

ENGL 1302.196 Composition II Syllabus – Spring 2022

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Conference: M-F 8:00-8:45; 3:00-3:45

Catalog Course Description:

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

Prerequisite: ENGL 1301

Scope/Purpose:

The purpose of ENGL 1302 continues the purpose of ENGL 1301: to help students understand and apply the standards of correctness in formal thought and the written English language and teach them to read and write well through focus on the writing process, the use of appropriate grammar and diction, the use of logic, and the different methods of essay development. ENGL 1302 encourages critical writing by introducing students to research and writing from sources, to imaginative literature, to the modes of artistic thought, and to the critical responses appropriate to these modes of thought.

Required Texts:

Roberts and Zweig. *Literature: An Introduction to Reading and Writing*. 6th Ed. Pearson Education. (\$108.50)
MLA Handbook (classroom set)
SISD has paid for these expensive texts. Students will pay for lost or damaged books.

Goals:

1. Students will read numerous short stories, poems, and plays, will participate in class discussions of the readings, and will be tested over their understanding of the readings through quizzes, exams, written assignments, and classroom discussions.
2. Students will complete written assignments, which may include, but not be limited to, one multi-source research paper, three or more shorter papers (including elements of summary, synthesis, critique, and explication), and/or a series of research questions or projects.
3. Students will also be required to complete exams over the readings or any part of the course content including cumulative exams.
4. The instructor may also 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.

Core 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

Instructional Objectives:

Upon completing the course, the student will have written a multiple source paper and at least three 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 throughout the course;
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;
5. to research and write an accurately documented paper;
6. apply the principles of the writing process in tailoring sentence structure, tone, diction, overall style, and mode to fit both the assignment and audience in order to promote coherence and effective communication;
7. apply the principles of logic to the writing in order to make its communication more efficient, coherent, and powerful;
8. apply the principles of unity and coherence in order to help the writing be focused and promote more effective communication;
9. apply the principle of parallelism in order to make the writing more coherent, logical, structured, and easily read and understood;
10. write essays in American English in order to follow the writing process regarding the style requirements of academic writing;
11. understand and apply the grammatical and mechanical elements of writing in order to promote effective and powerful communication;
12. be able to analyze a student's own work or a classmate's work and to determine if revisions are needed for the work to fit the assignment, be better developed, or communicate more effectively, and then to convey this in writing to the writer.

Course Requirements and Policies:

1. Be on time and regularly attend class.
2. Be responsible for the learning process, including preparation for class such as reading and homework; participate in class discussions, including asking relevant

- questions; collect from the instructor assignments and/or notes if you are absent; and accept responsibility for not understanding an assignment or failing an assignment.
3. Be responsible for having an appropriate attitude and for using appropriate language for an academic environment; avoid condescending, inflammatory, or profane rhetoric whether verbal or written.
 4. Maintain respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning.
 5. Act courteously to others, especially by not becoming a distraction in class.
 6. Submit all assignments in accordance with due dates, formats, and requirements. All tests and quizzes must be completed **in this classroom**, and all papers must be submitted **in this classroom**. Work is due when or before class begins whether you are present or absent.
 7. Avoid all forms of cheating and plagiarism on all assignments including improper collaboration. Students will earn a zero for plagiarized work and may be removed from the course.
 8. Ask questions when something is unclear. You are responsible for your own learning.
 9. Dual Credit English Language Arts students will not be allowed to audit another language class or take a content mastery class for language.
 10. Students that make below a face value grade of 70% (without the ten points added) the first six weeks grading period will be removed and placed in the corresponding regular course.
 11. Students making below a face value grade of 70% (without the ten points added) in any succeeding six weeks grading period will be placed on probation for the remainder of the school year.
 12. If a student's grade falls below a face value of 70% (without the ten points added) for a second time, a student will be removed for the remainder of the year and placed in a corresponding regular course.
 13. Any student that falls below 70% (without the ten points added) at semester in an honors course will be placed in the corresponding regular course.

Grading Policy:

Tests/Essays	70%
Homework/Quizzes	30%

Students who have obviously read all assignments, contributed to classroom discussions consistently, adhered to MLA style in their papers, and have zero absences may have one (1) point added to their final semester averages. Caution: do not expect to score 68.5 and pass the course with a 70; anyone with a D has not exhibited the required behaviors to earn the additional point.

Grading Scale:	A/90-100	Superior
	B/80-89	Good
	C/70-79	Average
	D/60-69	Poor
	F/below 60	Unacceptable

Because this is a college course, students will be required to take the semester exam. In this course, the semester exam is one of the required essays. All assignments must be completed and turned in on (or prior to) the due date **during this class period** before a student will receive credit. Failure to submit any single assignment will result in a student scoring an F for the semester. Late work will earn a grade of zero.

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 announced as necessary.

Research Paper Requirements

The research paper may be an analysis of a short story(ies) and will be six-to-eight full pages in addition to the works cited pages. The essay may also be a comparative analysis of a short story and a poetry, drama, or novel selection. All topics must be generated from the course content and be approved by the instructor beforehand. The paper must include scholarly research (correctly documented), strong, specific analysis, and use MLA style. Research papers not following these requirements will, at the very least, receive a letter-grade deduction.

