

South Plains College

Syllabus: ENGL 1302

Revised January 2025

Department: English and Philosophy

Division: Arts and Sciences

Course Number: English 1302

Course Title: Composition II

Available Formats: on-campus

Campus: Smyer ISD

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Course Description: This course is a continuation of ENGL 1301 and an intensive study of and practice in the strategies and techniques for developing research-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 (print or ebook):

The eBook is available to all students free of charge.

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:

o **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).
 - o Your student email password is the same as your Blackboard password. If you need help, call the SPC Help Desk at 806-716-2600.
 - o To access your SPC email account, log in to MySPC
 - o 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.
 - o Check with the SPC Help Desk for assistance: 806-716-2600.

3. Regular access to a computer and reliable internet service:

o 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).

o 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.

o 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. Office 365: Word and PowerPoint: You are required to use Microsoft Word to create papers for this course. As a member of the SPC community, you have free access to Office 365. Office 365 provides free online access to Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and 1TB of free online storage with Microsoft OneDrive. You can use Office 365 online or download it for free and install it on your PC, Mac, or mobile device.

o 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.

o 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. Google Account for Google Docs: In this class, you will be expected to use Google Docs to write your essays. Before submitting, the document will need to be converted to a Word document (doc.x), but it must be written in Google Docs before converting.

7. 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

Ebook Help: • Cengage Help:

<https://help.cengage.com/student/mindtap/index.html>

Blackboard Help:

1. Get Help by Email: blackboard@southplainscollege.edu

o 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.

o The blackboard@southplainscollege.edu account is monitored from 8:00 a.m. – 10:00 p.m., Monday – Sunday.

o 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 SPC Writing Center schedule or make an appointment with a tutor in one of the Writing Centers on the Levelland, Downtown Lubbock, or Plainview campuses: Writing Center information

Brainfuse is also FREE to you when SPC tutors are not available. You have 3 hours per week for free to utilize these after-hours tutors. To access Brainfuse, you must go through

Blackboard. Log in, click on Tools in the menu on the left, and click on the Brainfuse tile. Brainfuse hours: Monday-Thursday 8:00 pm-8:00 am, Friday 6:00 pm-8:00 am, Saturday-Sunday 24/7

Need assistance or don't see what you're looking for? Contact us using the email or phone number below. Email: tutoring@southplainscollege.edu Phone: 806-716-2538

Course Organization:

- The course is organized into sixteen weeks.
- Each week has its own folder on the Course Content page in our Blackboard course.
- Each course week runs from noon on Monday to noon of the following Monday. Assignment Deadlines: The weekly assignment deadline is Monday at noon unless otherwise noted.
- Supplies: Access to a computer with a printer and reliable internet access; three-ring binder

Core Curriculum Objectives addressed:

- Communications skills—to include effective written, oral, and visual communication
- Critical thinking skills—to include creative thinking, innovation, inquiry, 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 that 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

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.

Optional Extra Credit: At any point during the semester, you can redo one of your major essays for full credit. This is a one-time opportunity. Most students wait until we get closer to the end of the semester to ensure they choose the essay to redo that will best improve their grade.

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 words, 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 words, 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 make 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. The 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, 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, or includes plagiarism.
4. Coherence: Organization is incoherent, transitions are missing or illogical, or the paper indicates a 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. 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. Have a cooperative attitude and use appropriate language in academic environments; avoid condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form
4. Behave respectfully toward the instructor and classmates to contribute to the atmosphere necessary for learning
5. Be courteous to others, especially by putting away cell phones and other distractions while in class

6. Submit all assignments in accordance with due dates, formats, and requirements
7. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration and unauthorized AI usage
8. Ask questions when something is unclear

Late Work Policy* *Note that this late policy applies to major assignments only. Late work is not accepted for any reason on all other assignments.

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.

2. 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 can submit for you on your behalf. Send it to me if you need to.

3. 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/admissionaid/apply/schedulechanges.php>

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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/or being dropped from the course with an F if circumstances warrant. 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 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;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
5. 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, texting, internet, Quizlet, etc.) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain an 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.

Artificial Intelligence Usage: AI writing apps like Grammarly and Quillbot have become popular, but they now go beyond fixing grammar and spelling and can change wording, sentence structure, and diction level. They also leave an AI "footprint," which can be detected, not to mention alter your writing so it doesn't read like your voice at all. Do not use AI apps to create your essays or assignments, and do not use Grammarly, Quillbot, and other AI paraphrasers to change your words, diction level, or sentence structure. If you do, you may earn a zero and be dropped from the course for plagiarism/cheating. If you struggle with wording and grammar, meet weekly with a free tutor and work to strengthen your own writing skills.

Intellectual Exchange Statement, Disabilities, Non-discrimination, Title V Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry, COVID-19, Artificial Intelligence: For information regarding official South Plains College policies on these topics, please visit:

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

Course Schedule and Assignments

Week	Assignments
One Jan 12-18	Read many things about literature Reading Quiz Watch 3 videos about literature Watch Quiz Pre-course Paper
Two Jan 19-25	Read more things about literature Reading Quiz Watch more videos (4) about literature Watch Quiz Choose story for the paper Pick a literary device to analyze in chosen story Begin Literary Analysis Paper
Three Jan 26- Feb 1	Read more things about literature Reading Quiz Persuall- Dystopian Literature Persuall Quiz Watch videos (2) about literature Watch Quiz Final Draft of Literary Analysis Paper Due
Four Feb 2-8	Read The Veldt Persuall The Veldt Reading Quiz Veldt Discussion Begin Genre Analysis Paper over the same story as first paper
Five Feb 9-15	Read There will come soft rains Persuall Soft Rains Reading Quiz Rains Discussion Final Genre Analysis Paper due
Six Feb 16-22	Read Gender in the 9 th Century Persuall over Gender Reading Quiz Article Submission Begin Critical Reception Paper (must have an article on story you chose)
Seven Feb 23- March 1	Read A Rose for Emily Persuall Rose Reading Quiz Emily Discussion Final Critical Reception Paper due

<p>Eight March 2-8</p>	<p>Read The Yellow Wallpaper Persuall Wallpaper Reading Quiz Wallpaper Discussion 1 Video to Watch Video Quiz Begin Author's Biography Paper</p>
<p>Nine March 9 -15</p>	<p>Read Magical Realism Persuall Magical Realism Reading Quiz Final Author's Biography Due</p>
<p>Ten March 16-22</p>	<p>Nothing Due- Spring Break</p>
<p>Eleven March 23-29</p>	<p>Read Old Man with Enormous Wings Persuall Enormous Wings Reading Quiz Enormous Wings Discussion Comprehensive Research Paper Begin</p>
<p>Twelve March 30- April 5</p>	<p>Read St. Lucy's Home for Girls Raised by Wolves Persuall Wolves Reading Quiz Lucy Discussion Comprehensive Research Paper Draft</p>
<p>Thirteen April 6-12</p>	<p>Read Gothic Literature Persuall Gothic Literature Reading Quiz Peer Review Research Paper</p>
<p>Fourteen April 13-19</p>	<p>Read The Cask of Amontillado Persuall Cask Reading Quiz Amontillado Discussion Comprehensive Research Paper Due</p>
<p>Fifteen April 20-26</p>	<p>Read The Outsider Persuall Outsider Reading Quiz Outsider Discussion Research Project Presentation</p>