

COURSE SYLLABUS AND POLICIES

English 1302.005 Composition II

South Plains College
Spring 2016

PROFESSOR: Ashleigh S. Brewer
EMAIL: abrewer@southplainscollege.edu
COURSE WEBSITE: Blackboard

SKYPE: ashleigh.s.brewer
Phone: (806) 716-2441

LEVELLAND OFFICE: Communications 103B
LEVELLAND HOURS: MW: 8:00-9:15 & 2:15-3:00
F: 9:00-12:00

REESE OFFICE: Building 3; Room 315
REESE OFFICE: TR 8:00-9:15 & 12:15-2:00

*also available by appointment

Office hours are for your use! Please stop by and see me if you are struggling in the course or need clarification, help, or individual instruction, on essays, readings, etc. I am in office hours for your benefit, so please come and take advantage of those as one of your resources in this course. If my office hours do not work for you, we can setup another meeting time outside of normal hours, on Skype or via the telephone. But, you must communicate with me; I won't know if you're struggling in my class unless you tell me!

CLASS MEETINGS 1302.005 MW 11:00-12:15 CM 105

REQUIRED COURSE MATERIALS

Roberts, Edgar V. and Robert Zweig ed. *Literature: An Introduction to Reading and Writing*. 6th Compact Edition. Boston: Longman, 2015. Print.

Folder (Something to put your papers in and keep them organized), paper (spiral or loose), a pen/pencil, and one highlighter for every class meeting. For the research paper, you will need a paper/plastic, brad folder.

[Recommended] Flash Drive/ Thumb Drive/Google Drive/DropBox, etc. to store each of your typed assignments for this course.

Save often to avoid heartache later: "My computer crashed with my assignment on it, so I had to start over, and that's why my paper is late," is not an acceptable excuse. Save your work in numerous places, and save it frequently.

COURSE DESCRIPTION

This course is a continuation of English 1301 which includes an introduction to literature and collateral readings. It also teaches students how to write a college-level research paper.

SCOPE/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 thinking by introducing the students to imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

INSTRUCTIONAL OBJECTIVES

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

- to practice and refine the skills of expository and argumentative writing already developed in English 1301;
- to understand the major elements of literature as these are highlighted by the instructor;

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

REQUIREMENTS

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

All assignments must be completed and turned in at the *beginning* of the class period identified on this syllabus unless otherwise noted. Major-assignment deadlines are **firm**. However, you may make-up either Short Paper 1 or Short Paper 2 for 70% credit.

Excluding the **one** opportunity to make-up work, late work will NOT be accepted. Failure to turn in an assignment on time will result in a grade of 0/F for the assignment. Examinations may not be made up except under the most-extreme circumstances. More information about the exams will be given at a later date. Numerical grades are assigned for convenience in averaging grades only.

If you fail to turn in two major assignments, you could be dropped from the course with an F. If you fail to submit the Research Essay, you will receive no higher than a "D" in the course.

Failure to attend the final examination at the appointed place and time will result in a failing grade for the course, regardless of the student's grade at the time. Students who have zero absences (or the equivalent thereof with tardies) or have earned a grade of "A" at the time of the final will receive 10 bonus points on their final exam; students with one absence (or the equivalent thereof with tardies) or have earned a grade of "B" at the time of the final exam will receive 5 bonus points on their final exam. Hats/Caps will not be worn during exams.

In addition to the scheduled essays and exams, announced and unannounced quizzes (daily exercises may also count as quizzes) will be given throughout the semester. There will be no make-ups for daily quizzes or writing exercises. A student must be present to receive credit for exercises graded as quizzes.

EVALUATION STANDARDS

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 the 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. Specific assignment requirements will be posted to Blackboard.

RESEARCH PAPER

The research paper is a significant portion of the 1302 requirement. With this essay you will be practicing numerous skills related to the research process. More information will be given at a later date.

POETRY MEMORIZATION: ESSAY 1 BONUS

Throughout the semester, you will have the opportunity to earn *bonus* points on Essay 1 by memorizing one of the poems in your text book. The last day to recite the poem is April 8th. Your poem must be at least 10 lines and cannot be a poem listed on the syllabus. You must recite the whole poem. You have **two** attempts to recite the poem from memory. You can recite the poem to me during my office hours; poetry recitations will not be accepted during regularly-scheduled class time.

