

Nimi Finnigan

Office Hours or Call to get in touch with me. Zoom meetings are also possible

Mon/Wed (8:00-9:30 am) & Tues/Thurs (8:00-9:30 am)

Friday (8:30 am – 10:30 am)

Telephone: (806) – 716 - 2733

Email: [finnigan@southplainscollege.edu](mailto:finnigan@southplainscollege.edu)

Course Website: Blackboard

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## ENGLISH 1302

### Sections

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### Composition II

Dear Students, Please Note: The course schedule/calendar is subject to change. The instructor will notify the class of any changes within a sufficient time frame. **It is the student's responsibility to take note of the changes in the courses in terms of both policy and calendar deadlines.**

### 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

**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.)

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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.

## **COURSE REQUIREMENTS**

- Write short summaries, synthesis essays, and essays including a final analytical/research essay with sources
- Read short stories, poems, and essays from all areas of the humanities.
- Demonstrate understanding of grammar, logic, and rhetorical modes through examinations and other writing assignments.
- Demonstrate an understanding of MLA guidelines.

## **ASSESSMENT MEASURES/METHODS OF EVALUATION**

Essays and writing assignments will be evaluated by means of letter grades A (90-100%), B (80-89%), C (70-79%), D (60-69%), F(<60%) (Superior, Good, Average, Poor, and Unacceptable), and will be evaluated according to the following criteria:

- Use of the conventions of standard grammar;
- Use of the appropriate method of development for the assignment;
- Use of the principles of unity and coherence; and
- Use of logical, factual arguments to advance the thesis of the assignment.

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## **COURSE MATERIALS**

### *REQUIRED TEXTBOOKS*

- No textbook necessary. I will provide links to all of the necessary materials.
- A Spiral-Bound Notebook
- A comprehensive dictionary or collegiate dictionary (such as *The American Heritage Dictionary* or *Merriam Webster Collegiate Dictionary*)
- Students must have access to a working computer with internet capabilities to access PDF materials and videos on Blackboard.
- A Blackboard account as well as a working South Plains College email address are required.

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## **DETAILED COURSE REQUIREMENTS**

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**In this course, you will be working on multiple writing projects that cover two main areas: 1). Research Project: A social issue that you are passionate about and 2). A critical analysis of literature: Both aspects will be explored for the entire semester.**

#### MODULE 1. THE ORDINARINESS OF EVIL

- Students will read Short Stories & watch Recorded Course Videos.
- Students will complete a variety of small paragraphs throughout the semester: summaries, synthesis, and discussion paragraphs in response to Instructor-provided questions
- Students may work together for a group presentation
- Students may put together Video responses to texts
- Students will complete a short synthesis essay over the texts in this category:
  - “The Lottery” by Shirley Jackson available online for free
  - “The Ones Who Run from Omelas” by Ursula LeGuin available online for free
  - “An Indian Education” by Sherman Alexie.
  - “Escape from Spiderhead” by George Saunders. Available online for free.
- Students may write a Response Paper focused on character analysis

#### MODULE 2. COUPLES

- Students will read Short Stories & watch Recorded Course Videos.
- Students will complete a variety of small paragraphs throughout the semester: summaries, synthesis, and discussion paragraphs in response to Instructor-provided questions
- Students may work together for a group presentation
- Students may put together Video responses to texts
- Students will complete a short synthesis essay over the texts in this category:
  - “Like a Winding Sheet” by Ann Petry – link on Blackboard
  - “You Fit into Me” by Margaret Atwood available online for free
  - *A Streetcar Named Desire* by Tennessee Williams – link on Blackboard.
- Students may write a response paper.

#### MODULE 3. FAITH & DOUBT

- Students will read Short Stories & watch Recorded Course Videos.
- Students will complete a variety of small paragraphs throughout the semester: summaries, synthesis, and discussion paragraphs in response to Instructor-provided questions
- Students may work together for a group presentation.
- Students may put together Video responses to texts
- Students will complete a short synthesis essay over the texts in this category:
  - “A Finger Two Dots then Me” by Derrick Brown – link on Blackboard
  - “Do Not Go Gentle into that Good Night” by Dylan Thomas available online for free
  - “Do Not Go Gentle” by Sherman Alexie – link on Blackboard
  - “The Sweet Taste of Grief” by Rumi available online for free

#### GRADE/POINT & ASSIGNMENT BREAKDOWN

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## **LITERARY ANALYSIS**

- Literature Activities. 25% of course grade
  - Module 1. Synthesis 1. 10% of course grade
  - Module 2. Synthesis 2. 15% of course grade
  - Module 3. Synthesis 3. (Optional for Extra Credit)

