

Angelina College
 Liberal Arts Division
ENGLISH 1302-COMPOSITION II
 General Syllabus

I. BASIC COURSE INFORMATION:

- A. **Course Description:** Three hours credit. 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.
- B. **Intended Audience:** Students who have successfully completed ENG 1301 or its equivalent.
- C. **Instructor Information:**

Name: Renee Williams	
Office Location: L109B	
Office Hours: MW	8:00-9:20
	T 11:30-1:00
	R by appointment
	F 9:00-11:00
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Please Note: The best way to contact me is via email.

- II. STATEMENT OF PURPOSE:** Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

A. Core Objectives:

- **Critical Thinking Skills (CT)**-to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)**-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills (EQS)**-to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Teamwork (TW)**-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 (PR)**-to include the ability to connect choices, actions, and consequences to ethical decision-making
- **Social Responsibility (SR)**-to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

B. Learning Outcomes:

1. Demonstrate knowledge of individual and collaborative writing 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 ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA CMS, MLA).

III. ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

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 question on standardized exams.

B. Assessments for Learning Outcomes for All Sections:

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.

INSTRUCTIONAL PROCEDURES:

C. **Methodologies Common to All Sections:**

Methodologies that may be utilized in presenting course content include (but are not limited to) 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, in-class or online discussions (synchronous or asynchronous), student presentations to groups or to instructor only, guest participants.

IV. COURSE REQUIREMENTS AND POLICIES:

A. **Required Textbooks, Material, and Equipment:**

- Delblanco, Nicholas, and Alan Cheuse, eds. *Literature: Craft & Voice*. 2nd ed.
- *1984* by George Orwell (any edition)
- Pocket folder for turning in formal essays (the portfolio)
- Spiral notebook or loose leaf paper & binder for notes and in-class writing
- USB drive
- Blue or black ink pen
- Highlighter

Encouraged Optional Materials:

- Dictionary
- Thesaurus
- Dictionary/Thesaurus app (i.e., Dictionary.com app)
- MLA style guide
- Grammar/mechanics handbook

NOTE: Internet use is a requirement for this course. Lack of technology at home is no excuse for not completing assignments on time. If you do not have the resources at home, please take this opportunity to make use of the technology available in the library and Liberal Arts computer lab that you pay for with your tuition.

B. **Assignments:**

See “Tentative Calendar” document.

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

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.

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, contact Mr. Steve Hudman, in Student Center Building, Room 101, by phone at (936) 633-5293, or by email at shudman@angelina.edu.

Attendance: From the *Angelina College Policy Manual*: Students are required to attend all lecture classes regularly and punctually. Responsibility for work missed because of illness or extracurricular activity is placed upon the student.

A true evaluation of the teaching-learning situation involves a correlation between attendance and progress. It is the responsibility of the student to attend all classes and a record of attendance will be kept for all classes by the instructor.

It is the responsibility of the student to withdraw officially in the College District admissions and registrar's office from a class the student no longer desires to attend.

College District instructional standards allow the instructor to set the educational objectives and requirements for each course. The student who does not meet these requirements because of excessive absences may be dropped by the instructor on a notice to the College District admissions office using either a first or second drop slip. The position of the instructor on submitting a non-attendance drop should be stated in the course syllabus.

Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods.

Students will not be dropped and will be allowed to make up work for absences because of (1) College District authorized and sponsored activities, and (2) religious holy days. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time.

In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A "religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

The form for notification is in the office of admissions and will include the following:

1. Student name and identification number
2. Name of religious institution and tax code number
3. Name and date of holy day(s)
4. Classes to be missed
5. Schedule for delivery of form by student to instructor(s)
6. Conditions and deadlines for completing missed assignments
7. Instructor's signature and date
8. Student's signature and date

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.

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

D. Additional Policies Established by the Individual Instructor:

I will take attendance at the beginning of the class session. If you suspect that you have been marked absent incorrectly, it is your responsibility to notify me. Please do this after class. **If a student incurs more than four absences, he or she may be dropped from this class. Students with five absences or more will be immediately dropped from class unless the student can work out a plan with the instructor before returning to class.**

Ultimately, the choice of whether or not to attend class is yours. However, bear in mind that you are responsible for any work you miss during your absence and that regular attendance increases your odds of success in this and any other course. Unless you make prior arrangements (in a timely manner) with me concerning an absence, it is up to the instructor's discretion whether you will be allowed to make up any work. Networking with your classmates through an exchange of contact information will likely benefit you greatly.

