

**South Plains College**  
**Course Syllabus: ENGL 1302**  
 Spring Semester 2022  
 Friona High School Dual Credit  
 Section 412

**Instructor:** Jared Travis, MA

**Course Number:** ENGL 1302

**Email:** jtravis@frionaisd.com

**Court Title:** Composition II

**Department:** English and Philosophy

**Available Formats:** conventional

**Discipline:** English

**Campuses:** Levelland, Reese, Plainview, Extension Centers, High Schools

**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:** Grade of "C" or better in 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

**Two Required Textbooks (print or ebook):**

1. *Norton Introduction to Literature*, Shorter 13th edition, edited by Kelly J. Mays  
**Ebook ISBN: 978-0-393-69117-7**
2. *The Little Seagull Handbook with Exercises*, 4<sup>th</sup> edition  
**Ebook ISBN: 978-0-393-53701-7**

**Technology Requirements:**

1. **SPC username and password:** email helpdesk@southplainscollege.edu or call the SPC Help Desk at 806-716-2600 for help with your username/password
2. **Blackboard:** grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Use your SPC credentials to log in here: <https://southplainscollege.blackboard.com>

**Ebook Help:**

- Norton Help: <https://wnorton.com/help>
- TexBook Information (Inclusive Access): <https://www.southplainscollege.edu/texbook.php>

- TexBook Help: <https://solve.redshelf.com/hc/en-us>
- SPC Bookstore: [tfewell@texasbook.com](mailto:tfewell@texasbook.com) or [agamble@texasbook.com](mailto:agamble@texasbook.com)

**Blackboard Help:**

1. **Get Help by Email:** [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu)
  - Be sure to include your full name, your instructor's name, the course and section you are enrolled in, and a detailed description of the problem.
  - The blackboard@southplainscollege.edu account is monitored from 8:00 a.m. – 10:00 p.m., Monday – Sunday.
  - You can expect a response within 24 hours by email; however, the average response time is less than one hour.
2. **Get Help by Phone:** 806-716-2180 (available between 8 AM and 4 PM Monday through Friday, except on holidays)
3. **Get Help Online:** click on the Help link listed in the Blackboard course menu.

**Course Syllabus and Organization:**

- This syllabus is available on the **Syllabus** page in our Blackboard course.
- The course is organized into sixteen weeks. Each week has its own folder on the **Course Content** page in our Blackboard course.

**Supplies:** Daily use of school assigned Chromebook and Internet access

**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.
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.

**Grade Calculation & Course Assignments:**

**Poetry Unit (20%):** In this unit, we will study elements of poetry which include literary effects, rhyme & meter, shapes & styles, and sound effects. There will be readings in poetry in *Norton*, periodic quizzes, discussion boards, and assignments in *Seagull*. We will conclude this unit with a Poetry Explication essay (600 words).

Readings, quizzes, other assignments: 10%  
1 Essay 10%  
= 20% of course grade

**Fiction (Short Story) Unit (20%):** In this unit, we will study the short story genre. Rather than read a novel, we will have a list of readings of well-known and significant short stories. In addition to the readings, there will be assignments in *Norton* and *Seagull*. During this unit, one essay will be assigned. This essay is a Character Analysis essay (600 words) which looks at a character in depth.

Readings, quizzes, and other assignments: 10%  
1 Essay 10%  
= 20% of course grade

**Drama Unit (20%):** In this unit, we will read and analyze a play. In addition to the reading, there are a few quizzes, discussion boards, readings in *Norton*, and assignments in *Seagull*. One essay will be written during this unit. You will write a Literary Analysis essay (750 words) on the play we read.

Readings, quizzes, and other assignments: 10%  
1 Essay 10%  
=20%

**Nonfiction Unit (10%):** During this short unit, we will study rhetoric and argumentative writing. In addition to a few quizzes, there is a sophisticated collection of essays at our disposal that we will read to analyze the power and significance of the argument. We will conclude this unit with a discussion board (300 words) comparing the argument in the play *Hamlet* with the argumentative essay (300 words).

Readings, quizzes, and other assignments: 5%  
1 Discussion Board 5%  
=10%

**Research Project (20%):** This project will serve as a final exam for our course. You will first need to choose a reading (poem, short story, essay, play, novella) and read it. This reading must be different (but related) to what we have read in class. Then, research the history surrounding the story and the author. Thereafter, write a paper (**5 pages / 1,500 words; 8-15 sources**) that discusses the influence of this history and the author's background on the writing. Here are the writings that will be due periodically:

Proposal (1 page only) 2%  
 Annotated bibliography on sources 4%  
 Rough draft 4%  
 Final draft 10%  
 Final Presentation 5%  
 =25%

**Attendance & Participation (5%):** Due to FHS requirements, I will configure your daily 'Bellwork' into this grade. Be sure to put forth your best effort each day to answer the question correctly.

