

Syllabus and Policy statement
English 1302 – 083 Tahoka
Composition II

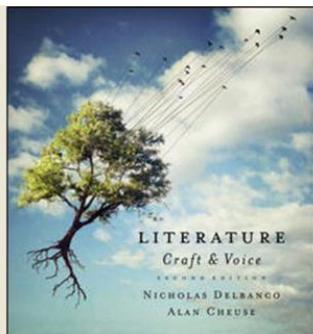
Instructor: Rachel Lehman Vega

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Course Description: This course is a continuation of ENGL 1301 and an intensive study of and practice in the strategies and techniques for developing researched-based expository and persuasive texts, along with being an introduction to literature. The course emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of a sampling of literary, verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Prerequisite: ENGL 1301.

Course Purpose: 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.



Textbook:

Dual-Credit Required Textbook: Delbanco and Cheuse, *Literature: Craft & Voice*, McGraw-Hill. You DO NOT need the Connect Access code: 9780073384924

Supplies: Access to computer with printer and Internet access

This course satisfies a Core Curriculum Requirement: Yes—Communication Foundational Component Area

Core Curriculum 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 successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.

4. Apply critical thinking to the study of literature and write essays which demonstrate that critical thinking.
5. Use edited American English to write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
6. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)
7. Read and view videos of works of literature; analyze the use of literary devices (plot, point of view, theme, characterization, setting, symbolism, tone, etc.); participate in class discussions of the readings; and be tested over their understanding of the readings and lectures through quizzes, examinations, and/or written assignments.

Student Learning Outcomes Assessment: A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Semester Calendar and Weekly Assignments

Assignments is the entry page for ENGL 1302 and is available as a link in the Course Content menu. The course material is released in weekly segments (ex. Week 1, Week 2), and each week runs from Monday-Friday. Most assignments are due by Friday at 4 p.m. That gives you a full week to complete readings, lecture notes and any writings, before turning in the work. Most quizzes or discussion boards will also be due by Fridays at 4 p.m. **Note that no late work will be accepted.** Complete assignments ahead of time.

It is very important that you keep up with which week of the semester we are in so you will know when that week's assignments are due.

Weekly Assignments are normally posted by Sunday of each week with details of the readings, discussion forums, exercises, quizzes, tests, and papers to be completed.

You will have more notice for essays – not just a couple of days. However, it is your responsibility to keep track of due dates.

Grades

Grade Calculation: Assignments vary in weight and total 100%

Literature quizzes, study guides	15%
Article Summary	5%
Character Analysis	10%
Theme Analysis	10%
Research Paper	20%
Poetry Exam	5%
Drama Assignment	10 %
Discussion Boards	10%
Grammar & other assignments	15%

Turnitin:

Turnitin is listed as a link under the **Course Content** menu. Turnitin is the link you will use to submit papers and essays. Written assignments will need to be formatted according to MLA 8th edition (2016) style.

Turnitin accepts files saved in the following formats: Microsoft Word, WordPerfect, Rich Text Format (.rtf file ending), and PDF. Turnitin does NOT accept Microsoft Works documents.

Do not submit Text documents (.txt file ending) because they will not retain the proper MLA formatting. Once your paper has been graded, click on the View/Submit link to view my comments and marks on each submission.

How to Submit a Paper to TURNITIN:

1. TURNITIN accepts several different file formats, but the two best ones seem to be Microsoft Word and Rich Text Format. If you don't have Microsoft Word (.doc or .docx file ending), save your paper as a Rich Text Format file. It will have an .RTF file ending. *Microsoft Works* files are NOT compatible with TURNITIN.
2. Click on the **TURNITIN** link in the Course Content menu on the left.
3. Click on the **View/Complete** link under the assignment you wish to submit.
4. Make sure the option is set to submit paper by **single file upload** (do not use cut and paste)
5. In the drop-down menu under author, select your name > type your legal first and last name > type assignment name as your submission title
6. Browse for and double click the file containing your essay.
7. Click the **Upload** button.
8. Next you will see a screen that gives a preview of your paper. Check to see that you have submitted the correct file, but do not be alarmed if the formatting appears to be messed up. The formatting is usually fine when I view the paper in TURNITIN Feedback Studio.
9. **IMPORTANT STEP: Click the Confirm button below the preview.**
10. The next screen says: "Congratulations - your submission is complete! **This is your digital receipt. VERY IMPORTANT LAST STEP: Take a screen shot of this digital receipt with your computer or take a photo with your phone camera and save it, OR print a copy of this receipt from within the Document Viewer (instructions are below).**
11. Save and/or print a copy of the digital receipt, so you will have documentation that your paper was submitted correctly before the deadline. It happens from time to time that TURNITIN gives a "successful submission" message, but the paper does not actually submit properly, so **to prove that you submitted your paper before the deadline, you must have this receipt for documentation.** See the instructions below for how to save/print your digital receipts.
12. You may resubmit the paper multiple times before the deadline if you suddenly discover an error you need to fix.
13. After the paper is graded, be sure to open up your paper again in TURNITIN to view my comments and marks.

