

English 1302 Composition II
Policy Statement
Fall 2019

Professor: Rob Knight
Message: Send all messages through Course Message tool in Blackboard
Class Times: M&W: 1—2:15 PM
Office: Reese Building 3- Office 316H
Consult Hours: M&W: 4-5:30 PM, F: 12-3 PM
Phone: 806-716-4889

*Office hours are for your use! Please stop by and see me if you are struggling in the course or need clarification, help, or individual instruction, on essays, readings, etc. I am in office hours for your benefit, so please come and take advantage of those as one of your resources in this course. If my office hours do not work for you, we can setup another meeting time outside of normal hours.

Catalog Course Description:

Prerequisite: ENGL 1301. This course is a continuation of ENGL 1301, which includes an introduction to literature and collateral readings. It also teaches the student how to write a college-level research paper.

Scope/Purpose:

English 1302 continues the purpose of English 1301: to help students think well by helping them to write well. Unlike English 1301, 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 imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

Text: All stories, plays and poems will be made available by the instructor.

Requirements:

1. Students will read numerous short stories, poems and plays, 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.

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.

Methods of Evaluation:

Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the date due before a student will receive credit for the assignment.

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.

Grading Policy:

Major Papers	400 pts (book review, single source literary analysis, literary review)
Journals	450 pts. You will have 18 journals and each response is worth 25 points. Journal responses to short stories will be required to be submitted PRIOR to class on the day the stories are discussed. Journals for videos will be required within 24 hours AFTER the video is finished.
Examinations	200 (2 Exams @ 100 points each)
Participation	50 (includes attendance and assignment completion)
Final Exam	Optional and supplemental to grade

(This policy may be changed at the instructor's discretion. Students will be notified of any changes.)

Absence Policy:

An absence is defined as the following:

- Failure to attend a scheduled class
- Missing more than 20 minutes of class
- Leaving a class early without obtaining approval from the instructor
- Three tardies to a class (Tardy is arriving 10 minutes after class starts up to the time for an absence to be counted)

4 absences are allowed in the class.

In accordance with college policy, students may be dropped from classes at the discretion of the professor due to excessive absences. **All absences, excused and unexcused, are included in this count.** A differentiation is not made between "excused" or "unexcused" absences. Whenever possible, students should let the instructor know about expected absences as soon as possible and before the class meeting. After you exceed the allotted number of absences, you could be dropped from the class with an "F" or "X".

Students are responsible for dropping themselves if they cannot or no longer wish to participate in the course.

If a student does not officially withdraw from that course by the official census date of the semester, that student may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor.

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.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

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 806-716-4606 or visit the Disability Services Office in Building 8 at Reese Center.

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:

- Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. 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, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:
(http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Classroom Rules:

BE PREPARED. Being prepared means that the student has carefully read all required readings and completed any out-of-class writing assignments.

BE PROFESSIONAL: All actions and words should reflect kindness and respect for both the instructor and all other students. I will not tolerate rude, disrespectful, or unprofessional behavior directed at any member of this class. 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. Tobacco, alcohol, drugs, and/or firearms will not be tolerated in the classroom; students under the influence of alcohol or drugs will not be abided. Students may bring (quiet) snacks to class, but not full meals – and may consume non-alcoholic beverages in closed containers. Anyone exhibiting disruptive behavior will be asked to leave and counted absent for the day. More than one occurrence may result in other disciplinary actions.

BE HONEST: Honesty is an important part of integrity. Academic integrity is non-negotiable in a university environment. Students who plagiarize the work of another, whether through outright copying off of the internet or other sources or having another person produce the student's work and then claiming the work as the student's own, will receive a 0/F for that particular assignment and could be dropped from the course with an X or F, at the instructor's discretion. There are no extenuating circumstances for cheating of any kind. My recommendation – for the very first offense – will be for a failing grade for the course at a minimum and, very likely, recommendation for suspension from South Plains College. I have zero tolerance for cheating. If I suspect a student or group of students of cheating, I will drop him/her/all involved without discussion. Please believe me when I say that I have ways of determining whether or not a student has cheated that he/she/they cannot get around.

The SPC General Catalog specifically addresses academic integrity as follows: “It is the aim of the faculty of South Plains College to foster a spirit 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” (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” (23). Students must consult the General Catalog for the college's detailed policies on plagiarism and cheating. Ignorance of the college's policies and procedures is not a viable defense for plagiarism or cheating.

BE MENTALLY PRESENT: The use of any electronic devices (cell phones, iPhones, iPods, Blackberry, or any other device) will not be tolerated. Your cell phone needs to be set to silent, not vibrate and out of sight; texting under the desk/in your lap is NOT out of sight. Any student using a cell phone, iPod, or any other electronic device not previously approved by the instructor will not be dismissed for the day, but will be counted absent; I will not interrupt class to dismiss you. (However, I understand that sometimes emergencies occur. If you need to have your cell phone on during class for an emergency, please discuss it with me before class begins that day.) Laptops will be allowed only with prior approval.

