

Angelina College – Liberal Arts	English 1302 Composition II	Spring 2018
Instructor: <i>W.T. Dowden</i>	Syllabus	12/19/17

**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 ENGL 1301 or its equivalent and who are registered for English 1302 Section TX1172S.

**C. Instructor:**

Name: William T. Dowden

Office Location: Angelina College, Polk County Community Center

Office Hours: Mon/Wed – 2:00pm – 3:00 pm

Phone: 936.633.5430 or LA office 936.633.3275; SBS office 936.633.5222

E-mail Address: [w Dowden@angelina.edu](mailto:w Dowden@angelina.edu). **The Message area of Blackboard is preferred.**

**II. INTENDED STUDENT OUTCOMES:**

**A. Core Objectives**

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 the ability to connect choices, actions and consequences to ethical decision-making

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**B. 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
- Use writing style that communicates clear meaning, builds credibility, and inspires belief or action
- Apply the conventions of style manuals for specific disciplines (e.g., APA, CMS, MLA, etc.)

**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.

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### 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 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.

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**IV. INSTRUCTIONAL PROCEDURES:**

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, 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.

**V. COURSE REQUIREMENTS AND POLICIES:**

**A. Required Textbooks and Recommended Readings, Materials and Equipment**

*Literature: Craft & Voice*. Delbanco and Cheuse, 2nd edition, and *The Bedford Handbook* by Diana Hacker. 9th ed. Boston: Bedford/St. Martin's, 2006. You are also required to obtain a copy of Marisha Pessl's novel *Special Topics in Calamity Physics* as well as a copy of a play by William Shakespeare which will be assigned in class. You will need a spiral notebook and pen/pencil, *or equivalent*, for note taking. Students are required to listen and take notes on class lectures and discussions.

**B. 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 Maria Lopez or Steve Hudman in room 200 of the Student Center. At a postsecondary institution, you must self-identify as a person with a disability; Ms. Lopez and Mr. Hudman will assist you with the necessary information to do so. To report any complaints of discrimination related to disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by phone at [\(936\) 633-5292](tel:936-633-5292) or by email [shudman@angelina.edu](mailto:shudman@angelina.edu).

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**2. Attendance** – Attendance is required as per Angelina College Policy and will be recorded every day. Any student with three (3) consecutive absences or 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.

**3. Additional Policies Established by the Instructor—**

See the online handout in Blackboard: *Dowden’s Ten Commandments*. If this course is a hybrid, the relevant in-class policies are applicable, and they should be applied when interacting with other students or faculty on-line.

Students are expected to attend class regularly and to be on time. Students who are consistently late may not be admitted to the classroom. **IF A PLANNED EVENT REQUIRES A STUDENT TO LEAVE CLASS EARLY, THIS MUST BE DISCUSSED WITH THE INSTRUCTOR BEFORE CLASS STARTS.** A student who simply rises and leaves the class, and who does not return during that class session will be counted absent; communication is key! **DO NOT GET UP AND DISCUSS LEAVING DURING THE CLASS SESSION; THIS IS A DISRUPTION OF THE CLASS. PLAN AHEAD.** STUDENTS ARE RESPONSIBLE FOR THEIR OWN TIME MANAGEMENT. Take personal responsibility for these issues. Class is over when I dismiss the class.

It is the student’s responsibility to be prepared for and to be informed about class assignments. **If a class has been missed, be prepared on returning to class.** The Tentative Calendar IS the document I use to organize the class, so look at this calendar copy of it to know what must be done to be prepared for returning to class. This syllabus and the calendar are both on Blackboard in the Course Content area. Do not return to class and use the absence as an excuse

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for not being prepared. Look at the calendar; check Blackboard, and be prepared. Do not ask me if we are doing anything important in class; look at the calendar and make your own judgment, and of course, suffer your own consequences.

