

**Angelina College  
 Liberal Arts Division  
 English 1302 – Composition II  
 An Internet/Hybrid/*Traditional* Course  
 Instructional Syllabus**

**I. BASIC COURSE INFORMATION:****A. Course Description:**

**ENGL 1302 Composition II: Three Hours Credit. Prerequisite: ENGL 1301**

**Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Three lecture hours each week. Prerequisite: ENGL 1301.**

**B. Intended Audience:**

**Students who have completed English 1301 successfully (D or better) or its equivalent.**

**C. Instructor: Edith Miller**

**Office Location: L103C**

**Office Phone: 936-633-5336**

**Office Hours: See Announcements in Blackboard and the class schedule.**

**E-mail Address: [emiller@angelina.edu](mailto:emiller@angelina.edu)**

**Liberal Arts Office in the Liberal Arts Building office: 936-633-3275**

**Fax for Liberal Arts Office: 936-633-5456**

**LA Division Office in Social and Behavioral Sciences Building: 936-633-5222**

**II. INTENDED STUDENT OUTCOMES:****A. Core Objectives Required for this Course**

- 1. Critical Thinking:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 4. Personal Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**B. Course Learning Outcomes:**

- Demonstrate knowledge of individual and collaborative research processes
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays
- Analyze, interpret, and evaluate a variety of texts for ethical and logical uses of evidence
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA)

**III. ASSESSMENT MEASURES****A. Assessments for the Core Objectives:**

- 1. Critical Thinking:** Students will read expository prose critically to distinguish between perception and inference, surface and implied meanings, fact and opinion. Students will formulate and develop arguments and critical theories about issues, argumentative prose, and literary interpretations. A rubric will be used to assess critical thinking skills as demonstrated through embedded questions on standardized exams.
- 2. Communication:** Students will write researched essays and other written compositions. Students will prepare visual aids to use in oral presentations over literary works being studied. A rubric will be used to assess the effective development, interpretation and expression of written, oral, and visual communication as demonstrated through embedded questions on standardized exams.
- 3. Teamwork:** Students will engage in teamwork exercises to demonstrate each member's ability to consider different viewpoints and work towards a common goal. These exercises may include a mixture of peer editing in groups, group research projects, and group oral presentations of findings. A rubric will be

used to assess teamwork as demonstrated through embedded questions on standardized exams.

4. **Personal Responsibility:** Students will be required to make choices in the composition of written assignments that demonstrate their ability to connect choices and actions, engage in ethical decision-making, and understand its consequences. A rubric will be used to assess personal responsibility as demonstrated through embedded questions on standardized exams.

## **B. Assessments for Course Learning Outcomes**

1. Students will demonstrate knowledge of individual and collaborative research processes by engaging in a guided research project.
2. Students will demonstrate the ability to develop ideas and synthesize primary and secondary sources within focused academic arguments by preparing a major research paper over a literary topic.
3. Students will demonstrate the ability to analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence by preparing a researched essay that requires this ability.
4. Students will demonstrate the ability to write in a style that clearly communicates meaning, builds credibility, and inspires belief or action by preparing a research paper over a work of literature.
5. Students will apply the conventions of MLA style correctly in regards to page format, in-text citations, and works cited entries in a research paper.

## **IV. INSTRUCTIONAL PROCEDURES:**

### **A. Methodologies common to all sections**

Methodologies that may be utilized in presenting course content include in-class or online lecture notes, paper and pencil or online grammar exercises or research exercises which give immediate feedback, in person or email workshops for student writings in progress, audio-visual presentations for view in class or outside of class, online discussions (synchronous or asynchronous), student presentations to groups or to instructor only, and guest participants.

### **B. Methodologies determined by the instructor**

**Course of Study with Methodology Explained: Think of each writing as being an argument, trying to use good and ethical reasoning to convince a reader that your point of view is correct.**

**Short Story Unit: (Short Story test = 100 points; Short Story Essay = 100 points; daily points= 60)**  
*First, we will devote time to the study of short stories and the elements of short fiction. We will complete that study with an exam, 70% multiple choice and 30% essay with essay prompts that required providing convincing evidence.*

*--Then we will write a documented essay focused on characters found in two different stories assigned in Delbanco and Cheuse. The essay will include secondary and primary sources plus will be an ethical and reasoned argument based on two characters.*

*--The majority of daily points will also come from this unit as we learn to write about literature using critical thinking skills in convincing and ethical arguments. Complete directions and grading criteria will be explained in detailed assignment links.*