## **RESEARCH PROJECT**

- Research Activities. 50% of course grade
  - TED Talk Project. 13% of course grade
    - TedTalk One
    - TedTalk Two
  - Passion Proposal Project. 10% of course grade
    - Written Report.
    - Mixed Media Spotlight
  - Research Collection Project. 7% of course grade
    - Stakeholder Synthesis Write-Ups
    - Annotated Source Submissions
  - Literature Review Project. 20% of course grade
    - Research Report
    - Stakeholder Synthesis Matrices

## **CLASS ACTIVITIES**

- Process & Practice Activities. 25% of course grade
  - Discussion Questions over Literary Texts
  - Quizzes
  - Response Paragraphs
  - Possible Presentation in Groups
  - All Draft Activities/Draft Writing
  - Participation Activities

**TOTAL PERCENTAGE – 100%**

**A RANGE 90 – 100:** Document exemplary. It exceeds assignment objectives. No revisions necessary.

**B RANGE 80 – 89.9:** Document is proficient. It meets assignment objectives. Minor revisions are necessary.

**C RANGE 70 – 79.9:** Document is marginal. It does not meet all assignment objectives. Revisions are necessary.

**D RANGE 60 – 69.9:** Document is unsatisfactory. It meets few of the assignment objectives. Major revisions are necessary.

**BELOW 60 -> F:** Document is unacceptable. It does not meet assignment objectives. Major revisions are necessary.

All of these margins are strict margins. This means that 89.9% does not get you an A. You need 90% to be in the A range. **No exceptions.**

Extra-Credit options will be offered and explained throughout the semester.

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## **COURSE POLICIES**

### **SIGNING UP FOR REMIND**

If your instructor provides a Remind code, all students need to sign up for Remind (through Remind.com) which will send class updates/notifications directly to your phone. Instructions will be given in class on how to register for the notifications. This will keep you updated on any changes to the class schedule and/or location, reading list, and any class cancellations. If no Remind code is provided to you on Blackboard, your course doesn't use Remind, and this clause doesn't pertain to you.

### **GRADING TIME FRAMES**

When your assignments are evaluated, you will have them back and a grade will appear on Blackboard. **Please do not inquire as to whether or not your papers/exams are graded.** Guideline for a typical grading time frame: 14-17 days from **the date of submission if submitted on time**, but this is not always a guarantee.

### **LATE WORK**

While I do accept late work, any **assignments submitted after the due date will not be prioritized at all for grading.** Late assignment grades may be returned to you by the end of the semester. Moreover, late work will not receive any written commentary at all.

**Please note: Assignments may be submitted three (3) days late. After three days, your assignment will earn a grade of zero.**

**Please note:** Improperly Submitted Assignments are considered late assignments, and do not get graded in a timely manner and will receive no commentary.

### **IMPORTANT PROTOCOL FOR MISSING ASSIGNMENT INSTRUCTIONS**

NOTICE FOR FACE-TO-FACE STUDENTS: Please take note that I do not go over instructions regarding missing assignments and/or missed class lessons via email. **Do not inquire about what was covered in class in an email.** Please come and see me during my office hours for a brief summary of assignment/lesson instructions. Also, I strongly suggest that you consult with one of your peers, and that you consult Blackboard.

### **FEEDBACK ON ASSIGNMENTS – FACE-TO-FACE STUDENTS ONLY**

#### **Feedback Hour (Oral Feedback Sessions)**

Instead of receiving extensive written comments on major essays, students in this course will participate in **Feedback Conferences** with the instructor. Research in writing studies shows that students engage more deeply with feedback when it is dialogic, immediate, and personalized. These feedback conferences allow students to ask clarifying questions, discuss revision strategies (if there is an opportunity for revision), and better understand how a real reader experiences their writing.

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During each conference, we will discuss the strengths of the draft, key areas for weakness, rhetorical choices, and specific next steps for improvement. Conferences are collaborative rather than corrective; the goal is not simply to “fix” errors, but to develop stronger writers through reflection, agency, and revision awareness.

Students are expected to arrive prepared, having reread their essay and reflected on their writing process. Because conferences replace traditional written feedback, attendance followed by completion of the post-conference reflection are required components of the assignment.

