

English 1302.455: Composition II

Syllabus/Policies for Dual Credit/INT

Spring 2021

Instructor: Ms. Mollie Moore
E-mail: mmoore@southplainscollege.edu
Class Meetings:
Weekly // Online through Blackboard

Office: CME 102
Office Phone: 806-716-2444
Office Hours:
MW: 9:30 AM -12 PM / 1-2:30 PM
TR: 11 AM-12 PM
F: By Appointment

Text & Materials:

Textbook

We will be using Cengage's program MindTap and the accompanying eBook, MindTap Literature 2.0. You do not have to purchase your textbook. All course materials for this class have been provided in the course fee instead and will be instantly available through Blackboard. For more information see the videos provided in Week 1 of the course and go here: <https://startstrong.cengage.com/mindtap-blackboard-ia-yes/>

**Please see the section titled "Inclusive Access" below for more information about this program.

Software

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word or other similar product to type papers (Some papers will only be accepted in .doc or .docx format; you must be able to convert to this if need be.)
 - Microsoft Office 365 is now available to all SPC students through your SPC email account.

Other

- Flash/Thumb/Online Drive to store each of your typed assignments for this course. *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.*
- A three-ring binder to print off assignment sheets and materials and store them.

Course Description:

This course is a continuation of English 1301 which includes an introduction to literature and collateral readings. It also teaches students how to write a college-level research paper.

Scope/Purpose:

English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. Unlike English 1301, English 1302 has a two-fold purpose: it encourages critical thinking by introducing the students to imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

Requirements:

1. Students will read numerous short stories and poems, will participate in class discussions of the readings, and will be tested over their understanding of the readings through quizzes, examinations, and/or written assignments.

2. Students will complete one or more written assignments which may include, but not be limited to, one multi-source research paper, two or more shorter papers (summary, synthesis, critique, explication), or a series of research questions or projects.
3. Individual instructors may also require major examinations over the readings or any part of the course content.
4. Individual instructors may occasionally use film, stage productions, or other art forms to support the text, in which case students may also be tested over their understanding of content or of differences between the written text and the alternate presentation of that text.

Goals/Objectives:

By the end of the course, a student should have written a multiple source paper and at least two analytical papers in MLA style which demonstrate the ability:

- to practice and refine the skills of expository and argumentative writing already developed in English 1301;
- to understand the major elements of literature as these are highlighted by the instructor;
- to apply critical thinking to the study of literature and to write essays which demonstrate that critical thinking, such as summary, paraphrase, synthesis, and single-source assignments;
- to use a library for research purposes; to research and write an accurately documented paper.

Grades:

Minor Assignments	40%
Major Essays	60%
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Total	100%

Further Breakdown of Grades:

Minor Assignments:

MindTap Reading/Quizzes	25%
Discussion Boards/Bongo	10%
Essay Process Work	5%

Major Essays:

Essay #1	10%
Essay #2	15%
Research Paper	25%
Final Exam Essay	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%

Evaluation:

Essays and writing 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 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.

Evaluation Standards: Essays and writing assignments will be evaluated according to the following criteria: (1) accuracy of content, (2) use of the conventions of standard grammar, (3) use of the appropriate method of development for the assignment, (4) use of the principles of unity and coherence, and (5) use of logical, factual arguments to advance the thesis of the assignment. Specific assignment requirements will be posted to Blackboard.

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

Assignment Information/Completion:

- ANNOUNCEMENTS: Any information sent-out via announcements in emails or posted as an announcement on the course website is important and is, accordingly, an extension of assignment requirements and syllabus policies. Students must read all announcements and will be held responsible for any information posted in the announcements. **This means you need to be sure to check your SPC-assigned email daily (not just Blackboard) in case I email you directly with a question or concern.**
- Numerical grades are assigned for convenience in averaging grades only. Your grade at the end of the course will be determined on an average system, not on a point system.
- Failure to turn in an assignment on time can result in a grade of 0/F for the assignment. In some cases, essays will be penalized for each day late, if the student discusses the situation with the instructor. **Major-assignment (Essay) deadlines are firm. Late work will NOT be accepted.** Failure to turn in an assignment on time could result in a grade of 0/F for the assignment. **Any late work may not be made-up without prior approval from the instructor.**
- **Accumulating any four zeroes in the course could result in your being dropped from the course with an X or F, at my discretion. If you fail to submit any paper or exam, you could be dropped from the course with an X or F, at my discretion.**
- All work (writing assignments, exams, discussions, etc.) will be completed in Blackboard and Connect Writing. You should log-in to Blackboard on January 11th or 12th, the first days of the semester (dual credit is opening a week early)
- Assignments will only be available for one week at a time. Therefore, you may not do work from Week 1 during Week 2 for a grade. However, once a Unit is released, the content (notes, assignments, etc.) will be available throughout the semester, and you are allowed and encouraged to work ahead in that particular unit and to look back at any material after it is due for extra help and review for essays.