Homework and Quizzes:

Homework will be assigned each class period. Students with questions regarding homework assignments should see me before or after class and/or may make an appointment. Reading quizzes will be given at the beginning of each class period; reading the assigned homework is crucial to success. Students are responsible for all assignments, whether in attendance or not at the time the assignments are given. Work must be completed before an absence or before school as soon as the student returns to if that is not possible. Missed work will not be completed during the regular class period.

Attendance Policy:

In the event of unplanned absences due to illness or emergency, students, not parents, are still responsible for meeting with the instructor and completing assignments on time or before class. You must also come in to make up missed time; either you can make arrangements to come by at a time convenient for you, or I can assign tutorials/zero hall if that works better. *On time* for assignments is when the class is in session. For school-sanctioned absences, students must meet with the instructor and must submit work on or before the due date. The *due date* is during the scheduled class period. This is a college course for which you are receiving double credit; late work will earn a grade of zero. Attendance is critical to success in the course. **Sleeping in class will count as an absence...sleepers will be moved to local credit English.** Four absences per semester are allowed but NOT recommended. Upon your fifth absence (except in cases of documented extreme circumstances as determined by the professor), you will be withdrawn from the course with a grade of X or F. If you are withdrawn from the course,

you are financially responsible for the course tuition and fees. “Whenever absences become excessive (for ANY reason), and, in the instructor’s opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course” (*SPC General Catalog*).

Academic Integrity—Plagiarism and Cheating:

“It is the aim of the faculty of South Plains College to foster a spirit of 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” (*SPC General Catalog*). "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*). Students should consult the *General Catalog* online for the college's detailed policies on plagiarism and cheating. Failure to comply with these policies will result in an F for the assignment and can result in an F for the course if circumstances warrant.

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. 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;
7. Copying another’s work during an examination or on a homework assignment;
8. Rewriting another student’s work in Peer Editing so that the writing is no longer the original student’s;
9. Taking pictures of a test, test answers, or someone else’s paper.

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 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 appropriate department. For more information, visit with the counselor or principal.

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.

Statement of Diversity:

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.

CAUTION:

English 1302 is a freshman-level college course for which the SPC English department determines the content. Some readings contain adult language and subject matter. Students who are not yet ready for mature, college-level content should consider carefully before continuing with this course.

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.

All assignments/dates are subject to change. Students will be given adequate notification when changes occur. Students not in class when changes are announced remain responsible for gathering the information from the professor.

ENGL 1302 Outline (Tentative)

Section 1: The Short Story, Part I

This section of the course will cover reading quizzes over each story, a number of story analyses including peer discussions, and a major exam over the stories.

Introduction to the Short Story

Poe

Bierce

Faulkner

Jackson

Welty

Flannery O'Connor

Steinbeck

Porter

O'Brien

Glaspell

Silko

Chopin
Hemingway
Hawthorne
Gilman
Lawrence
Bambara
Walker
Updike
Maupassant
Frank O'Connor

Exam One: Short Story I

Section 2: Documentation and the Research Paper

This section of the course will cover research and the writing of a multiple-source paper based on that research. Research will be conducted on one or more of the works from the authors students read. Documentation exercises due dates and the major research paper due dates will be assigned in advance with appropriate lengths of research time and discussion.

Section 3: Poetry

This section of the course will cover reading quizzes over each poem, a number of analyses of selected poems including peer discussions, and a major exam over the poems and relevant terminology.

Introduction to Poetry

Poe
Browning
Dickinson
Frost
Shakespeare
Blake
Wordsworth
Owen
Keats
Plath
cummings
Roethke
Thomas
Marvell
Carroll
Levertov
Robinson
Bishop
Coleridge
Lowell
Lux

Neruda
Wojahn
Whitman
Wyatt
Quasimodo
Tennyson
Collins
Milton
Wilbur
Yeats
Auden
Borges
Browning
Housman
Momaday
Rich
Parker
Sandburg
Sassoon
Serotte
Sexton

Exam Two: Poetry

Section 4: The Short Story, Part II

This section of the course will cover reading quizzes over each story, a number of story analyses, and a major exam over the stories.

Selections will include authors from Section 1.

Exam Three: Short Story II

Section 5: Drama

This section of the course will cover reading quizzes over each play, a viewing of one of the plays, and a major exam over the plays.

Introduction to Drama

Glaspell
Hwang
O'Neill
Sophocles
Miller
Chekhov
Wilson
Ibsen

Exam Four: Drama

Essay Rubric:

“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.”

No Essay (0)

Any essay, or other assignment, not written and turned in receives a Zero and is averaged into the student’s grade as such. Except in special circumstances, teachers will not grade late work, so the assignment must be turned in on time, and teachers do not allow make-up assignments for work missed, or re-writes to improve the grade given. As in the “real world,” the job must be done right the first time, and completed on time, or no credit is given.

After you and your parent/guardian read and understand this syllabus, sign in the applicable blanks below and return this page to me at our next meeting. Thank you for writing legibly. You should keep your syllabus in your binder at all times.

Date: _____

Student's Printed Name: _____

Student's Signature: _____

Parent's Printed Name: _____

Parent's Signature: _____

Date Received: _____ (I will complete this line when you return the signature sheet.)