Remember also to conduct yourself with dignity and to extend the same courtesy and respect to your peers and instructors that you would expect from them. Our classroom is a professional environment; behave accordingly.

Participation Grade: Each student will receive a grade based on his or her participation.

Absences affect participation.

Additional notes regarding attendance:

- Keep track of your own absences; please do not ask me how many absences you have accumulated.
- If you are more than twenty (20) minutes late, or if you leave more than twenty (20) minutes early, you will be counted absent.
- Leaving class early will count as an absence or a tardy, depending on whether you have made previous arrangements with me.
- Daily work, including homework due in class, missed because of an absence or tardy may not be made up. This type of work may include drafting, writing exercises, revisions, peer review, and quizzes.
- I will not re-teach material missed because of an absence or tardy; ask classmates for notes instead.

Class Participation: Each student's participation in class will contribute to the Attendance & Participation grade. Participation involves more than simply showing up to class—it requires being actively engaged in the learning process. The list below outlines some (but not necessarily all) of the elements that will affect the Participation grade.

1. **Be on time for class.** Entering class late is inappropriate and often disruptive. If you enter after I have taken attendance, you will be counted tardy; three (3) tardies are equivalent to one (1) absence.

2. **Put cell phones out of sight and on silent.** Using cell phones in class (unless given explicit permission to do so) is inappropriate and distracting. If you use your cell phone in class, you will be counted absent.
3. **Complete assignments as instructed.** Always read all instructions that I provide and ask for clarification whenever necessary. Not following instructions will result in lost points on assignments, and telling me after you have received your grade that you found something confusing or unclear will not result in a change of that grade. **It is your responsibility to let me know if you are having trouble understanding or completing an assignment BEFORE it is due.** I am more than happy to give you additional help, but I cannot do that unless you tell me that you need it.
4. **Engage fully in class discussions.** At the college level, students must actively participate in discussions of the reading, which means they must actually complete the readings. Don't be the person who never has anything meaningful to say about the material. All students will participate in class-wide conversations regarding the assigned texts. Do your best to contribute meaningful regularly; if I don't hear your voice fairly frequently, you are unlikely to be happy with your participation grade.
5. **Respect fellow class members and the instructor at all times.** Remember, our classroom is a professional atmosphere, and must be treated as such.
6. **Do not sleep during class.** Students will receive one warning about sleeping in class; if the student sleeps in class again, he or she will be asked to leave the classroom and will be marked absent for the class session.
7. **Refrain from eating noisy and/or pungent foods in class.** Food and drink will not be permitted in the computer lab.
8. **Do not bring children or other guests to class.** Please understand that the presence of a child in the college classroom is not conducive to learning, and the college classroom is usually an inappropriate place for children.

Failure to participate in class discussions and activities will lower the Participation grade. The Participation grade is 10% of the final course grade.

Late Work:

In general, I do not accept late work. However, I **MAY** make exceptions under certain circumstances. If you find that you will be unable to meet a given deadline, please notify me as soon as possible (either in person or via email) **AT LEAST 24 hours PRIOR to the due date** to request a **reasonable** extension. Requesting an extension does not guarantee you will receive an extension. Expect a grade reduction on any late work that is accepted. Students who are habitually late will no longer receive this consideration.

If you know in advance that you will be absent, you may submit assignments early but not late.

Technical problems, such as computer malfunction or lost data, will not be considered an acceptable excuse for late or missed work. You should plan ahead sufficiently so that any legitimate technical problems you encounter do not result in a late or missed assignment. Should you fail to plan ahead appropriately, it is your responsibility to deal with the associated consequences.

Extra Credit:

During the semester, I may announce extra credit assignments in class. Any extra credit will be available to the entire class; I will not give individual extra credit assignments. Occasionally, I may provide bonus points opportunities in class; these points may not be made up due to tardiness or absence.

