

Angelina College  
School of Arts and Education  
English 1302 Composition and Literature  
Instructional Syllabus

I. **BASIC COURSE INFORMATION**

A Course Description (*as stated in the bulletin, including necessary pre-requisite courses, credit hours*).  
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 evaluations, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

B Intended Audience

Students who have successfully completed English 1301 or its equivalent.

C Instructor

Name: Patty Rogers

Office Location: L103B (Liberal Arts Building )

Office Hours: VIA BLACKBOARD [E-MAIL/MESSAGES]

Phone: (936) 633-3204

E-mail Address: STARTING the 1<sup>st</sup> day of classes, MESSAGE me via [E-MAIL, MESSAGES option in BLACKBOARD. In only respond to student emails that ask a question.

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.

**Core Objectives:**

- \* **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- \* **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communications.
- \* **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- \* **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.
- \* **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

**Learning Outcomes: -**

- Demonstrate knowledge of individual and collaborative research processes.
- Develop idea 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, 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.
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 (Tentative)-

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 online reading/lecture notes, online grammar exercises or research exercises which give immediate feedback, student-to-instructor feedback for student writings in progress, audio-visual presentations for view in 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:

First, we will devote time to the study of short stories and the elements of short fiction. We will complete that study with a unit exam that may include short answers. Then we will write a short (1-2 page) essay focusing on a theme or assess a critical literary piece over a topic of interest found in one of the short stories. Directions and grading criteria will follow.

Second, we will focus on the elements of fiction using a selected novel for class. We will complete that study with a written exam. Then, using the novel as the topic, we will complete broader research

over the novel by organizing a collected body of works that comments on the novel for the annotated bibliography; the focus will be on an issue or theme in the novel. Directions and grading criteria will follow.

Third, the course will focus on the elements of drama, devoting our attention to a specific play found in the text. We will analyze the elements of drama, finalizing the unit with a unit exam. In conjunction with this unit, and through Shakespeare's work, we will become acquainted with the elements of poetry, recognizing poetic standards and conventions.

Grading is dependent on several factors:

3-unit exams for the semester, the average of which equals	30%
Essay1, 10%/ Essay 2 (20%)	30%
Writing Journal	10%
Quizzes	15%
Discussions	15%

## V. COURSE REQUIREMENTS AND POLICIES:

### A. **Required Textbooks, Materials, and Equipment -**

-Gardner, Janet E., et al., editors. *Literature: A Portable Anthology*.

\_ Novel: *The Pastures of Heaven* by John Steinbeck. The bookstore has copies. **You MUST purchase the NOVEL. No Exceptions.** The novel EXAM will REQUIRE the hardcopy text for reference details and specific page numbers that align with the version required.

### **Recommended Text(s) for the course:**

A good grammar handbook, like the one you used in your ENGL 1301 class, or *The Bedford Handbook* 10<sup>th</sup> ed., by Diana Hacker (suggested, NOT mandatory!)

### **Optional Resources:**

Supplemental Unit for Critical Thinking 1.1 available to all students via Blackboard

### B. **Assignments - (Appropriate due dates, schedules, deadlines)**

**(30%) MAJOR ESSAYS-** There will be TWO major essays assigned. The first major essay will count 10%; the second major essay will count 20%.

Turning in your major essays: The final version of your essays will be typed; there is absolutely NO exception. Additionally, you will be REQUIRED to SUBMIT a MINIMUM of ONE rough draft (as .DOC, .DOCX, or .PDF file), allow me some time to look those over; wait for my response, follow recommendations, and then submit a FINAL essay for me to grade.

**(30%) -UNIT EXAMS:** There will be three unit exams to cover the different genres that we will study; the genres of poetry and drama will work in conjunction and will be presented as a unit in this course.

