

**Syllabus and Policy Statement
English 1302: Composition II
Spring 2021**

Instructor: Denise Sherrod

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Textbook: *Literature: Craft and Voice*, Nicholas Delbanco and Alan Cheuse, 2nd ed.

Supplemental reading handouts and exercises will be given throughout the course.

Course Description: English 1302 is a continuation of English 1301. It consists of an introduction to literature and collateral readings and teaches students to write a college-level research paper.

Course Objectives: English 1302 introduces students to imaginative literature and its elements, helps them in its analysis, and trains them to compose effective paragraphs and essays that convey their analyses.

Supplies: Access to computer with printer and Internet access

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, CMOS, 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.

Student Learning Outcomes Assessment: A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Course Evaluation: All assignments are due on posted dates. Late papers will be penalized 30 points for each late meeting day. Letter grades on written work will be evaluated as A-superior; B-above average; C-average; D-poor; F-unacceptable. **Please note:** In college writing, C is considered an average paper. It may not have anything “wrong” with it; it simply does not go beyond average in form and/or content. All letter grades will be converted to numerical grades at the end of the course.

Grades in this course will be submitted in the school’s four week and nine week reports since the dual credit assignments will not coincide with the high school grading periods. However, parents are welcome to communicate with me directly throughout the semester about their student’s progress. In addition, students should keep all returned, graded work for self-monitoring of progress and estimation of final grade outcome.

Term Grades

- Essays & Tests 45%
- Quizzes, Short Papers, Projects 35%
- Participation/Discussion 20%
- Final Grade
 - T3 44%
 - T4 44%
 - Final Research Paper 12%

Paper Format Policy: All papers must conform to MLA (Modern Language Association). All writing assignments must be typed, double-spaced, in Times New Roman, 12-point format.

Sample Assignments:

Article Summary Paper
 Character Analysis Essay (or other literary elements such as setting, symbolism, theme)
 Poem Explication Essay
Required Assignment: Research Paper (4+ pages; multiple sources)
 Projects
 Literature Quizzes
 Documentation Format Quizzes (MLA and/or APA)
 Unit Exams (Short Story, Drama, Poetry, Research Skills, etc.)
 Final Exam

Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the

instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

“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."

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
9. Ask a question when something is unclear.

Attendance Requirements: Attendance is required at all sessions. There are no excused absences except in extreme circumstances (severe illness, family death). Any student who must miss a class should notify the instructor ahead of time. The student is responsible for any missed work. Any student who is more than ten minutes late will be counted absent. Any student who misses more than six class sessions will be advised to drop the course or to set up alternative credit recovery sessions. *All local school holidays and state testing days will be observed; however, absences for school extra-curricular activities must be discussed with the instructor, and all work must be submitted **before** the absence occurs.*

Disruptive Behavior: Disruptive behavior or any form of disrespect toward the instructor or peers will not be tolerated. Disruptive students will be ejected from the classroom and will be counted absent for that session. Cell phone use or texting during class instruction are considered disruptive behaviors.

Plagiarism and Cheating: Academic dishonesty is a serious matter. All submitted work is expected to be the result of the student's own thought, research, and self-expression. Plagiarism involves claiming the work of others as one's own **or borrowing words or ideas from others without acknowledging the source or giving credit**. Submitted work that is plagiarized will earn a grade of F, which may result in failure of the course.

Students with Disabilities: Any student with physical, psychiatric, or learning disabilities who needs special accommodations should notify the KPA administration so that the appropriate arrangements can be made.

Statement of Nondiscrimination: This instructor will not discriminate on the basis of color, age, gender, ethnicity, national origin, race, religion, sexual orientation, or veteran status; nor will the

instructor allow any form of discrimination from class members toward another student or students in class.

Diversity Statement:

In this class, the teacher 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.

-South Plains General Catalog

English 1302, Spring 2021 Calendar

This is a tentative schedule for the course. Each week there will be **extensive** reading required and analysis and discussion of each piece, as well as written assignments.

Ch. 1-5—Overview of writing from reading, writing across the curriculum, and writing a research paper.

Unit 1: Short Stories, pp. 64, Elements of Fiction, 64-69

The first unit will cover short stories. Periodic quizzes over the stories will be given. Discussion is an integral part of this unit; relevant participation is required. Paragraphs and short essays will be assigned over selected pieces.

Stories:

Ch. 8 Plot—"Araby," Joyce, (200)

Ch. 9 Character—"Who's Irish," Jen (227)

Ch. 10 Setting—"The Location of the River," Lopez (271)

Ch. 11 Point of View—"A Rose for Emily," Faulkner (323)

Ch. 12 Language, Tone, and Style—"Good Country People," O'Connor (352)

Ch. 13 Theme—"Two Kinds," Tan (377)

Ch. 14 Symbol—"Young Goodman Brown," Hawthorne (449)

First Exam: Short Stories

Unit 2: Research Paper

Chapter 5: Writing the Research Paper, etc.

Chapter 15: American Regionalism

This unit will cover research and the writing of a multiple-source paper based on that research. Students will conduct research on one of the short stories from Unit 1 or the poets or dramatists from Units 2 and 3. Due dates for documentation exercises and other ancillary assignments will be posted in advance, allowing adequate time for research and discussion. **Students are expected to work on this paper while the class is continuing with other studies. The final copy is due at end of April. This paper will count as the final exam (12% of grade) for the course.**

Unit 3: Poetry:

Chapter 17: Reading a Poem in Its Elements: “Museum of Stones,” Forché (563); “My mistress’ eyes...,” Shakespeare (568);

Chapter 18: Writing about Poetry

Ch. 19: Types of Poetry

Chapters 27 and 28—Case Studies on the Harlem Renaissance and American Plain Style

Second Exam: Poetry

Unit 4: Drama

Ch. 30: Reading and Viewing a Play in its Elements

Ch. 31: Writing about Drama

Ch. 34: A Case Study of Shakespeare: *Othello*

Ch. 35: Contemporary Drama: Student choice and play review (review Ch. 31).

Third Exam: Drama

Additional literature: *The Adventures of Huckleberry Finn*, *One Day in the Life of Ivan*

Denisovich, and *Fahrenheit 451*