Absence Policy:

Online students are required to log in to Blackboard **frequently**. If you fail to log on every week, I will assume you are no longer taking the class. Students who fail to log on weekly could be dropped from the course with an X or F. Accumulating any four zeroes in the course could result in your being dropped from the course with an X or F, at my discretion. If you fail to submit any paper or major assignment, you could be dropped from the course with an X or F, at my discretion.

COVID-19 RECOMMENDATIONS:

Since this is a fully online course, I don't anticipate there to be any alterations made due to the global pandemic. You are still expected to keep up with course materials since they are theoretically still available even if you are quarantined. However, I feel the need to mention that, of course, your health and safety are my top priority, and, as always, the scope and schedule of our class could change if the situation warrants it. I will keep you posted on anything that could affect our class, and I ask that you keep me posted on anything that could affect your performance in this class (as related to COVID-19 or not).

Professionalism:

Coursework

All coursework, however small, **MUST** follow the rules of Standard English and grammar, as well as maintain a professional and formal tone. I will not grade an assignment that is in incomplete sentences, uses non-standard English, or employs a disrespectful tone. Any such assignment will receive a "0."

Email Etiquette

Students should limit emails to "quick" questions. My office hours or appointments are the best way for us to address more complex questions and concerns about the course. If the answer to your question can be found in the textbook, blackboard, or syllabus, please do not message me because I will only refer you to one of these sources.

I expect students to use professional language and tone in all communication with me, including email correspondence. "Soooooooooooooooo B4 u snd me a msg..... B sure i can read it." Additionally, students should include their first and last name and section number in the "subject" line of the email or in the first line of the email. If the student does not follow these guidelines, I will not respond to his/her email. Students must use proper grammar, spelling, capitalization, and punctuation. Students should *never* ask that I respond ASAP and should refrain from using ALL CAPS and excessive punctuation!!!!!! in the email. Finally, students should only email me from their SPC email addresses. Emails from Yahoo, Hotmail, etc. are not delivered to my inbox. However, I actually prefer students to message me in Blackboard, not email.

Contacting the Instructor:

The best way to reach me is through course messages on Blackboard. Although I cannot guarantee that I will respond to your messages right away, I do check these 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. Blackboard messages and your SPC email are considered the official forms of communication between you and me, so it is extremely important that you check them 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 a message 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:

“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*, p. 23). "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. 23). 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.

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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

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.

Inclusive Access:

Textbook: The textbook and resources for this course are available in digital format through the Inclusive Access textbook program at South Plains College. That means the e-book edition of the textbook and/or all required resources are provided to students through Blackboard from the first day of class. The fee for the e-book/resources is the lowest price available from the publisher and bookstore and is included in the student tuition/fee payment. Therefore, students do not have to purchase a separate textbook or access card for this course.

E-book features: Access to a cloud-based e-reader is provided by RedShelf via Blackboard. RedShelf e-book features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download up to 20% of the book for offline access. Visit <https://solve.redshelf.com/hc/en-us/requests/new> for e-book issues and support.

Opting out of Inclusive Access: As long as they meet the opt-out deadline, students may choose not to participate in the Inclusive Access program if they have a textbook from another source. Students should check with the instructor for advice before deciding to opt out because Inclusive Access is the cheapest option for most students. Students should also find out whether course work is required in an online platform like *Mindtap* or *Connect*. If so, students who opt out would be required to purchase

access to that platform in addition to acquiring the e-book on their own. To opt out of the Inclusive Access e-book/resources, students need to email tfewell4texasbookcompany@gmail.com before the census date. Students must include their first name, last name, student ID number, and the course they are opting out of in the email. Once students have been opted out of Inclusive Access, they will receive a confirmation email. Students who need assistance to opt out should contact the SPC Bookstore. The Inclusive Access fee will be refunded to students who opt out before the census date for their term of enrollment. The census date for fall and spring is the twelfth class day. The census date for shorter terms varies between the second and third class day.

