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Instructor:

Wendy Esch

Office Location: CM 100

Phone: (806) 716-2446

Email: wesch@southplainscollege.edu – Email is the fastest and preferred method to reach me. I will respond to your email as quickly as possible, but always within 24 hours.

Office Hours:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:00 – 1:00	12:00 – 1:00	11:00 – 1:00	12:00 – 1:00	10:00 – 12:00

- Virtual meetings via Microsoft Teams or Zoom are available during scheduled office hours and may also be arranged at other times, as needed.
- To schedule a meeting, please email me with your preferred time and meeting format (Teams or Zoom). I will reply with confirmation and the meeting link.

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 or chairperson approval.

Credit: 3 Lecture: 3 Lab: 0

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.

Required Textbook:

Your textbook material and required course readings are provided at no cost to you via Blackboard and OER resources. All software required for the course is provided at no cost and/or free to sign up. You do not need to make any additional purchases for the course.

Technology Requirements:

1. **SPC username and password:** email helpdesk@southplainscollege.edu or call the SPC Help Desk at 806-716-2600 for help with your username/password
2. **SPC student email access:**
 - **SPC Student Email Account:** If you haven't already, you must go ahead and activate your SPC student email account. Not only will you need access to your SPC email account to receive TURNITIN digital paper submission receipts for our class, but you must use it to communicate with me.
 - 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 default smartphone Mail app or the Outlook app.
 - Check with the SPC Help Desk for assistance: 806-716-2600.
3. **Regular access to a computer and reliable internet service:**

- Open computer labs are available free to students with an SPC I.D. on all SPC campuses (Levelland, Lubbock Downtown Center, Lubbock Career and Technical Center, Plainview).
- Computer or internet connection problems may occur for you at some point this semester. **Understand that it is your responsibility to find alternate computers you may use to submit your work on time.** Find your alternate resources **now**; do not wait until you suddenly need them! Line up three friends TODAY who would be willing to loan you a laptop if yours suddenly crashes.
- Free WiFi is available in all SPC campus buildings, some SPC parking lots, most coffee shops, etc.

4. **Blackboard:** grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Use your SPC credentials to log in here: <https://southplainscollege.blackboard.com>

5. **Google Docs:** You are required to use Google docs to write your essays for this course. You can use your personal account to gain access to Google Docs. Click here to create a new Google account if you do not already have one available: [How to Create A New Google Account](#)

6. **Office 365: Word and PowerPoint:** As a member of the SPC community, you have free access to Office 365. Office 365 provides free online access to Microsoft Outlook, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and 1TB of free online storage with Microsoft OneDrive. Office Suite allows you to access your SPC emails through Microsoft Outlook, and Microsoft PowerPoint enables you to view the presentations I provide in Blackboard. You can use Office 365 online in your browser or download it for free and install it to your PC, Mac, or mobile device. You will need PowerPoint access in this course.

- A. To access Office 365 for free as an SPC student, go to <https://www.office.com> and sign in with the following credentials: SPCUsername@southplainscollege.edu and your SPC password.
- B. You can then click the link for the individual application you want to use online or click the install Office link towards the top right to install the application to your computer.

6. **Adobe Reader:** Available to download free from this website: <http://www.adobe.com/products/reader.html>

Computer Help: need help with your computer, laptop, email address, or username and 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:** 806-716-2180 (available between 8 AM and 4 PM Monday through Friday, except on holidays)
3. **Get Help Online:** Click on the Help link listed in the Blackboard course menu.

Writing and Grammar Help:

Tutoring services are FREE to all SPC students!

Visit this link to view the drop-in tutoring schedule or make an appointment with a tutor in one of the Writing Centers on the Levelland, Downtown Lubbock, or Plainview campuses: [Tutoring Information](#); [SPC Writing Center](#)

- Email: tutoring@southplainscollege.edu
- Email: writingcenter@southplainscollege.edu
- Phone: 806-716-2538

Brainfuse:

You also have 180 FREE minutes of tutoring with Brainfuse each week, and your hours reset every Monday morning. Brainfuse can be accessed through Blackboard under the “Assist” and “Tools” tabs in Blackboard. Brainfuse tutors are available nights and weekends:

- Monday-Thursday 8:00 PM-8:00 AM
- Friday 6:00 PM-8:00 AM
- Saturday-Sunday 24/7

Course Organization:

- The course is organized into eight weeks.
- Each week has its own folder on the **Course Content** page in our Blackboard course.
- Each course week runs from midnight on Tuesday to midnight on the following Tuesday.

Assignment Deadlines: The weekly assignment deadlines are Tuesday and Thursday at midnight unless otherwise noted.

Supplies: A reliable computer with a stable internet connection.