POETRY EXPLICATION AND ANNOTATION: ESSAY 2 BONUS

Throughout the semester, you will have the opportunity to earn *bonus* points on Essay 2 by explicating one of the poems in your textbook with images and/or song lyrics. The submission must follow the rules of explication and be a close line-by-line analysis of the poem. You must explicate the whole poem. The last day to submit the explication is April 8th. Your poem must be at least 10 lines and cannot be a poem listed on the syllabus. More information will be available at a later date.

GRADED REQUIREMENTS

Class Participation	10%
MLA Short Essay #1	10%
Essay #1 Revision	5%
MLA Short Essay #2	15%
Multi-source MLA Essay	25%
In-Class Preparedness & Collaboration	8%
Final Exam (Comprehensive)	15%
Essay Participation	12%
Total	100%

GRADE SCALE

A (Superior):	100-90%
B (Good):	89-80%
C (Average):	79-70%
D (Poor):	69-60%
F (Unacceptable):	59-0%

***Note:** In college, a "C" is an average paper; it does not have anything "wrong" with it; it fulfills the minimum assignment requirements, but does not exceed the average.*

A = A superior essay is fresh, personal, and engaging and includes the following:

Central focus: A well-chosen thesis clearly controls the direction of the paper; analysis of the subject is clear, thorough, and logical; the intended audience's expectations are fulfilled.

Support: supporting points are thoroughly developed with clear, well-chosen, vivid examples

Organization/Development: Paragraphs exhibit unity and coherence; organization is smooth and logical.

Mechanics/Grammar/Punctuation/Format: Diction and tone are appropriate and exhibit flair and demonstrate superior control; sentence structure is varied and superbly managed; few, if any, errors in mechanics exist. Essay has correct formatting; significant revisions are made successfully.

B = A strong essay is above average and succeeds at most of the following:

C: Thesis is clear and worthwhile, and it controls the essay's direction; analysis is clear and logical, with only rare lapses.

S: Examples are well chosen but may occasionally be lacking in specificity or vividness.

O: Organization is generally clear and logical; paragraphs support the thesis and are generally unified and coherent.

M: Essay may contain a few errors or some ineffective sentences, but other sentences will show flair; essay generally shows evidence of careful proofreading (overall freedom from mechanical errors). Essay has decent formatting; most revisions are made successfully.

C = An adequate essay is average, meets minimum requirements only, and includes the following:

C: The topic is very worthy of development in a college essay; essay generally features an appropriate tone for the assignment and intended audience; the essay is primarily analytical, but the writer might depend on narration where analysis is required.

S: Examples might be sparse and/or occasionally not quite to the point.

O: Organization is generally clear but sometimes formulaic; paragraphs support the thesis, but some might lack unity or coherence.

M: Sentence structure might be choppy or lack variety; essay is generally free of errors in spelling, punctuation, and capitalization; occasional errors don't impede understanding. Essay might include a few formatting errors; not all revisions are made successfully.

D = A marginal essay is below average, does not meet the minimum requirements, and does the following:

C: Essay responds too simplistically to prompt; thesis is not clearly stated.

S: Examples are not specific to central idea.

O: Paragraphs may lack focus and wander from the point or not advance the thesis; mostly just summarize, lack a controlling idea, have little or no analysis, and/or have too little development.

M: Sentences lack variety; significant proofreading, mechanical, and spelling errors are present. Essay has formatting errors; or revisions are not made successfully; word count is not met.

F = A failing essay

The F essay is a clear fail that misunderstands the point of the assignment; lacks direction; is unduly brief; lacks development and coherence; or contains numerous spelling, punctuation, or grammar errors. Late submission or a lack of emphasis on the revision process and peer reviews can lead to an F paper as well. Rarely, will an essay receive higher than an "F" if it contains five or more major grammatical errors, and an essay may receive an "F" with three major errors if the content and development are not particularly strong.

*Adapted from Bedford St. Martin's/Hacker's Handbooks

ATTENDANCE POLICY

In accordance with college policy, students may be dropped from classes, at the discretion of the professor, due to excessive absences. All absences, excused and unexcused, are included in this count. **After your 4th absence (consecutive or not), you could be dropped from the class with an F or X if it is clear that you will be unable to be successful in the course.** This policy is firm. Students are responsible for dropping themselves if they cannot or no longer wish to participate in the course.