If you have more absences than allowed by the student handbook, you will be dropped and you will not be readmitted. *Please remember that the number of absences allowed for a hybrid class is less than the standard face-to-face three (3) consecutive, four (4) cumulative rule.* In a hybrid class, in the long Fall and Spring semesters, you will be dropped for two (2) consecutive absences, and you will be dropped on the third cumulative absence. There are no "excused" absences; there are just absences. If you return immediately to class after you have reached your limit, we can discuss a plan to readmit you; if you do not return the immediate class period following your last absence, you have no option to readmit. IF YOU ACQUIRE MORE THAN THE ALLOTTED NUMBER OF ABSENCES AFTER THE LAST DROP DATE, THE WORK YOU SUBMIT AFTER THAT TIME WILL NOT BE GRADED! PLEASE KEEP THIS INFORMATION IN MIND WHEN YOU DECIDE TO MISS CLASS. **EXCEPTIONS ARE AT THE DISCRETION OF THE INSTRUCTOR.**

If you have any work to make up because of an absence, that work must be completed within one week of your return to class. Please be sure to initiate contact with me to make your arrangements. You cannot make up work after you have acquired the limit of absences, and there will be no make-up work allowed during the last week of classes. QUIZZES CANNOT BE MADE UP, SO PLEASE DO NOT ASK!! AND DO NOT COME TO CLASS TO TAKE A QUIZ AND THEN LEAVE. THAT QUIZ WILL NOT BE ACCEPTED. Homework that has been assigned as a quiz grade must be turned-in on time or it will not be accepted.

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ANY INSTANCE OF PLAGIARISM, WHICH IS THE UNACKNOWLEDGED USE OF ANYONE ELSE'S WORK—PUBLISHED OR UNPUBLISHED—OR CHEATING OF ANY KIND, WILL RESULT IN IMMEDIATE AND IRREVOCABLE FAILURE FOR THE ENTIRE COURSE.

Here are some basic rules of courtesy that you must abide by in this class. If you would rather read a newspaper, do homework or reading for another class, pass notes, TEXT or TALK TO YOUR NEIGHBOR(S) WHILE I AM TALKING TO THE CLASS, LEAVE. If I have to stop a lecture because you are talking or ask you to stop talking more than once, you will be exited from the classroom immediately. **You may not leave the classroom or lab after an exam, in-class writing, or quiz has been handed out.** Please gather tissues or other needs and make bathroom trips before those activities begin. While you are in my classroom, I expect you to conduct yourself in a polite and considerate manner at all times. If you fail to do so, if you disrupt the class in any way, you will leave. If you disrupt the class a second time, you will be dropped, and you will not be readmitted. I do not mean to imply that you cannot interrupt a lecture to ask a question or add a comment, and I encourage participation in class discussion; that is an integral part of any course, but constant comments or interruptions to a lecture are a distraction to your classmates, and I cannot allow that. For that reason, you may not have your cell phone going off in class. Please mute your phone. **Again, texting is a distraction; don't do it.**

I also require that as a courtesy to me and your classmates and to avoid distraction that you ensure your personal hygiene is appropriate for close quarters in a learning environment and that you not engage in personal hygiene-related activities that should be accomplished in private. It is the policy of Angelina College that you not bring children to class. These are issues of basic courtesy for which you are accountable.

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I encourage you to talk to me about the course, and please stop me during a lecture if you do not understand the material. If you are having difficulties or you have special needs, please bring them to my attention right away. I CANNOT GIVE YOU HOPE OF INCREASING YOUR AVERAGE OR YOUR UNDERSTANDING IF YOU WAIT UNTIL THE DAY OF OR THE DAY BEFORE AN ASSIGNMENT IS DUE TO ASK FOR HELP OR CLARIFICATION, OR IF YOU WAIT UNTIL THE END OF THE SEMESTER TO EXPRESS YOUR CONCERNS ABOUT YOUR GRADE.

These policies are applicable to everyone throughout the entire semester. Please do not embarrass both of us by asking for exceptions to be made for you.

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VI. COURSE OUTLINE:

The following is a tentative schedule of topics and works to be covered during the designated times. The calendar also contains exam and essay due dates. *You will be notified in class and on blackboard of any calendar changes.* **BE SURE TO CHECK BLACKBOARD REGULARLY**

**FOR ADDITIONAL INFORMATION OR ASSIGNMENTS**

- Jan 20 Overview/Orientation **Assign:** Poe’s “The Cask of Amontillado” p. 291  
William Faulkner’s “A Rose for Emily” p. 323
- Blackboard Read the files in the “Instructor’s Materials” folder. Be prepared for in-class quizzes and class discussion on all stories and elements.
- Jan 27 Discussion of Poe, Faulkner, and elements of fiction; **Assign:** Welty’s “A Worn Path” p. 457.
- Blackboard Read bio info on Poe, Faulkner, and Welty; note elements of fiction in “A Worn Path”. **Assign:** Read Hemingway’s *A Farewell to Arms*; you will have quiz over the novel...do your reading!
- Feb 3 Discussion of Welty and intro to novel and element of fiction: Theme.  
Discussion: historical background (Scottsboro case), organization, setting, characters. **Assign:** For 10 pts. Extra credit on a quiz, research Scottsboro case.
- Blackboard Notice list of characters and enumerate elements of fiction for novel, like setting, background information, etc. Read study questions on *A Farewell to Arms*.  
Watch film of *A Farewell to Arms* before Feb 28 class period.