Email Correspondence:

For all email correspondence, use your name and our course number as the subject line. Take care to compose your messages thoughtfully and clearly. I will not respond to emails that use text speak or lack basic punctuation. Remember that I am your writing instructor, and although I do not expect your emails to be always grammatically perfect, I do expect to see your best efforts at writing professionally.

While I encourage students to keep contact with me through email and during office hours, I will not respond to the following types of emails:

- Those asking me to relay what you missed in class or what's due in the next class. Please refer to the provided schedule for this sort of information.
- Those asking whether we did/will do anything important on a given class day. Part of my teacherly quirkiness is that I think *everything* we do in class is important.
- Those asking for information about your grades. I cannot and will not discuss your grades with you through email or on the phone; keep up with your own grades, refer to the grades posted on Blackboard, or see me in person during office hours if you need a more detailed breakdown of your grades.
- Those arguing/bargaining about a particular essay or exam grade. I am happy to explain grades in detail, in person, but I will do so no sooner than 24 hours after you have received the grade in question.
- Those explaining an absence. While I appreciate the notification, these emails simply do not require a response.
- Those with an assignment attached. **DO NOT** attempt to turn in assignments via email; I will not grade them, and I will not respond to that email.
- Those asking questions that are directly addressed in the syllabus. Read your syllabus; print a copy and keep it handy. If you should be able to locate the answer to your question on your own, I expect you to do so.
- Those asking questions that are directly answered on the assignment sheet. Read all written instructions thoroughly before emailing questions about them.
- Those being disrespectful or hostile. Keep in mind that email communication is permanent and easily visible for others; reflect on what you have written before hitting "Send."

Academic Honesty:

It is the student's responsibility to do his or her own work and to do it honestly. **CHEATING** and **PLAGIARISM** are serious offenses which will be dealt with promptly. Essentially, plagiarism is presenting someone else's work, words, or thoughts as your own. Failing to give credit to the person or people whose work you use to supplement your own is plagiarism, even if you do not explicitly claim to have come up with it yourself. Cheating includes but is not limited to allowing someone else to do your work for you, doing another person's work for him or her, allowing another person to copy your work and present it as his or her own, and using or attempting to use unauthorized materials for a test or assignment. If I find you cheating on a test or assignment, or if I suspect plagiarism on an essay, YOU WILL RECEIVE AN AUTOMATIC F FOR THAT ASSIGNMENT AND POSSIBLY IN THE COURSE. If you have any questions about whether or not something constitutes cheating or plagiarism, do not hesitate to ask me; the consequences for academic dishonesty are too high to risk lightly.

Complaints/Questions:

I encourage all students to ask questions. If you leave a question unasked, it will remain unanswered. If you have any complaints or questions, please see me first; I can usually help resolve the problem. In the event that I cannot, I will direct you to the appropriate person who will be able to help you out.

V. COURSE CONTENT:

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

VI. EVALUATION AND GRADING:

A. Determination of Grade:

Final grades are determined by the following criteria:

10%	Participation
10%	Homework & Quizzes
10%	Writing Exercises
20%	Analysis & Response Essay
20%	Researched Essay
10%	Exam 1
10%	Exam 2
10%	Final Exam

A = 90-100 percent

Excellent work with strong organization, exceptional content, and not more than one major error.

B = 80-89 percent

Above average work with good organization, exceptional content, and only one or two major errors.

C = 70-79 percent

Average work with acceptable organization, clear content, and no more than three major errors.

D = 60-69 percent

Below average work that lacks content and/or organization and/or has several major errors.

F = 50 percent and below

Work that lacks important features and/or is not appropriately developed, contains more than six major errors, and/or does not meet minimum assignment requirements.

Major errors include:

Sentence structure errors—fused, comma splice, fragment

Agreement errors—subject/verb, pronoun case

Examples of major errors:

Fr—fragment

FE—fragment error

CS—comma splice

RO—run-on or fused

S/V—subject/verb agreement

P/A—pronoun/antecedent agreement

Pro—pronoun error

VF—verb form/usage

Running and screaming.

He hates losing; which is why he quit playing.

The singers sang, the dancers danced.