This syllabus and schedule is subject to change at the instructor's discretion. Continued enrollment by the student in the course indicates that the student agrees and will abide by all policies set forth in this syllabus by the instructor.

Class Schedule

Unit 1: Introductions & Foundations Opens Monday 1/11 8:00 AM

SPC Dual Credit Instructors have been asked to open their courses early for high school students who are already back in school. To this end, our class will begin and end earlier than normal SPC courses. I am hoping everyone sees their announcement and email on Monday 1/11. However, I am also going to keep these first “weeks” open longer than just a week to help students orient themselves and make sure everyone has a chance to complete all the assignments for the first unit. PLEASE DOUBLE CHECK DUE DATES FREQUENTLY TO MAKE SURE YOU DO NOT MISS ONE. Also, try to complete each week within the suggested completion date to stay on track!

Week 1: Critical Thinking, Reading, & Writing

Suggested Completion Date: Monday 1/18

Due: Monday 1/25 11:59 PM

- Introductions & Discussion Board #1
- Course Information & Structure
- MindTap Activities
 - Critical Reading, Thinking, & Responding
 - Research & Documentation
 - Poetry Vocabulary

Week 2: Crash Course in Literature & Writing Review

Suggested Completion Date: Monday 1/25

Due: Monday 2/1 11:59 PM

- Applying Literary Terms in the Genres
 - Fiction Vocabulary
 - Writing Review
 - Thesis Statements, Topic Sentences, & Supporting Ideas
 - Reading & Analyzing Literature
 - Helpful Handouts
 - Questions to Ask About Short Stories
 - Questions to Ask About Poems
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Unit 2: Life, Love, & Literature Opens Tuesday 1/26

Week 3: Love, Relationships, & Family

Due: Monday 2/1

- Essay #1 Assignment
- Discussion Board #2
- Short Stories
 - Kate Chopin, “The Story of an Hour” (1894)
 - Raymond Carver, “What We Talk about When We Talk about Love” (1981)
 - Alice Walker, “Everyday Use” (1973)
- Poems
 - Anne Bradstreet, “Upon the Burning...”(1666)
 - Robert Burns, “Oh, My Love Is Like a Red, Red Rose” (1794)
 - Robert Hayden, “Those Winter Sundays” (1966)
 - Edna St. Vincent Millay, “Love is not all” (1931)
 - Theodore Roethke, “My Papa’s Waltz” (1948)
 - William Shakespeare, “My Mistress’s Eyes Are Nothing Like the Sun” (1609)

Week 4: Time (Past & Present/Innocence & Experience)

Due: Monday 2/8

- Short Stories
 - F. Scott Fitzgerald, “Babylon Revisited” (1931)
 - James Joyce, “Araby” (1914)
 - William Faulkner, “A Rose for Emily” (1930)
- Poems
 - Elizabeth Bishop, “The Fish” (1946)
 - William Blake, “The Lamb” (1789)
 - William Blake, “The Tyger” (1794)
 - Robert Herrick, “To the Virgins, to Make Much of Time” (1648)
 - A.E. Housman, “When I Was One-And-Twenty” (1896)
 - Robert Frost, “The Road Not Taken” (1916)
 - Robert Frost, “Birches” (1915)
- Writing Review
 - Writing Essays

Week 5: Life & Death/Survival & Suffering

Due: Monday 2/15

- Essay #1 DUE
- Short Stories
 - Jack London, “To Build a Fire” (1908)
 - Ursula K. Le Guin, “The Ones Who Walk Away from Omelas” (1973)
 - Flannery O’Conner, “A Good Man Is Hard to Find” (1949)
- Poems
 - Anonymous, “The Twenty-Third Psalm” (1000 BCE)
 - Matthew Arnold, “Dover Beach” (1867)
 - W.H. Auden, “Musee des Beaux Arts” (1939)