**Novel Unit: (Novel Test = 100 points and 300 points for the research paper; 25 daily points)**  
*Second, we will focus on the elements of longer fiction using William Faulkner's novel *As I Lay Dying* as the model. We will complete that study with an exam: 70% multiple choice and 30% essay with essay prompts that required providing convincing evidence. Then, using the novel as the topic, we will complete research on the novel and write a fully documented research paper based on an issue related to the novel. The research paper will require a clear argument with multiple primary and secondary sources used as convincing evidence. A detailed assignment link with grading criteria will be provided at a later date.*

**Poetry Unit: (Poetry Test = 100 points; 20 daily points)**

*Third, after completing the research on the novel, we will study poetry. The study will be completed with an exam based on analysis of an unknown poem as well as with recognition of terms related to poetry and the exercise of skills related to evaluating both the sound and the sense of poetry. The test is neither multiple choice nor essay-form—but is in the form of demonstrating skills. It has a brief essay component at the end that will require a reasoned argument.*

**Drama Unit: (Drama Test = 100 points; 15 daily points)** *Fourth, and finally, the course will conclude with a unit on drama. The multiple choice exam over drama will be given at the*

time scheduled for finals. If you have a grade acceptable to you in the course before the last test, if you take and pass the two quick tests over the drama unit, and if you have maxed out on daily points before those quick tests, then you are exempt from the last test since I will drop the lowest test grade for the course. I do not drop a zero, so the quick tests have to be taken so that their grade appears in my grade book as the drama test grade so that the drama test grade can be dropped.

**Daily Grade: (Daily Grade = 100 points)**

Throughout the course we will have opportunities to earn points for our daily grade—not to exceed 100 points before the semester is over. The daily grade will come from writings, quizzes, responses to readings, creative writing assignments, Internet assignments, documentation exercises both on-line and using our textbook and anything else that I decide will help you do better either when writing an essay or preparing for a test.

Since I will drop the lowest test grade, in effect this course is an 800-point course. I do not drop a zero. Missing a test does not make that zero the grade to be dropped.

**How I assess your final grade:**

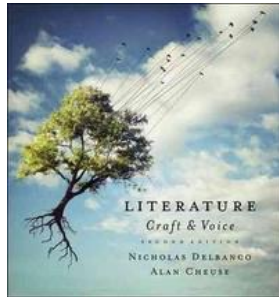
- For an A, you need 720+ points
- For a B, you need 640 to 719 points
- For a C, you need 560 to 639 points
- For a D, you need 480 to 559 points
- Anything below 480 points equals an F.

**Summary of course requirements:**

- Exams: Short stories—100 points
  - Novel-----100 points
  - Poetry-----100 points
  - Drama-----100 points
- Papers: Comparison of two short story characters using outside sources—  
---100 points
- Research paper over the novel  
---300 points
- Daily Grade: ---100 points

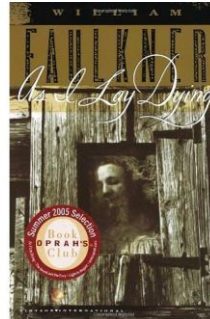
**V. COURSE REQUIREMENTS AND POLICIES:**

**A. Required Textbooks and Recommended Readings, Materials and Equipment**  
*Literature: Craft and Voice*. 2<sup>nd</sup> ed. Ed. Nicholas Delbanco and Alan Chuse.



ISBN: 0-07-338492-5

*As I Lay Dying*, by William Faulkner—any edition will work.



The standard is the 1<sup>st</sup> Vintage International edition.

**To access Blackboard, do the following:**

Go to [www.angelina.edu](http://www.angelina.edu) and then click on Blackboard. Notice the directions for determining your username and password are on this screen. Then "log in." For your Blackboard User Name, use the first 3 digits of your student ID number, the initial of your first name, your last name, all lower case with no space. For your password, use the entire student ID number. Once you log on to Blackboard, you will see my course listed. If you are taking another Hybrid, Internet, or Traditional course utilizing Blackboard this semester, it will be listed as well. Click on this course: English 1302 Composition II. The screen defaults to the Announcement page. On the course list on the left hand side of the screen, you will find Information. The syllabus and the class schedule as well as class orientation may be found under Information. All other class handouts will be found under Course Content. Click on the Syllabus or the Class Schedule to make sure that you can read the file. I put everything on-line as an .rtf and will require that everything submitted to me online be submitted as an .rtf, a doc. or a docx. **If you use Works, you have to save as an rtf for me to be able to open your paper. If you are using a Mac, please submit work as a doc. Later versions of Word on Mac do not seem to preserve the MLA formatting when files are submitted. RTF's on a Mac do not preserve MLA formatting. If you cannot read the file for the syllabus or for the class schedule under Information, then you have compatibility issues already. I do not accept pdfs of papers for grading. Do not use Google Docs. Do not use Pages. You may be able to upload a Word document to Google Docs, but you won't be able to download it into Word with formatting preserved.**

**I am not tech support and I do not make recommendations for computer purchases or deal with hardware issues.** Be sure to contact whoever provides tech support for your computer for hardware problems. Be sure to take SmarterMeasure to find out if you need to have more computer skills before taking an Internet class. The Link is on the Homepage of Distance Education and is also under Announcements. **Remember, you are on an AC campus. Use the campus computer labs.** Don't forget that public libraries also make computers available.

