

COURSE POLICY STATEMENT – FALL 2018

COURSE TITLE: Engl 1302.017 -- Composition II

INSTRUCTOR: Randy Wall

OFFICE: Reese Campus, Building 3, Room 313A; LC 125I

PHONE: (806) 885-3048 ext. 4633

OFFICE HOURS: MW 8:30-9:30 (LC); 12:15 - 1:00 (LC); TR 8:30-9:30 (RC); 12:15-1:00 (RC); F 12:30-2:00 (RC and LC alternating)

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GENERAL COURSE INFORMATION:

COURSE DESCRIPTION: ENGL 1302. (3:3:0) Composition II. Prerequisite: ENGL 1301. This course is a continuation of English 1301 which includes an introduction to literature and collateral readings.

COURSE GOAL: English 1302 continues the purpose of English 1301: helping students think well by helping them write well. English 1302 has a two-fold purpose: it encourages critical writing by introducing students to research as well as writing from sources. In addition, it introduces students to imaginative literature, the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS

TEXTS

Wall, Randy, ed. *Introduction to Literature*. 1st Ed. Boston: Pearson Custom Library, 2013.

Albee, Edward. *Who's Afraid of Virginia Woolf?* 1st ed. Penguin Publishing, 2005.

Supplementary material packet (available along with text at Reese Bookstore)

Additional supplies: Three (3) Scantron answer cards (blue –#19641)

COURSE ATTENDANCE: Punctual and regular attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable. Students who miss two weeks of class may be dropped from the course.

ACADEMIC INTEGRITY:

The guidelines for academic integrity set forth in the current South Plains College catalog will be followed, but perhaps two specific areas should be addressed here: plagiarism and cheating. According to the SPC catalog, "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, and to term 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.

GRADING PERCENTAGES:

Writing Assignments	40%
Exams	35%
Quizzes	15%
Final	10%

GRADING SCALE:

100-90=A	Superior
89-80=B	Good
79-70=C	Average
69-60=D	Poor
Below 60=F	Unacceptable

GRADING CRITERIA:

Essays and other writing assignments must be typed according to the requirements set forth, and if not, will not be accepted. Essays must be completed and turned in on the due date at the start of class; otherwise, the essays will be penalized. Essays submitted up to one class late will be accepted but will receive a ten-point deduction.

Essays after that will not be accepted.

MAKE-UP TEST POLICY:

Students who miss a major exam should contact the instructor about a make-up test. There will be unannounced quizzes over stories or plays during the course of the semester. They will be given at the beginning of the class period and cannot be made up. If you walk in after the quiz has begun, I will not repeat any of the questions for your benefit. One quiz grade will be dropped and the remainder will be averaged to comprise your quiz average.

ADA STATEMENT:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish special accommodations should notify the Disability Services Office early in the semester so that appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his or her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) 806-716-4606, or Levelland (Student Services Building) 806-716-2577.

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.” *South Plains College General Catalogue.*

TEXAS LICENSE TO CARRY POLICY AT SOUTH PLAINS COLLEGE

Individuals possessing a valid Texas License to Carry weapons permit (LTC) will be permitted by state law to carry a concealed handgun into campus buildings. Please be aware of the following information:

- **You must possess a License to Carry or the former Concealed Handgun License to lawfully carry on campus.**
- **Only handguns are permitted.**
- **You must conceal the firearm. It is still an offense to carry a firearm that is openly displayed on college property.**

- **The firearm must be on or about your person at all times (concealment in bags and purses is permitted if within your reach) or it must be locked in an approved safe or locked in your vehicle.**
- **Individuals are not required to disclose if they possess a firearm or an LTC to any person other than a commissioned peace officer. It is **not** recommended that faculty/staff request students disclose information as it pertains to LTC status.**
- **Accidental display of an appropriately carried firearm, such as the movement of clothing during natural activity, does not warrant panic, but Campus Police may be contacted if there is concern.**

Firearms will not be permitted in certain areas, known as exclusionary zones, even with the proper license. Those zones are listed below:

- **The Natatorium - This is the only permanent exclusionary zone.**
- **Certain facilities become exclusionary zones during certain events including:**
 - **Facilities in which an NCAA or NJCAA sanctioned college or UIL sanctioned high school sporting event is taking place. This does not include facilities in which an intramural sport is taking place.**
 - **Facilities in which a UIL sanctioned event, including an academic event, is currently taking place.**
 - **Offices in which a disciplinary hearing is being conducted.**
 - **Facilities currently utilized as a polling place.**
 - **Rooms in which a government meeting, or Board of Regents meeting is being conducted.**

COURSE OBJECTIVES:

Composition II class typically consists of two areas of focus: (1) writing, which also consists of grammatical and stylistic study, and (2) reading. These sections are listed below, along with their corresponding objectives. In the study of the written word, rarely is writing isolated from reading since these are mirror processes. At the successful completion of this course, the student will be able to perform these skills as well as others that are set forth.

