

COURSE TITLE: Composition II

ENGL 1302

INSTRUCTOR: Camy Brunson

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OFFICE HOURS: MW 12:30 – 2:30, TR 10:00-12:00

**“WRITE TO BE UNDERSTOOD, SPEAK TO BE HEARD, READ TO GROW.” – LAWRENCE CLARK POWELL**

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**Course Description:** This course is a continuation of English 1301, which includes an introduction to literature and collateral readings. It also teaches students how to write a college-level research paper.

**Prerequisite:** English 1301

**Textbook:**

### **REVEL for The Literature Collection -- Access Card**

X. J. Kennedy  
Dana Gioia, *University of Southern California*

**ISBN-13: 9780134192208**

- This is an online access code. You may ask the bookstore/entity you purchase the code from about the available print-up option.
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**Other supplies or necessary tools:** internet access (SPC login/credentials to access BlackBoard)

**Core 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.

**Course Purpose:** English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. 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.

**Student Learning Outcomes (A):** Upon completion of the course, the student will show competence in the course objectives listed below:

1. Understand the distinguishing elements of non-fiction, fiction, poetry, and drama
2. Understand the major elements of literature that are highlighted by the instructor
3. Apply the elements of the writing process (pre-writing, writing, revising) in all writing situations
4. Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301
5. Apply critical thinking to the study of literature and to writing analytical essays or the equivalent.
6. Apply critical thinking to writing essays, whether summary, synthesis, single source papers, multiple source papers, or the equivalent
7. Research a topic and be able to evaluate sources
8. Use a library and relevant internet sources for research purposes
9. Research and write an accurately documented paper, using MLA style or other assigned documentation style
10. Participate in class discussions over the literature and research in the course
11. Make constructive suggestions for others' work during peer editing or other critiques or presentations
12. Collaborate with other members of the class in order to complete group assignments

**Attendance Policy:** According to the *SPC General Catalog (2015-16)*: "Students are expected to attend all classes in order to be successful in the course. The student will be withdrawn from the course when 1.) absences become excessive as defined by the course syllabus and 2.) in the instructor's opinion, minimum course objectives cannot be met due to absences." \* *Instructor's note:* Every effort must be made to achieve punctual and regular class attendance. You must be present in your own life! This is an online course, therefore you will be responsible for participation and assignment completion. Please be conscientious in checking in with the course regularly.

**Disability Statement:** 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.

**Discrimination Policy:** The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

**Diversity Policy:** In this class, the instructor will endeavor to 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 participants to learn about others, about the larger world, and about themselves.

**Academic Honesty:** Please see the *SPC General Catalogue* for policies and ramifications regarding plagiarism and cheating. Your instructor will be watching for signs of any such practice, and measures will be taken to ensure that the consequences for this type of behavior are serious. Respect yourself and others by putting forth original ideas and work in this class.

**Grading Breakdown:**

Readings/Quizzes-	235 pts.
Short Story Summary -	65 pts.
Short Story Analysis -	100 pts.
Poetry Interpretation -	100 pts.
Discussion Board -	200 pts.
Research Paper -	200 pts.

Total = 900 pts.

A = 810-900 pts.

B = 720-809 pts.

C = 630-719 pts.

D = 540-629 pts.

F = 539 and below



## Tentative Class Schedule – ENGL 1302 Spring 2017

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This schedule serves to outline the material/subject matter we will cover in class. ***You will be responsible for keeping up with due dates for readings and quizzes through the Pearson REVEL Literature Collection (BlackBoard/online/app). You must check regularly for reading/quiz due dates through the Pearson REVEL link in your course. Follow the instructions in announcements and lesson folders carefully.*** Please make every effort to read along as we learn this material. A large portion of your grade comes from the reading quizzes, and knowledge of assigned readings will determine success or failure in both written assignments and the final exam. Participation in Discussion Boards and turning in written assignments are essential to success in the course. In addition, ***if you do not bring complete Peer Editing for written assignments at the appointed time, points will be deducted from the final draft of the essay.*** All major assignments will be accompanied by handouts detailing specific requirements and due dates via your instructor and/or Black Board.

Please note that if there are readings or assignments due *on* a certain date, you need to be working on them *before* they are due on the schedule. We will go over/discuss assigned readings in class, but ***you must read each assignment on your own and be ready to answer relevant questions about the texts.*** You are responsible for all outside work and assignment submission. This is a working schedule, and is subject to change during the semester. I will notify students of any modifications and will make sure all adjustments are reasonable.

### **Week 1:** Jan. 17 to Jan. 20

Syllabus and Textbook

Reading and Writing

Plot

Grimm Brothers' "Godfather Death"

Writing from Reading (and How to Summarize)

*Summary Assignment*

### **Week 2:** Jan. 23 to Jan. 27

The Elements of a Story

Point of View

Packer's "Brownies"

Reading to Writing

**Week 3:** Jan. 30 Feb. 3

Character

Hawthorne's "Young Goodman Brown"

Setting

London's "To Build a Fire"

*Short Story Analysis Assignment*

*Summary Assignment* ***Due***

**Week 4:** Feb. 6 to Feb. 10

Tone & Style

Hemingway's "A Clean, Well-Lighted Place"

Theme

Luke: A Parable

**Week 5:** Feb. 13 to Feb. 17

Symbol

Jackson's "The Lottery"

Poe (a critical case study): "The Cask of Amontillado" and "The Fall of the House of Usher"

**Week 6:** Feb. 20 to Feb. 24

*Peer editing for Short Story Analysis*

*Short Story Analysis* ***Due***

Reading Poetry

Yeats/Frost

Writing/Interpreting Poetry

*Poetry Interpretation Assignment*

**Week 7:** Feb. 27 to Mar. 3

Words & Voice – Williams/Graves/Cunningham/Carroll

Denotation versus Connotation – Frost

Imagery – Whitman/Bloch

Types of Poetry and Form

**Week 8:** Mar. 6 to Mar. 10

Figures of Speech – Shakespeare/Plath/Frost/Bronte/Burns

- **Spring Break (Mar. 13 to Mar. 17)**

**Week 9:** Mar. 20 to Mar. 24

*Peer editing for Poetry Interpretation*

*Poetry Interpretation Assignment **Due***

Beginning the Research Paper

***The Research Paper (assigned)***

Intro to Drama

**Week 10:** Mar. 27 to Mar. 31

Shakespeare / Understanding Shakespeare

Writing about Drama

Hamlet Act I

**Week 11:** Apr. 3 to Apr. 7

MLA & Citations/ 2016 updates

Library Day TBA

Hamlet Acts II & III

**Week 12:** Apr. 10 to Apr. 14

Finishing the Research Paper

Hamlet Act IV

**Week 13:** Apr. 17 to Apr. 21

Hamlet Act V

**Week 14:** Apr. 24 to Apr. 28

*Peer Editing/Review for Research Papers*

*Research Paper Work Days*

**Week 15:** May 1 to May 5

***Final Draft of Research Paper Due***

Review for Final Exam

**Week 16:** May 8 to May 12

***Final Exam***