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 and Core Curriculum Objectives Assessment:

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

Grade Calculation:

Assignment	Weight	Grade	Multiply	Points Earned
Analysis Essay	15%		x 0.15 =	
Works Cited	5%		x 0.05 =	

Research Paper Outline	5%		x 0.05 =	
Research Paper First Draft & Peer Review Workshop	10%		x 0.10 =	
Research Paper Final Draft	20%		x 0.20 =	
Quizzes/Assignments Average: <i>(lowest quiz score is automatically dropped in Blackboard)</i>	20%		x 0.20 =	
Discussions/Perusall	10%		x 0.10 =	
Reflection	5%		x 0.05 =	
Midterm/Final Exam	10%		x 0.10 =	
TOTAL POINTS EARNED/ FINAL PERCENTAGE GRADE	100%		100%	

- Each week, click on the My Grades link in the Blackboard menu to view your grades and current average. If at any time you wish to discuss your course progress, contact me.
- Extra credit opportunities will be offered during the semester.

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.”

Student Responsibilities:

1. Take responsibility for your learning process, including preparing for class by reading course materials, watching provided videos, participating in class discussions, and asking relevant questions.
2. Have a cooperative attitude and use appropriate language in academic environments; avoid condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form.
3. Behave respectfully toward your instructor and classmates to contribute to the atmosphere necessary for learning.

4. Submit all assignments in accordance with due dates, formats, and requirements.
5. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration and unauthorized AI usage.
6. Email questions to your instructor when something is unclear.

Attendance:

- To succeed in this course, I recommend that you visit the weekly module page **at least three times each week** to complete the weekly assignments.
- Try not to procrastinate; it's best to avoid leaving all your work for the last day or night before it's due.
- Be sure to check your Announcements and SPC email every day, as I will be posting updates and sending important emails regularly.
- Please note: If you have not submitted any assignments by the twelfth-class day, your access to the course will be blocked, and you will be administratively dropped from this course by the Registrar's Office per census regulations.

Late Work Policy*

**Note this late policy does not apply to group activities such as discussions or peer reviews, since your classmates rely on your participation. These submissions will not be accepted past the deadline.*

1. If you submit after the deadline without a prior authorization for an extension, 20% is automatically deducted from your grade, and this penalty increases by 10% each day until submission. Major assignments will not be accepted more than one week after the deadline.
1. If technical difficulties prevent you from submitting a major assignment, email me and attach the assignment or document the issue including a timestamp. This may help avoid late penalties in the event of technical difficulties, but you're expected to upload the final draft appropriately after technical issues are resolved. I will not grade assignments sent via email.

Dropping the Class: The last day to withdraw/drop from a course this semester is listed on the academic calendar [here](#). It is the student's responsibility to withdraw from this course. Otherwise, students will be assigned their earned letter grade at the end of the course. Course grades are continually available in Blackboard each week. For more information regarding drops/withdrawals, please visit <https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php>.

Plagiarism and Cheating:

There is zero tolerance for academic dishonesty in this course. Do not under any circumstances use words you didn't write in an essay or assignment without proper documentation (including AI generated content). If you're not sure about proper documentation, you must reach out via email or office hours to ensure academic integrity. Plagiarism will automatically result in an F for the assignment and can result in getting dropped from the course with an F. In addition, an Academic Dishonesty Report may be filed with the Dean of Students.

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

1. Using Artificial Intelligence websites or apps to generate or revise all or part of a paper or other assignment;
2. Turning in a paper or submitting work that has been purchased, borrowed, or downloaded from another writer or from an online site or is the product of collusion with another person or mechanism;
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 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 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.

Artificial Intelligence Statement

The learning outcomes of English 1301 rely on your own original reading, writing, and thinking. It is simply not possible or ethical to use generative AI and accomplish these goals in our course. Accordingly, you're expected to refrain from all usage of generative AI in the production of your work. This includes tools like ChatGPT, Gemini, or other LLMs as well as software like Grammarly, Chegg, or Quill that uses AI to edit your work. These tools are not allowed for any of the following:

- To generate words, phrases, or sentences used in an assignment
- To generate ideas, claims, or interpretations in substitute of original thinking
- To outline, organize, or otherwise direct the composition of your own work
- To spin, elevate, enhance, or rewrite your own originally produced work

Any work that contains indications of AI involvement must be verified as original using Google Doc edit history, verbal review, and language analysis to receive credit. If authorship cannot be verified after exhausting all methods at our disposal, the work can be determined to be unethically produced and therefore ineligible for credit, and it may receive a penalty up to and including zero. **As a student writer in the age of AI, it is your responsibility to protect the integrity of your work and ensure complete ownership of the ideas and language therein.**

Students have the right to decline verbal review of their work. If a request for verbal review is not answered within a week, it will be assumed that the student has chosen the option to decline. In doing so, the assignment may be deemed in violation of the course's integrity standards and assigned a zero.

Intellectual Exchange Statement, Disabilities, Non-discrimination, Title V Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry:

For information regarding official South Plains College policies on these topics, please visit:
<https://www.southplainscollege.edu/syllabusstatements/>.