

English 1302: Composition II
Policies
Spring 2020

Instructor: Natasha Newsom
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Office Hrs: Mon/Wed 12:15-2:15
Tues 2-4;
Thurs By Appointment;
Fri 12:00-2:00

***There are times that I may be on-campus but away from the office. Please notify me via email at least 24 hours before an office visit so that I can make sure to be present in the office.**

Welcome to 1302 Online! My name is Natasha Newsom, and I will be your instructor for this online course. I have received a Master's Degree in English and Education, and have instructed Composition since 2001.

I check my email frequently, and email is typically the best way to reach me. I may be emailed either through my main SPC email or via Blackboard.

As this is an online course, we do not have the benefit of lecture. This means that communication is crucial for the course. I am always available for questions or advice. Never hesitate to contact me regarding readings, assignments, or other issues.

ACCESSING THE COURSE, INFO AND ASSIGNMENTS:

To access the course and all materials and assignments, go to Blackboard:

https://southplainscollege.blackboard.com/webapps/blackboard/execute/modulepage/view?course_id=78873_1&cmp_tab_id=103225_1&editMode=true&mode=cview

Your course should be listed here (ENGL 1302). Click on this link. From the Home Page of the course, all materials may be accessed via the tab labeled “Content” (left-hand upper side). Clicking on “Content” will take you to the page through which all assignments may be accessed. Assignments will be sorted by week, in individually labeled folders.

IMPORTANT: Make sure to always check your SPC email address (accessed through MySPC). When students email me through Blackboard, my replies automatically go to SPC mailboxes. Be sure to check this email account frequently, especially if you have emailed a question to me through Blackboard.

Important: All assignments for this course will be linked to Blackboard.

Netiquette:

No matter what line of work you plan to enter after college, the ability to write a professional email is an important skill. I request that all email correspondence to me follow a few guidelines of Internet etiquette. This not only communicates respect, but helps prepare you for a lifetime of professional correspondence.

Begin all emails with a salutation (“Ms. Newsom” will be fine)

Write in complete sentences with proper grammar

Include a clear, concise subject line

Conclude with a complimentary close (“Sincerely,” “Regards,”)

Keep the tone and content professional

Scope/Purpose:

English 1302 continues the purpose of English 1301: to help students think well by helping them to write well. English 1302 has a two-fold purpose: it encourages critical writing by introducing 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.

Required Texts:

Delbanco and Cheuse. *Literature: Craft and Voice*. Second Edition. McGraw-Hill.

Objectives:

1. Students will read numerous short stories and plays, will participate in class discussions of the readings, and will be tested over their understanding of the readings and lectures through quizzes, examinations, discussions and/or written assignments.

2. Students will complete one or more written assignments which may include, but not be limited to, one multi-source research paper, one or more shorter papers (summary, synthesis, critique, explication), or a series of research questions or projects.

3. Individual instructors may also require major examinations over the readings or any part of the course content.

4. Individual instructors may occasionally use film, stage productions, or other art forms to support the text, in which case students may also be tested over their understanding of content or of differences between the written text and the alternate presentation of that text.

Methods of Evaluation:

Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the date due before a student will receive credit for the assignment.

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

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

****Please note: This is a college course. In college, a “C” is an average paper; it does not have anything “wrong” with it; it simply fulfills the assignment, and does not go above and beyond the average.**

Learning Outcomes:

By the end of English 1302, a student should have written a multiple source paper and at least two analytical papers in MLA style which demonstrate the ability

1) to practice and refine the skills of expository and argumentative writing already developed in English 1301;

2) to understand the major elements of literature as these are highlighted by the instructor;

3) to apply critical thinking to the study of literature and to write essays which demonstrate that critical thinking, such as summary, paraphrase, synthesis, and single-source assignments;

- 4) to use a library for research purposes; and,
- 5) to research and write an accurately documented paper.

