

ENGL-1302
Composition II (Online)
Summer 2019

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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 critical responses appropriate to these modes of thought.

Instructional Objectives

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

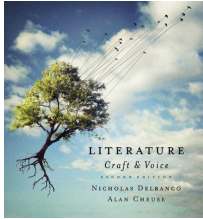
- To practice and refine the skills of expository and argumentative writing already developed in English 1301;
- To understand the major elements of literature as these are highlighted by the instructor;
- To apply critical thinking to the study of literature and to write essays which demonstrate that 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.

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.

Textbook and Supplies

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



Delbanco, Nicholas and Alan Cheuse. *Literature: Craft and Voice*. 2nd ed. McGraw Hill, 2012. ISBN: 978-0-07-338492-4.



Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 3rd ed. ISBN: 9780393602647

Software Requirements

You are required to have access to the following technologies:

- High-speed Internet connection
- Web browser
- Blackboard account
- Skype (optional)
- Microsoft Word (more information can be found on the 'Required Technologies' page in Blackboard)
- Flipgrid (more information can be found on the 'Required Technologies' page in Blackboard)
- Dropbox (more information can be found on the 'Required Technologies' page in Blackboard)

Communication

You can reach me in one of three ways: you can email me at mescamilla@southplainscollege.edu, call my office at 806-716-2252 and leave a message, or make an appointment to meet either in-person or via video conference using Skype.

I return emails and calls within 24 hours. This is going to require some planning on your part; you won't be able to wait until the last minute to complete assignments.

Your South Plains College email is the official communication for this course. Plan to check it every day.

Attendance Policy

Regular, consistent attendance is required for this course. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. Accordingly, this course requires student attendance and participation in order for students to remain enrolled in a class(es).

You should log in to Blackboard frequently and check your SPC email daily. I will post announcements and send emails regularly.

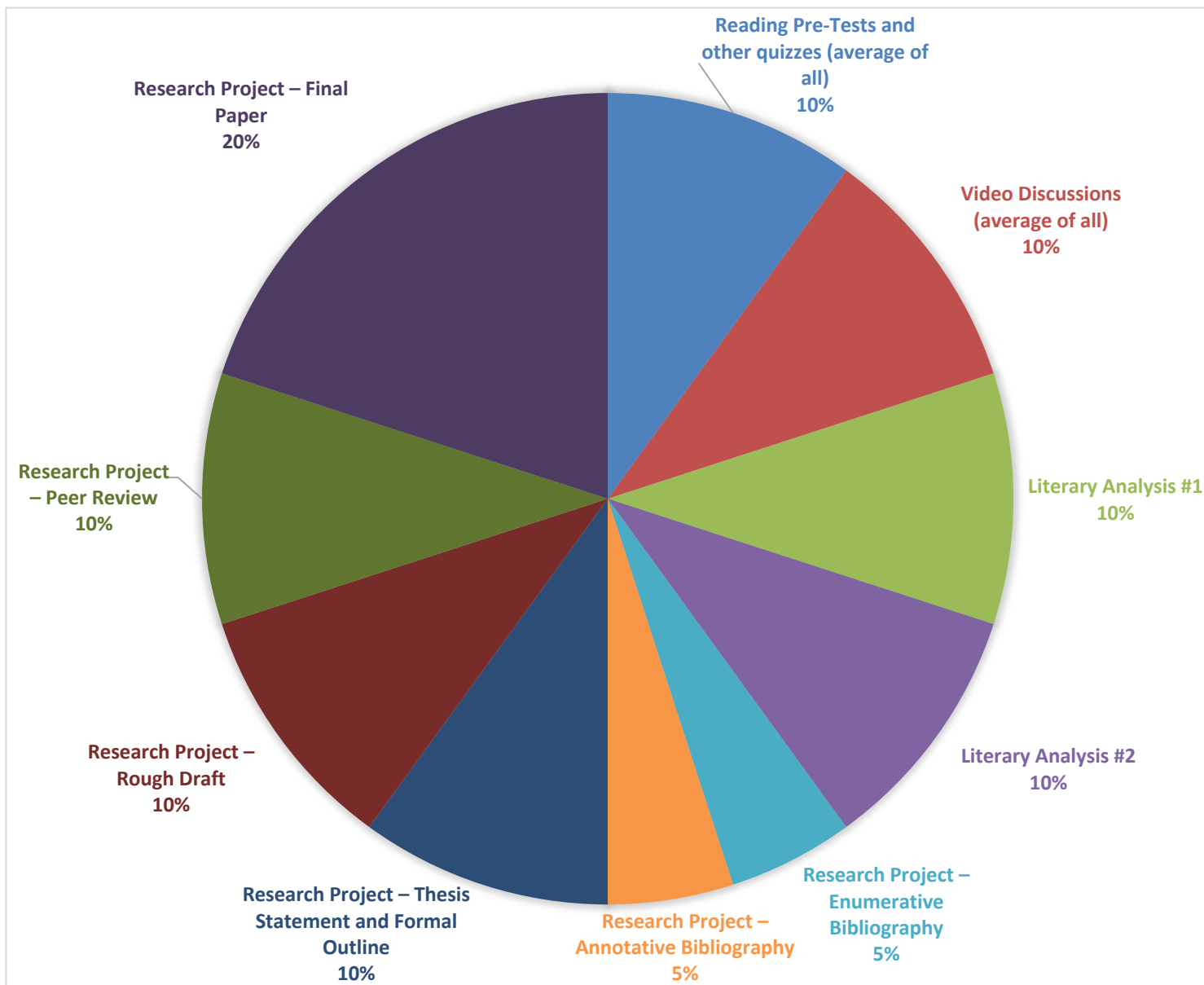
If you fail to submit any two of the major assignments for this course (Research Project Enumerative Bibliography, Research Project Annotative Bibliography, Research Project Thesis Statement and Outline, Research Paper Initial Draft,