Writing and Grammatical/Stylistic Study:

1. Develop and practice writing skills that are academically and professionally essential, utilizing clear, logical, and concise information.
2. Write essays of at least 500 words with an introduction, topical paragraphs, and a conclusion.
3. Follow and use elementary deductive and inductive processes.
4. Recognize logical errors and fallacies of thought.
5. Proofread for grammatical, contextual, and mechanical errors.
6. Recognize correct sentence structure, eliminating both sentence fragments and run-ons in writing.
7. Be able to understand and use new technologies as an aid in composition and research.
8. Understand and be able to utilize correct MLA documentation format.

Reading

1. Critically read an array of texts and evaluate them in terms of the ideas presented.
2. Develop greater flexibility of thought through reading.
3. Follow and use elementary deductive and inductive processes.
4. Recognize logical errors and fallacies of thought.
5. Be able to understand and use new technologies as an aid in composition.

Critical Thinking and Problem Solving

1. Use of proper audience, purpose and tone for a writing assignment
2. Choice of an appropriate topic, tone, and style
3. Development of essays that are appropriate in logic, structure, focus,
4. Application of logic to create strong, concrete, and developed arguments and coherence
5. Analysis of essays and application of constructive suggestions as a result of peer editing or instructor comments
6. Revision of structural, developmental, grammatical, and mechanical problems within an essay

Creativity

1. Topic choice; diction, tone, and style; analysis and paper development
2. Group work and class discussions
3. Communication/Collaboration
4. The writing assignments themselves, as the ultimate goal of the course is to teach students to communicate effectively through writing
5. Teacher/student interaction, both in class discussions and in one-on-one help with papers
6. Interaction with other students in class discussions, group work, and peer editing

Leadership, Personal Responsibility, Honesty, and Integrity:

1. Regular and on-time class attendance
2. Responsibility for the learning process, including preparation for class assignments, 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. Submission of all assignments in accordance with due dates
4. Avoidance of all forms of cheating and plagiarism on all assignments, including improper collaboration
5. Respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning.

DAILY SCHEDULE -- ENGL 1302.017 FALL 2018 TR2:30-3:45 RC 310

08/28 T – Overview syllabus; “No One’s a Mystery” (in supplemental packet)
08/30 R – “A & P” p.236; Fiction Elements and Writing Literary Analysis
09/04 T – “The Necklace” p.152; look at sample student essays
09/06 R – “The Lesson” p.29; practice integrating quoted material
09/11 T – “A Good Man Is Hard to Find” p. 204
09/13 R – “The Chrysanthemums” p. 218; literary analysis assigned
09/18 T – “A Worn Path” p. 228
09/20 R – Exam over stories covered to date
09/25 T – “The Lottery” p.99
09/27 R – Adaptation of “The Lottery”
10/02 T – “Barn Burning” p.61
10/04 R -- Adaptations of "Barn Burning" and "A & P"
10/09 T – “What We Talk About When We Talk About Love” p. 38
10/11 R – Lit analysis due, “The Things They Carried” p. 188; research paper assigned
10/16 T – Discussion of writing documented essays, research methods, and MLA style
10/18 R – “Young Goodman Brown” p. 86
10/23 T – “Shiloh” p. 138
10/25 R – “The Found Boat” (handout – not in text)
10/30 T – Exam over last seven stories
11/01 R – “Trifles” p. 243; overview of drama
11/06 T – *The Glass Menagerie* Scenes 1 - 5 pp. 314 - 345
11/08 R – *The Glass Menagerie* Scenes 6, 7 pp. 345 - 374
11/13 T – *Who's Afraid of Virginia Woolf?* Acts 1 and 2
11/15 R – *Who's Afraid of Virginia Woolf?* Act 3; literary analysis due
11/20 T – Exam – *The Glass Menagerie* and *Who's Afraid of Virginia Woolf?*
11/21-11/23 - THANKSGIVING HOLIDAY
11/27 T – Adaptation – *TGM*; Literary analysis due
11/29 R – Finish adaptation
12/04 T -- Adaptation -- *WAOVW*
12/06 R -- Finish adaptation

Final Exam – TUESDAY, DEC 11, 1:00 -3:00

