

Angelina College
Liberal Arts Division
English 1302, Composition II
General Syllabus

I. BASIC COURSE INFORMATION

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.

Intended Audience

Students who have successfully completed ENGL 1301 or its equivalent.

Instructor

Name: Ms. Fischer

Office Location: Livingston 100D

Office Hours: Virtual and phone conferences by appointment. Email me directly to schedule a conference.

Blackboard is not reliable, so please send an email directly to mfischer@angelina.edu. You may use a school, work, or personal email account.

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**PLEASE EMAIL ME DIRECTLY AND NOT THROUGH
BLACKBOARD. I RARELY RECEIVE BLACKBOARD
MESSAGES.**

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 communication
- **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 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, 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

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

Class or online lecture notes, paper and pencil or online grammar exercises or research exercises, audio-visual presentations for view in class or outside of class.

V. COURSE REQUIREMENTS AND POLICIES:

A. Required Textbooks, Materials, and Equipment –

Literature: A Portable Anthology. 4th ed. Edited by Janet E. Gardner et al., Bedford St. Martins, 2017.

Orwell, George. 1984. New York: Signet Classics, 1977. Print.

If you cannot purchase these exact texts, please just find reliable access to the stories we cover. **Please do not use the free online free editions for George Orwell's 1984. The ones that claim to be full-text are incomplete.**

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.

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 member from the Office of Student Success & Inclusion will contact you once the application is received.

At a postsecondary 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.

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.

Angelina College (AC) admits students without regard to race, color, religion, national origin, sex, disability, or age. Inquiries regarding the non-discrimination policies of AC should be directed to:

Hudman, Dean of Student Affairs, in Student Center, Room 101, (936) 633-5292 or by email, 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 of absences 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; and
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.

Additional Policies Established by the Individual Instructor –

Instructor Expectations

You can expect that I will:

- communicate clearly the expectations of each assignment.
- be available for questions, comments, and assistance.
- return your assignments within a reasonable frame of time (one week for homework; two weeks for papers).
- respect your individual beliefs and interests.
- respect your privacy.
- grade your work fairly.

Student Expectations:

You are expected to:

- participate actively and complete assignments regularly. **Students who fail to complete assignments will be marked absent for a module. Two or more absences may result in being dropped from the course.**
- work independently to overcome individual weaknesses in writing, regardless of whether these issues are addressed in the course.
- notify me when having difficulty understanding material and/or when you do not agree with my comments on your assignments.
- meet with me or with a tutor if you are not satisfying the expectations of the assignments.
- keep track of your own grades. Blackboard often has errors, and my settings are sometimes reversed when the Blackboard system is updated. I check the gradebook settings from time to time, but do not assume your average is always accurate on Blackboard. Do the math yourself, and if you think it is inaccurate, contact me.
- participate actively in online discussions, writing thoughtful responses to your classmates' posts.
- respect your classmates' interests, beliefs and privacy.

Attendance and Participation:

Online attendance is based on participation. Logging into Blackboard is not enough. You must complete at least one assignment in each module to be marked present. If a written assignment is included, you **MUST** complete the written assignment in order to be counted as present. If you attempt only the multiple choice quizzes and ignore the written assignments, you will be marked absent.

***If you score below 50% on a reading quiz, you might be marked as absent, but this decision will be made on a case-by-case basis. If you are generally a good student, do not worry. If I look at your exam and can tell that you read the material even if your score is low, you will be fine. If Blackboard interferes with your quiz and causes the low score, **DO NOT PANIC**. I added this policy simply to make it easier for me to weed out students who are not involved in the course. In the classroom, I have a chance to explain to all students that the school's attendance policy is designed to prevent financial aid fraud. We treat all students alike, regardless of whether they receive financial aid, and in general, most students *are* serious about their education. Unfortunately, there are people in the world who sign up for classes simply to get financial aid. These people limit the money available to serious students and they waste public resources. They are particularly drawn to online courses. In the past, I have had students who complete only the multiple choice quizzes and nothing else. Adding this policy makes dropping these students much easier. If you are not one of these students, DO NOT WORRY. If you are one of these students, consider how much work you put into securing your financial aid package. Ask yourself if that effort might be better spent in actually getting an education so that you can earn even more money in the future by working a job that contributes to society and adds purpose to your life.

