

# English 1302 – College Composition II

Spring 2019

Dr. Roy Bearden-White / Department of English

ENGL 1302-017      TR      9:30 a.m. to 10:45 a.m.      CM 117

## Required Texts and Resources:

Bearden-White, Roy, ed. *Literary Traditions: A Reader for English 1302*. Lubbock:

Bearden-White, 2014.      ISBN: 978-1-312-53962-4

Acheson, Katherine O. *Writing Essays about Literature: A Brief Guide for University and College Students*. Peterborough, Ont.: Broadview, 2011. ISBN: 9781551119922

Access to a computer with printer and Internet access.

## Suggested Texts and Supplies:

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

**Required means of communication:** All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

**Departmental Course Description:** 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.

**Course Purpose:** English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. Unlike English 1301, 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 imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

**Prerequisite:** English 1301

**Student Learning Objectives:** Upon successful completion of the course, the student should be able to (1) understand the distinguishing elements of non-fiction, fiction, poetry, and drama, (2) understand the major elements of literature that are highlighted by the instructor, (3) show an understanding and competent application of the elements of the writing process in all writing situations as developed in English 1301, (4) show an understanding and refinement of the skills of expository and argumentative writing already developed in English 1301, (5) apply critical thinking to the study of literature and to writing analytical essays or the equivalent, (6) apply critical thinking to writing essays, whether summary, synthesis, single source papers, multiple source papers, or the equivalent, (7) research a topic and be able to evaluate sources, (8) use a library and relevant internet sources for research purposes, (9) research and write an accurately documented paper, using MLA style or other assigned documentation style, (10) Participate in class discussions over the literature and research in the course, (11) be able to analyze a student's own work or a classmate's work and to determine if anything needs to be changed for the work to fit the assignment, be more developed, or communicate more effectively and then convey it in writing to the student, (12) make constructive suggestions for others' work during Peer Editing or other critiques or presentations, (13) do group work by working with other members of the class in order to complete the assignment by contributing to the project while interacting with other members of the group in order to do so.

**How to Contact me:**

Office: Levelland Campus, CM 103d

Office Hours: Mondays, Tuesdays, Wednesdays, and Thursdays  
Fridays

11:00 a.m. to 12:15 p.m.  
9:00 a.m. to 12:00 p.m.

Other times by Appointment

Office Phone: 806-716-4030

Email: [rbeardenwhite@gmail.com](mailto:rbeardenwhite@gmail.com) or [rbeardenwhite@southplainscollege.edu](mailto:rbeardenwhite@southplainscollege.edu)

**Grading of Course work:**

|                             |     |
|-----------------------------|-----|
| Participation/Daily Quizzes | 10% |
| Exams:Fiction Exam          | 10% |
| Poetry Exam                 | 10% |
| Final Exam                  | 10% |
| Papers:Fiction Paper        | 15% |
| Rough Draft                 |     |
| Peer Review                 |     |
| Final Draft                 |     |
| Poetry Paper                | 15% |
| Rough Draft                 |     |
| Peer Review                 |     |
| Final Draft                 |     |
| Research Paper              | 30% |
| Rough Draft                 |     |
| Peer Review                 |     |
| Final Draft                 |     |

**Drafting Process:** This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts **must** display a substantial effort toward improvement. For any of the assigned papers, failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

**Format of Assignments:** As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font. All assignments should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to 1st or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all submitted assignments may be processed through Turnitin.Com to verify originality.

**Late Work:** Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

**Attendance:** According to the *South Plains College General Catalog*, "Punctual and regular class 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. Any student who misses two consecutive weeks will be dropped from the class. Anytime absences become excessive, and, in the instructor's opinion, minimum course

objectives cannot be met, students may be dropped.” Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due.

**Absence Policy:** Any student who misses more than four class sessions may be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F.” In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must **immediately** notify me of the attendance difficulty and submit **proof** of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. Students should consult the *South Plains College General Catalog* on pp. 20-22 for the college's detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

- If you are absent, you are still required to complete the assigned work by the indicated due date.
- Students involved in school-sponsored activities need to show me their documentation from the appropriate coach/sponsor before they are absent from class. Students will make arrangements at that time for completing any in-class assignments they may miss.
- I expect you to be on time to class. Tardiness is disrespectful of your classmates and of me. I take attendance at the beginning of class. If you arrive late to class, you may inform me of the fact at the end of class, so I can change your absence to a tardy. If you are 10 or more minutes late to class, you remain marked absent for the day. Three tardies equal one absence.
- If you leave class before you have been dismissed, you will be counted absent.
- Ultimately, your attendance is your responsibility.

**Cell Phones, Ipods, Blackberries, Laptops, etc.:** I don't know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

**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.

**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; or
4. Giving an in-text citation only at the end of a paragraph.

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.

**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.

**Discrimination 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.

**Title IX Pregnancy Accommodations:** If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

**Campus Concealed Carry:** South Plains College permits the lawful carry of concealed handguns in accordance with Texas state law and Texas Senate Bill 11. Individuals possessing a valid License to Carry permit, or the formerly issued Concealed Handgun License, may carry a concealed handgun at all campus locations except for the Natatorium. For a complete list of campus carry exclusions zones by event, please visit <http://www.southplainscollege.edu/campuscarry.php>

**Closed Door:** Depending on the physical layout of the room assigned to the course, the door to the classroom may be closed and locked shortly after each class session begins. This policy is intended solely as a safety precaution in case of a campus crisis. If you are late, simply knock and I, or another student, will let you in.