Research Paper Peer Review, Research Paper Final Draft, Literary Analysis Paper, Literary Comparison Paper), you will be dropped from the course immediately. Check the calendar for due dates.

Be advised – I do not accept late work for any reason.

Grading Policy

Final grades will be assigned based on the following percentages:



It is up to you to monitor your average and course progress. If at any time you feel that you need to discuss your course progress with me, it is your responsibility to make contact. You can find your current average via the 'Gradebook' link in Blackboard.

Reading Assignments and Video Lectures

Mandatory, assigned reading is required for this course; you may also be required to watch recorded video lectures. Reading and video lecture assignments can be found in the course modules in Blackboard.

Reading Quizzes

It will be particularly important for you to read the fiction assignments at the beginning of each module so that you may participate in class discussion. To ensure that you're doing this, you will be required to take a reading quiz at the beginning of each module. The quizzes will be computer-based. Be sure – before you start the quiz – to read the stories/selections very carefully. You will not have time, once the quiz begins, to look up answers. I do not accept late work for any reason.

Additionally, I do not reset quizzes because of technical difficulty. Be sure you have a stable, high-speed Internet connection before beginning the quizzes.

Literary Analysis Papers

You will be required to write two three-page literary analysis papers for this course. Instructions for these assignments can be found in Blackboard. I do not accept late work for any reason.

Discussions

Collaboration and communication is essential to success in both the academic and professional setting. To practice these skills and further our knowledge of the subjects we cover in this course, each student will be required to participate in weekly video discussions.

There are two parts to each module discussion assignment. The first is an **initial post**. The second part includes **responses** to your peers, which will be due in the second half of each module. A 5-point deduction will be applied to initial posts not posted by the first deadline, and no response posts will be counted for credit after the second deadline.

These are video discussions using Flipgrid, which can be accessed using your computer, webcam, and microphone, or via the Flipgrid app on your mobile device.

Research Project

You will be required to complete a multi-part research project over the course of the semester. Details for these assignments can be found in Blackboard. Late work will not be accepted for any reason.

Due Dates

Due dates are posted on the course calendar, and are firm. I do not grant extensions or allow late work for any reason. Work submitted after the due date will not be evaluated and will receive a grade of 0.

Due times are noon on the date listed on the calendar.

