

English 1302.014
Policy Statement and Syllabus
Fall 2018

Instructor: Patti Thompson
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Office: RC307B
Hours: MW 10:00 am - 12:30pm, TR 12:15 – 1:00 pm, F appointment only – visiting area high schools

Course Description

This course is a continuation of ENGL 1301 and an intensive study of and practice in the strategies and techniques for developing researched-based expository and persuasive texts, along with being an introduction to literature. The course emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of a sampling of literary, verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Course Purpose: 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 the study of literature, including short stories, drama, and poetry.

Prerequisite: Successful completion of ENGL 1301

Text: *Literature: Craft & Voice* 2nd ed. Nicholas Delbanco and Alan Cheuse, **9780073384924 – TEXTBOOK ONLY (NO ACCESS CODE): Delbanco and Cheuse, *Literature: Craft and Voice*, 2nd edition (available for rent or new/used purchase at places like Amazon.com and BarnesandNoble.com)**

This course satisfies a Core Curriculum Requirement: Yes—Communication Foundational Component Area

Core Curriculum 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.

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Apply critical thinking to the study of literature and write essays which demonstrate that critical thinking.
5. Use edited American English to write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
6. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

7. Read and view videos of works of literature; analyze the use of literary devices (plot, point of view, theme, characterization, setting, symbolism, tone, etc.); participate in class discussions of the readings; and be tested over their understanding of the readings and lectures through quizzes, examinations, and/or written assignments..

Essay Assessment Guidelines:

- The “A” essay is perfectly formatted, with three or fewer spelling/wrong word and/or grammatical errors. It also has an excellent title, strong thesis, good transitions, an introduction with a hook, a thoughtful conclusion, and well-supported main points in the body paragraphs. The writing is lively and intelligent; there are no sentence structure errors. If the paper includes sources, they are correctly integrated, cited, and documented in the style required.
- The “B” essay at the 1302 level contains all of the above with one or two more errors.
- The “C” essay has a thesis, introduction, and conclusion, but lacks support and has multiple errors.
- The “D” essay contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusion, formatting errors, multiple spelling and grammatical errors, and/or sentence structure issues (fragments and run-ons).
- The “F” essay does not meet the minimum requirements for a 1302-level essay assignment. Some examples of “F” essays are 1) those written on a topic that has not been approved; 2) those that do not meet the minimum word count; or 3) those that are not written in the required format.

Grading Breakdown

Literary Terms Quiz	100 pts
Attendance	50 pts
Reading Quizzes/homework (Hamlet - 5)	150 pts
Short Story Project	100 pts
Short Story Exam	100 pts
Poetry Project	100 pts
Poetry Exam	100 pts
Research Paper	100 pts
Draft and Peer Revision	100 pts
Final Exam	100 pts
Total	1000 pts

A = 900 – 1000 pts

B = 800 – 899 pts

C = 700 – 799 pts

D = 600 – 699 pts

F = 599 and below

Use the total grade in Bb to determine this. Do not ask the instructor to figure your average. Do not ask for extra credit.

Student Responsibilities: Students are expected to

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements

8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration

Absence/Performance Policy:

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. Excessive absences are more than 6 and missing 2 major assignments.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy

Assignments must be turned in on time; after the deadline, a late assignment will accumulate a penalty of 10% deduction for each day late. Assignments more than 3 days late will not be graded. Missing assignments count as zeroes.

This portion of the student's grade is made up of attendance, having all assignments on the required due dates, and completing in class assignments. To earn the 50 pts for that portion of the final grade, students must have 2 or fewer absences and have all assignments turned in on time.

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.

Students must turn in drafts of their papers, a major part of the participation grade. This ensures that a student is producing work alone.

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.

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.
- 8) Having someone else write a paper for a 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.

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 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.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Note: 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.