**Other concerns:** I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

# English 1302 – Class Schedule

Spring 2019

ENGL 1302-017 TR 9:30 a.m. to 10:45 a.m. CM 117

All assignments are to be completed before the day they are listed. For example, not only should you have read pages 104-113 and 171-190 of *Literary Traditions: A Reader for English 1302* before Thursday, January 17<sup>th</sup> but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

## Week One

Tuesday 1/15

**In Class:** Introduction to class

Thursday 1/17

**Write:** Student questionnaire and writing profile (On Blackboard)

**Read:** *Literary Traditions*: “An Occurrence at Owl Creek Bridge” (104-113) and “Paul’s Case,” (171-191)

**Read:** *Writing Essays about Literature* (3-15)

## Week Two

Tuesday 1/22

**Read:** *Literary Traditions*: “The Yellow Wallpaper” (137-141) and “Desiree’s Baby” (154-159)

**Read:** *Writing Essays about Literature* (19-34)

Thursday 1/24

**Read:** *Literary Traditions*: “Little Red Cap” (20-23) and “Old Woman Magoun” (192-210)

## Week Three

Tuesday 1/29

**Read:** *Literary Traditions*: “A Scandal in Bohemia” (114-136) and “A Jury of Her Peers” (217-239)

**Read:** *Writing Essays about Literature* (83-94)

Thursday 1/31

**Read:** *Literary Traditions*: “Young Goodman Brown” (43-55) and “Araby” (211-216)

## Week Four

Tuesday 2/5

**Read:** *Literary Traditions*: “Fall of the House of Usher” (56-74) and “Rip Van Winkle” (26-42)

**Read:** *Writing Essays about Literature* (97-109)

Thursday 2/7

**Exam:** Fiction

**Write:** Thesis for Fiction paper

## Week Five

Tuesday 2/12

**Read:** *Literary Traditions*: “My Mistress’ Eyes Are Nothing Like the Sun” (265), “Shall I Compare Thee to a Summer’s Day” (266), “How Do I Love Thee” (307), and “My Last Duchess” (299)

**Read:** *Writing Essays about Literature* (111-119)

Thursday 2/14

**Write:** Fiction paper rough draft

**In Class:** Peer Review

## Week Six

Tuesday 2/19

**In Class:** Essay Revision Strategies

**Read:** *Writing Essays about Literature* (123-141)

Thursday 2/21

**Read:** *Literary Traditions*: “Resolution and Independence” (290-294), “Sonnet LXX” (278), “To A Mouse” (279-280), “A Poison Tree” (281)

**Write:** Fiction Paper final draft

**Week Seven**

Tuesday 2/26

**Read:** *Literary Traditions*: “Porphyria’s Lover” (297-298), “Ozymandias” (296), and “Goblin Market” (321-336)

Thursday 2/28

**Read:** *Literary Traditions*: “Because I Could Not Stop” (361), “I Heard a Fly Buzz” (362), “I Hear America Singing” (315), *Song of Myself*, I, II, VI, & LII (316-320)

**Week Eight**

Tuesday 3/5

**Read:** *Literary Traditions*: “The Lake Isle of Innisfree” (363), “We Wear the Mask” (364), “To an Athlete Dying Young” (365), “Richard Cory” (367), “Second Coming” (384)

Thursday 3/7

**Read:** *Literary Traditions*: Excerpt from *Spoon River Anthology* (345-346), “Fire and Ice” (385), “Stopping By Woods” (386), “The Road Not Taken” (373), “Out, Out—” (375-375)

**Spring Break**

Tuesday 3/12

**No Class**

*Spring Break*

Thursday 3/14

**No Class**

*Spring Break*

**Week Nine**

Tuesday 3/19

**Read:** “The Love Song of J. Alfred Prufrock” (376-380) and “Chicago” (369-3370)

Thursday 3/21

**Read:** On Blackboard: Plath & Hayden Poems (“Daddy” and “Those Winter Sundays”)

**Week Ten**

Tuesday 3/26

**Exam:** Poetry

**Write:** Thesis for Poetry paper

Thursday 3/28

**Read:** *Writing Essays about Literature* (35-53)

**In Class:** Discussion of Research Topics and Library Research

**Week Eleven**

Tuesday 4/2

**Write:** Poetry paper rough draft

**In Class:** Peer Review

Thursday 4/4

**In Class:** Writing Workshop

**Week Twelve**

Tuesday 4/9

**Write:** Thesis for Research paper

**In Class:** Discussion of Research Questions and Thesis

**Write:** Poetry Paper final draft

Thursday 4/11

**Write:** Bring in quotes, with citations, from one outside sources (three quotes) for your research paper.

**In Class:** Writing Workshop

**Read:** *Writing Essays about Literature* (55-67)

### **Week Thirteen**

Tuesday 4/16

**Write:** Bring in quotes, with citations, from two outside sources (three quotes from each source) for your research paper.

**In Class:** Writing Workshop

Thursday 4/18

**Write:** Bring in quotes, with citations, from another two outside sources (three quotes from each source) for your research paper.

**In Class:** Writing Workshop

**Read:** *Writing Essays about Literature* (69-82)

### **Week Fourteen**

Tuesday 4/23

**Write:** Bring in quotes, with citations, from another two outside sources (three quotes from each source) for your research paper.

**In Class:** Writing Workshop

**Read:** *Writing Essays about Literature* (69-82)

Thursday 4/25

**Write:** Research paper rough draft

**In Class:** Peer Review

### **Week Fifteen**

Tuesday 4/30

**In Class:** Writing Workshop

**Read:** *Writing Essays about Literature* (143-155)

Thursday 5/2

**Write:** Research Paper final draft

### **Week Sixteen – Finals week**

Date and Time of Final Exam to be announced