As an online student, you assume the responsibility for your technology. I suggest three things:

1. Have a backup plan in place from day one, just in case your technology fails.
2. After submitting an assignment, return to the assignment submission before the due date and make sure it's been submitted properly. If it's not submitted properly by the due date, you will not receive credit for it, regardless of whether or not you thought the paper had submitted.
3. Don't wait until the last minute to submit assignments. If you have trouble, but no one is available to help you, you will still not be able to submit the assignment late.

You are responsible for making sure your work has been submitted properly.

Assignment Submission

I cannot accept any assignment via email, for any reason. It is your responsibility to make sure the assignment submitted properly *before* the due date. No documents will be accepted after the submission deadline has passed, for any reason.

Please note: any composition submitted that is not at least half of the minimum required length will receive a grade of a zero.

Additionally, all files must be submitted as .docx documents (Microsoft Word). I cannot accept .gdoc, .pages, .odt, .rtf, or .txt files. If you submit anything other than a .docx file, you will be given a 0 for that assignment and will not be allowed to make it up.

Papers will be submitted using in two places: in Blackboard as a TurnItIn assignment and Dropbox. Please note: you must submit files to both places. For the Dropbox part of the submission, you must put the file in our shared folder, and it must be named correctly, in order for them to be graded. I will not make allowances for the late policy because of misplaced files or files with non-standard file names.

Please understand: File management is a skill that, as an online student, you should be very comfortable with. I cannot accept late work from students who didn't understand what folder to save their files to. This is extremely important.

As an online student, you assume the responsibility for your technology. I suggest three things:

1. Have a backup plan in place from day one, just in case your technology fails.
2. After submitting an assignment, return to the assignment submission before the due date and make sure it's been submitted properly. If it's not submitted properly by the due date, you will not receive credit for it, regardless of whether or not you thought the paper had submitted.
3. Don't wait until the last minute to submit assignments. If you have trouble, but no one is available to help you, you will still not able to submit the assignment late.

You are responsible for making sure your work has been submitted properly.

Style Guide

We will use the APA style guide for formatting and documentation in this course. Specific rules regarding this particular style guide can be found in *The Little Seagull Handbook* that you purchased for this course. All documents you submit should be formatting using APA standards, and all citations you write, whether in-text or on a References page, should follow APA guidelines for citation.

Academic Integrity

It is the aim of the faculty at 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 and possible suspension. Please refer to the SPC General Catalog regarding consequences for cheating and plagiarism.

****Do not, under any circumstances, turn in another student's work as your own. Do not, under any circumstances, give your work to anyone else to turn in as their own. Do not copy and paste from the Internet. All of these situations are representative of academic dishonesty and will be treated as such.****

I have zero tolerance for cheaters. If I suspect you of cheating, I will drop you without discussion. Please trust me when I say I have ways of determining whether or not you've cheated that you can't get around, as smart as you are. ;-)

Disclaimer

Because we will use Blackboard to conduct a portion of this class, please note that the materials you may be accessing in chat rooms, bulletin boards or unofficial web pages are not officially sponsored by South Plains College. The United States Constitution rights of free speech apply to all members of our community regardless of the medium used. We disclaim all liability for data, information or opinions expressed in these forums.

Diversity Statement

In this course, 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 be and can be.

Special Services

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special 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 Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 806-894-9611, extension 2529.

Student Code of Conduct

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 which 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.**

Discussion Post Grading Checklist

| | | |
|---|----------------------------|-----------|
| Initial Post (1) | | |
| Content All parts of selected question answered thoroughly Length | 40 pts. | Comments: |
| Question Asked an original question in the text of initial discussion post | 10 pts. | |
| Total | 50 pts. | |
| Response Posts (2) | | |
| Content Responds to peer in a substantive manner Adds something to the conversation | 25 pts. each/50 pts. total | Comments: |
| Total | 50 pts. | |

