

## COURSE POLICY STATEMENT – SUMMER 1 -- 2019

COURSE TITLE: Engl 1302.003 -- Composition II

INSTRUCTOR: Randy Wall

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### GENERAL COURSE INFORMATION:

**COURSE DESCRIPTION:** ENGL 1302. (3:3:0) Composition II. Prerequisite: ENGL 1301. This course is a continuation of English 1301 which includes an introduction to literature and collateral readings.

**COURSE GOAL:** English 1302 continues the purpose of English 1301: helping students think well by helping them write well. English 1302 has a two-fold purpose: it encourages critical writing by introducing students to research as well as writing from sources. In addition, it introduces students to imaginative literature the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

### SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS

#### TEXTS

*Introduction to Literature*, 1st ed., Pearson Custom Library, 2013

*Who's Afraid of Virginia Woolf?*, Albee, Edward, New American Library, 2002006

Supplemental packet (available at the Reese bookstore)

Additional supplies: Three (3) **Scantron answer cards #19641** [available at the Reese bookstore]

**COURSE ATTENDANCE:** Punctual and regular attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable. **Any student who misses three classes will be dropped from the course.**

**ACADEMIC INTEGRITY:** The guidelines for academic integrity set forth in the current South Plains College catalog will be followed, but perhaps two specific areas should be addressed here: plagiarism and cheating. According to the SPC catalog, “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, and to term papers.” Failure to comply with this policy will result in an “F” for the assignment and can result in an “F” for the course if circumstances warrant.

**GRADING POLICY:** Final course grades will be calculated using the following percentages:

Writing Assignments	40%
Exams	35%
Quizzes	15%
Final	10%

<b>GRADING SCALE:</b>	100-90=A	Superior
	89-80=B	Good
	79-70=C	Average
	69-60=D	Poor
	below 60=F	Unacceptable

**GRADING CRITERIA:** Essays and other writing assignments must be typed according to the requirements set forth, and if not, will not be accepted. Essays must be completed and turned in on the due date; otherwise, the essays will be penalized. Essays submitted up to one class late will be accepted but will receive a ten-point deduction. Essays after that will not be accepted.

### **MAKE-UP TEST POLICY**

Students who miss a **major exam** should contact the instructor about a make-up test.

There will be unannounced quizzes over stories or plays during the course of the semester. **Quizzes**

will be given at the beginning of the class period and **cannot be made up**. If you walk in after the test has begun, I will not repeat any of the questions for your benefit. One quiz grade will be dropped, and the remainder will be averaged to comprise your overall quiz grade.

### **ADA STATEMENT**

Students with disabilities, including but not limited to physical, psychiatric, or learning, who wish special accommodations should notify the Special Services Office early in the semester so that appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his or her disability to the Coordinator of Special Services. For more information, call or visit the Special Services office in room 811, Reese Center Building 8, 885-3048, ext.4654.

**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.

*South Plains College General Catalog 2008-2009*

### **STUDENT RESPONSIBILITIES**

1. Attend class and be aware of announcements made in class.
2. Inform instructor of late arrival immediately after class.
3. Complete reading and essays early enough to **seek help if needed**.
4. Be familiar with information in the syllabus, especially attendance, grading, and test policies.

**5. Keep all cell phones in the mute or off mode. If your phone rings in class, you will receive a "0" for a daily quiz. Popularity and/or forgetfulness comes with a price.**

### **COURSE OBJECTIVES**

Composition II class typically consists of two areas of focus: **(1)** writing, which also consists of grammatical and stylistic study, and **(2)** reading. These sections are listed below, along with their corresponding objectives. In the study of the written word, rarely is writing isolated from reading since these are mirror processes. At the successful completion of this course, the student will be able to perform these skills:

#### **Writing and Grammatical/Stylistic Study:**

- a. Develop and practice writing skills that are academically and professionally essential, utilizing clear, logical, and concise information.
- b. Write essays of at least 500 words with an introduction, topical paragraphs, and a conclusion.
- c. Follow and use elementary deductive and inductive processes.
- d. Recognize logical errors and fallacies of thought.
- e. Proofread for grammatical, contextual, and mechanical errors.
- f. Recognize correct sentence structure, eliminating both sentence fragments and run-ons in writing.
- g. Be able to understand and use new technologies as an aid in composition.

#### **Reading**

- a. Critically read an array of texts and evaluate them in terms of the ideas presented.
- b. Develop greater flexibility of thought through reading.
- c. Follow and use elementary deductive and inductive processes.
- d. Recognize logical errors and fallacies of thought.
- e. Be able to understand and use new technologies as an aid in composing.

