

South Plains College
 Course Syllabus: ENGL 1302: Composition II
 Online
 Fall 2026

Instructor: Mrs. Paige Pope

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Phone: 806-716-4889

Office: Communications-English Building 103B

Department: English and Philosophy

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
12:15-1:00	10:45-1:00	12:00-1:00	10:45-1:00	9:00-11:00

Course Section	Time	Location
ENGL-1302.004	M/W 1:00-2:15	CM 117

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. **Prerequisite:** Grade of "C" or better in ENGL 1301.

Course 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.

Credit: 3 **Lecture:** 3 **Lab:** 0

Textbook:

- None

Supplies: Access to computer with printer and Internet access and a webcam

This course satisfies a Core Curriculum Requirement: Yes—Communication Foundational Component Area

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.

Student Learning Outcomes Assessment: A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Student Responsibilities: Students are expected to

1. Regularly attend class by logging in several times per week.
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; 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; do not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward the professor and classmates 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 regularly checking your grades, including the Overall Grade.
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.

Course Evaluation:

Read, annotate, and discuss	25%
Quizzes and assignments	10%
Deep Reading Assignment	5%
Literary Analysis Worksheet	5%
Author Analysis Essay	15%
Evaluative Essay	15%
Evaluative Essay Annotated Sources	5%
Short Story Research Reflection	10%
Research Presentation	10%

Assignment Deadlines:

- The weekly assignments/quiz deadlines are posted in the Weekly Content Module.
- **NO LATE WORK IS ACCEPTED**
- Technical difficulties are not a valid excuse for late submissions.
- Sometimes, Blackboard will allow you to submit an assignment late; that does not mean you will earn any credit.
- **EXCEPTION:** I will accept **final draft** essays (there are 3 for this course) for 24 hours after the due date. A late essay will receive a 20-point deduction.

CONTACTING ME—YOUR PROFESSOR:

Blackboard Message:

This is the preferred method. When you contact me via Blackboard message, I receive an email AND the message in Blackboard. I receive numerous emails daily. Having your message in Blackboard not only isolates it, but it also keeps an organized thread of our conversation.

SPC Email:

Of course, you may email me! You may not have Blackboard handy.

1. **SPC student email access:**
 - **SPC Student Email Account:** If you haven't already, you must activate your SPC student email account. Not only will you need access to your SPC email account to receive announcements for our class, but you must use it to

communicate with me. I will use it to communicate with you as well. **Please check your SPC email often.**

- Your SPC Email address is: yourSPCusername@southplainscollege.edu (ex. jsmith1234@southplainscollege.edu).
- Your student email password is the same as your Blackboard password. If you need help, call the SPC Help Desk at 806-716-2600.
- To access your SPC email account, log in to [MySPC here](#)
- You can also set up access to your SPC email account through mobile phone mail apps, such as the default smartphone Mail app or the Outlook app.
- Check with the SPC Help Desk for assistance: 806-716-2600.

I try to respond within 24 hours, Monday-Friday, to messages sent between 8:00 a.m. and 3:00 p.m. Messages sent after Friday at 3:00 p.m. will be attended to on Monday. ***If I have not responded within these guidelines, don't hesitate to contact me again.*** :)

Computer Help: need help with your computer, laptop, email address, username/password?

- helpdesk@southplainscollege.edu
- 806-716-2600

Blackboard Help:

1. **Get Help by Email:** blackboard@southplainscollege.edu
 - Be sure to include your full name, your instructor's name, the course and section you are enrolled in, and a detailed description of the problem.
 - The blackboard@southplainscollege.edu account is monitored from 8:00 a.m. – 10:00 p.m., Monday – Sunday.
 - You can expect a response within 24 hours by email; however, the average response time is less than one hour.
2. **Get Help by Phone:** 806-716-2962 (available between 8 AM and 4 PM Monday through Friday, except on holidays)

FREE TUTORING:

- Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, get to know the tutors, and view tutoring locations.

<https://www.southplainscollege.edu/writingcenter/>

Brainfuse.com

- You also have 180 FREE minutes of tutoring with brainfuse.com each week, and your hours reset every Monday morning. To access brainfuse.com, log into Blackboard. You will find the link on the course homepage.

Perusall Assignments:

- Pasting content into Perusall is not acceptable. Perusall detects copied content and flags it as such. Zero credit will be given for pasted content.

Essay Requirements:

- ✓ MLA format: make certain that you understand what this is.
- ✓ Utilize Google Docs (assists in validating authorship)
- ✓ All essays are open for verbal review
- ✓ Void of AI-generated or modified text

Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

"A" Essay (Superior)

To earn an "A," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

"B" Essay (Strong)

To earn a "B," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).

5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

“C” Paper (Acceptable)

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay’s purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.

3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an "F."

Plagiarism and 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. Using Artificial Intelligence websites or apps to generate, revise, or translate all or part of a paper or other assignment;
2. Turning in a paper that has been purchased, borrowed, or downloaded from another writer or from an online site;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them.
5. Submitting an assignment for this course that you also submitted to another course without my express approval;
6. Missing in-text citations.

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.
8. Rewriting another student's work in Peer Reviews so that the writing is no longer the original student's
9. Taking pictures of a test, test answers, or someone else's paper

Code of Conduct Policy: 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.

Disability Statement: 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.

SOUTH PLAINS COLLEGE POLICIES AND OFFICIAL STATEMENTS REGARDING THE FOLLOWING CAN BE FOUND USING THE PROVIDED LINK:

<https://www.southplainscollege.edu/syllabusstatements/>

- Intellectual Exchange Statement
- Disabilities Statement
- Non-Discrimination Statement
- Title IX Pregnancy Accommodations Statement
- CARE (Campus Assessment, Response, and Evaluation) Team
- Campus Concealed Carry Statement
- COVID-19 Statement
- Artificial Intelligence Statement

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.