**(15%) DISCUSSION QUESTIONS-**All students will correctly POST a response to discussion questions, thoroughly paying attention to grammar and punctuation. Note: a discussion posted as an "attached" file will NOT count. **ALL students will CREATE a THREAD and submit their response(s)** in the available window for response; this process will allow all classmates to readily VIEW, ANSWER (by creating a thread and responding to a selected question), and THEN, enter the conversation by REPLYING to posts. Students are highly encouraged to ENGAGE in the conversation

**(15%)-GRAMMAR/READING/MLA quizzes**-Quizzes will be given to assess comprehension of assigned readings in the different genres, MLA8 standards and protocol, grammar review, and other applicable areas for review from which students may benefit as the course unfolds.

**10%-JOURNAL WRITINGS**-This component will require students to relate their understanding/interpretation of the assigned readings. The journal writings will allow students a different platform upon which they can convey and/or engage with the ideas derived from texts and summarize their comprehension of such.

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

**D.Educational Accommodations** – 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 may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email [access@angelina.edu](mailto:access@angelina.edu). To report any complaints of discrimination related to a 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 calling (936) 633-5292 or by emailing [shudman@angelina.edu](mailto:shudman@angelina.edu). Attendance –

Attendance is required as per Angelina College Policy and will be recorded every day. For regularly scheduled fall and spring class periods, any student with three (3) consecutive absences or four (4) cumulative absences may be dropped from the class. For classes during the summer terms, any student with two (2) or more consecutive, or three (3) or more cumulative absences may be dropped from the class. A class meeting once a week counts as two class periods. 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.

**Additional Policies Established by the Individual Instructor-**

Attendance is mandatory and expected. **In THIS online class, submitting correct assignments in a timely manner confirms your attendance; failure to submit an assignment constitutes an absence.** If you incur up to FOUR absences before the last day to drop or withdraw (**AUGUST 2, 2018**), you may be dropped from the class. Drop the course yourself before you get an F on your transcript. If I drop you, and you want to be readmitted, you will have to complete all missed coursework BEFORE you are readmitted. Failure to do so will forfeit your reentry into the class. **Failure to submit TWO major essays warrants immediate removal from the course. In addition, failure to “participate” in the online environment may also warrant removal from the course, especially if the instructor does not see any performance and/or participation from said student or if the student completes work and/or assignments but fails to follow BASIC DIRECTIONS with assignments.**

1. I will post the CLASS SCHEDULE, which lists ALL assignments and DUE DATES. **ACCESS THE COURSE IMMEDIATELY. Students need to engage in the course ASAP.**

2. REMEMBER: **If you get behind, playing “catch up” is NOT the best course of action-- NOT in this course. If you get so behind in this online course, it is best you rethink taking the course a different semester** because the material becomes very detailed and convoluted, particularly as it pertains to our culmination project, the second major essay.
3. Again, please keep in mind that you are responsible for the material covered, so please do not email or call me to ask what you SHOULD be doing. **I REVEAL all the assignments due on the CLASS Calendar, and specify ALL DUE dates, so you should READ all the material before hastily bombarding my email.** If you send me a message where you ask me something that has already been clarified in the content, I will remind you of such; again, in THIS online environment, you MUST remain vigilant and READ, READ, READ. I recommend that you reach out to other students in the course, particularly because you may want to ask them before you contact me. Networking remains a critical part of the college experience. If I note that there is a peculiar difficulty that students are having and I must address it, I will gladly do so. You CAN, however, (and I encourage you to) [E-MAIL] me for *SPECIFICS* or for clarification on particular concepts.
4. If you choose to e-mail me, I will NOT respond to an e-mail that **fails to ask a question.** I understand minor mistakes, but if I cannot make any sense of the message due to ambiguity concerning what the question even is, do not be surprised if I do not respond. I expect that you read over your e-mails before sending them to me. I will be more than happy to help you out, but please understand that I cannot concede to a private lecture at your convenience if you failed to navigate the course content to inform yourself first.
5. Student participation in class discussions is expected. **All students will CREATE a THREAD and SUBMIT their responses in the available window for response.** Participation in this course translates into completion of assignments in a timely manner and following basic guidelines with assignments.
6. In this online environment, respect your fellow class members and the instructor at all times. Language that interferes with a learning environment will NOT be tolerated. **I reserve the right to permanently DROP a student for offensive language.**
7. Conferences are available by appointment. Please check my OFFICE hours carefully, and plan to see me if you experience any trouble throughout the semester. My office hours are  
VIA  
Blackboard; send me an [E-MAIL/MESSAGE]. I may quickly step out of my office to make copies, assist a student who needs help outside my office, or be in the process of assisting a student with advising, etc. All types of situations present themselves unannounced, so if I miss you, please leave me a message, and I will try to get back to you as soon as I possibly **can via Blackboard e-mail.** Office hours are for student matters, **so please feel free to reach out if you are struggling.** Please do NOT apologize for asking questions; if you have them PLEASE ask the questions sooner, rather than later.
8. If you cannot SUBMIT a ROUGH DRAFT before or by the due date, don't bother. It will be too late, and please do NOT ask me to look over those if/when late. Follow deadlines as noted on your CLASS calendar. If you are ON campus, taking other classes, and you MUST see me, then do so DURING office hours, please.
9. All student information concerning this class will be released **solely and strictly to the individual student**, NOT to parents, legal guardians, or high school counselors. **I will share student information with NONE OTHER than the student him or herself.**