Course Schedule

Readings should be completed by assigned date; come to class ready to discuss the stories

Week 1 Aug. 27 - Sept. 2

8/28 Welcome/Overview of syllabus/class, How to use Bb; Literary Terms,

8/30 Fiction power point; Symbolism ppt., Characters ppt;

Week 2 Sept. 3 - 9

9/4 Textbook: Reading a Story for its elements 138 – 139, 145 – 149; “A Rose for Emily” 323 – 328; “Hills like White Elephants” 330 – 333

9/6 Theme pg. 374- 375, 384 – 387; Theme Youtube video; “The Lottery” 539 - 543; Video; Fiction Project assignment, Literary Terms Quiz

Week 3 Sept. 10 - 16

9/11 Plot – 186-187, 196 – 199; “Greasy Lake” 188-195; “The Story of an Hour” 150 - 152, “The Storm” 279 - 283, “Happy Endings” 514 - 515

9/13 Read Character 225, 234- 239; “Love in LA” 467 - 470; “The Man to Send Rain Clouds” 477 – 480; “Everyday Use” 553 – 557

Week 4 Sept. 17 - 23

9/18 Symbol and Allegory pg. 424, 438 - 441, “A Very Old Man with Enormous Wings” 535;

9/20 “Young Goodman Brown” 449; “The Cask of Amontillado” 291

Week 5 Sept. 24 – 30

9/24 Fiction (Short Story) Project Due by midnight

9/25 Short Story Exam in class

9/26 Poetry ppt, Poetry project assignment; Reading a Poem in Its Elements 560-561, 564 – 569

Week 6 Oct. 1 - 7

10/2 Introduction to Poetry 580 – 581; “The Death of the Ball Turret Gunner” 669 – 670, “On My First Son” 679 - 680 ; “Cinderella” 694 – 696

10/4 “Richard Cory” 702 – 703; “rite on: white America” 777; “Jabberwocky” 792; “She Walks In Beauty” 808; “Sadie and Maud” 812, 814;

Week 7 Oct. 8 - 14

10/10 William Blake background “The Tyger” 807 – 808; “The Chimney Sweeper” 736 – 737, “The Chimney Sweeper” 738 – 739; “The Lamb” 975;

10/12 “Do Not Go Gentle into That Good Night” 847 – 848; “To an Athlete Dying Young” 861 – 862; “Mid-Term Break” 873

Week 8 Oct. 15 - 21

10/17 Sonnet ppt, “Bright Star” 792; “Only Until This Cigarette is Ended” 793; “How Do I Love Thee” 839; “When in Disgrace” 843; “If We Must Die” 937; “Let Me Not to the Marriage of True Minds” 994

10/19 “Swan and Shadow” 899 – 901; “Theme for English B” 933; “Success is Counted Sweetest” 952; “My Life Closed Twice” 962; “The Unknown Citizen” 974

Week 9 Oct. 22 – 28

10/22 Poetry Project Due by 11:59 pm

10/23 Poetry Unit Exam in class

10/25 Reading and Viewing a Play in its elements pg. 1002 – 1020 Drama Introduction; ppt.

Week 10 Oct. 29 – Nov. 4

10/30 Shakespeare information; research paper assignment, possible topics

11/1 Act I *Hamlet* 1112 – 1131 Due, Quiz #1, Watch Act I

Week 11 Nov. 5 - 11

11/6 *Hamlet* Act II 1131 – 1145 due, Quiz #2, Watch Video

11/8 Library Tour – Bldg. 8; 9:30am

Week 12 Nov. 12 – 18

11/13 *Hamlet*, Act III 1145 – 1164, Quiz, Video cont.

11/15 *Hamlet* Act IV 1164 – 1178, Quiz, Video cont

Week 13 Nov. 19 - 20

11/20 Work on Research Essay (attendance will be taken)

Thanksgiving Holiday

Week 14 Nov. 26 – Dec. 2

11/27 *Hamlet* Act V 1178 – 1193, Quiz, finish video

11/29 Draft of Research Paper & Works Cited due/Peer Revision

12/2 Midnight – Research paper due to Bb

Week 15 Dec. 3 - 9

12/4 Review for Final Exam over *Hamlet*

12/6 Finish Review

Week 16 Dec. 10 - 13

Final Exam Time

To be posted later

The schedule will be adhered to as much as possible, but changes may occur due to unforeseen circumstances.