

**2026SP-ENGL-1302-441.442.443.602.605**

**Policy Statement and Syllabus**

**Spring 2026**

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Hours: M&W 11:00 – 1:00 T&T 10-12:00 F 9 -10

**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.

**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.

**Prerequisite:** Successful completion of ENGL 1301

**Textbook: - No text is required**

**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..

#### **Essay Assessment Guidelines:**

- 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.

#### **Grading Breakdown**

Syllabus Quiz	60 pts	
Literary Terms Quiz	100 pts	
Hamlet Discussion Boards (3@ 34 pts ea)	102 pts	
Hamlet Exam	100 pts	
Hamlet project	100 pts	
Reading Quizzes (Hamlet/Short Stories)	240 pts	(8 @ 30 pts. each)
Short Story Project	100 pts	
Short Story Exam	100 pts	
Poetry Project	100 pts	
<b>Total</b>	<b>1000 pts</b>	<b>Total points determine your grade in the course, NOT an average</b>

**A = 900 – 1000 pts**

**B = 800 – 899 pts**

**C = 700 – 799 pts**

**D = 600 – 699 pts**

**F = 599 and below**

**Use the total grade in Bb to determine this. Do not ask the instructor to figure your average.**

**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

### **Absence/Performance Policy:**

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. Excessive absences are more than 6 and missing 2 major assignments.

When an unavoidable reason for class absence arises, such as illness or 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 who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy

**Assignments must be turned in on time; after the deadline, a late assignment will accumulate a penalty of 10% deduction for each day late. Assignments more than 3 days late will not be graded. Missing assignments count as zeroes.**

### **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.**

Students must turn in drafts of their papers, a major part of the essay grade. This ensures that a student is producing work alone.

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

- 1) Turning in a paper which has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;

- 2) **THIS INCLUDES THE USE OF ANY ARTIFICIAL INTELLIGENCE (AI) TO ASSIST OR WRITE ANY ESSAYS OR DISCUSSION BOARDS POSTS.**
- 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; or
- 5) Giving a footnote only at the end of a paragraph, even if the paragraph is completely paraphrased from one source.

### **Cheating**

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) Having someone else write a paper for a grade.

### **For Policy statements about the following topics, students can go to**

<https://www.southplainscollege.edu/syllabusstatements/> for the official SPC policies.

Artificial Intelligence Statement

COVID-19

Campus Concealed Carry Statement

Disabilities Statement

Intellectual Exchange Statement

Non-Discrimination Statement

Student Identification Verification Picture

Title IX Pregnancy Accommodations Statement CARE

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.

## **Course Schedule**

### **Week 1 Jan 12 - 18**

1/12 Welcome; Go over syllabus; Literary Terms ppt;

1/14 Drama Introduction; ppt, Shakespeare information;

1/18 Do Extra Credit Introductory Discussion Board (10 pts) by midnight;

### **Week 2 Jan 19 - 25**

### **1/19 MLK Holiday**

1/22 Symbolism PPT and discussion

1/23 Take Literary Terms Quiz between 8 am and midnight this Friday

### **Week 3 Jan. 26 – Feb. 1**

1/26 *Hamlet* Act 1 due, Quiz #1, Watch Act 1; discussion about Project

1/28 *Hamlet* Act 2 due, Quiz #2, Watch Act 2;

1/30 Complete Character Discussion Board 1 (over Acts 1 & 2)

### **Week 4 Feb. 2 - 8**

2/2 - *Hamlet*, Act III, Quiz #3, Video cont.

2/4 - *Hamlet* Act IV, Quiz #4, Video cont.

2/6 - Complete Character Discussion Board 2 (over Acts 3 & 4)

### **Week 5 Feb. 9 - 15**

2/9 *Hamlet* Act V, Quiz #5, finish video

2/10 *Hamlet* Discussion Board 3 due (over Act 5)

2/11 Work on presentation over *Hamlet*

2/15 Turn in draft of presentation

### **Week 6 Feb. 16 - 22**

2/16 Take Hamlet Exam during class This will be only SPC and Post

2/17 Take Hamlet Exam if no school on Monday – This will be Abernathy, Hale Center, and Crosbyton

2/18 – Work on Works Cited for presentation

2/22 – Submit final of presentation to Bb by midnight

### **Week 7 Feb. 23 – Mar. 1**

2/23 - Fiction power point; plot ppt, Unraveling Ernest Hemingway Video;

2/24 - Read “Hills Like White Elephants”

2/25 - Small Group Work on HLWE worksheet; turn in worksheet by midnight

2/27 - Take quiz over “Hills Like White Elephants” in Bb by midnight

**Week 8 Mar. 2 - 8**

3/2 - Character ppts; mention Character Podcast Project; POV handout

3/3 - Read "A Rose for Emily"

3/4 - Worksheet in class over ARFE;

3/6 - Take quiz over "A Rose for Emily" by midnight

3/8 - Read "Greasy Lake" pdf

**Week 9 Mar. 9 - 15**

3/9 - "Greasy Lake," song lyric, questions worked in groups

3/10 - Read "The Story of an Hour" PDF in week;

3/11 - Plot and character worksheets; More discussion of Interview with a character or author project

3/16 - Read "The Black Cat" by Poe before March 24

**Spring Break Mar. 16 - 22****Week 10 Mar. 23 - 29**

3/23 - Watch the video of "The Black Cat" Worksheet of TBC; Narrator Discussion

3/25 - Go over Character project; Remind them of how to quote correctly

3/29 - Read "The Cask of Amontillado"

**Week 11 Mar. 30 - Apr. 5**

3/30 - Discussion of symbols, plot characters of TCOA, watch video

4/1 - Podcast Project work day

4/3 - Take quiz over "A Cask of Amontillado" by midnight

**Week 12 Apr. 6 - 12**

4/06 - Review for Short Story Test; Work on Character Analysis Project

4/08 - Take Short Story Test during class

4/12 - Character Project due by midnight to Bb

**Week 13 Apr. 13 - 19**

4/13 - Introduction to poetry ppt, Poetry Project,

4/14 - Read through the poems “Rickard Cory” by Edward Arlington Robinson; “Not Waving, But Drowning” by Stevie Spender; “right on: white America” and “Sadie and Maud” in folder in Bb;

4/15 - Go over those poems; Talk about Blake’s background

4/19 - Read “The Tyger,” “The Chimney Sweeper,” “The Lamb” “Do Not Go Gentle into That Good Night”

#### **Week 14 Apr. 20 – 26**

4/20 - Discuss Blake’s poems and Thomas’s poems

4/21 - Read “How Do I Love Thee”, “When in Disgrace”; “Death Be Not Proud” "My Mistress Eyes are Nothing Like the Sun”

4/22 - Discuss the above poems; Sonnet ppt

4/26 – Read “Theme for English B” pdf; “Because I Could Not Stop for Death”;

#### **Week 15 Apr. 27– May 3**

4/27 - Discuss “Theme for English B” and “Because I Could Not Stop for Death,” Review Poetry Project requirements

4/29 – Work on Poetry Project

5/1 – cont. work

#### **Week 16 May 4 - 7 Final Exams**

5/4 – Poetry Project due by **11:00 am to Bb**

**The schedule will be adhered to as much as possible, but changes may occur due to unforeseen circumstances.**