

Dual Credit English 1302.080

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Trinity Christian High School/South Plains College

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Instructor: Meagan Allen, BA, MA

Department: English and Philosophy

Discipline: English

Course Number: ENGL 1301

Course Title: Composition II

Available Format: conventional

Campus: Trinity Christian High School

Course Description: Prerequisite: ENGL 1301. 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.

Scope/Purpose: The purpose of English 1302 is a continuation of English 1301: to help students think well and reflect that in their writing. English 1302 has a two-fold purpose: to encourage critical writing by means of research and to expose students to further imaginative literature to which they will compose critical responses appropriate to the varied modes of thought.

Required Texts:

Kirszner and Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 12th edition, Bedford/St. Martin's, 2015; and Handbook—Hacker and Sommers.

Literature: Craft and Voice, 2nd ed., Delbanco and Cheuse

Selected Canterbury Tales, Geoffrey Chaucer

Requirements:

****Note:** In order to take the next dual credit English course at Trinity High School, students must earn a grade of at least **75** in the previous English course.

1. Students will write in response to imaginative literature. They will also compose a college research paper.
2. Students will read short stories, poems, and novels, participate in class discussions of the readings and be tested over their understanding and comprehension through quizzes, exams and/or written assignments.

3. Additional writing assignments may include but will not be limited to resumes, college entrance essays, homework, and journal entries.
4. Examinations will cover but not be limited to reading assignments, grammar, logic, rhetorical modes, analysis and evaluation.

Instructional Objectives:

By the end of the course, the student should be able

1. To understand the process of research and argumentative essay writing;
2. To utilize critical thinking and problem solving, especially as they amass information both from textual and technological sources, as well as from primary sources via interviews;
3. To write an research paper that follows the principles of unity and coherence and that is appropriately developed by logical organization and process, appropriate structure, focus and coherence;
4. To write an research in standard English, making revisions in all areas - structural, developmental, grammatical and mechanical;
5. To understand and apply basic principles of critical thinking in the development of exposition and argument;
6. To develop creativity via the topic in diction, tone, style and presentation of the research paper;
7. To master clarity in the topic, development, organization, diction and final draft, and
8. To read with adequate comprehension selections from but not limited to poetry, short stories and novels in order to respond to, analyze and/or evaluate in written form.

Grading Policy:

Essays, exams and projects will count as test grades and will constitute 80% of the final six weeks grade.

Homework papers and daily reading check quizzes will count daily grades. Daily grades will count as 20% of the final six weeks grade.

Students with an A average for the semester will be exempt from the final exam. Each six weeks' grade will count as 33.33% of the student's final grade.

If the final exam is taken, each six weeks' grade will count as 27% and the final exam as 20% of the final grade.

Late work, no more than one class period, will only be allowed once per six weeks, with the understanding of a lowered grade by 30 percent of the earned grade. Any work later than one class period will be assigned a zero. Three zeros in a semester may necessitate a student moving to a lower English class. As per the TCS handbook, a parent note for late work will be accepted once per six weeks, but only for homework; a parent note will not be accepted for major essays or long-term assigned projects. If extenuating circumstances occur, a student may meet privately to request an extension of due date. A curve on an exam, if one is given, is forfeited if a student misses the exam for any reason, taking it at a later date. Early exams will not be given so as to protect the integrity of the exam material.

In the event of any evidence of plagiarism or cheating, the student will be moved to another, lower level English class.

From the SPC General Catalog: "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" (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" (p. 23).

Composition Rubric:

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 inspired, and more maturely presented. Answers should demonstrate a clear understanding of the work/prompt and recognize the complexities of tone. The essay should address clearly each and every point in the prompt, using relevant specifics.

Good Essays (B)

Central Idea: presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail. These essays are less specific and effective but still addressing the prompt clearly.

Organization/Development: handled so that the essay conveys a sense of controlling purpose and orderly progression; the thought moves clearly, coherently and logically toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful.

Sentence Structure: 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 college level composition.

Diction: everywhere appropriate to the writer's subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of General English.

Mechanics: 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.

Average Essays (C)*

Central Idea: is apparent but may be trite, general, simplistic or imprecise; the idea is supported with some concrete detail, but the detail is occasionally repetitious, irrelevant, or sketchy.

Organization/Development: plan and method of the essay 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 correctly structured but lacking in variety, economy, or forcefulness.

Diction: appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur.

Mechanics: clarity and effectiveness of expression are weakened by occasional lapses from conventional General English grammar, punctuation, and spelling.

*Please note: in college, 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: is vague or confused or too large or general; unsupported by specific, concrete, relevant detail. Discussion of illustrations/techniques/necessary parts of the prompt may be omitted or inaccurate.

Organization/Development: 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: sentences 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: inappropriate expression in being vague, imprecise, unidiomatic, immature, too colloquial, or substandard.

Mechanics: clarity of meaning is obscured by frequent or serious departures from conventional General English grammar, punctuation, and spelling.

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 his/her 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.

Zero Papers

See beginning paragraphs of Grading Policy.

Attendance:

As per the TCS Handbook, students shall have no more than six absences in a semester, other than for school related events, in order to receive credit for the class. When absent, the student should leave a small tape recorder with a friend in order not to miss instruction as the student will be responsible for the class content and instruction even when absent. Assignments will remain posted in the classroom and on Blackboard, and it is the responsibility of the student to acquire and submit makeup work as quickly as possible.

When absences are anticipated, students should request assignments early and turn in any that they can complete before the absence. For major essays or projects (ones given more than one class period notice for completion), the student should plan to turn them in BEFORE the anticipated absence in order for them to be considered "on time."