Enumerative Bibliography Grading Checklist

| <p>Document Formatting</p> <ul style="list-style-type: none"> <input type="checkbox"/> APA header <input type="checkbox"/> APA Title Page <input type="checkbox"/> Times New Roman, 12 pt. font <input type="checkbox"/> Double-spaced lines <input type="checkbox"/> Hanging indent for each citation <input type="checkbox"/> 1" margins <input type="checkbox"/> Entries alphabetized <input type="checkbox"/> File named properly | <p>50 pts. (5 pts. each element)</p> | <p>Comments:</p> |
|--|--|------------------|
| <p>Citations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Citations correctly constructed according to APA standards | <p>50 pts. (2.5 each entry)</p> | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Overall mistakes with italics <input type="checkbox"/> Overall inclusion of quotation marks <input type="checkbox"/> Overall mistakes with sentence capitalization | <p>-10 pts. each</p> | |
| <p>Source Guidelines</p> <ul style="list-style-type: none"> <input type="checkbox"/> 20 entries, total <input type="checkbox"/> Appropriate source (see instructions) | <p>5 pts. per entry</p> | |
| | <p>100 pts.</p> | |

Annotative Bibliography Grading Checklist

| Citations <input type="checkbox"/> Citations correctly constructed according to APA standards | 20 pts. (2.5 each entry) | Comments: |
|--|----------------------------------|-----------|
| Annotations <input type="checkbox"/> At least 50 words long <input type="checkbox"/> Summarizes source <input type="checkbox"/> Discusses importance of source for research | 66 pts. (8.25 each entry) | |
| Formatting <input type="checkbox"/> APA title page <input type="checkbox"/> APA header <input type="checkbox"/> Times New Roman, 12 pt. font <input type="checkbox"/> Double-spaced lines <input type="checkbox"/> Hanging indent for each citation <input type="checkbox"/> 1" margins | 14 pts. (2 pts. each element) | |
| Guidelines <input type="checkbox"/> 8 annotative entries, total | 12.5 pts. per entry | |
| Total | 100 pts. | |

Thesis Statement, Formal Outline, and Quotes Assignment Grading Checklist

| Thesis Statement <input type="checkbox"/> Has an obvious main idea and controlling idea. | 10 pts. | |
|--|---------------------------------------|--|
| Outline <input type="checkbox"/> Three pages long <input type="checkbox"/> Appropriate levels for sections, paragraphs, details, and subdetails | 40 pts. | |
| Quotes <input type="checkbox"/> Six sources <input type="checkbox"/> Correct citation <input type="checkbox"/> At least two quotes per source. <input type="checkbox"/> Properly formatted quote. | 30 pts. (five points per citation) | |
| Formatting <input type="checkbox"/> APA header <input type="checkbox"/> APA title page <input type="checkbox"/> Times New Roman, 12 pt. font <input type="checkbox"/> Double-spaced lines <input type="checkbox"/> Hanging indent for each citation <input type="checkbox"/> 1" margins | 20 pts. | |
| Total | 100 pts. | |

Initial Research Paper Draft Grading Checklist

| Initial Research Paper Draft Grading Checklist | | |
|---|-----------------|-----------|
| Length <input type="checkbox"/> Paper is at least 75% complete | 20 pts. | Comments: |
| In-Text Citations <input type="checkbox"/> Contains in-text citations for both directly quoted and paraphrased material. | 30 pts. | |
| Formatting <input type="checkbox"/> APA header <input type="checkbox"/> APA heading <input type="checkbox"/> Times New Roman, 12 pt. font <input type="checkbox"/> Double-spaced lines <input type="checkbox"/> Hanging indent for each citation <input type="checkbox"/> 1" margins | 20 pts. | |
| References Page <input type="checkbox"/> Contains References page, with at least six sources | 30 pts. | |
| Total | 100 pts. | |