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- Feb 28 Complete discussion of novel. Discussion of film verses novel **Assign:** Essay questions on novel to do out of class due March 14.
- Blackboard **Assign:** Work on essay questions on novel *and* read Glaspell's *Trifles* p. 1005 for March 10 class.
- March 5-13 Spring Break!**
- March 14 Discussion *Trifles* Q & A on essay questions.
- Blackboard Continue work on essay questions; pay close attention to MLA format and grammar errors. Note Worksheet on MLA format in Blackboard
- March 16 Introduce William Shakespeare. Summarize the plays; **Hand in essays on novel by 6:00 p.m.** in Writing Lab, L106, or submit in Blackboard. Submit all documents in Microsoft *Word* as a file.
- Blackboard Read William Shakespeare's play, *Macbeth*. Quiz on play March 23.
- March 21 Assign the research paper. Due *April 20, Yikes!* Discuss valid sources and documentation. **Review for Midterm Exam.**
- March 28 MIDTERM EXAM**
- April 4 Last day to withdraw with a grade of "W."**
- Blackboard Prepare **typed** rough draft to show April 7 for 3 pts. extra credit.
- April 18 Quiz on William Shakespeare's play *Othello*. Review Works Cited appearance
- Blackboard Continue working on research paper
- April 18 Show typed rough draft for extra credit; work day

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**April 20**      **Research paper due;** review MLA format and Works Cited details.

**Assign:** Poetry terms for quiz.

Blackboard      Read these poems before class on April 28: Robert Browning’s “My Last Duchess” p. 621; Edwin A. Robinson’s “Richard Cory” p. 702; Robert Frost’s “Stopping by Woods on a Snowy Evening” p. 64, and Emily Dickinson’s “Because I Could Not Stop for Death” p. 959. Read biographical material on each poet—links on Course Content page. **Note** the list of poetry terms for quiz on April 28 is also in Content area of Blackboard.

April 28      Quiz on list of terms; discussion of application to poems

Blackboard      Review poems and determine any questions for next class period

May 3      Finish poetry; review for final exam

Blackboard      Prepare for final exam

**May 9**      **Final Exam at our regular time in our classroom**

VII. EVALUATION AND GRADING:

A. Grading Criteria

Essay questions on novel——20%

Average of best Essays      50%

Research paper—————20%

Average of best quiz grades    20% \*

Participation      10%

Final exam      20%

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\* QUIZZES CANNOT BE MADE UP OR TAKEN EARLY. Quizzes are given without prior notification. They will cover readings previously assigned, but not necessarily previously discussed, or lecture or film content from a previous class period, so it is important that you attend class, pay attention and take notes, watch films, and keep up with your reading assignments, reading carefully and thoroughly. If you miss a quiz, you will receive a zero grade; a quiz cannot be made up OR TAKEN EARLY because I automatically drop a certain number of your lowest quiz grades, which should adequately address the issue of missing quizzes. Your assigned essays must be computerized. They will be evaluated on fulfillment of the assignment. This includes correct organization, content, grammar and mechanics, and formatting, and documentation. All essays MUST follow MLA format. You will be given complete and detailed instructions on these expectations before your work is assigned or assessed.

**Ten points per day (including weekends) will be deducted from late papers.**

**B. Determination of Grade** (assignment of letter grades)

- 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.

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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 4 major errors drops the grade to an F.

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

F–failing. Shows little or no effort. Contains 4 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 essay or research paper, a student may be dismissed from this course with an F.**

**Examples of major errors:**

CS - comma splice	The boy ran, he fell down.
Frag - fragment	Crying as he fell on the sidewalk.
Frag error - fragment error	Although he was hurt; no one stopped to help him.
RO - run on or fused	He hurt his knee it was bleeding.
S/V - subject/verb agreement	Everyone laugh at him.

**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.**