

Syllabus Spring 2017  
English 1302.018 (Composition II)  
T - R 11:00 -12:15 CM 111

Dr. Sally Good  
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Office Hours: M-T-W-R: 8:00-9:30  
and M-T-W 12:15 – 1:00; F 10:00 – 11:00  
Office: CM 107

**Required Text:** *Literature, An Introduction to Reading and Writing* 6th edition (compact), Roberts and Zweig.

**Helpful websites:** Purdue University's OWL (Online Writing Lab); SPC Library.

**Prerequisites:** ENGL 1301

**Scope/Purpose:**

English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. Unlike English 1301, English 1302 has a two-fold purpose: it encourages critical thinking by introducing students to imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

**Course Goals/Objectives:**

By the end of English 1302, the student should be able to exhibit:

1. Critical Thinking and Problem Solving in writing:
  - Use of proper audience, purpose, and subject for a writing assignment
  - Use of appropriate topic, tone, and style
  - Use of logic, structure, focus, and coherence
  - Application of logic to create strong, concrete, and developed arguments
  - Application of constructive suggestions as a result of peer editing or instructor comments
  - Revision of structural, developmental, grammatical, and mechanical problems in an essay
  - Ability to analyze literature
  - Ability to write a single source paper or analytical literary paper using properly documented sources
  - Ability to evaluate sources
  - Ability to construct an MLA-formatted bibliography
2. Creativity:
  - In group work and class discussions
  - In literary analysis
  - In research topic analysis
  - In research source analysis

3. Communication/Collaboration:
  - The writing assignments themselves, as the ultimate goal of the course is to teach students to communicate effectively through writing
  - Teacher/student interaction, both in class discussions and in one-on-one help with papers
  - Interaction with other students in class discussions, group work, and peer editing
4. Leadership, Personal Responsibility, Honesty, and Integrity, as evident in:
  - Regular and on-time class attendance
  - Responsibility 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
  - Submission of all assignments in accordance with due dates
  - Avoidance of all forms of cheating and plagiarism on all assignments, including improper collaboration
  - Respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning

**Requirements:** Students will read numerous short stories, poems, and plays; 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.

Students will complete written assignments which may include but not be limited to one or more multi-source research papers, two or more short papers (critique, explication), or a series of research questions or projects. Individual instructors may also require major examinations over the readings or any other part of the course content. Individual instructors may occasionally use film, stage productions, or other art forms to support the text, in which case students may also be tested over their understanding of content or of differences between the written text and the alternate presentation of that text.

### **Instructional Outcomes:**

By the end of the course, a student should be able to:

1. Understand the major elements of fiction, poetry, and drama as these are described in the text and highlighted by the instructor;
2. Apply critical thinking to the study of literature and to write essays which demonstrate that critical thinking;
3. Use a library for research purposes; and,
4. Research and write an accurately-documented paper or project

### **Absence Policy**

According to Dictionary.com, “absence” is defined as “the state of being away or not being present.” This is a college-level class and, in keeping with the South Plains College policy, this professor does not recognize “excused” absences—all absences are equal. Four absences in this class will result in a lower final grade. More than four absences will result in the student being

dropped from the course. Three absences are allowed, no questions asked BUT the student is responsible for obtaining all missed material as a result of an absence. Make-up tests are offered at the discretion of the instructor. Quizzes cannot be made up.

### **Grading Policy**

Students' final grades will be evaluated by means of letter grades, A, B, C, D, F: superior, good, average, poor, and unacceptable. Numerical grades will be assigned for convenience in averaging grades only or for dual credit students. This class is based on a 1000-point system. (A = 900-1000; B = 800-899; C = 700-799; D = 600-690; F = Below 600.) **Late work is not accepted.**

### **Plagiarism**

Plagiarism is defined as presenting the ideas or words of another as one's own. It is *theft*. Copying and pasting even *one* sentence from the internet into your essay without crediting the source is plagiarism. Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and severity of the problem, individual instructors may assign penalties from zero for the assignment to an F in the course. Extreme cases may result in disciplinary action up to and including expulsion from South Plains College.

### *English Department Policy*

Any student who submits work as his or her own and has not performed that work can expect an F for the course.

