

ENGLISH 1302

Instructor: Jennifer Hazelwood
Tutoring Times: 8:00-8:30 and by appointment

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Purpose

English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. Unlike 1301, 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 imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

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

Student Learning Outcomes

Upon completion of the course, the student will show competence in the course objectives listed below:

1. Understand that writing is an interactive process that includes prewriting, writing and revision and apply those principles to the assignments/papers
2. Develop a paper in an appropriate and logical order/structure/mode
3. Use revision to rectify structural, unity/focus, developmental, grammatical, or mechanical issues with a paper
4. Analyze and appreciate professional writers' work by understanding its message, how it communicates, and how it impacts the reader
5. Apply the principles of the writing process in tailoring sentence structure, tone, diction, overall style, and mode to both fit the assignment and audience in order to promote coherence and effective communication
6. Apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful
7. Apply the principles of unity and coherence in order to help the writing be focused and promote more effective communication
8. Apply the principle of parallelism in order to make the writing more coherent, logical, easily read and understood, and structured
9. Write an essay in standard English in order to follow the writing process regarding the style requirements of academic writing
10. Understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication
11. Be able to analyze a student's own work or a classmate's work and to determine if anything needs to be changed for the work to fit the assignment, be more developed, or communicate more effectively and then convey it in writing to the student
12. Make constructive suggestions for others' work during Peer Editing or other critiques or presentations
13. Do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

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 Special 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 Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services Building, 894-9611 ext. 2529.

Statement of Nondiscrimination:

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

Statement of Diversity:

In this class, the instructor 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.

Required Texts:

- Shea, Renee H., Lawrence Scanlon and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, and Rhetoric*. Bedford/ St. Martin's.
- Johnson and Arp. *Perrine's Literature: Structure, Sound & Sense*. Holt McDougal.
- Roberts and Jacobs. *Literature* 7th edition. Prentice Hall
- Hacker. *A Writer's Reference*. 6th Ed. Bedford/St. Martin's.
- Other selected literary pieces

Students are strongly encouraged to purchase novels and other literature covered in the course; however, all textbooks for this course will be provided by LISD.

Grading Policy:

Essays (including in-class timed writings and take-home process papers)	60%
Daily Work (including class discussions, quizzes, homework, class work, etc)	30%
Major Exams	10%

Essays and writing assignments will be evaluated according to the following criteria:

1. Use of the conventions of standard grammar;
2. Use of the appropriate method of development for the assignment;
3. Use of the principles of unity and coherence; and
4. Use of logical, factual arguments to advance the thesis of the assignment.

Superior Essays (A)

These essays meet all the conventions listed for Good Essays, but the work is more original, more insightful, and more maturely presented. To receive an "A," an essay may not contain multiple grammatical errors.

Good Essays (B)

- **Central Idea:** The essay presents a significant and interesting central idea or thesis which is clearly defined and supported with substantial, concrete, and consistently relevant detail.
- **Organization/Development:** The essay conveys a sense of controlling purpose and orderly progression; the thought moves clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful.

- **Sentence Structure:** The essays sentences are skillfully constructed and displaying fluency, economy, and effective variety; together with diction, sentence structure is the best evidence of style, the distinctive, natural display of a good mind at work.
- **Diction:** The word choice is everywhere appropriate to the writer's subject, purpose, audience, and occasion; distinctive in precision, economy, and the academic use of General English.
- **Mechanics:** The essay is notable for the consistent use of conventional General English grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a "B" with minimal grammatical errors.

Average Essays (C)**

- **Central Idea:** The thesis is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious, irrelevant, or vague.
- **Organization/Development:** The essays plan and method are apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, and usually effective in development; transitions between paragraphs clear but sometimes abrupt, mechanical, or monotonous.
- **Sentence Structure:** Most sentences are correctly structured but lacking in variety, economy, or forcefulness.
- **Diction:** Word choice is appropriate to the subject, purpose, audience, and occasion; generally clear and academic but not distinctive; some misuse of words may occur.
- **Mechanics:** The essays clarity and effectiveness of expression are weakened by occasional lapses from conventional General English grammar, punctuation, and spelling. An essay cannot get above a "C" if it contains multiple grammatical errors.

****Please Note:** In a college level course, a "C" is an average paper; it does not have anything "wrong" with it; it fulfills the assignment; it simply does not reach beyond the average.

Poor Essays (D)

- **Central Idea:** The thesis is vague or not evident and/or unsupported by specific, concrete, relevant detail.
- **Organization/Development:** The plan and purpose of the essay are not apparent; either the generalizations are left undeveloped, or they are developed by detail that is irrelevant, or inconsistent; paragraphs lack unity, coherence, or support; if there are any transitions between paragraphs, they may be unclear, misleading, or ineffective; thought and planning may display illogic or insufficient effort.
- **Sentence Structure:** The sentences are lacking in unity or coherence; run-ons, comma splices, or fragments may exist; expression is generally marked by serious and/or frequent awkwardness, incompleteness, ambiguity, redundancy, or immaturity; coordination may be excessive with a subsequent lack of appropriate subordination.
- **Diction:** The word choice is inappropriate for the task, is immature, and/or does not follow the conventions of academic writing.
- **Mechanics:** clarity of meaning is obscured by frequent or serious departures from conventional General English grammar, punctuation, and spelling. Under no circumstances will a paper with multiple major grammatical errors receive more than a "D".
- **Unacceptable Essays (F)**
- An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of her or his ability. An essay may also fail when it exhibits a total inability to develop its central idea or when it demonstrates incompetence in the use of conventional General English.

Academic Integrity – Plagiarism and Cheating

“It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension” (*SPC General Catalog*, p. 23). “Complete honesty is required of the student in the presentation of any and all phases of course work. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers” (*SPC General Catalog*, p. 23). Students should consult the *General Catalog* on p. 23 for the college’s detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

General Guidelines for Turning in Written Work:

- An MLA heading and appropriate title should be present at the top of all assignments.
- All handwritten work should be written in blue or black ink on one side of the page only and be legible.
- All typed work should follow MLA guidelines-double-spaced, 1” margins, 12 pt. Times New Roman (or similar) font, etc.