As part of the orientation process, **ALL students enrolled in this course will send an [E-MAIL] message VIA BLACKBOARD to the instructor, attesting to the fact that they have read and understand the course protocol outlined in the "Student Agreement Form" before ANY work is graded. Students MUST send the message telling me they have navigated the platform, have read the syllabus, the entire contents of the [COURSE INFORMATION] section, including the Student Agreement Form, and AGREE to course protocol. DO NOT MAKE THE MISTAKE OF FAILING TO REALLY READ all those documents!! "Scanning" documents is NOT an option in this course!!!** Students must understand that it remains their responsibility to inform themselves of the established guidelines in order to remain enrolled in the course. If I do NOT receive this message by the due date, I shall **DROP** a student from the course immediately.

10. I will NOT accept the excuse that your computer crashed or the file was corrupted, making it impossible for you to submit your work on time. Do not wait until the last minute to complete your work. **An emergency on your part does not constitute an emergency on my part.**
11. **This class is NOT self-paced, which means you do NOT tell me when you will submit your work. You must submit all assignments BEFORE or BY the DUE DATES GIVEN.** Because you have several attempts (3) at submissions for major essays, keep in mind that I will grade the LAST attempt submitted.
12. You are required to submit your essays and assignments in a MS Word File format (.DOC, .DOCX or as .PDF) files. **ALL FINAL ESSAY submissions will occur via Blackboard.**
13. I do not accept essays written for other courses, previously or concurrently, unless I give you permission for you to do so.
14. Do NOT ask for an exception to be made to any of the policies set forth in this syllabus. These policies apply to **everyone** throughout the entire semester.

#### CHEATING/PLAGIARISM:

It is the student's responsibility to do his/her own work and do it honestly. Cheating and plagiarism are serious offenses which will be dealt with promptly. **If I find you cheating on a test or if I prove plagiarism on an essay, you will receive an automatic F in the course.**

#### COMPLAINTS/QUESTIONS:

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.

## VI. **COURSE CONTENT:**

### A. **Required Content/ Topics** - (*common to all sections*)

Emphasis on four genres: short story, poetry, novel, 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 may include essay writing.

Emphasis on research and 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.

**B. Additional Content** (as required by the individual Instructor)

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

**VII. EVALUATION AND GRADING:**

**A. Grading Criteria** (percents, extra credit, etc.)

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** (assignment of Letter grades)

Standard according to the Angelina College Student Handbook

<b>A</b> (90-100)	Excellent	<b>B</b> (80-89)	Good
<b>C</b> (70-79)	Average	<b>D</b> (60-69)	Minimum passing
<b>F</b> (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 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.

fr-fragment

Crying out as he fell on the sidewalk.

Fr error- fragment error

Although he was not hurt badly; everyone stopped to help him.

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.

**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



