

# **English 1302: Composition II**

## **Syllabus/Policies/Schedule**

### **Spring 2018**

**Instructor:** Ms. Mollie Moore  
**E-mail:** mmoore@southplainscollege.edu

**Class Meetings:**  
1302.008 // MW 1:00 – 2:15 PM // CM 121

#### **Required Text:**

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

#### **Required Materials:**

Notebook (spiral) for notes, etc.

Flash/Thumb/Web-based drive to store each of your typed assignments for this course (something other than your computer). \*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.\*

#### **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.

#### **Scope/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.

#### **Goals/Objectives:**

- **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.

**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.

### **Grades:**

Commonplace Books (Daily Homework)	25%
Essay #1	10%
Essay #2 R. Draft Exam	5%
Essay #2	15%
R.P. Rough Draft Exam	10%
Research Paper Final copy	25%
Final	10%

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Total	100%
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### **Grading Scale:**

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

### **Evaluation:**

- The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors. If the paper includes sources, they are correctly integrated, cited, and documented in the style required.
- The “B” essay at the 1302 level contains all of the above with one or two more errors.
- The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
- The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).
- The “F” essay does not meet the minimum requirements for a 1302-level essay assignment. Some examples of “F” essays are 1) those written on a topic that has not been approved; 2) those that do not meet the minimum word count; or 3) those that are not written in the required format.

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.

\*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.\*

### **Absence Policy:**

Any student who misses more than 4 class sessions (2 weeks) could be dropped with a grade of “X.” If the student is failing, due to poor work or missing assignments, the student could be assigned a grade of “F.” An absence is defined as failing to attend class, missing 15 or more minutes of class, or leaving class without the instructor’s approval. Whenever possible, students should let the instructor know about expected absences as soon as possible (before the class meeting if at all possible).

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. **A tardy is defined as being more than 10 minutes late OR leaving class for any reason during the designated class time. PLEASE** take care of any personal business between classes. It is considered impolite to leave a class while it is in session (even when doing group or individual work).

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your card report grades will be impacted. If you are not prepared for workshop assignments, you may be asked to leave class and will be given an absence. If you must be absent, be sure to check Blackboard and check with another class member for any changes in the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. “I was absent, so I didn’t know that was due,” is not an acceptable excuse.

### **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.

**Professionalism and Preparedness:**

Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments. All actions and words should reflect kindness and respect for both the instructor and all other students. Disruptive behavior is not restricted to behavioral issues alone; it can include interruptions from cell phones, iPods/mp3 players, sidebar conversations, or beeping watches. None of these behaviors is conducive to the environment we hope to promote this semester.

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.

**Communicating with 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:**

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; or
4. Giving an in-text citation only at the end of a paragraph.

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.

### **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 Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### **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.

### **Campus Concealed Carry:**

South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the following: Natatorium.

For a complete list of campus carry exclusions zones by event, please visit  
<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.

# Class Schedule

**Week 1**

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**W 1/17: Introductions // Syllabus // Expectations**

**Week 2**

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**M 1/22: Explanation of Assignments // Critical Thinking, Reading, and Writing**

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

**W 1/24: 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
- Commonplace Book Assignment Given
- Essay #1 Assignment Given

**Week 3**

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**M 1/29: 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)

**W 1/31: Plot & Character in Fiction**

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

**Week 4**

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**M 2/5: 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)

**W 2/7: Language, Tone, Style & Theme in Fiction**

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

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**T 2/13: 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)

**R 2/15: 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 luve’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)
- **Essay #1 DUE**

**M 2/19: 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)
- Essay #2 Assignment Given

**W 2/21: 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)

**M 2/26: 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)

**W 2/28: Rough Draft Exam (meet in Library Computer Lab)**

- Essay #2 Rough Draft Exam
  - Research Paper Topics Sign Up OPEN
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**M 3/5: 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)
- Research Paper Assignment Given

**W 3/7: Library Introduction and Instruction (meet in the library)**

- Research Paper Topics Sign Up CLOSED
- **Essay #2 DUE**

**SPRING BREAK!**

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**M 3/12:**



**W 3/14:**

**Week 9**

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**M 3/19: Academic Research and Writing, Cont.**

- Chapter 5: Writing the Research Paper (96-136)
  - “The Dream Keeper” by Langston Hughes (96 &108)
  - “Harlem (Dream Deferred)” by Langston Hughes (108)

**W 3/21: MLA Workshop Session #1 (meet in Library Computer Lab)**

**Week 10**

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**M 3/26: Annotated Bibliography (meet in Library Computer Lab)**

**W 3/28: Research Paper Outline Workshop (meet in Library Computer Lab)**

**Week 11**

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**M 4/2: EASTER HOLIDAY**

**W 4/4: Research Paper Rough Draft Exam (meet in Library Computer Lab)**

**Week 12**

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**M 4/9: Research Paper Peer Review**

**W 4/11: Research Paper Revision Workshop**

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**M 4/16: Research Paper Final Copy DUE****W 4/18: 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)

**M 4/23: Elements of Drama**

- Continued discussion of “Trifles” (1005-1014)
- Greek Drama: A Case Study on Sophocles (1064-1085)
- Conventions of Greek Drama as shown in “Oedipus” (1097-1107)

**W 4/25: Elements of Drama**

- “Oedipus the King” by Sophocles Prologue-Scene 2 (1068-1085)

**M 4/30: Elements of Drama**

- “Oedipus the King” by Sophocles Scene 3-Exodos (1085-1096)
- Final Exam Assignment Given

**W 5/2: Final Preparations/Questions****W 5/9: Final Exams**

- ENGL 1302.008 // **Library Computer Lab** // 10:15 AM-12:15 PM

**SPRING SEMESTER 2018 FINAL EXAM SCHEDULE**

<b>Date</b>	<b>Regular Class Time</b>		<b>Schedule Exam Time</b>
May 7, 2018 (Monday)	MW	8:00 a.m.-9:15 a.m.	8:00 a.m.-10:00 a.m.
	MW	11:00 a.m.-12:15 p.m.	10:15 a.m.-12:15 p.m.
	MW	2:30 p.m.-3:45 p.m.	1:00 p.m.-3:00 p.m.
	MW	5:30 p.m.-6:45 p.m.	5:30 p.m.-7:30 p.m.
May 8, 2018 (Tuesday)	TR	8:00 a.m.-9:15 a.m.	8:00 a.m.-10:00 a.m.
	TR	11:00 a.m.-12:15 p.m.	10:15 a.m.-12:15 p.m.
	TR	2:30 p.m.-3:45 p.m.	1:00 p.m.-3:00 p.m.
	TR	5:30 p.m.-6:45 p.m.	5:30 p.m.-7:30 p.m.
	TR	7:00 p.m.-8:15 p.m.	7:45 p.m.-9:45 p.m.
May 9, 2018 (Wednesday)	MW	9:30 a.m.-10:45 a.m.	8:00 a.m.-10:00 a.m.
	MW	1:00 p.m.-2:15 p.m.	10:15 a.m.-12:15 p.m.
	MW	4:00 p.m.-5:15 p.m.	3:15 p.m.-5:15 p.m.
	MW	7:00 p.m.-8:15 p.m.	5:30 p.m.-7:30 p.m.
May 10, 2018 (Thursday)	TR	9:30 a.m.-10:45 a.m.	8:00 a.m.-10:00 a.m.
	TR	1:00 p.m.-2:15 p.m.	10:15 a.m.-12:15 p.m.
	TR	4:00 p.m.-5:15 p.m.	1:00 p.m.-3:00 p.m.