They liked each other they held hands.

We likes to party.

Everyone wants their presents.

They laughed at themselves.

She laid on the bed thinking.

Grading depends on multiple factors. The final grade is scaled from 1000 total possible points earned throughout the semester. These points are broken down as follows:

2 formal essays (200 points each)	400 possible points	40% of course total
5 informal writing exercises (20 points each)	100 possible points	10% of course total
Quizzes & homework (varying points)	100 possible points	10% of course total
Participation	100 possible points	10% of course total
2 content & concept exams (100 points each)	200 possible points	20% of course total
Final Exam	100 possible points	10% of course total

- Total Possible Points: 1000
- 900-1000 points = A
- 800-899 points = B
- 700-799 points = C
- 600-699 points = D
- < 600 points = F

VII. 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.

ENG 1302 Tentative Schedule

Week 1:

8/30—

- Course Introduction
- Syllabus Review
- What we read & why
- Assign Reader Paragraphs
- **Syllabus Quiz**

Week 2:

9/6—

- **Reader Paragraphs Due**
- Close Reading
- Poetry discussion
- Poetry types & terms
- Pop Music as Poetry assignment & demonstration

Readings:

- From *Song of Solomon* p. 612
- “We Real Cool” p. 639
- “Shall I Compare Thee to a Summer’s Day” p. 641
- “The Emperor of Ice Cream” p. 654
- “My Papa’s Waltz” p. 671
- “The Author to Her Book” p. 675
- “The Red Wheelbarrow” p. 723
- “Fire and Ice” p. 762
- “Their Sex Life” p. 771
- “Jabberwocky” p. 792
- “Annabelle Lee” p. 824-5
- “How Do I Love Thee? Let Me Count the Ways” p. 839
- “The Negro Speaks of Rivers” p. 927
- “Song for a Dark Girl” p. 930
- “Because I Could Not Stop for Death” p. 959
- “The Road Not Taken” p. 966
- “Ozymandias” p. 994

Week 3:

9/13—

- Pop Music as Poetry

Readings:

- Student Posts

Week 4:

9/20—

- Poetry wrap-up
- **Response 1 Due**

Readings:

- Student Posts

Week 5:

9/27—

- Introduction to Drama

Readings:

- *Hamlet* p. 1109-93
-

Week 6:

10/4—

- *Rosencrantz & Guildenstern Are Dead*
 - **Exam 1**
-

Week 7:

10/11—

- **Response 2 Due**
- Discussion
- Intro to The Short Story

Readings:

- P. 139-40; 145-9
 - “A&P” p. 141-5
 - “The Story of an Hour” p. 151
 - “An Occurrence at Owl Creek Bridge” (Blackboard)
-

Week 8:

10/18—

- **Analysis Essay Due**

Readings:

- “The Cask of Amontillado” p. 291-5
 - “A Rose for Emily” p. 323-7
 - “Good Country People” 352-62
-

Week 9:

10/25—

- **Response 3 Due**

Readings:

- “The Open Boat” p. 388-99
 - “The Things They Carried” p. 427-37
-

Week 10:

11/1—

- Discussion

Readings:

- “A Good Man is Hard to Find” p. 493-501
 - “A Very Old Man with Enormous Wings” p. 535-8
 - “The Lottery” p. 539-43
-

Week 11:

11/8— **Last day to drop with a “W”**

- **Response 4 Due**
- **Exam 2**
- Writing about literature
- Research strategies
- Topic discussions

Readings:

- “The Metamorphosis” (Blackboard)

Week 12:

11/15—

- Writing about literature
- Research strategies
- Topic discussions
- Introduction to The Novel
- Introduction to Dystopia
- *1984* & George Orwell Introduction & Context

Readings:

- Blackboard Material

Week 13:

11/22—

- **Response 5 Due**
- *1984* Discussion ([Book One and through Ch. IV of Book Two](#))

Week 14:

11/29—

- *1984* Discussion ([Ch. V of Book Two through Appendix: The Principles of Newspeak](#))
- Questions about research essay
- MLA review

Week 15:

12/6—

- **Research Essay Due**
- Final Exam Review

Week 16:

Final Exam