The Consequences of Not Participating/Not Attending:

Failing to complete assignments in two or more modules may result in being dropped from the course. Failing to follow instructions on assignments may also result in acquiring an absence and/or being dropped from the course.

If extenuating circumstances prevent you from participating in class, please contact me as soon as possible and let me know how you plan to keep up with the work. I cannot guarantee that you will be able to stay in the course, but I will do my best to help you succeed.

Email Policy:

I will do my best to respond to your emails in a timely manner, but before sending me an email, please show me the following considerations:

- Email me directly and not through Blackboard. I realize that most instructors ask that you email them through Blackboard. The only reason they make this request is so that they can keep track of which class you are from. Unfortunately, I have found that the Blackboard system is unreliable and that I receive only about 70% of the messages sent, so please email me directly at mfischer@angelina.edu.
- Do not ask me about your grades. I will not discuss your grades through email. If you need to discuss your grade, set up a phone or virtual conference with me.
- Read your feedback on graded assignments before asking me about your scores.
- Read the instructions for all assignments before emailing me with questions about the requirements.
- Read questions in the "Ask a Question" discussion forum to find out if another classmate has already posed your same question.
- Post your question in the "Ask a Question" discussion forum. Unless your question deals with your particular assignment, asking about requirements or asking for clarification in this forum will help everyone understand the material better.

- Did Blackboard tell you your assignment is overdue? Can you see the dates yourself? Did Blackboard tell you that you have not submitted your assignment? Can you check yourself? If you can see your file, then I can see your file. If you want to be safe, take a screenshot to prove that you submitted your work on time.
- Be respectful. Remember, emails are permanent and are visible to other people on campus. Before sending me a hostile email at three o'clock in the morning, take some time and reflect on whether you would want your words to be read by others on campus.

Plagiarism will not be tolerated in this course. There are no excuses for plagiarism, and I do not have any tolerance for students who commit plagiarism. It is *your responsibility* to make sure that you understand the plagiarism policy. If you have any questions about what can be considered plagiarism, you *must ask those questions before you submit any assignments.*

Acts of plagiarism include:

- using another person's ideas or words without giving credit.
- failing to indicate with quotation marks which words are taken from a source, even if the sources are cited.
- failing to indicate that you are paraphrasing or summarizing a source.
- failing to practice proper MLA citation in papers that refer to secondary sources.
- having another person write some or all of your paper.
- having another person correct or revise your paper.
- submitting a paper that you have written for a different class.

Degrees of Plagiarism

1st Degree Plagiarism occurs when a student submits a paper that is completely plagiarized, contains a plagiarized paragraph, or contains paragraphs that are heavily laced with plagiarism. This includes purchasing a paper, using an essay posted on the internet, having another person write, correct or revise the paper, copying the structure of another article/book/website, and/or **not using quotation marks to indicate which words are taken from a source** (regardless of whether the source is cited). Even if some of the writing is the student's own, **papers that are more than 15% plagiarized** will be penalized for 1st Degree Plagiarism. Students who commit 1st Degree Plagiarism will automatically and irrevocably **FAIL THE COURSE**. Depending on the severity of the plagiarism, **these students may also be subject to academic discipline.**

2nd Degree Plagiarism occurs when a student submits a paper that contains many plagiarized passages. Some of the writing may be the student's own; however, the student borrows several phrases or sentences from other sources **without indicating through quotation marks and citations that the writing is not her or his own.** Papers that are **more than 10% plagiarized** (or that plagiarize a full sentence) will be penalized for 2nd Degree Plagiarism. Students who commit 2nd Degree Plagiarism **will receive a zero on the assignment** without the opportunity to revise. If these students commit **any form of plagiarism** again, they will automatically and irrevocably **FAIL THE COURSE**.