Research Paper Final Draft Grading Rubric

| Category | Highly Proficient | Acceptably Proficient | Minimally Proficient | Non-Proficient |
|---|---|---|---|---|
| Thesis Statement <i>10 pts.</i> | Precise, succinct thesis statement with obvious main idea and controlling idea; original and compelling 10 pts. | Acceptable thesis statement has main and controlling idea, but may not be original or compelling. 7.5 pts. | Thesis statement is confusing or not immediately obvious. Missing main idea or controlling idea. 5 pts. | No thesis statement evident. 0 pts. |
| Body Paragraphs <i>10 pts.</i> | All body paragraphs are unified and coherent; each body paragraph contains one distinct point; each body paragraph has a topic sentence that is directly related to the thesis; body sentences are related to the topic sentence. 10 pts. | Body paragraphs are mostly unified and coherent; topic sentences are largely related to the thesis, with one error at most; supporting sentences are mostly related to the topic sentence, with no more than one error. 7.5 pts. | Body paragraphs are not wholly unified and/or coherent; topic sentences are mostly unrelated to the thesis, with more than one error; body sentences are mostly unrelated to topic sentences. OR Paper does not meet the length requirement by one page. 5 pts. | Body paragraphs are completely un-unified and incoherent; topic sentences are not related to thesis; body sentences are not related to topic sentences. OR Paper does not meet the length requirement by 2 or more pages. 0 pts. |
| Grammar, Spelling, Mechanics <i>10 pts.</i> | Minimal grammar, spelling, or mechanical errors (2 maximum). 10 pts. | 3-5 grammar, spelling, or mechanical errors. 7.5 pts. | 6 - 8 grammar, spelling, or mechanical errors. 5 pts. | 9 or more spelling, grammar, or mechanical errors. 0 pts. |
| Style <i>10 pts.</i> | Introductory and concluding paragraphs are compelling and creative; sentence structure is widely varied (simple sentences, compound sentences, complex sentences, compound-complex sentences); exceptional use of transitional phrases; academic/elevated/creative word choice; appropriate | Introductory and concluding paragraphs are satisfactory; sentence structure is somewhat varied (simple sentences, compound sentences, complex sentences, compound-complex sentences); occasional use of transitional phrases; mostly academic/elevated/creative word choice; mostly | Introductory and concluding paragraphs are unsatisfactory; sentence structure is unvaried (simple sentences, compound sentences, complex sentences, compound-complex sentences); occasional use of transitional phrases; missing academic/elevated/creative word choice; considerably | No introductory or concluding paragraphs; completely unvaried sentence structure; or sentences with so many structural mistakes as to render the sentences |

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|---|--|--|--|--|---|--|---|--|
| | tone; no slang or informal language. 10 pts. | | appropriate tone; some slang or informal language. 7.5 pts. | | inappropriate tone; excessive slang or informal language. OR Minor use of 1 st or 2 nd person (one or two references) 5 pts. | | illegible; wholly informal language. OR Excessive of 1 st or 2 nd person. 0 pts. | |
| In-Text Citation <i>25 pts.</i> | In-text citations are formatted according to APA standards, with no incorrect or missing citations; all outside information has a citation. 25 pts. | | In-text citations are formatted according to APA standards, with 3 – 4 incorrect citations OR 3 – 4 paraphrased passages lacking a citation. 18.75 pts. | | In-text citations are formatted according to APA standards, with 5 - 8 incorrect citations OR 5 - 8 paraphrased passages lacking a citation. 12.5 pts. | | More than 8 incorrect citations or 8 paraphrased passages lacking in-text citation. 0 pts. | |
| References Citations <i>25 pts.</i> | References citations are formatted according to APA standards, with no exceptions. 25 pts. | | References citations are formatted according to APA standards, with 1 - 2 exceptions. 18.75 pts. | | References citations are formatted according to APA standards, with 3 - 4 exceptions 12.5 pts. | | Missing References page. OR All citations have 2 or more consistent citations errors. 0 pts. | |
| Selected Sources <i>5 pts.</i> | Selected sources follow assignment instructions with no exceptions. 5 pts. | | Selected sources follow assignment instructions with 1 exception. 3.75 pts. | | Selected sources follow assignment instructions with 2 exceptions. 2.5 pts. | | Selected sources follow assignment instructions with 3 or exceptions. 0 pts. | |
| Formatting <i>5 pts.</i> | No errors in formatting. 5 pts. | | 1 error in formatting. 3.75 pts. | | 2 errors in formatting. 2.5 pts. | | 3 or more errors in formatting. 0 pts. | |