Additionally, a student accrues an absence each time he or she accumulates a total of three tardies. A tardy is defined as being between 1-10 minutes late. Whenever possible, students should let the instructor know about expected absences as soon as possible and before the class meeting. If a student is more than 30 minutes late to class, that student will be counted absent.

At each class meeting, I will place a roster at the front of the classroom. It is your responsibility to sign that roster to account for your attendance. If you walk in late, be sure that you sign the roster at the end of class. If you forget to sign/do not sign the roster, but attend class, your absence will not be removed. Classmates should not sign-in each other.

Because this is a student-oriented class, regular attendance is crucial to understanding. With each absence, your participation grade will be impacted. If you are unprepared for class because you have not completed the reading and/or writing assignments, you may be asked to leave class and will be given an absence. If you must be absent, be sure to check with another class member (or Blackboard) for any changes to the syllabus so that you can be prepared for the next class meeting. You will still be responsible for the material you have missed and for the upcoming material for the next class. "I was absent, so I didn't know that was due," or "I was absent, so I couldn't turn-in that assignment" are not acceptable excuses.

Finally, reading quizzes or reading reflections may sometimes be used to evaluate attendance. Should you earn less than a 50 on a reading quiz, you could be counted absent for the day at the instructor's discretion.

*Failure to appear without prior notification at required conferences will constitute an absence.

ADDITIONAL POLICIES AND PROCEDURES

BE PREPARED WITH ALL SUPPLIES AND TEXTBOOKS. Being prepared also means that the student has carefully read all required readings and completed any out-of-class writing assignments. This class demands critical engagement with all of the readings.

BE PROFESSIONAL. All actions and words should reflect kindness and respect for both the instructor and all other students. I will not tolerate rude, disrespectful, or unprofessional behavior directed at any member of this class. None of these behaviors is conducive to the environment we hope to promote this semester. Tobacco, alcohol, drugs, and/or firearms will not be tolerated in the classroom; students under the influence of alcohol or drugs will not be abided. Students may bring (quiet) snacks to class, but not full meals – and may consume non-alcoholic beverages in closed containers. Anyone exhibiting disruptive behavior will be asked to leave and counted absent for the day. More than one occurrence may result in other disciplinary actions.

BE HONEST. Honesty is an important part of integrity. Academic integrity is non-negotiable in a university environment. Students who plagiarize the work of another, whether through outright copying off of the internet or other sources or having another person produce the student's work and then claiming the work as the student's own, will receive a 0/F for that particular assignment and could be dropped from the course with an X or F, at the instructor's discretion. There are no extenuating circumstances for cheating of any kind. My recommendation – for the very first offense – will be for a failing grade for the course at a minimum and, very likely, recommendation for suspension from South Plains College. I have zero tolerance for cheating. If I suspect a student or group of students of cheating, I will drop him/her/all involved without discussion. Please believe me when I say that I have ways of determining whether or not a student has cheated that he/she/they cannot get around.

The *SPC General Catalog* specifically addresses academic integrity as follows. "It is the aim of the faculty of South Plains College to foster a spirit 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" (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" (23). Students must consult the General Catalog for the college's detailed policies on plagiarism and cheating. Ignorance of the college's policies and procedures is not a viable defense for plagiarism or cheating.

BE MENTALLY PRESENT. The use of any electronic devices (cell phones, iPhones, iPods, Blackberry, or any other device) will not be tolerated. Your cell phone needs to be set to silent, not vibrate, and it should be placed **out of sight; texting underneath the desk/in your lap** is not out of sight. Any student using a cell phone, iPod, or any other electronic device not previously approved by the instructor will not be dismissed for the day but will be counted absent. I will not interrupt class to notify the student of the absence. (However, I understand that sometimes emergencies occur. If you *need* to have your cell phone on during class for an emergency, please discuss it with me before class begins that day.) Laptops will be allowed only with prior approval.