Grading Policy:

Study Guides: 100 points (ten in all, ten points each)

Symbols/Allusions assignment: 10 points

Shorter Paper: 200 points

Research Paper Webquest Activity: 40 points

Research paper: 200 points

Weekly Literary Responses: 100 points (ten, ten points each)

Final Exam: 50 points

Total Points: 700

Grade Breakdown:

Total: 700

350 and below: F

351-437: D

438-525: C

526-612: B

613-700: A

All assignments are accessed through Blackboard.

All students are responsible for keeping track of their points.

Importance of Taking the Initiative and Communicating with the Instructor

I provide extensive instructions, examples and other materials in relation to written assignments. In addition, I offer comprehensive feedback on submitted papers. I also welcome students to discuss individual papers with me at any point during the writing process, and will offer additional feedback after papers are scored. I am happy to work with students in understanding their assignments. However, in order to receive such additional feedback, **students must take the initiative of contacting me. I cannot provide additional feedback to students who do not**

directly request such feedback. The only way I know you need help or clarification is to ask! To this end, **it is highly recommended that students discuss all potential paper topics with me prior to delving too far into the process.**

Weekly Readings:

Readings for each week will be connected to that week's assignments. You should complete the readings before attempting weekly assignments.

Supplemental Powerpoints will often accompany readings. Some reading may come in the form of provided handouts.

Activities:

Additional activities to reading may include study guides, interactive Library tours, Youtube videos, or Webquests. Some activities may require collaboration or group work. Discussion posts may sometimes stem from these activities.

Essays:

Essays will be evaluated according to use of structure and grammar, use of appropriate development, narration and description, and use of logical, factual elements to advance the thesis.

Discussion Posts:

Most weeks, a prompt will be posted in the Discussions section of Blackboard. Discussion questions will typically reflect readings for that week, and will ask for a personal response. There will be a total of 10 Discussion Questions.

Each Discussion response should reflect thoughtful consideration, and should be a minimum of 8-10 sentences. Brief, hasty or throw-away responses will not fulfill the assignment, and will not receive credit.

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, 2530.

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. In addition to complying with federal and state equal opportunity laws and regulations and/or resolutions of professional organizations in education and psychology, my diversity policy declares harassment based on individual differences to be inconsistent with my instructional mission and educational goals.

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.

Plagiarism and Cheating:

"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*).

Cheating

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.

Plagiarism

Plagiarism is the using, stating, offering, or reporting as one's own an idea, expression, or production of another person without proper credit as to its origin. All ideas obtained from sources must be documented, whether quoted or

paraphrased; to not do so is plagiarism. Plagiarism violations include, but are not limited to, the following:

1) Turning in a paper which 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; or

4) Giving a footnote only at the end of a paragraph, even if the paragraph is completely paraphrased from one source.

5) "Sharing ideas" with other students, to the extent that topics, key points and details are strikingly similar.

Penalties

Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an "F" in the course. Extreme cases may result in disciplinary action up to and including expulsion from South Plains College (*SPC Student Guide, SPC General Catalog*).

Cheating on an exam or plagiarism on a paper may result in an automatic F in the course.

Privacy Policy:

You are considered a college student. To that end, you and you alone are responsible for your assignments, and your grades will only be disclosed to you. Parents may not obtain grades from the instructor, and the instructor will not discuss student grades and performance with parents.

ENROLLMENT: It is the student's responsibility to make sure he/she is enrolled in the course. If a student's name is not appearing on class rolls, then that is an indication that the student is not enrolled and will need to contact Vanessa Olivo with the Registrar at volivo@southplainscollege.edu.

LAST DAY TO DROP:

The last day to drop the course is April 23rd

IMPORTANT: Be sure to keep up reasonably with class assignments. If the drop date is nearing and I notice you have completed little coursework, you may be dropped from the course.

FINALS WEEK

The final exam will be available from Monday, April 27th through Monday, May 4.

Final Semester Grades:

My deadline for submitting final grades is May 11 at 10:00 AM. Semester Grades will be listed on Blackboard several days before being submitted. Once grades are submitted, they are final. If you have a question about your semester grade, the time to discuss this with me is **before**, not after, final grades are submitted.

