

ENGL 1302 Syllabus

Spring Semester 2021 - South Plains College

Instructor Information

Instructor	Email	Office Location & Hours
Tanya Cerovski	tcerovski@idalouisd.net	Room 411, 3:35-4:35 pm, T-Th by appointment

General Information

Description

This course is a continuation of ENGL 1301 and an intensive study of and practice in the strategies and techniques for developing research-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

ENGL 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

Course Materials

Required Materials

- Internet access
- Flash drive

Recommended Texts

*College level dictionary and thesaurus

*Supplemental readings will be provided on Blackboard

Required Text

Kirzner, Laurie G. with Stephen R. Mandell. *Portable Literature: Reading, Reading, Writing*. 9th edition. McGraw-Hill, 2016.

- ISBN: 97813327281010
- Mindtap ISBN: 9781337092999
- Bundle ISBN: 9780357599839

ALL ROUGH DRAFTS ARE
DUE THE Monday *before*
completed assignment is due.

My signature below signifies my recognition that a lack of compliance with a paper prepared for Peer Review will result in grade reduction.

Signature

Date

Expectations

Core Curriculum Objectives

- Communication skills - Students are expected to learn effective written, oral and visual communication skills.
- Critical thinking skills - Students are expected to be taught creative thinking, innovation, inquiry, analysis and synthesizing of information skills.
- Teamwork - Students are expected to possess the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal responsibility - Students will learn the ability to connect choices, actions and consequences to ethical decision-making.

Student Learning Outcomes

Upon successful completion of this course, the student 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, 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 writing assignments.

Essay Assessment Guidelines

'A' Essay - Superior

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.

'B' Essay - Strong

The "B" essay at the 1302 level contains all of the above with one or two more errors.

'C' Essay - Acceptable

The "C" essay has a thesis, introduction and conclusion but lacks support and has multiple errors.

'D' Paper - Developing

The "D" paper contains one or more of the following problems: lack of a strong thesis, lack of a strong organizational pattern, weak introduction and/or conclusions, formatting errors, multiple spelling and grammatical errors and/or sentence structure issues such as fragments and run-ons.

'F' Paper - Unacceptable

The "F" paper 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.

Projects and Activities

Grade Category

● Homework assignments		10%
● Literary Terms Quiz		40%
● Reading Quizzes	(Hamlet - 5)	40%
● Short Story Project*		50%
● Short Story Exam		50%
● Poetry Project*		50%
● Poetry Exam		50%
● Research Paper*		50%
● Drama Exam		50%
● Discussion Posts (5)		10-40%
● Draft(s) and Peer Revision(s)		40%
● Semester Exam		10%

*These projects will include researched writing assignments utilizing the rhetorical modes learned in 1301.

*These categories are configured to the Idalou HS's six week system of grading, meaning all quizzes, drafts and peer reviews will count as daily/quiz grades (40%), all final drafts of essays/projects will count as test grades (50%), and all homework assignments will count as 10% - **OF THE SIX WEEKS IN WHICH THEY OCCUR**. The final semester exam will count as 10% of the entire semester average.*

Assignment Discussion Posts

Students are expected to participate in classroom discussion and an extension of this will be the supplemental discussion posts which will accompany readings/elements of literature. Discussion posts will be prompts reflecting literary techniques represented in that week's reading (plot, point of view, theme, characterization, setting, symbolism, tone, etc.). Prompts will be posted as Blackboard Discussion questions reflecting course readings for that week and will ask for a personal response of specified length. There will be a total of FIVE discussion posts throughout the semester.

Each discussion response should reflect thoughtful consideration and should satisfy word count requirements. Brief, superficial "gloss and skim" or hasty responses will not fulfill the assignment and will not receive credit.

Quizzes

Quizzes will be based on readings from our literature text.

Weekly Readings

Readings for each week will be connected to that week's assignment(s). You should complete the readings **before** attempting weekly assignments. Supplemental PowerPoint presentations will often accompany readings.

Activities

Additional activities to reading may include interactive library tours, YouTube videos or web quests. Some activities may require collaboration or group work. Discussion posts may sometimes stem from these activities.