EMAIL: I typically check my email twice a day (Monday-Friday at noon), once in the morning and once again in the afternoon. If students have a question, please feel free to email me; however, please allow at least 48 hours for a response. Additionally, I do not check my email Friday evening - Sunday, so any emails sent on those days will be responded to on the following Monday. Students should limit emails to "quick" questions. My office hours or appointments are the best way for us to address more complex questions and concerns about the course. **If the answer to your question can be found in the textbook, blackboard, or syllabus, please do not email me as I will only refer you to one of these sources.**

***Please note: if you use the "Email Instructor" function in BlackBoard, you will find my response in your SPC email not your BlackBoard messages.**

EMAIL ETIQUETTE: I expect students to use professional language and tone in all communication with me, including email correspondence. "Soooooooooooooooooo B4 u snd me a msg..... B sure i can read it." Additionally, students should include their first and last name and section number in the "subject" line of the email or in the first line of the email. If the student does not follow these guidelines, I will not respond to his/her email. Students must use proper grammar, spelling, capitalization, and punctuation. Students should *never* ask that I respond ASAP and should refrain from using ALL CAPS and excessive punctuation!!!!!! in the email. Finally, students should only email me from their SPC email addresses. Emails from Yahoo, Hotmail, etc. are not delivered to my inbox. Students may also send me messages in BlackBoard.

ANNOUNCEMENTS: Any information sent-out via announcements in emails or posted as an announcement on the course website is important and is, accordingly, an extension of assignment requirements and syllabus policies. Students must read all announcements and will be held responsible for any information posted in the announcements.

GRADING TIME FRAMES: I grade all work as efficiently and quickly as possible. When your assignments are evaluated, you will have them back; please do not inquire as to whether or not your papers/exams are graded.

FINAL COURSE AVERAGES: At the end of the semester, there is always a temptation for a student to email professors and ask, "Is there anything I can do to make a [insert grade here] in your class." The quick answer is "No." The longer answer is this: throughout the semester, you are given numerous opportunities to earn grades in this course. At the end of the semester, it is too late to do anything. I rarely give extra credit or drop grades; however, you have many participation grades, essay-participation grades (most of which are completion grades), and opportunities to "help" you. The most efficient and effective way to achieve a desirable grade in this course is to attend each class and be prepared with all materials and readings and submit **all** course work in a timely manner. **If you do what is required of you, you will be successful.** Remember: What you put into this course is what you will get out of it.

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 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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529. Students should present appropriate verification from Student Disability Services during my instructor's office hours. Please note I am not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided.

STATEMENT OF NONDISCRIMINATION: Neither the instructor nor any student in this class will discriminate or tolerate discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status. This policy extends to in-class discussions, student essays, and all other forms of communication associated with this course, to include informal conversations within the classroom but outside the parameters of this course.

STATEMENT OF DIVERSITY: By its very design, this course engages texts that some students might find difficult and/or controversial. In this class, the instructor 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.

COURSE OUTLINE AND CALENDAR: Students are responsible for completing the following critical reading and writing assignments as identified in the course schedule. As this is a college-level course, students are responsible for their own time and course-management strategies. This being said, the course is designed for the critical reading to be completed on the appropriate due date as outlined in the schedule.

COURSE CALENDAR

Week 1: 20 January

- 20: Course Introduction
 - Syllabus and Course Policies

Week 2: 25, 27 January

- 25: Introduction to 1302
 - Reading, Writing, Thinking
 - Plagiarism and Documentation
 - Literature and Pop Culture
 - Introduction to Literary Genres

Between class on 25-27: Introduction To Literary Genres: Video is on BlackBoard. Finish notes before our class meeting on the 27th
- 27: Theme: Stasis and the Passing of Time
 - "Here a Pretty Baby Lies" (537)
 - "Nothing Gold Can Stay" (847)
 - "The Story of an Hour" (307)
 - Plagiarism Assignment Due

Week 3: 1, 3 February

- 1: Theme: Stasis and the Passing of Time
 - "Convergence of the Twain" (652)
 - "Days" (894)

Assign Essay 1: Begin Writing Process Notes
Finish Writing Process notes with video before next class meeting.
- 3: Theme: Perception and Reality
 - "Occurrence at Owl Creek Bridge" (88)
With Film
 - "Not Waving But Drowning" (942)