**B. Assignments –**

For a description of assignments, see sec. IV B. For the due dates, see the Class Schedule and Check Sheet. For specific assignments, see the Class Schedule and Check Sheet.

**C. Course Policies – (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.)**

**1.Academic Assistance** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you should see Sellestine Hunt Associate Dean of Student Services, Student Center, Room 200. At a post-secondary institution, you must self-identify as a person with a disability; Ms. Hunt will assist you with the necessary information to do so.

**2.Attendance** – Attendance is required as per Angelina College Policy and will be recorded every day. **Any student with three (3) consecutive absences of four (4) cumulative absences may be dropped from the class.** Records will be turned in to the academic dean at the end of the semester. Do not assume that non-attendance in class will always result in an instructor drop. You must officially drop a class or risk receiving an F. This is official Angelina College Policy.

A student dropped because of excessive absences will be notified by mail by the College District admissions office and will be directed to obtain a readmit form and seek the approval of the instructor for admission. All students in developmental education must obtain approval of the instructor and the vice president and the dean of instruction.

A student who fails to contact the College District admissions office within one week of the date the notice was mailed will be dropped permanently from class.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Student Center, Room 101, (936) 633-5292 or by email [shudman@angelina.edu](mailto:shudman@angelina.edu).

**All make-up work is at the discretion of the instructor.**

**If an emergency arises, contact me as soon as possible by sending an email to [emiller@angelina.edu](mailto:emiller@angelina.edu) See the contact information at the beginning of this syllabus for more detailed information.**

**3. Additional Policies Established by the Instructor** I will drop a student for non-attendance. For a traditional classroom, during roll call at the beginning of class, I mark attendance. If a student does not answer roll call, then the student is marked absent. A student who misses roll call or leaves class before class is dismissed is absent. For an Internet class, "absence" means a student's not doing an assignment. Not doing two daily points assignments or other assignments in a row or one major points assignment (test or essay) equals being absent for a class period. If a student does not do the assigned work equal to three class periods in a row, I will drop the student. On last drop day, I will check to see who is doing the work and who is not. I will drop any student not doing the work. An IP on a point report sent out by me counts as an incomplete assignment, not as an absence. **My policy when a dropped student brings a readmit slip to me is that I will not readmit a student that I have dropped unless the student is completely caught up in course work and is passing the course based on work already turned in.**

#### **Student Behavior:**

For Internet students, the basic guideline is to treat others with respect. I have been proud of all my Internet classes in the past and how the students have encouraged each other, so though most of the time teachers put a list of "thou shalt nots" here, as an Internet student, think in terms of opportunities to "DO"! For instance, if a student asks a question on Blackboard Discussion or asks for help and you know the answer or how to help—do so! I try to keep an eye out for the frustrated student and to keep current with questions asked, but don't hesitate or wait for me to assist a fellow student if you know you can help out! Notice that most of my Do Nots for the traditional classroom are not a problem for an Internet class!

#### **For the Traditional class students:**

**Poor student behavior distracts, and I will not tolerate anything that interferes with my ability to teach or that interferes with the ability of any of my students to learn.** The rules of behavior are actually simple, common-sense courtesies and fortunately, though each of these "thou shalt nots" has a story behind it, I haven't had to deal with problem students in recent semesters except the last one on the list.

- no abusive language (in verbal form or in print form on clothing)
- no talking when the teacher has the floor or when another student has the floor.
- don't forget personal hygiene
- come to class on time and do not leave early (inform me before class of special circumstances)
- no visiting friends outside the door during class time—that includes both visual and verbal communication
- no eating food in the classroom (Drinks with good lids are okay in Lufkin but follow teaching center rules wherever you are)
- no headphones
- no P.D.A. (public displays of affection)
- no talking on cell phones, texting, or reading texts in class (and keep the ringers turned off). I reserve the right to confiscate the cell phone of the offending student. I reserve the right to drop a repeat offender from the course.
- no chewing tobacco, dipping snuff, or spitting
- no coming to class high or drunk
- no sleeping in class
- no sitting next to high school buddies in order to pass notes or chit chat. If I hear chit chat while someone else has the floor, I will warn once verbally, then the second time warning I will separate students, and then the third instance will have no warning. The students will no longer be in my class. This does apply to concurrent students as well as traditional and other non-traditional students.
- no bad apples (the student with the bad attitude: whiney, gripey, always negative and complaining, always looking for an excuse or for someone else to blame to avoid responsibility for poor academic work)

#### **VI. COURSE OUTLINE: Description of the Course Activities including due dates, schedules, and deadlines.**

Emphasis on four genres: short story, novel, poetry, and drama. This course will introduce the student to four genres of literature followed by major tests worth 40 to 50% of the final course grade. The tests will include essay writing.

