

COURSE TITLE: Composition II

ENGL 1302.159

INSTRUCTOR: Camy Brunson

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OFFICE: 316F Building 3, Reese Campus

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OFFICE HOURS: MW 2:15 - 4:15, TR 4:00 – 5:00, Friday 10:00 – 12:00

“WRITE TO BE UNDERSTOOD, SPEAK TO BE HEARD, READ TO GROW.” – LAWRENCE CLARK POWELL

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.

Prerequisite: English 1301

Textbook:

REVEL for The Literature Collection -- Access Card

X. J. Kennedy

Dana Gioia, *University of Southern California*

ISBN-13: 9780134192208

- This is an online access code. You may ask the bookstore/entity you purchase the code from about the available print-up option.
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Other supplies or necessary tools: internet access (SPC login/credentials to access BlackBoard)

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.

Course Purpose: English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. 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.

Student Learning Outcomes: Upon completion of the 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.

Attendance Policy: According to the *SPC General Catalog (2015-16)*: “Students are expected to attend all classes in order to be successful in the course. The student will be withdrawn from the course when 1.) absences become excessive as defined by the course syllabus and 2.) in the instructor’s opinion, minimum course objectives cannot be met due to absences.” * *Instructor’s note:* Every effort must be made to achieve punctual and regular class attendance. You must be present in your own life! This is an online course, therefore you will be responsible for participation and assignment completion. Please be conscientious in checking in with the course regularly.

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.

Academic Honesty: Please see the *SPC General Catalogue* for policies and ramifications regarding plagiarism and cheating. Your instructor will be watching for signs of any such practice, and measures will be taken to ensure that the consequences for this type of behavior are serious. Respect yourself and others by putting forth original ideas and work in this class.

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.

Grading Breakdown:

Readings/Quizzes-	385 pts.
Short Story Summary -	75 pts.
Short Story Analysis -	100 pts.
Poetry Interpretation -	100 pts.
Discussion Boards -	140 pts.
Research Paper -	200 pts.

Total = 1000 pts.

A = 900-1000 pts.

B = 800-899 pts.

C = 700-799 pts.

D = 600-699 pts.

F = 599 and below

Essay Assessment Guidelines:

Refer to each assignment packet for grading standards.

Tentative Class Schedule – ENGL 1302 Fall 2017

This schedule serves to outline the material/subject matter we will cover in class. ***You will be responsible for keeping up with due dates for readings and quizzes through the Pearson REVEL Literature Collection (BlackBoard/online/app). You must check regularly for reading/quiz due dates through the Pearson REVEL link in your course. Follow the instructions in announcements and lesson folders carefully.*** Please make every effort to read along as we learn this material. A large portion of your grade comes from the reading quizzes, and knowledge of assigned readings will determine success or failure in both written assignments and the final exam. Participation in Discussion Boards and turning in written assignments are essential to success in the course. In addition, ***if you do not bring complete Peer Editing for written assignments at the appointed time, points will be deducted from the final draft of the essay.*** All major assignments will be accompanied by handouts detailing specific requirements and due dates via your instructor and/or Black Board. ***Any written assignment submitted past the due date will receive an automatic deduction in points after the first 24 hours. Late assignments must be turned in within 48 hours of the due date to receive partial credit. After 2 days papers will not be accepted and you will receive a zero for the assignment. If there are excusable circumstances which might justify an extension on the assignment, arrangements must be made with your Instructor. All other makeup work must be discussed with the Instructor.***

Please note that if there are readings or assignments due *on* a certain date, you need to be working on them *before* they are due on the schedule. We will go over/discuss assigned readings in class, but ***you must read each assignment on your own and be ready to answer relevant questions about the texts.*** You are responsible for all outside work and assignment submission. This is a working schedule, and is subject to change during the semester. I will notify students of any modifications and will make sure all adjustments are reasonable.

Week 1: Aug. 28 – Sept. 3

Syllabus and Textbook/*Introductions Discussion Board*

Reading and Writing

Plot

Grimm Brothers' "Godfather Death"

Writing from Reading (and How to Summarize)

Summary Assignment

Week 2: Sept. 4 - 10

The Elements of a Story

Point of View

Packer's "Brownies"

Reading to Writing

Week 3: Sept. 11 - 17

Character

Hawthorne's "Young Goodman Brown"

Setting

London's "To Build a Fire"

Short Story Analysis Assignment

*Summary Assignment **Due***

Week 4: Sept. .18 - 24

Tone & Style

Hemingway's "A Clean, Well-Lighted Place"

Theme

Luke: A Parable

Week 5: Sept. 25 – Oct. 1

Symbol

Jackson's "The Lottery"

Poe (a critical case study): "The Cask of Amontillado" and "The Fall of the House of Usher"

Short Story Discussion Board

Week 6: Oct. 2 - 8

Short Story Analysis Due

Reading Poetry

Yeats/Frost

Writing/Interpreting Poetry

Poetry Interpretation Assignment

Week 7: Oct. 9 - 15

Words & Voice – Williams/Graves/Cunningham/Carroll

Denotation versus Connotation – Frost

Imagery – Whitman/Bloch

Types of Poetry and Form

Week 8: Oct. 16 - 22

Figures of Speech – Shakespeare/Plath/Frost/Bronte/Burns

Poetry Discussion Board

Week 9: Oct. 23 - 29

Poetry Interpretation Assignment Due

Beginning the Research Paper

The Research Paper (assigned)

Intro to Drama

Week 10: Oct. 30 – Nov. 5

Shakespeare / Understanding Shakespeare

Writing about Drama

Hamlet Act I

Week 11: Nov. 6 – Nov. 12

MLA & Citations/ 2016 updates

Library Day TBA

Hamlet Acts II & III

Week 12: Nov. 13 - 19

Finishing the Research Paper

Hamlet Act IV

Week 13: Nov. 20 – 26

***Thanksgiving Break**

Hamlet Act V

Week 14: Nov. 27 – Dec. 3

Peer Editing/Review for Research Papers

Prospectus due to Instructor

Final Discussion Board (Hamlet)

Research Paper Work Days

Week 15: Dec. 4 - 10

Final Draft of Research Paper Due

Week 16: Dec. 11 - 15