grades come from bringing a rough draft (at least 500 typed words) to class on a date scheduled by Instructor OR following revision grade instructions as posted in Blackboard and discussed in class.

Any written assignment submitted past the due date will receive an automatic deduction in points after the first 24 hours (25% each day). Late assignments must be turned in within 48 hours of the due date to receive partial credit. After 2 days papers will not be accepted and you will receive a zero for the assignment. If there are excusable circumstances which might justify an extension on the assignment, arrangements must be made with your Instructor.

All Pearson REVEL assignments are to be completed by due dates as indicated by the textbook schedule. Your Instructor will only reopen assignments based on circumstances which can be

reasonably supported with documentation. This is an online textbook (with an App. Option for your phone; therefore, only extreme circumstances would justify assignment extensions

South Plains College English Department Essay Grading Standards

To evaluate essays, the SPC English department uses a set of uniform grading standards. These standards designate that essays in composition classes should demonstrate at least a basic level of competence in college-level writing and be an appropriate foundation for writing in academic and professional environments.

Grading Criteria for Essays

Essays are evaluated on four bases: unity, support, coherence, and sentence skills. The criteria considered in each base include characteristics essential to the success of an essay. Depending on the assignment, certain bases and criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria.

Base 1: UNITY

- **Thesis.** The thesis statement concisely expresses the main idea of the essay, is appropriate for the assignment, and establishes a sustained and consistent focus for the paper. The thesis may preview the supporting ideas.
- **Body Paragraph Structure.** A body paragraph includes a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.
- **Purpose and Audience.** The content and style are tailored for a specific purpose and audience.

Base 2: SUPPORT:

- **Details/Development.** A well-developed essay supports the thesis with ample evidence; uses a variety of specific examples, facts, or other details; and explains the evidence to show its connections to the thesis.
- **Logic.** The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.
- **Use and Documentation of Sources.** If research is used, the essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer's own ideas, and cites and documents correctly according to the required standards of the style (MLA, APA).

Base 3: COHERENCE

- **Organization and Transitions.** The essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.
- **Title, Introduction, and Conclusion.** An appropriate title is provided. An introduction captures the reader's attention, transitions to the topic by giving context or background information, and

presents the thesis statement. A conclusion reemphasizes the essay's thesis and main ideas and provides a sense of closure.

Base 4: SENTENCE SKILLS

- **Use of Standard American English.** The essay is written in Standard American English without major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form), and other errors in grammar, spelling, wrong word, punctuation, mechanics, or point of view.
- **Word Choice and Sentence Variety.** The student writes in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.
- **Format.** The essay is formatted according to the standards set forth in the assignment, in the syllabus, or in the required style guide (MLA, APA).

Assessment of the Grading Criteria

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

“A” Essay (Superior)

To earn an “A,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

“B” Essay (Strong)

To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.

3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

“C” Paper (Acceptable)

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay’s purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form).

Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

Acknowledgments:

Illinois Valley Community College: English Department Stylebook

Langan, John. *College Writing Skills with Readings*, 9th edition

Tentative Class Schedule – ENGL 1302 Spring 2019

This schedule serves to outline the material/subject matter we will cover in class. You will be responsible for keeping up with due dates for readings and quizzes through the Pearson REVEL Literature Collection (BlackBoard/online/app). Please make every effort to read along as we learn this material. A large portion of your grade comes from the reading quizzes, and knowledge of assigned readings will determine success or failure in both written assignments

and the writing assessments. All major assignments will be accompanied by handouts detailing specific requirements and due dates via your instructor and/or Black Board.

Please note that if there are readings or assignments due *on* a certain date, you need to be working on them *before* they are due on the schedule. We will go over/discuss assigned readings in class, but ***you must read each assignment on your own and be ready to answer relevant questions about the texts***. You are responsible for all outside work and assignment submission. This is a working schedule, and is subject to change during the semester. I will notify students of any modifications and will make sure all adjustments are reasonable.

Week 1:

Syllabus and Textbook

Reading and Writing

Week 2:

Writing from Reading (and How to Summarize)

Summary/Re-genre Assignment

Plot

Grimm Brothers' "Godfather Death"

The Elements of a Story

Point of View

Packer's "Brownies"

Week 3:

Character

Hawthorne's "Young Goodman Brown"

Setting

London's "To Build a Fire"

Short Story Analysis Assignment

*Summary Assignment/Re-genre Decision **Due***

Week 4:

Tone & Style

Hemingway's "A Clean, Well-Lighted Place"

Faulkner's "Barn Burning"

Week 5:

Symbol

Jackson's "The Lottery"

Poe (a critical case study): "The Cask of Amontillado" and "The Fall of the House of Usher"

Theme

Week 6:

Revision for Short Story Analysis

Short Story Analysis Due

Reading Poetry

Yeats/Frost

Writing/Interpreting Poetry

Poetry Interpretation Assignment

Week 7:

Words & Voice – Graves/Donne/Longfellow /Carroll

Denotation versus Connotation – Frost

Imagery – Whitman/Bloch

Types of Poetry and Form

Week 8:

Figures of Speech – Shakespeare/Plath/Frost/Bronte/Burns

Week 9:

Revision for Poetry Interpretation

Poetry Interpretation Assignment Due

Beginning the Research Paper

The Research Paper (assigned)

Intro to Drama

Week 10:

Shakespeare / Understanding Shakespeare or Wilde

Writing about Drama

Hamlet or The Importance of Being Earnest

Week 11:

MLA & Citations/ 2016 updates

Library Day TBA

Hamlet or The Importance of Being Earnest

Week 12:

Finishing the Research Paper

Hamlet or The Importance of Being Earnest

Week 13:

Finishing the play

Week 14:

Research Paper Work Days and/or Conferences

Week 15:

Final Draft of Research Paper Due

Week 16: Finals Week