Literary Analysis & Literary Comparison Grading Rubric

| | Highly Proficient | Acceptably Proficient | Minimally Proficient | Non-proficient |
|---------------------------------|--|--|--|--|
| Content (20 pts.) | <ul style="list-style-type: none"> • Question answered thoroughly and effectively • Paper has a clear thesis statement, with both a main and controlling idea. • All paragraph topic sentences are directly and obviously related to the thesis statement. • All paragraph body sentences directly support the topic sentence. • Each body paragraph discusses one point directly related to the thesis <p style="text-align: right;">20 pts.</p> | <ul style="list-style-type: none"> • Question answered thoroughly and effectively • Paper has a clear thesis statement, with both a main and controlling idea. • Most topic sentences are directly and obviously related to the thesis statement. • Most body sentences directly support the topic sentence. • Each body paragraph discusses one point directly related to the thesis <p style="text-align: right;">14 pts.</p> | <ul style="list-style-type: none"> • Question answered in the most basic fashion but requires more depth and explanation • Paper has an unclear thesis statement, without main and controlling idea. • No topic sentences are directly and obviously related to the thesis statement. • Problems with unity. • Body paragraphs discuss more than one point or are repetitive. <p style="text-align: right;">10 pts.</p> | <p>Major problems with thesis, structure, and organization.</p> <p>AND/OR</p> <p>Essay does not follow appropriate pattern.</p> <p style="text-align: right;">0 pts.</p> |
| Support (20) | <ul style="list-style-type: none"> • Thesis supported by passages and evidence from the text. • Direct quotes from literature included in each body paragraph • Direct quotes obviously relate to paragraph topic/thesis <p style="text-align: right;">20 pts.</p> | <ul style="list-style-type: none"> • Thesis supported by passages and evidence from the text. • Direct quotes from literature included • Direct quotes are not obviously related to paragraph topic/thesis <p style="text-align: right;">14 pts.</p> | <ul style="list-style-type: none"> • Too few quotes from literature <p style="text-align: right;">10 pts.</p> | <ul style="list-style-type: none"> • No direct quotes from literature <p>AND/OR</p> <p>Paper does not meet length requirement; short by one page</p> <p style="text-align: right;">0 pts.</p> |
| Grammar & Style (20) | <p>Minimal grammar, spelling, or mechanical errors (at most 2).</p> <p>AND</p> <p>Introductory and concluding paragraphs are compelling and creative; sentence structure is widely varied (simple sentences, compound</p> | <p>3 – 5 grammar, spelling or mechanical errors.</p> <p>AND/OR</p> <p>Introductory and concluding paragraphs are satisfactory; sentence structure is somewhat varied; satisfactory use of transitional phrases;</p> | <p>6 – 8 grammar, spelling, or mechanical errors.</p> <p>AND/OR</p> <p>Introductory and concluding paragraphs are unsatisfactory; sentence structure is mostly unvaried; occasional use of</p> | <p>9 or more grammar, spelling, or mechanical errors.</p> <p>AND/OR</p> <p>No introductory or concluding paragraphs; completely unvaried sentence structure, or</p> |

| | | | | |
|--|--|--|--|---|
| | sentences, complex sentences), exceptional use of transitional phrases, academic/elevated/creative word choice; appropriate tone; no slang or informal language 20 pts. | mostly academic/elevated/creative word choice; mostly appropriate tone; some slang or informal language; slightly problematic 14 pts. | transitional phrases; unacademic word choice; considerably slang or informal language; considerably problematic 10 pts. | sentences with so many structural mistakes as to render the sentences illegible; wholly informal language 0 pts. |
| Citation (20) | <ul style="list-style-type: none"> • Correct and appropriate in-text citation • Correct and appropriate References citation 20 pts. | <ul style="list-style-type: none"> • Either in-text citation or References citation has errors 14 pts. | <ul style="list-style-type: none"> • Both in-text citation or References citation have errors 10 pts. | <ul style="list-style-type: none"> • Missing either in-text citation or References citations 0 pts. |
| Formatting (20) <i>APA formatting guidelines</i> | No errors in formatting. 20 pts. | 1 error in formatting 14 pts. | 2 errors in formatting 10 pts. | More than 2 errors in formatting. 0 pts. |