**Please Note: Written margin comments will be minimal or absent on major essays/major assignments; feedback is primarily delivered through Feedback Conferences and post-conference reflections.** While Feedback Conferences are not mandatory, any student wishing for feedback on their assignment, must sign-up for and complete the Feedback Conference Process.

#### ATTENDANCE POLICY

- In face-to-face classes, role is taken every day. In online asynchronous classes, your timely completion and submission of our assignments counts as you being present in the course, so make a point to log into your Blackboard account and email at least on a weekly basis (if not daily). Any missed activity stands as non-attendance and will adversely impact your overall grade for the course.
- Reasons for missing assignments need to be discussed with instructor, and ultimately, student's grade is at the discretion of the instructor.
- Face-to-Face Students are allowed to miss **one week** of class without penalties. This means 3 class periods for Monday/Wednesday/Friday classes and 2 class periods for Monday/Wednesday and Tuesday/Thursday classes. They do not even need to notify the instructor.
- Additional Absence: may result in an F grade if instructor is not informed of the student's situation. Reasons for absence need to be discussed with instructor, and ultimately, student's grade is at the discretion of the instructor.
- Absences due to religious observance will not affect course grade.
- All excused absences require documentation and are still subject to instructor's approval.
- Excessive absences or tardiness will result in the student being dropped from the class.

#### CLASSROOM BEHAVIOR

- Face-to-face students. No food is allowed whilst the class is in session. Beverages are permitted.
- The use of any electronic device is prohibited in class unless the student requires electronic media in order to perform academically. If student uses either cell phone, laptop, or other electronic media (i.e. ipod, media player, pagers) instructor reserves the right to require that the student leave the classroom. In that event, the student is automatically considered absent, thus his/her assignment is considered not turned in for that class period.
- Online students: during our peer-to-peer reviews, make sure to be kind and respectful with your commentary.

#### VISITING DURING OFFICE HOURS: PREFERRED METHOD OF CONTACT.

Students are encouraged to come see me in my office during the hours listed above. Those hours are reserved for answering your questions & concerns, so please do feel invited to stop in and voice any questions or concerns.

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I also **prefer** meeting and visiting with students in person or via a chat on the phone or via zoom instead of email.

You are also welcome to call me during office hours (call my Google voice number which rings to my cellphone or my office number). I love chatting with you over the phone.

If you can't make my office hours, let's try and arrange for an appointment at another time that works for both of us.

**Important Note about Office Hours and/or Appointments with Instructor:**

These meetings are important for both you and I, but most importantly for you. There are times when I may be running late. Please be patient. If we made an appointment, I will always honor that appointment.

If I can't make it, there will be an announcement on the course website and/or an email sent to you, or there will be an announcement posted on my door. I will also send out a notification through Remind.

**EMAIL CORRESPONDENCE:**

Keep in mind that this is **not** my preferred method of contact.

If you need to contact me via email, you may do so at my primary email address at South Plains Email.

- Netiquette: I expect students to use professional language and tone in all communications with me, including in emails. To this end, emails should clearly **identify who the sender is, what course they are taking, present proper grammar, include salutations**, and should be void of vernacular turn of phrases or “texting” expressions.
- Emails that do not follow proper netiquette will most likely not be answered.
- Given that I prefer face-to-face interactions, students are encouraged to come and speak to me after class.
- Students are responsible for checking their South Plains email regularly.
- **Please make sure that your email includes your full name and section number and/or class meeting times.** I teach several sections and that information will allow me identify your account more quickly.
- Please wait between 24-48 hours before expecting a response to your submitted email.

**ACADEMIC INTEGRITY AND PLAGIARISM**

**Plagiarism and Cheating:** Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy may result in an F for the assignment and an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Using Artificial Intelligence websites or apps to generate and/or revise 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;

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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 and/or missing works cited entries.

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, texting, internet, Quizlet, etc.) 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;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

#### **PROTOCOL REGARDING ZERO'S ON ASSIGNMENT.**

If you receive a zero on an assignment, please complete the following steps:

1. Read the commentary associated with the assignment. Commentary will be either in Blackboard or on Turnitin
2. Upon reading the explanation for your zero, you are welcome to get in touch with the instructor via email or make an appointment to see the instructor in person. This meeting with the instructor will determine if your zero will be removed or maintained.
3. In regards to plagiarism or AI issues, understand that **a second** occurrence of these issues will result in an automatic F for the assignment, and a potential F for the course.

**For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE TEAM, and Campus Concealed Carry, Artificial Intelligence Statement, please visit: <https://www.southplainscollege.edu/syllabusstatements/>**

**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.**

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