

ENGLISH 1302 SYLLABUS

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Professor Information and Contact Details

Instructor: Stephen M. Sanders, M.A.

Remind.com: **MANDATORY** - follow link on Blackboard

Email Address: smsanders@southplainscollege.edu

Office Hours: (CM 107) Zoom meetings by appointment only

REALLY GOOD BOOK: Passe-Partout

Course Description

The purpose of English 1302 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1302 helps students to think well by teaching them to read and write well through learning about the writing process, the fundamentals of research, and through readings of literary selections.

Required Texts

1. On Blackboard (link named "Class Readings")
2. Purdue Online Writing Lab.
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
3. Reputable dictionary (online or print)
4. Any other text not mentioned here will be given to the students in class.

Prerequisite

International students who do not have a TOEFL score of 550 must enroll in ENGL 0301 or 0302 or ESOL 0301 or 0302.

Credit: 3 Lecture: 3 Lab: 0

Supplies

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. GOOGLE DOCS access
3. 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.

4. 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, Reese, Lubbock, 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.

5. 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>

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, username/password?

- helpdesk@southplainscollege.edu

- 806-716-2600

Blackboard Help

- 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.
- Get Help by Phone: 806-716-2180 (available between 8 AM and 4 PM Monday through Friday, except on holidays)
- Get Help Online: click on the Help link listed in the Blackboard course menu.

This course satisfies a Core Curriculum Requirement:

Yes—Communication Foundational Component Area

Core Objectives addressed

1. Communications skills—to include effective written, oral and visual communication
2. Critical thinking skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
3. Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.

Course Purpose

The purpose of English 1302 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1302 helps students to think well by teaching them to read and write well through learning about the writing process, the fundamentals of research, and through readings of literary selections.

Student Learning Outcomes

1. Use expository and argumentative writing skills.
2. Identify and analyze the major elements of literature.
3. Critically think about the study of literature and write papers utilizing critical thinking, such as summary, paraphrase, synthesis, and single-source assignments.
4. Use a library for research.
5. Research and write an accurately MLA documented paper.

Essay Assessment Rubric

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.”

Outcomes Inventory

A pre- and post-test may be used to determine the extent of improvement that the students have gained during the semester; the tests will be given at either the discretion of the instructor or departmentally assigned.

Composition Requirements

1. All compositions must successfully use the conventions of standard grammar.
2. All compositions must be properly developed.

3. All compositions must be properly unified and coherent.
4. All compositions must properly utilize logic, facts, and argumentation to advance its thesis.

Composition Foci

1. Central Idea
2. Organization
3. Sentence Structure
4. Diction
5. Mechanics
6. Creativity/Originality

Course Requirements

1. Be responsible for the learning process, including preparation for class, such as reading and homework; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
2. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory or profane rhetoric, whether verbally or in written form, in academic environments
3. Have respectful behavior toward instructor and classmates in order 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
6. Ask questions when something is unclear.

Class Attendance/Missed Work Policy

(for courses with scheduled meeting times)

1. When an unavoidable reason for missed assignment arises, such as illness, an official trip authorized by the college, or a funeral, the instructor may permit the student to make up missed work. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. If emailed to the instructor ON the day missed, the following absences are excused with the proper notices:

- | |
|---|
| <ol style="list-style-type: none">1. Doctor Visit (Doctor note FOR THE DAY MISSED must be emailed to smsanders@southplainscollege.edu ON that same day)2. Funeral (funeral MUST be on day missed and a funeral bulletin/handout picture MUST be emailed to |
|---|

smsanders@southplainscollege.edu on the day of the funeral)

3. Official S.P.C. absence (picture of note from dean and/or professor for absence must be emailed to smsanders@southplainscollege.edu BEFORE you are absent)

Methods of Evaluation

All assignments are due on the days listed on the syllabus calendar. Late assignments (see above) will not be accepted. If, for some odd reason, the calendar must be changed, then it will be noted in class.

Article Summary

Students will complete one article summary (summary with accompanying outline, as per the instructions on Blackboard).

Research Paper

Students will complete one 1200-1500 word research paper to be graded according to the requirements in this syllabus. No final draft of an essay will be accepted without its planning work and rough draft.

Exams

Exams are scheduled on the calendar and may either be objective or subjective.

Grade Weights

- (15%): classwork
- (55%): Exams (including final exam)
- (30%): Completed research paper

Grading Array

A = 90 - 100

B = 80 - 89

C = 70 - 79

(credit is only given for a grade of "C" or above.)

D = 60 - 69

F = 59 or below

Extra Credit (optional)

1. Raises lowest exam grade by 10 points.
2. Read the novel [Passe-Partout](#) by Stephen M. Sanders (order at the link on Amazon.com; OR check out at S.P.C. Levelland library or Hockley County library)
3. Complete “Book Club/Book Mark” (found on Blackboard)
4. Emailed by the last regular class day of the semester.

Student 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.

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. 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:

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

- Missing in-text citations and/or missing works cited entries.

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

- Obtaining an examination by stealing or collusion;
- Discovering the content of an examination before it is given;
- Using an unauthorized source of information (notes, textbook, texting, internet, Quizlet, etc.) during an examination, quiz, or homework assignment;
- Entering an office or building to obtain unfair advantage;
- Taking an examination for another;
- Altering grade records;
- Copying another's work during an examination or on a homework assignment;
- Rewriting another student's work in Peer Reviews so that the writing is no longer the original student's;
- Taking pictures of a test, test answers, or someone else's paper

Syllabus Calendar

All the due dates for work are on the course calendar. And, while the due dates probably will not be moved, the teacher reserves the right to make changes to the calendar because of unforeseen events and the havoc they might wreak upon the schedule. In most cases, though, refer to the calendar for the dates assignments are due. If you don't know the day any given assignment is due, then ask the teacher.

Email Policy

Due to privacy concerns, the teacher will not discuss grades through email. If you would like to talk about your grades or assignments, please make an appointment (using email, if necessary) for this purpose. (See the teacher schedule at the beginning of the syllabus.)

Institutional Statements

Intellectual Exchange; Disabilities; Non-discrimination; Title IX Pregnancy and Parenting Accommodations Statement; CARE (Campus Assessment, Response, and Evaluation) Team; Campus Concealed Carry Statement; COVID-19; Artificial Intelligence – (<https://www.southplainscollege.edu/syllabusstatements/>)

Teleconferencing (Zoom meetings) Policy

While you are attending class on Zoom, please obey these policies:

1. Dress appropriately for the classroom (if it's not socially appropriate to wear in face-to-face classes, please do not wear it on Zoom)
2. Do not smoke or vape.
3. Do not drink alcoholic beverages.
4. Do not consume any illicit and/or illegal substances.
5. You must be present on Zoom. (I will take attendance AND I will do random camera checks.)
6. The Zoom classroom will be locked 1 minute after the official beginning of class time. If you are late, you will not be admitted.

COURSE AGREEMENT

Remaining enrolled in this class constitutes agreement with this syllabus.