

English 1302.011 – College Composition II

Spring 2017

Dr. Roy Bearden-White / Department of English

ENGL 1302-011 MW 2:30 p.m. to 3:45 p.m. CM 117

Required Texts and Resources:

Bearden-White, Roy, ed. *Literary Traditions: A Reader for English 1302*. Lubbock:

Bearden-White, 2014. ISBN: 978-1-312-53962-4

Acheson, Katherine O. *Writing Essays about Literature: A Brief Guide for University and College Students*. Peterborough, Ont.: Broadview, 2011. ISBN: 9781551119922

Access to a computer with printer and Internet access.

Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

Required means of communication: All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

Departmental Course Description: This course is a continuation of ENGL 1301 which includes an introduction to literature and collateral readings. It also teaches the student how to write a college-level research paper.

Course 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 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.

Prerequisite: English 1301

Student Learning Objectives: Upon successful completion of the course, the student should be able to (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) show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301, (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) 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.

How to Contact me:

Office: Levelland Campus, CM 103d

Office Hours: Mondays and Wednesdays: 11:00 a.m. to 12:00 p.m.
Tuesdays and Thursdays: 9:00 a.m. to 11:00 a.m.
Fridays (1/20, 2/10, 3/3, 3/31, 4/21) 9:00 a.m. to 12:00 p.m.
Other times by Appointment

Office Phone: 806-716-4030

Email: rbearardenwhite@gmail.com or rbearardenwhite@southplainscollege.edu

Grading of Course work:

Participation/Daily Quizzes	10%
Exams:Fiction Exam	10%
Poetry Exam	10%
Final Exam	10%
Papers:Fiction Paper	15%
Rough Draft	
Peer Review	
Final Draft	
Poetry Paper	15%
Rough Draft	
Peer Review	
Final Draft	
Research Paper	30%
Rough Draft	
Peer Review	
Final Draft	

Drafting Process: This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts **must** display a substantial effort toward improvement. For any of the assigned papers, failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

Format of Assignments: As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font. All assignments should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to 1st or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all submitted assignments may be processed through Turnitin.Com to verify originality.

Late Work: Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

Attendance: Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be

prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

Absences: Regular class attendance is imperative for successful completion of this course. Any student who misses more than four class sessions may be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student may be given a grade of “F”. In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must immediately notify the instructor of the attendance difficulty and **submit proof** of those extenuating circumstances, especially if the student already has surpassed the four allowed absences.

South Plains College Absence Policy: Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting. Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy. It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

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.

Cell Phones, Ipods, Blackberries, Laptops, etc.: I don’t know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom.

In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- 1) The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- 2) You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your

progress in this class (and yes, by progress I do mean your final grade).

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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

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.

Other concerns: I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

English 1302.011 – Class Schedule

Spring 2017

All assignments are to be completed before the day they are listed. For example, not only should you have read pages 104-113 and 171-190 of *Literary Traditions: A Reader for English 1302* before Monday January 23rd but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

Week One

Monday 1/16

Martin Luther King Holiday (No School)

No Class:

Wednesday 1/18

In Class: Introduction to class

Week Two

Monday 1/23

Write: Student questionnaire and writing profile (On Blackboard)

Read: *Literary Traditions*: “An Occurrence at Owl Creek Bridge” (104-113) and “Paul’s Case,” (171-191)

Read: *Writing Essays about Literature* (3-15)

Wednesday 1/25

Read: *Literary Traditions*: “The Yellow Wallpaper” (137-141) and “Desiree’s Baby” (154-159)

Read: *Writing Essays about Literature* (19-34)

Week Three

Monday 1/30

Read: *Literary Traditions*: “Little Red Cap” (20-23) and “Old Woman Magoun” (192-210)

Wednesday 2/1

Read: *Literary Traditions*: “A Scandal in Bohemia” (114-136) and “A Jury of Her Peers” (217-239)