CONTENT ADVISORY:

Once more, this is a college-level course, in which we will read, study and review various and diverse pieces of literature, poetry, and drama. Some selections may contain language, themes, or other content that might be considered offensive to some individuals. If you are one of these individuals, it is recommended that you drop the course.

This is a college course. Therefore, all students are expected to reflect the responsibilities required of college students.

1302 Spring 2020 Calendar

Week One (Jan 13)

Intro

Research Paper Intro (Powerpoints and Handouts)

Readings from Primary Text

(Chapters 1: Reading and Writing Today and Chapter 2: Writing From Reading)

Study Guide

Symbols and Allusions assignment

Week Two: (Jan 20)

Readings from Primary Text (Chapter 3:Developing an Argument; Chapter 4: Writing Across the Curriculum)

Short Paper Guidelines (Powerpoint)

Week Three: (Jan 27)

Readings from Primary Text (Chapter 6: Reading a Story for its Elements; Chapter 7: Writing About Fiction)

“A&P” (page 141)

“The Story of An Hour” (page 150)

Study guide over reading

Literary Response 1 (over “A&P”)

Week Four: (Feb 3)

Review Materials (Powerpoints)

Readings: (Chapter 8: Plot: Chapter 9: Character);

“Araby”

“The Jilting of Granny Weatherall”

Study Guide

Literary Response 2 (over “Granny”)

Week Five: (Feb 10)

Shorter Paper Assignment Due Monday, Feb 10, 6:00 PM

Review Powerpoints over “Granny”, “Araby”

Readings: (Chapter 10: Setting; Chapter 11: Point of View)

“The Cask of Amontillado” (291)

“A Rose for Emily” (323)

Study Guide

Literary Response 3

Week Six: (Feb 17)

Review Powerpoints over “Cask” and “Rose”

Readings: (Chapter 12: Symbolism Language, Tone and Style; Chapter 13: Theme)

“The Yellow Wallpaper” (364)

Study Guide

Literary Response 4

Week Seven: (Feb 24)

Review Powerpoints over “Wallpaper”

Readings: Chapter 5: Writing a Research Paper; Chapter 14: Symbol

“Young Goodman Brown” (449)

“The Lottery” (539)

Study Guide

Literary Response 5

Week Eight: (March 2)

Readings:

Chapter 15: American Regionalism

“A Good Man is Hard to Find” (493)

“Barn Burning” (483)

Materials over Research Paper (Powerpoints and handouts; sample student essay; Finding and evaluating sources, using the Library;

Research Paper Webquest

Literary Response 6

Week Nine: (March 9)

Intro Drama

Readings: Chapter 30: Reading and Viewing a Play in its Elements; Chapter 31: Writing About Drama

Trifles p 1005;

WebQuest/Study Guide over *Trifles*

Literary Response 7

Week Ten: (March 16)

Spring Break

Week Eleven: (March 23)

Readings: Chapter 32: Greek Drama; Chapter 36: Critical Approaches to Literature

Oedipus the King, 1068

Study Guide

Literary Response 8

Week Twelve: (March 30)

Readings: Chapter 33: William Shakespeare: A Case Study

Literary Response 9

Study Guide Chapter 37: MLA Documentation

Week Thirteen: (April 6)

Readings Chapter 33: William Shakespeare: A Case Study

Video, Study Guide 9

Week Fourteen: (April 13)

Term Paper Due by April 13th at 6:00 PM

Hamlet, Prince of Denmark, page 1112

Study Guide 10

Literary Response 10

Week Fifteen: (April 20)

Chapter 34: Modern Drama; Reading: Fences (1489)

**All Study Guides, Discussion Posts and Weekly Assignments Due By Monday, April 20th,
noon**

LAST DAY TO DROP APRIL 23rd

Week Sixteen: (April 27)

Final Exam opens Monday, April 29

Week Seventeen: (May 4)

Final Exams: Deadline for Final Exam Monday, May 4 at 12:00 PM