Week 4: 8, 10 February

- 8: Theme: Perception and Reality
 - "Mirror" (877)
 - "Cinderella" (938-940)

Essay 1 Thesis Due
- 10: Theme: Perception and Reality
 - "The Yellow Wallpaper" (473)
With Film
 - Authors' Names and Using Sources Effectively (34, 119, 957, 1254, 1644)

Essay 1 Outline Due

Week 5: 15, 17 February

- 15: Rough Draft and Peer Review: Essay 1
 - *Must have a *complete* copy of your draft printed for class
- 17: Essay 1: Local Revisions
 - *Must have a *revised and completed* copy of your draft printed for class

Week 6: 22, 24 February

22: Theme: Perception and Reality

- "Masque of Red Death..." (431)

Essay 1 Final draft due to BlackBoard by 11:59 PM , Local revisions, and Peer Review due during class.

24: Theme: Relationships

- "To My Dear..." (890)
- "Conjoined" (656)
- *Post-its* (1331)

Assign Essay 2

Week 7: 29 February, 2 March

29: Theme: Relationships

- *A Doll House* (1484)
- "Marks" (929)

Required Essay 1 Conferences During Extended Office Hours

Essay 2 Thesis

2: Theme: Relationships

- *A Doll House*

With Film

Required Essay 1 Conferences During Extended Office Hours

Week 8: 7, 9 March

7: Peer Edit & Rough Draft

- *Must have a *complete* copy of your draft printed for class

9: Local Revisions

- *Must have a revised copy of Essay 2 printed for class

Spring Break: March 14-18: No class meetings

Week 9: 21, 23 March

21: Theme: Freedom and Captivity

- "She's Free" (908)
- "The Shawl" (246)

23: Theme: Society and the Individual

- "A Rose for Emily" (96)
- "Richard Cory" (590)
- "Sonnet 55" (555-56)
- "The Author to..." (890)

Essay 2 Due to BlackBoard by 11:59 PM Local revisions and Peer Review due during class.

- Assign Research Paper

How to Research and Narrowing Topics

Week 10: 28, 30 March

28: No Class: Easter Holiday

30: Meet in Library: Library Resources

Thesis and Brainstorming Due

Week 11: 4, 6 April

4: Meet in Library

*Enumerative Bibliography Due

6: Workshop: Bring 4 copies of the **thesis statement** and **one body paragraph** finished; **and** the outline for all remaining body paragraphs and works cited page**Last Day for Poetry Memorization Bonus and Poetry Explication****Week 12: 11, 13 April**

11: Rough Draft and Peer Review

*Must have completed copy of your essay for class

13: Individual Conferences

Week 13: 18, 20 April

18: Individual Conferences

20: Theme: Love and Lust

-“Sonnet 116” (728)

-“Sonnet 130” (628)

Week 14: 25, 27 April

25: Local Revisions

*Must have completed copy of your essay for class

27: Theme: Love and Lust

-“To His Coy Mistress” (784)

-“To Celia” (744)

*April 28th: Last Day to Drop or Be Dropped from Courses***Week 15: 2, 4 May**2: **Research Paper Due during class; Digital Copy due by 11:59 PM to Blackboard**

4: Final Exam Preparation and Review

All Make-up Essays Due

Week 16: 7, 9 May**Pending Approval of the Final Exam Schedule*

005: Monday, May 9

10:15 AM – 12:15 PM

Suggested Readings:

You may use any of the following readings in your essays, but we will not discuss them in class.

“An Apology” by Carruth 582

“Sonnet” by Collins 738

“Catch” by Francis 547

“The Voice You Hear” by Lux 623

“Fork” by Simic 629

“Eating Poetry” by Strand 593

“Orientation” by Orozco 384

Beauty by Martin 1000

“The Lottery” by Jackson 139

“Young Goodman Brown” by Hawthorne 342

“Love and Friendship” by Bronte 891

“A Wedding Sonnet” by Viorst 789

“The Prodigal Son” by Luke 350

“Death by Not Proud” by Donne 897

“Happy Endings” by Atwood 385

“Ballad of Birmingham” by Randall 749

“Sonnet 43” by Browning 892

The Bear by Chekhov 1323

“Batter My Heart” by Donne 585

“My Last Duchess” by Browning 892