Read: *Writing Essays about Literature* (83-94)

Week Four

Monday 2/6

Read: *Literary Traditions*: “Young Goodman Brown” (43-55) and “Araby” (211-216)

Wednesday 2/8

Read: *Literary Traditions*: “Fall of the House of Usher” (56-74) and “Rip Van Winkle” (26-42)

Read: *Writing Essays about Literature* (97-109)

Week Five

Monday 2/13

Exam: Fiction

Write: Thesis for Fiction paper

Wednesday 2/15

Read: *Literary Traditions*: “My Mistress’ Eyes Are Nothing Like the Sun” (265), “Shall I Compare Thee to a Summer’s Day” (266), “How Do I Love Thee” (307), and “My Last Duchess” (299)

Read: *Writing Essays about Literature* (111-119)

Week Six

Monday 2/20

Write: Fiction paper rough draft

In Class: Peer Review

Wednesday 2/22

In Class: Essay Revision Strategies

Read: *Writing Essays about Literature* (123-141)

Week Seven

Monday 2/27

Read: *Literary Traditions*: “Resolution and Independence” (290-294), “Sonnet LXX” (278), “To A Mouse” (279-280), “A Poison Tree” (281)

Write: Fiction Paper final draft

Wednesday 3/1

Read: *Literary Traditions*: “Porphyria’s Lover” (297-298), “Ozymandias” (296), and “Goblin Market” (321-336)

Week Eight

Monday 3/6

Read: *Literary Traditions*: “Because I Could Not Stop” (361), “I Heard a Fly Buzz” (362), “I Hear America Singing” (315), *Song of Myself*, I, II, VI, & LII (316-320)

Wednesday 3/8

Read: *Literary Traditions*: “The Lake Isle of Innisfree” (363), “We Wear the Mask” (364), “To an Athlete Dying Young” (365), “Richard Cory” (367), “Second Coming” (384)

Spring Break

Monday 3/13

Spring Break (No School)

No Class

Wednesday 3/15

Spring Break (No School)

No Class

Week Nine

Monday 3/20

Read: *Literary Traditions*: Excerpt from *Spoon River Anthology* (345-346), “Fire and Ice” (385), “Stopping By Woods” (386), “The Road Not Taken” (373), “Out, Out—” (375-375)

Wednesday 3/22

Read: “The Love Song of J. Alfred Prufrock” (376-380) and “Chicago” (369-3370)

Week Ten

Monday 3/27

Read: On Blackboard: Plath & Hayden Poems (“Daddy” and “Those Winter Sundays”)

Wednesday 3/29

Exam: Poetry

Write: Thesis for Poetry paper

Week Eleven

Monday 4/3

Read: *Writing Essays about Literature* (35-53)

In Class: Discussion of Research Topics and Library Research

Wednesday 4/5

Write: Poetry paper rough draft

In Class: Peer Review

Week Twelve

Monday 4/10

In Class: Writing Workshop

Wednesday 4/12

Write: Thesis for Research paper

In Class: Discussion of Research Questions and Thesis

Write: Poetry Paper final draft

Week Thirteen

Monday 4/17

Easter Holiday (No School)

Holiday – No Class

Wednesday 4/19

Write: Bring in quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

In Class: Writing Workshop

Read: *Writing Essays about Literature* (55-67)

Week Fourteen

Monday 4/24

Write: Bring in quotes, with citations, from another two outside sources (three quotes from each source) for your research paper.

In Class: Writing Workshop

Read: *Writing Essays about Literature* (69-82)

Wednesday 4/26

Write: Research paper rough draft

In Class: Peer Review

Week Fifteen

Monday 5/1

In Class: Writing Workshop

Read: *Writing Essays about Literature* (143-155)

Wednesday 5/3

Write: Research Paper final draft

Week Sixteen – Finals week

Monday 5/10

Final Exam: 3:15 p.m. to 5:15 p.m.