Essays/Multi-Modal Activities

Essays will be evaluated according to the use of structure and grammar, use of appropriate development, narration and description and use of logical, factual elements to advance the thesis. Writing assignments constitute a major component of your semester grade. Specific assignments will demonstrate your ability to organize according to certain patterns. These guidelines will be posted on Blackboard.

Letter Grade Scale

A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	below 60%

Due Dates and Late Penalties

All major projects must be submitted in Blackboard by the due date. **If you have trouble submitting your work**, e-mail your instructor and include a copy of your completed assignment along with an explanation of the technical problem *prior to the assignment deadline*.

Late project will automatically receive a letter grade (10%) penalty. If your project is more than one class period late, it could receive a total grade deduction up to 20%. If your project is more than one week late, it could receive a total grade deduction up to 50%. After two weeks, your project will receive a zero. Remember that all major projects must be completed in order to pass the class. Assignments cannot be accepted after the course has ended.

Always back up your electronic files. Best practice is to store digital files in at least two locations. Develop a strategy for consistently and frequently backing up your digital files, whether that is through a cloud service like Dropbox or Microsoft OneDrive, a flash drive, or another mechanism. **A lost file or a crashed computer is not an excuse for late work in this class.**

Attendance

You are expected to arrive on time, to attend all scheduled classes and to have your work with you. Regular attendance is required because course instruction depends on your active participation. During class, we will be learning concepts related to rhetoric and writing and practicing the application of these concepts. Your success on course projects will depend on your participation during class meetings.

You are responsible for notifying this instructor by email prior to any absence. If you miss class, you are responsible for collecting any materials you missed and completing all assignments or other activities.

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 using condescending, inflammatory, threatening or profane rhetoric, whether in verbal or 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 this class, which is shown in the Projects and Activities section.
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.

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 not being allowed into the next class at South Plains College if this continues.

Students must turn in drafts of their papers, a formative assessment. 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;
7. Copying another's work during an examination or on a homework assignment or
8. Having someone else write a paper for a grade.

Students with Disabilities

ADA 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 appropriate arrangements can be made. In accordance with federal law, a student requesting accommodations must provide acceptable document of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) 806.716.4606 or Levelland (Student Services Building) 806.716.2577.

Statement of Nondiscrimination

It is this instructor's policy not to discriminate on the basis of color, age, gender, ethnicity, national origin, race, religion, sexual orientation or veteran status. Moreover, harassment based on individual differences is inconsistent with my instructional mission and such behavior will not be tolerated from any student. All students are expected to display respect and courtesy for the instructor as well as their peers.

1302 Spring 2021 Calendar

****READINGS SHOULD BE COMPLETED BY ASSIGNED DATE ON Bb; COME TO CLASS READY TO DISCUSS****

Pre-Week 1 January 5	How to set up SPC tutorial appointment Discuss syllabus Discuss new rubric	Read p. 1-14 in text Discussion One: What is the correlation between reading and writing? Define General Literary Terms
Pre-Week 2 January 11	"How to Write a Literary Analysis Essay" Literary Theories	Ch. 2 in text p. 1332+ in text Review Activities in MindTap

Week	Date	Reading	Activities
Week 1	January 19	Fiction PPT Symbolism PPT Read p. 328-335 in text Point of View PDF [Materials in Bb]	Read p. 66-74 in text Graphic Fiction Selections p. 102-121 Literary Terms Game & Review
Week 2	January 25	Character PPTs Plot PPT Read "A Rose for Emily," p. 143-151	Read p. 156-159 in text Character Analysis Assignment DUE FEB. 12 Literary Terms TEST

Week 3	February 1	<p>“How to Determine Theme”</p> <p>How to Find Theme video</p> <p>Read “Hills Like White Elephants,” p. 75-79; “The Story of an Hour,” p. 127-130; Greasy Lake,” p. 425-434</p> <p>[Guidelines on Bb]</p>	<p>Read p. 381-386 in text</p> <p>Discussion Two: Why is discovering an author’s message so important to society?</p> <p>Read p. 281-288 in text</p> <p>Documentation of Sources from Textbook practice</p>
--------	------------	---	---