- John Donne, “Death Be Not Proud” (1610)
 - Seamus Heaney, “Mid-Term Break” (1998)
 - Dylan Thomas, “Do Not Go Gentle...”(1951)
 - Emily Dickinson, “Because I could not stop for Death—”(1862)
 - Emily Dickinson, “I heard a Fly buzz – when I died – “(1862)
 - Writing Review
 - Thesis Statements, Topic Sentences, & Supporting Ideas
 - Research and Documentation
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Unit 3: Stories & Society

Opens Tuesday 2/16

Week 6: Physical & Mental Health

Due: Monday 2/22

- Essay #2 Assignment
- Discussion Board #3
- Short Stories
 - Charlotte Perkins Gilman, “The Yellow Wallpaper” (1892)
 - Edgar Allan Poe, “The Cask of Amontillado” (1846)
 - Herman Melville, “Bartleby the Scrivener” (1853)
- Poems
 - Rafael Campo, “What the Body Told” (1996)
 - Paul Laurence Dunbar, “We Wear the Mask” (1896)
 - Sylvia Plath, “Mirror” (1971)
 - Edwin Arlington Robinson, “Richard Cory” (1897)
 - Stevie Smith, “Not Waving but Drowning” (1957)

Week 7: War & Politics

Due: Monday 3/1

- Short Stories
 - Kurt Vonnegut, “Harrison Bergeron” (1961)
 - Toni Morrison, “1919” (1973)
 - Tim O’Brien, “How to Tell a True War Story” (1990)
- Poems
 - e. e. cummings, “next to of course god America I” (1926)
 - T.S. Eliot, “The Waste Land” (1922)
 - Thomas Hardy, “The Convergence of the Twain” (1915)
 - Thomas Hardy, “The Man He Killed” (1902)
 - Randall Jarrell, “The Death of the Ball Turret Gunner” (1945)
 - Wilfred Owen, “Dulce et Decorum Est” (1920)
 - Walt Whitman, “O Captain! My Captain!” (1865)
 - William Butler Yeats, “An Irish Airman Foresees His Death” (1919)

Week 8: Voices of Immigrants & the Oppressed

Due: Monday 3/8

- Essay #2 DUE
 - Short Stories
 - Ralph Ellison, “King of the Bingo Game” (1944)
 - Judith Ortiz Cofer, “Silent Dancing” (1990)
 - Achy Obejas, “We Came All the Way...”(1994)
 - Poems
 - Anonymous, “Go Down Moses” (1853)
 - Judith Ortiz Cofer, “The Latin Deli” (1993)
 - Emma Lazarus, “The New Colossus” (1883)
 - Dudley Randall, “Ballad of Birmingham” (1968)
 - Langston Hughes, “The Weary Blues”
 - Langston Hughes, “The Negro Speaks of Rivers”
 - Writing & Citing Review
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**Unit 4: Case Studies for Research
Opens Tuesday 3/9****Week 9: Beginning Research, Reading, Brainstorming**

Due: Sunday 3/14 **Shortened Week b/c of Spring Break

- Research Paper Assignment
- Writing Projects
 - Writing a Research Paper
- Anthology of Casebooks for Research Papers
 - Emily Dickinson
 - William Faulkner
 - Robert Frost
 - The Harlem Renaissance

Week 10: Research, Reading, & Synthesizing Information

Due: Monday 3/29

- Annotated Bibliography
- Research Paper Outline
- Research and Documentation
- Organizing Your Essay
- Quoting, Paraphrasing, and Summarizing

Week 11: Prewriting, Drafting, and Adding Information

Due: Monday 4/5

- Discussion Board #4 (Peer Review)
- Research Paper Rough Draft

Week 12: Revising & Editing

Due: Monday 4/12

- Research Paper Revision & Editing
 - Research Paper Final Copy DUE
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**Unit 5: Crash Course & Case Study in Drama
Opens Tuesday 4/13**

Week 13: Crash Course in Drama

Due: Monday 4/19

- Final Exam Essay Assignment
- Drama Vocabulary
- Drama
 - Dolores Prida, *Beautiful Senioritas* (1977)

Week 14: Case Study of Sophocles

Due: Monday 4/26

- Sophocles
 - *Antigone*
 - *Oedipus the King*

Week 15: Final Essay

Due: Monday 5/3

- Final Exam Essay DUE