Emphasis on research and on writing a researched paper: This course will require a documented essay focused on short stories worth 10 to 20% of the final grade plus a fully researched and documented research paper worth 30 to 40% of the final course grade.

10 to 20% of the course grade may come from student writings, discussions, postings or any other methodologies selected by the instructor in support of core intellectual competencies, exemplary objectives, or specific course objectives.

The course final grade should be based primarily upon written assignments on tests, in essays, in a researched paper, and in assorted daily assignments.

See the course schedule and check sheet for particular assignments and due dates.

## Brief Schedule of Important Dates

**Short Story Unit begins Aug. 25 with Test One: Short Stories Sept. 22.**

**Short Story essay due for first grading Sept. 27.**

**Novel Unit begins Sept. 27 with Test Two: Novel Oct. 25.**

**Poetry Unit begins Nov. 1 with Test Three: Poetry Nov. 17.**

**Research Paper due by end of day Dec. 1.**

**Drama Unit begins Nov. 22 with Test Four: Dec. 15.**

### B. Additional Content

This teacher will abide by required course content. For further information see section IV B

## VII. EVALUATION AND GRADING:

### A. Grading Criteria

40 to 50 % based on a study of four genres of literature with concluding tests

10 to 20 % based on a documented essay

30 to 40% based on a fully researched and documented research paper

10 to 20% based on assorted assignments focused on course goals at the teacher's discretion

### B. Determination of Grade

**Standard according to the Angelina College Student Handbook**

**A (90-100) Excellent**

**B (80-89) Good**

**C (70-79) Average**

**D (60-69) Minimum passing**

**F (50 or below) Failure**

**Standard Grading Policy for the English Department for all Essays Assigned**

**A—above average. Good organization, exceptional content, No more than one major Error.**

**A+ = 98, A = 95, A- = 92, A - - = 90**

**B—above average. Good organization, exceptional content, and only one or two major errors.**

**B+ = 88, B = 85, B - = 82, B - - = 80**

**C—average. Organization, clear content, no more than 3 major errors.**

**C+ = 78, C = 75, C - = 72, C - - = 70**

**D—below average. Either lacks content and/or organization or has many major errors. More than 5 major errors drops the grade to an F.**

**D+ = 68, D = 65, D - = 62, D - - = 60**

**F—failing. Shows little or no effort. Contains 6 OR MORE major errors. F = 50.**

**0—no grade. Did not turn in work, plagiarized an essay, or did not write on the assigned topic.**

**Please Note: In the case of a plagiarized writing whether or not for daily points or for a major grade such as the short story essay or the research paper, the student will be dismissed from this course with an F.**

#### Examples of major errors:

cs—comma splice	The boy ran, he fell down.
fr—fragment	Crying out as he fell on the sidewalk.
Frg error- fragment error	Although the boy was not hurt badly; his fall startled me.
ro—run on or fused	He scraped his right knee it was bleeding.
pron.--pronoun error in agreement	Him started laughing at himself.
s/v—subject/verb agreement	Everyone laugh with him.
Lapse in Logic or in Sentence Sense	Sentences that lack basic sentence structure and thus make no sense are major sentence errors. I label most as "Huh?"

**NOTE the Following Information:** This course is a composition course and thus the written part of the course is required. To get credit for a research paper, a short story essay must have qualified for at least a first grading. To receive credit for a first grading of the short story essay, the argumentative paragraph has to be completed. To get credit for the argumentative paragraph, the Chopin/Mallard paragraph has to be completed. You also have to complete the 4 MLA review exercises so that you will be reminded of subject matter taught in English 1301 that has become critical for success in English 1302. In other words, you have to follow the entire sequence of writing for the course to get credit for the research paper submitted. **Each writing assignment is designed to prepare you for the next. None can be skipped. Plagiarizing or collusion or cheating on any of the assignments results in a failing grade for the course. See your Student Handbook for definitions if you need them under Academic Dishonesty.**

## VIII. SYLLABUS MODIFICATION:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.