Week 4	February 8	<p>Read “The Lottery,” p. 335-343; “The Rocking-Horse Winner,” p. 410-422</p> <p>Allegory PPT</p> <p>Read “A Good Man is Hard to Find,” p. 296-309</p>	<p>Peer Review #1</p> <p>Read p. 195-199 in text</p> <p>Read p. 226-236 in text</p> <p>Character Analysis Assignment [Due February 12]</p>
--------	------------	--	--

Week 5	February 16	<p>Poetry Terms PPT</p> <p>“How to Determine Rhyme Scheme”</p> <p>Group work on poems</p> <p>Multi-Modal Poetry Project assignment</p> <p>DUE MARCH 12</p>	<p>Read p. 486-498 in text</p> <p>Read p. 609-617 in text</p> <p>Read p. 632-638 in text</p> <p>Discussion Post Three: What is your favorite type of fiction to read and WHY?</p>
--------	-------------	---	---

Week 6	February 22	<p>Read “The Man He Killed,” p. 511; “To the Virgins to Make Much of Time,” p. 518; “Ozymandias,” p. 522 “Richard Cory,” p. 783-784; “Sadie and Maud,” p. 610; “Invictus,” p. 768; “Daddy,” p. 589-591</p>	<p>Read p. 499-502 in text</p> <p>Read p. 534-537 in text</p> <p>Poetry Project checklist</p> <p>Sample Student Project available on Bb</p>
--------	-------------	--	---

Week 7	March 1	<p>Background on William Blake</p> <p>Read “The Tiger,” p. 740; “The Chimney Sweeper -1,” p. 738-739; “The Chimney Sweeper-2;” “The Lamb,” p. 739; “The Waking,” p. 652; “To an Athlete Dying Young,” p. 557; “Mid-Term Break,” p. 767</p>	<p>Read p. 560-563 in text</p> <p>Read p. 575-579 in text</p> <p>Discussion Post Four: Argue for or against this stance - <i>Poetry is best only when written about strong emotion.</i></p>
--------	---------	--	---

Week 8	March 8	Sonnet PPT "How to Write a Sonnet" Read "How Do I Love Thee," p. 719; "My Mistress' Eyes," p. 572; "Find Work," p. 645; "Theme for English B," p. 770; "My Life Closed Twice;" "The Unknown Citizen,"	Peer Review #2 "How to Cite a Video" Poetry Project [due March 12]
Week 9	March 22	Poetry Exam Drama Introduction Shakespeare PPT Possible Research Topics	Read p. 802-815 in text Read p. 1154-1159 in text Research Paper assignment DUE BY April 30

SPRING
BREAK -
MARCH 15-19

Week	Date	Reading	Activities
Week 10	March 29	Read Act I, <i>Hamlet</i> , p. 1043-1069 Read Act II, <i>Hamlet</i> , p. 1069-1088	Hamlet Quiz #1 Watch Act I video [if time} Hamlet Quiz #2 Watch Act II video [if time]
Week 11	April 6	Read Act III, <i>Hamlet</i> , p. 1088-1113 Read Act IV, <i>Hamlet</i> , p. 1113-1131	Hamlet Quiz #3 Watch Act III video [if time] Hamlet Quiz #4 Watch Act IV video [if time]
Week 12	April 12	Read Act V, <i>Hamlet</i> , p. 1131-1151 Tour SPC Library Website [materials provided on Bb]	Hamlet Quiz #5 Finish Acts IV & V video [if time] Research Sources Homework: Outline
Week 13	April 19	Analytical Essay Outline Works Cited	Draft of Research Paper DUE Peer Review #3
Week 14	April 26	Review for final over <i>Hamlet</i> Hamlet comparison videos	Peer Review #3 Discussion Post Five: What is the essential lesson of <i>Hamlet</i> ? <i>Hamlet</i> Research Paper [due April 30]
Week 15	May 3	<i>Hamlet</i> Final Exam Prep essay for final exam Materials provided on Bb	Semester Exam review
Week 16	May 10	SPC Finals Week: FINAL EXAM (1/2 MC + 1/2 Essay)	*****Final Grades Are Non-Negotiable*****