

English 1302.455: Composition II

Syllabus/Policies for Dual Credit/INT

Spring 2018

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

Office: Communications 102
Office Phone: 806-716-2444
Office Hours:
MW: 11AM-12 PM & 1-2 PM
TR: 1-2 PM
F: 8:30-11:30 AM

Text & Materials:

The following are requirements for this course. You will need to purchase them immediately and consult them frequently as you complete coursework.

Textbook

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

+ **the Connect Writing access code** (this is packaged with new books or bought separately with used/rented books) ISBN: 9780077724184.

****Important Note: If you bought the Connect access code for our Fall semester class, you DO NOT need to buy a new code. You will be able to enroll in this class using your existing Connect account.**

Software

- High-speed Internet connection
- Web browser
- Blackboard account
- Microsoft Word (papers will only be accepted in .doc or .docx format; you must use a Microsoft product)
 - Microsoft offers a free download of the Office programs at <https://www.office.com/GetOffice365>. All you need to do is use your SPC email address to get it!

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%

Grading Scale:

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

Further Breakdown of Grades:

Minor Assignments:

Card Reports (2)	10%
Discussion Boards (4)	10%
Connect Exercises (4 groups)	5%
Essay Process Work (3)	5%
Research Process Work (5)	10%

Major Essays:

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

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Total	100%

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.

In addition to the scheduled essays and exams, announced and unannounced daily exercises/journals will be given throughout the semester. There will be no make-ups for daily exercises. A student must be present to receive credit for these daily grades.

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.
- 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.
- Any late work may not be made-up without prior approval from the instructor.
- All work (writing assignments, exams, discussions, etc.) will be completed in Blackboard and Connect Writing. You should log-in to Blackboard on January 17th or 18th, the first days of the semester.
- 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 week is released, the content (notes, etc.) will be available throughout the semester.

- 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.
- **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.**

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.

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 email 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. “Sooooooooooooooooo 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. I prefer students to email me, not message in BlackBoard.

**Please note: if you use the “Email Instructor” function in BlackBoard, you will find my response in your SPC email not your BlackBoard messages.*

Contacting 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:

“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.

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

• Includes: **Assignments** • **Chapter Readings** • **Literature Readings** • **Discussion Boards** •

Week 1 // Tuesday 1/16 – Monday 1/22

1.1 Introductions

- **Introductory Email Assignment**

1.2 Syllabus // Expectations

1.3 Explanation of Assignments

1.4 Connect Assignments Set-Up

Week 2 // Tuesday 1/23 – Monday 1/29

2.2 Critical Thinking, Reading, and Writing

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

2.3 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**

2.4 Major Assignment Sheets/Explanation

- **Card Report Assignment Sheets**
- **Essay #1 Assignment Sheet**

Week 3 // Tuesday 1/30 – Monday 2/5

3.1 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)**

3.2 Plot & Character in Fiction

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

3.3 Week 3 Discussion Board #1

3.4 Fiction Connect Exercises OPEN

Week 4 // Tuesday 2/6 – Monday 2/12

4.1 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)

4.2 Language, Tone, Style & Theme in Fiction

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

4.3 Essay #1 Process Packet/Progress Report

4.4 Fiction Connect Exercises DUE

Week 5 // Tuesday 2/13 – Monday 2/19

5.1 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)

5.2 Fiction Card Reports DUE

5.3 Essay #1 DUE

- Essay #2 Assignment

Week 6 // Tuesday 2/20 – Monday 2/26

6.1 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)

6.2 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)

6.3 Week 6 Discussion Board #2

6.4 Poetry Connect Exercises OPEN

Week 7 // Tuesday 2/27 – Monday 3/5

7.1 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)

7.2 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)

7.3 Essay #2 Process Packet/Progress Report

7.4 Poetry Connect Assignments DUE

7.5 Research Paper Topics Sign Up OPEN all week and DUE at the end of the week!!!

Week 8 // Tuesday 3/6 – Sunday 3/11
SHORT WEEK*****

8.1 Poetry Card Reports DUE

8.2 Essay #2 Rough Draft Exam DUE

8.3 Library Introduction and Instruction

8.4 Research Connect Exercises OPEN

SPRING BREAK // Monday 3/12 – Sunday 3/18



9.1 **Essay #2 DUE**

9.2 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)

9.3 **Week 9 Discussion Board #3**

- Includes Research Paper Assignment Sheet and Instructions
- Designed to be a prewriting activity

9.4 **Research Connect Assignments DUE**

**Week 10 // Tuesday 3/27 – Tuesday 4/3
EASTER HOLIDAY MONDAY 4/2*****

10.1 **Annotated Bibliography DUE**

10.2 **Research Paper Outline Exam DUE**

10.3 MLA Connect Exercises OPEN

Week 11 // Tuesday 4/3 – Monday 4/9

11.1 **Research Paper Rough Draft Exam DUE**

11.2 **MLA Connect Exercises DUE**

Week 12 // Tuesday 4/10 – Monday 4/16

12.1 **Week 12 Discussion Board #4**

- Research Paper Peer Review

12.2 Research Paper Revision Packet/Presentation (not a grade)

Week 13 // Tuesday 4/17 – Monday 4/23

13.1 **Research Paper Final Copy DUE**

Week 14 // Tuesday 4/24 – Monday 4/30

14.1 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)

14.2 Elements of Drama, Cont.

- Final Exam Assignment Sheet
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15.1 Elements of Drama

- Greek Drama: A Case Study on Sophocles (1064-1085)
- Conventions of Greek Drama as shown in “Oedipus” (1097-1107)
 - “Oedipus the King” by Sophocles Prologue-Scene 2 (1068-1085)

15.2 Elements of Drama

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

15.3 **Final Exam DUE**

Week 16 // Finals

[Final Exam is due the Monday of finals week (5/7) which is the end of our Week 15]