REQUIRED: To avoid a zero on a paper, ALWAYS confirm that your papers submit successfully to TURNITIN by SAVING and PRINTING Your TURNITIN Digital Receipt:

From time to time, TURNITIN will display a successful submission screen after you submit a paper, but the paper did not actually go through properly. **You MUST have a way to prove that you submitted the paper before the deadline, and a digital receipt is the documentation you must have.** The digital receipt is an automated response to **successful** submissions. As soon as you see the message on the screen that your paper has been successfully submitted, use your computer to take a screen shot of the message, or use your phone camera to take a picture. If you don't get a "successful submission" message from TURNITIN, you will need to try again until it is successful.

(2016) Documentation Style:

- All papers must be formatted according to MLA 8th edition (2016) style. Our textbook contains a section on MLA style and documentation, but don't use it. It is the 7th edition (2009) information, so it is outdated.
- For MLA 8th edition (2016) documentation and bibliography guidelines, click on the MLA 8 (2016) Style link under Course Tools.

Late Work:

- ***I will not accept late work.***
- Also, do not email me essays or assignments, unless I specifically request it from you.
- You do not receive credit for a late assignment, nor should you ask to take a quiz or exam or submit a paper after the deadline because you have computer problems. Plan ahead, and do not wait until the last minute to complete weekly assignments. Have alternate computer locations already lined up to use in case you have trouble with your own computer. Our Blackboard course is set up to prevent submission of late assignments, so be sure you complete and submit assignments before the deadlines.
- You may make up a major exam only if you have made contact with me prior to the time of the regular testing and do have a dire circumstance, such as a death in the family. But keep in mind that you normally have at least a week or more within which to take an exam. So plan ahead; if you have to be out of town or at work right when the exam is due, take it earlier in the week.

Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

“A” Essay (Superior)

To earn an “A,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains **no major errors** (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

“B” Essay (Strong)

To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

“C” Paper (Acceptable)

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay’s purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors

distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

“0” Paper – you will get a 0 if you fail to turn in a paper or if you plagiarize.

Student Responsibilities: Students are expected to

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and 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 it.

Plagiarism violations include, but are not limited to, the following

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them.
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

DO NOT PLAGIARIZE YOUR OWN WORK: If you have taken this ENGL 1302 course with another instructor in a previous semester, you may not submit the same papers you created for the previous course attempt in this current course. In other words, you may not submit the same or a revised version of a paper you wrote when you took this class during a previous semester. Nor may you submit papers for our class that you have written for any other course you have already taken. In other words, you will be expected to write new, original papers for each written assignment you complete this semester.

If you are involved in cheating or plagiarism on exams, quizzes, papers, or assignments, you will receive a point deduction, or a zero for the assignment, or be dropped from the course with the grade of "F" or "X," at my discretion.

Please note that TurnItIn automatically checks and flags plagiarism in all work turned in.

Computer/Internet Issues and Technical Support

- In order to participate in this internet course, you need daily access to a computer with reliable, fast internet access. The SPC Instructional Technology department highly recommends that you use a high-speed internet provider. It will be the best investment you make in your internet course.
- Blackboard is designed to work best with **Mozilla Firefox** browser, so download this browser now and use it every time you access Blackboard to avoid many technical issues.
- Computer or internet connection problems may occur for you at some point this semester. **For technical support with Blackboard, do not contact me.** Click on the **Help links at the top of each page or under the Course Tools menu. You can also click on the SPC Blackboard Support link under course Tools and look for** the link that says Blackboard Technical Support. Our SPC Blackboard support staff is very knowledgeable and helpful and will be quick to respond.

Course Attendance

- If you have not submitted any assignments by the 12th class day, your access to the course will be blocked and the Registrar's Office will remove you from my class roll.

- I recommend that you access our course at least three times a week to work on the week's assignments. To experience more success, do not procrastinate and attempt to complete a whole week's assignments the day (or night!) before they are due.

Student Conduct

- *Be Respectful*—show respect to yourself, your classmates, and your instructor. Be courteous in all of your online communication. Treat others in communication as you wish to be treated. Students who display rude or confrontational behavior will be permanently blocked from the course.
- *Communicate*—if you do not understand the assignment, e-mail me, but do so in a timely fashion. For example, if you have questions about a research assignment, do not call or e-mail on the day the assignment is due. Type QUESTION in the subject line of your e-mail so I can find it more easily. I am usually able to respond to e-mails within 24 hours, except on weekends and holidays.
- *Be Conscientious*—give yourself enough time to do each assignment. Waiting until the last minute to take a quiz or exam or write a paper will increase your stress and definitely not produce the best results.
- *Be Studious*—realize that internet courses require a great deal of self-discipline, organization, and self-motivation. You must set aside times each week that you “attend” your internet class. If you plan to “attend” this class only to take quizzes or exams, you will not do as well as you desire. I recommend you access our Blackboard course and work on assignments at least three times a week.

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

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.

Nondiscrimination 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.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified

law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.