MESSAGING: I typically check my Course Messages once a day (Monday-Thursday)-- in the afternoon. If you have a question, please feel free to Message me; however, please allow at least 48 hours for a response. Additionally, I do not check my Messages Friday and Saturday; any Messages sent on those days will be responded to on Sunday. Students should limit Messages to “quick” questions. My office hours or appointments are the best way to address more complex questions and concerns about the course. If the

answer to your question can be found in the textbooks, course website, or syllabus, please do not Message me.

MESSAGE ETIQUETTE: I expect students to use professional language and tone in all communication with me.

“Soooooooooooooooo B4 u snd me a msg. B sure i can read it.” 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 subject line of the Message.

GRADING TIME FRAMES: I grade all work as efficiently and quickly as possible. When your assignments are evaluated, you will have them back; please do not inquire as to whether or not your papers/exams are graded.

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.

FINAL COURSE AVERAGES: At the end of the semester, there is always a temptation for a student to email professors and ask, “Is there anything I can do to make a [insert grade here] in your class.” The quick answer is “No.” The longer answer is this: throughout the semester, you are given numerous opportunities to earn grades in this course. At the end of the semester, it is too late to do anything. I rarely give extra credit or drop grades; however, you have many participation grades, essay-participation grades (most of which are completion grades), and opportunities to “help” you. The most efficient and effective way to achieve a desirable grade in this course is to attend each class and be prepared with all materials and readings and submit all course work in a timely manner. If you do what is required of you, you will be successful. Remember: What you put into this course is what you will get out of it.

COURSE OUTLINE AND CALENDAR: Students are responsible for completing the critical reading, writing, and grammar assignments as identified in the weekly summaries. As this is a college-level course, students are responsible for their own time and course-management strategies. This being said, the course is designed for the critical reading, rhetorical strategies, and grammar assignments to be completed on the appropriate due date as outlined in the schedule.

Final Thoughts

- Have a backup plan in place from day one in case your technology fails.
- Do not wait until the last minute to submit an assignment. If no one is available to help you, you will still not be able to submit the assignment late.
- After submitting an assignment, return to the assignment submission before the due date and make sure it has been submitted properly. If it has not been submitted properly, resubmit it.
- Blackboard support hours are Monday through Friday, 8:00 a.m. - 4:00 p.m. Student support is available by e-mailing blackboard@southplainscollege.edu or calling (806) 716-2180. When e-mailing a request for help, include your full name, course enrolled, name of instructor and a phone number where you can be reached.

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.

1302 Schedule

Calendar and Assignments

Aug 26- 28	Introduction to Literature and Book Review	
Sept 2	No Class	
Sept 4	Introduction to Literary Analysis	
Sept 9	<i>Rocking Horse Winner, The Necklace</i>	Journal due by beginning of class that day
Sept 11-23	Introduction to Drama and <i>Death of a Salesman</i>	<u>Journal due by beginning of next class</u>
Sept 25	<i>Worn Path, A Rose for Emily</i>	Journal due by beginning of class that day
Sept 30- Oct 9	Introduction to <i>To Kill a Mockingbird</i> and <i>TKAM</i>	<u>Journal due by beginning of next class</u>
Oct 14	Test 1—Take Home Exam—no class	<u>Test due by beginning of next class</u>
Oct 16	<i>Battle Royal, Flight</i>	Journal due by beginning of class that day
Oct 21-30	Introduction to <i>Henry V</i> and <i>Henry V</i>	<u>Journal due by beginning of next class</u>
Nov 4	<i>Story of an Hour, Chrysanthemums</i>	Journal due by beginning of class that day
Nov 6	<i>Woman Hollering Creek, TBA</i>	Journal due by beginning of class that day
Nov 11	<i>A Good Man Is Hard to Find, A Clean, Well-Lighted Place</i>	Journal due by beginning of class that day
Nov 13	Test 2—Take Home Exam—no class	<u>Test due by beginning of next class</u>
Nov 18-20	Poetry	<u>Journal due by beginning of next class</u>
Nov 25	Workshop for Literary Analysis	
Dec 2	Poetry	<u>Journal due by beginning of next class</u>
Dec 4	Wrap-up	
Dec 12	Take Home Final Exam (optional)	

Writing Assignment Due Dates

Sept 22	Book Review	Assignment due by 11:59 PM
Oct 20	Literary Analysis—single source	Assignment due by 11:59 PM
Nov 26	Literary Analysis—multi-source	Assignment due by 11:59 PM

Student Information Sheet

Legal Name _____

Preferred Name _____

Phone-- cell _____

Major area of study _____

Minor? _____

Future Career? _____

Are you pursuing a--Certificate _____ 2 yr degree _____ 4 yr degree _____

High School you attended? _____

Your favorite book, short story, or poem? _____

What is one thing about you that would surprise your classmates?

Anything else I need to know?