

English 1302 Composition and Rhetoric  
Policy Statement and Syllabus  
Spring 2020

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**Introduction:** Taking a dual-credit class represents a significant commitment on the part of students and parents. Students must work at a higher level in this class in order to justify earning credit at the high school and college level. Those who work hard will excel and enjoy the benefits of earning college credit while still in high school.

**Scope/Purpose:** English 1302 continues where 1301 stopped. Students will apply the writing skills learned in the fall, expanding into researching and examining an issue and then writing critically about it. In 1302 we will pursue two goals: encouraging critical writing by introducing students to research and writing from sources, and introducing students to imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought. During this semester students will develop and hone the research and evaluative skills necessary for successful participation in the modern university environment.

**Required Texts and Supplies:** Available at the SPC Bookstore or online

1. Hacker: *A Writer's Reference*. 8<sup>th</sup> Edition. Bedford/St. Martin's
2. Delbanco and Cheuse: *Literature Craft & Voice*. Second Edition. McGraw Hill  
(Students should already have this text)
3. *My Antonia*, Willa Caither
4. A three-ring binder for handouts.
5. A spiral notebook for taking notes.
6. A theme-book for in class writing.
7. Access to a computer with printer and Internet access. Unless completed in class all assignments will be printed out using the following standards:
  - a. Times New Roman Font
  - b. 12 Pitch
  - c. Double Spaced
  - d. 1 inch margins all around

**Requirements:**

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

2. Students will complete one or more written assignments which may include, but are not limited to one multi-source research paper, two or more shorter papers (summary, synthesis, critique, explication) or a series of research questions or projects.
3. Students will stand for major examinations over the readings or significant sections of course content.
4. Students will participate in the occasional use of other genre; film, video, stag-play, or plastic-arts, in order to support the text and will be tested over their understanding of content or of differences between the written text and alternative presentations.

**General Writing Standards:** In general, I will evaluate your products using the following criteria:

1. Employing conventional standards of grammar (Not journalistic, Associated press for example).
2. Using the appropriate method of development.
3. Organizing the paper logically and maintaining coherence.
4. Supporting your argument logically with facts that persuade.

**Core Objectives addressed:**

1. **Communications skills**—to include effective written, oral and visual communication
2. **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
3. **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
4. **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. Understand the distinguishing elements of non-fiction, fiction, poetry, and drama for the appropriate time period
2. Understand the major elements of literature that are highlighted by the instructor
3. Be able to discuss the distinguishing characteristics of British Middle Ages, Renaissance, Restoration, Romantic, Victorian, and Modern literature and analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

4. Show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301
5. Show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301
6. Apply critical thinking to the study of literature and to the writing of analytical essays
7. Use a library and relevant internet sources for research purposes
8. Research and write an accurately documented paper, using MLA style or other assigned documentation style
9. Participate in class discussions and group work over the literature in the course
10. Make constructive suggestions for others' work during peer critiques or presentations

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

***Course Evaluation Components and Criterion:***

1. ***Term Paper:*** Students will write a term paper over an author of their choice, with teacher approval. This will be the cumulative event of the semester. In this they will read, research and critique a great author and one of their works drawn from the generally accepted canon of American Literature. I require that they not only read the work, but also use at least three other sources of criticism of the work, not including the class text.
2. ***In Class Essays:*** Students will write several short essays in class. These essays will explore material we read or discuss in class.
3. ***My Antonia:*** Students will write a formal book review evaluating Willa Caither's book.
4. ***Worksheets / Quizzes:*** We will complete a variety of worksheets and quizzes designed to hone specific skill-sets; developing a strong thesis for example. Normally we will assign and complete these in class. I will use quizzes to assess such things as completing a reading assignment.
5. ***Daily Writing/Portfolio:*** Each class period we will spend some time writing on an assigned topic of the day. Each nine weeks students will choose three of their rough drafts and work them into formal essays which they will compile in a Student writing portfolio.
6. ***Participation / Behavior:*** Each week I will assign a grade for classroom participation / behavior. This is an easy way to get an A each week.

**Due Dates:** We will remain flexible when assigning due dates, taking other school activities into account. That said, once we pick a due date, students must turn the assignment in on time. Students must use either Google Docs or MS-Word for their assignments. Printer or network problems at home do not justify late work.

**Grading Standards:**

**“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."

***Absence / Performance Policy:***

1. In accordance with Southcrest Christian School and Southplains College policy, I require that all students attend class regularly and punctually. Arriving late to class not only disrupts the class in progress, it displays a lack of concern for the subject matter and a lack of respect for the instructor and the class.
2. Students are responsible for all class work covered during absences from class. Papers are due on scheduled dates, regardless of a student's absence, even those absences for approved school functions.
3. ***Do not chat during class. Pay attention to instructions, as I do not enjoy repeating myself.***
4. Students who are habitually late with their work, as well as failing most weekly assignments will not be allowed to take the second semester of college English (ENGL 1302) as many universities will not grant credit for a D received in a dual credit course.

***Plagiarism and Cheating:*** In this day of easy access to a wide variety of source material; including but not limited to Cliff Notes, Spark Notes, Wikipedia, and other internet sources, many students struggle with plagiarism. Students are expected to do their own work on all projects, quizzes, assignments, papers, and essays. Failure to comply with

this policy will result in an F for the assignment and may result in an F for the course if circumstances warrant it. Plagiarism is defined as: an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author (<http://www.dictionary.com/browse/plagiarism?s=t>).

1. Plagiarism violations include, but are not limited to:
  - a. Turning a paper or essay, which has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail-order term paper mill.
  - b. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation.
  - c. Using direct quotations (three or more words) from a source without showing them to be direct quotations.
  - d. Giving a footnote only at the end of a paragraph, even if the paragraph is completely paraphrased from one source.
  
2. Cheating violations include but are not limited to:
  - a. Obtaining an examination by stealing or collusion.
  - b. Discovering the content of an examination before it is given.
  - c. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination quiz or homework assignment.
  - d. Copying another's work during an examination or on a homework assignment.
  - e. Having someone else, including a sibling or parent, write a paper for a grade.

***Course Requirements and Grade Distribution:***

1. Quizzes: 30%
2. Assignments: 30%
3. Tests: 40%

**Please note that since this is a college course the Southcrest Christian School exemption policy does not apply. All students will take the final exam.**