**Late submissions:** In the event you are late to complete an essay, you must communicate with me about this. Since we meet each day, there is little excuse to not let me know you are unable to complete on time. If you are late, I will follow this policy: 1) a deduction of 10% of the essay grade if turned in after midnight on the day the assignment is due, and 2) another 10% deduction if more than 2 days late. I don't mind giving you the afternoon and evening to complete an essay on the day it is due. However, do not procrastinate on any essay. Plan ahead!!!

**Extra credit policy:** I will accept a revision of an essay to earn more points. However, I will only award up to 50% of the points between your original grade and 100. For example, if you earn 60 on an essay, the maximum I will give for a well-written revision is 80.

#### **Essay Assessment Guidelines:**

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 errors (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 errors (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 errors (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 or more major errors (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.”

**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.

### **Attendance Policy:**

**This class is a Dual Credit course with Friona High School and South Plains College. Students are expected to comply with attendance requirements for both institutions. Students must complete daily attendance assignments per Friona High School policy. Students are expected to attend all classes in**

**order to be successful in this course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.**

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

**Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records.** A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy. **It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account.**

**Dropping our class:** Before you withdraw from our class, please discuss the situation with your parent, with me, the school counselor, and an administrator. If there are any costs to you, an administrator will let you know. If you feel you are behind in the work, there are ways to help you catch up and stay on track. Talk to me.

- Check the SPC Academic Calendar here to find out the last day to drop a course for this semester: <http://www.southplainscollege.edu/academiccalendar/index.php>

**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;
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.

**Diversity Statement:** In this class, the teacher 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.

**Disabilities 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.

**Non-Discrimination Statement:** South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

**Title IX Pregnancy Accommodations Statement:** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations, you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

**Campus Concealed Carry Statement (Rev. 7/28/2021):** Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2). 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. Individuals may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

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.

**Semester Schedule**  
**(This is a tentative schedule. Dates and assignments may change.)**

<p>Week 1  1/18-1/21  Introduction and Syllabus  Begin Poetry Unit  Review Poetry &amp; Lit Terms  Origins of Poetry</p>
<p>Week 2  1/24-1/28  Poetry Unit / Poetry Assignments  Discuss critical reading  Discuss &amp; assign Poetry Explication paper</p>
<p>Week 3  1/31-2/4  Poetry Unit / Poetry Assignments  *Discuss Research Project &amp; assign Proposal</p>
<p>Week 4  2/7-2/11  Poetry Unit / Poetry Assignments  2/11 <b>Poetry Explication</b> paper due</p>
<p>Week 5  2/14-2/18  Begin Fiction Unit / Fiction Assignments  *Update on Research Project - <b>Proposal due</b> 2/18  *Locate Sources</p>
<p>Week 6  2/21-2/25  Fiction Unit / Fiction Assignments  Discuss &amp; Assign Character Analysis essay</p>
<p>Week 7  2/28-3/4  Fiction Unit / Fiction Assignments  *Update on Research Project - <b>Report sources</b> 3/4  *Assign Annotated Bibliography with sources</p>
<p>Week 8  3/7-3/11  Fiction Unit / Fiction Assignments  3/11 <b>Character Analysis</b> essay due</p>
<p><b>Week 9 3/14-3/18 SPRING BREAK</b></p>

<p>Week 10 3/21-3/25 Drama Unit (Shakespeare's <i>Hamlet</i>) Drama Assignments Discuss &amp; assign Literary Analysis essay</p>
<p>Week 11 3/28-4/1 Drama Unit / Drama Assignments *4/1 Update Research Project - <b>Annotated Bibliography</b> due (8-15 sources)</p>
<p>Week 12 4/4-4/8 Drama Unit / Drama Assignments</p>
<p>Week 13 4/11-4/15 Drama Unit / Drama Assignments 4/15 <b>Literary Analysis</b> essay due</p>
<p>Week 14 4/18-4/22 Nonfiction: Rhetoric &amp; the argumentative essay Nonfiction assignments Discuss &amp; assign extended Discussion Board</p>
<p>Week 15 4/25-4/29 Finish Rhetoric &amp; the argumentative essay Nonfiction assignments 4/27 Compare-Contrast extended Discussion Board due *4/29 Update Research Project - <b>Rough Draft</b> due</p>
<p>Week 16 5/2-5/6 *Prepare Presentation of Research Paper *Revise Research Paper</p>
<p>Week 17 5/9-5/13 5/9 Research Paper - <b>Final Draft</b> due 5/10-5/12 Presentations of Research Paper *5/13 SPC grades due</p>