### **Classroom Decorum and Cell Phone Use**

“As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.” –*SPC General Catalog*

No student has the right to disrupt a class in any way and thus interfere with the education of other students. Disruptive behavior is not restricted to behavioral problems; it can include noise from cell phones, pagers, and watches; repeated tardiness; inappropriate appearance/attire; and leaving the classroom for any reason before the instructor has dismissed the class. None of these behaviors is conducive to the academic atmosphere and will not be tolerated. Electronic devices must be silent and out of sight during class with the exception of those used for note-taking; any student using a cell phone during class without the instructor's approval will be dismissed from class and counted absent. **Students taking notes on laptops or other devices are required to sit at the front of the class.**

### **Students with Disabilities**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### **Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. “By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.” –*SPC General Catalog*

### **Essay assessment guidelines for English 1302:**

The “**A**” essay is perfectly formatted using MLA guidelines, with three or fewer typing/spelling, grammatical, or punctuation errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook (and all necessary information for a literary analysis paper), a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors. And a 1302 “**A**” essay also includes quotes from literature that have been correctly and smoothly incorporated into the student’s own writing.

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, no quotes, 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 don’t meet the minimum word count; or 3) those that are not written in MLA format.

**It is up to the students to keep track of their grades during the course of the semester.** A template is provided under the course calendar.

T January	17	Course Introduction
R	19	
T	24	Writing about literature
R	26	<i>A &amp; P</i> (p. 320) and <i>Girl</i> (p. 483); <b>Quiz 1</b>
T	31	
R February	2	<i>A Rose for Emily</i> (p. 255); <b>Quiz 2</b>
T	7	
R	9	<i>A Jury of Her Peers</i> (p. 202); <b>Quiz 3</b>
T	14	<i>The Things They Carried</i> (p. 101)
R	16	<i>The Lottery</i> (p. 139); <b>Quiz 4</b>
T	21	<i>The Cask of Amontillado</i> (p. 250)
R	23	<i>The Story of an Hour</i> (p. 307); <i>A Worn Path</i> (p. 288); <b>Quiz 5</b>
T	28	<b>RD Essay 1 due</b>
R March	2	Essay 1 due
T	7	Intro to Research
R	9	<b>Midterm</b>
T	14	NO CLASS – Spring Break
R	16	
T	21	Library
R	23	Poetry Presentations
T	28	Poetry Presentations
R	30	Poetry Presentations
T April	4	<b>RD Essay 2 due</b>
R	6	Essay 2 due; <b>Quiz 6</b> ; <i>Death of a Salesman</i>
T	11	<i>Hamlet</i>
R	13	<i>Hamlet</i>
T	18	<i>Hamlet</i> ; <b>Quiz 7</b>
R	20	<i>Hamlet</i>
T	25	<i>Hamlet</i> ; <b>Quiz 8</b>
R	27	<i>Hamlet</i>
T May	2	<b>Research Projects due; Quiz 9</b>
R	4	Last class day; <b>Quiz 10</b>
Final Exam		

Please record your grade points here:

**Quizzes** (20 pts. each): 1) \_\_\_\_ 2) \_\_\_\_ 3) \_\_\_\_ 4) \_\_\_\_ 5) \_\_\_\_ 6) \_\_\_\_ 7) \_\_\_\_ 8) \_\_\_\_ 9) \_\_\_\_ 10) \_\_\_\_ 11) \_\_\_\_

**Essays** (100 pts. each): 1) \_\_\_\_ 2) \_\_\_\_

**Poetry Presentation** (100 pts.): \_\_\_\_

**Midterm Essay Exam** (100 pts.): \_\_\_\_

**Research Project** (200 pts.): \_\_\_\_

**Final exam** (200 pts.): \_\_\_\_

**Total possible points: 1000**



Billingsley Ryan M
Cash Alex D
Clark Madison J
Edoki Fabian I
Garcia Eric S
Havens Autumn S
Ledesma Lori L
Macklin Ashten S
McQueen Jenna L
Pirkle Madisen B
Prieto Mauricia S
Reyes Rita N

Billingsley Ryan M
Cash Alex D
Clark Madison J
Edoki Fabian I
Garcia Eric S
Havens Autumn S
Ledesma Lori L
Macklin Ashten S
McQueen Jenna L
Pirkle Madisen B
Prieto Mauricia S
Reyes Rita N

Billingsley Ryan M
Cash Alex D
Clark Madison J
Edoki Fabian I
Garcia Eric S
Havens Autumn S
Ledesma Lori L
Macklin Ashten S
McQueen Jenna L
Pirkle Madisen B
Prieto Mauricia S
Reyes Rita N

Quizzes:

Quiz 1: A & P

Quiz 2: Rose, Jury

Quiz 3: Lottery, Things

Quiz 4: Story, Girl, Path (TH half: Draw pic of Phoenix Jackson)

Quiz 5: Cask: Act out (groups)

Quiz 6: Poetry presentations

Quiz 7: Library/research project quiz or practice bib.

Quiz 8: DOAS

Quiz 9: Hamlet

Quiz 10: Survey