3rd Degree Plagiarism occurs when students use a few phrases from sources without indicating with quotations and/or citations that these words are not their own. This usually happens when students are not aware of how to cite their sources and/or are unsure of how to rephrase the material in their own words. **Students who commit 3rd Degree Plagiarism will lose between ten and thirty points on the assignment,** depending on the severity of the offense. If these students commit **any form of plagiarism** again, they will automatically and irrevocably **FAIL THE COURSE**.

Students who submit work they have written for another course will receive a zero on the assignment without the opportunity to revise.

If you commit plagiarism this semester, I will determine whether your act falls under 1st, 2nd, or 3rd degree.

Tips for Avoiding Plagiarism:

- Do not wait until the last minute to begin an assignment. Begin assignments the same day they are assigned. If you do wait until the last minute, remember that losing points for lateness or not submitting a paper at all will not damage your academic record nearly as much as submitting a plagiarized paper will.
- When taking notes from a text, NEVER copy sentences word-for-word. Instead, rephrase these ideas into your own words, noting the author and the title of the source. If you must copy any words or phrases, put bold quotations around these terms so that you later know that they are not your own.
- Do not have a web browser open while you are writing your paper.
- Introduce sources in your paper when you use their ideas. For example, “According to Dr. Smithers, a professor of English at the University of Pink Elephants, Melville’s own frustrations as a writer shaped his development of the character Bartleby” (141).
- Practice proper MLA citation.

Cheating will not be tolerated in this course.

- You are expected to complete your own work individually. Collaborating on an assignment is not allowed. If this occurs, all students involved will either receive a zero on the assignment or fail the course.
- Unless noted otherwise, you are expected to complete your quizzes and exams without notes. Using extra resources is not allowed and will be considered cheating.
- Students caught cheating in any way on a quiz or exam will receive a zero on the assignment.
- Students caught cheating and/or plagiarizing in this course on more than one occasion will fail the course.

Late Penalties for Discussions

- Graded discussions must be completed before the deadline. No credit will be given for late participation.

Late Penalties for Homework and Quizzes

- If submitted within 24 hours of the original deadline, 10 percent will be deducted from the grade of late submissions.
- If submitted between 24 hours and 48 hours of the original deadline, 20 percent will be deducted from the grade.
- After 48 hours, homework assignments and/or quizzes will no longer be accepted.

Late Penalties for Papers and Major Exams

- Major papers and online exams WILL BE ACCEPTED late. For papers, three percentage points will be deducted each day after the deadline up until seven days. For exams, ten points will be deducted per day unless you can prove that extenuating circumstances prevented you from taking the exam. Computer problems will not be considered extenuating circumstances.
- After seven days, exams and/or papers may not be accepted.
- If you have an obstacle that prevents you from submitting a major paper on time, please discuss your situation with me privately.

“My computer shut down” is not an excuse. It is your responsibility to save all of your work. If you lose a paper because you did not save it properly, you need to start that paper over again. If your computer is damaged and you cannot **NEVER TELL ME THAT YOU DON'T HAVE YOUR PAPER BECAUSE YOU ARE HAVING PROBLEMS WITH YOUR COMPUTER.** If you ever *do* tell me that you do not have your paper because you are having computer problems, I will be tempted to deduct five points from your grade for not having the foresight to prepare for such a situation. If you ever fail to turn in your assignment because you have computer problems and never bothered to save your work in a reliable fashion, it is in *your* best interest to simply start the paper over again and hand it in when you are finished, which should be within two or three days of the deadline.

VI. COURSE CONTENT:

Content will include 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.

VII. EVALUATION AND GRADING:

A. Grading Criteria

Discussions (25%)
Research Paper (30%)
Quizzes and Homework (20%)
Short Story Exam (15%)
Final Exam (10%)

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 (90-100) Excellent
B (80-89) Good
C (70-79) Average
D (60-69) Minimum Passing
F (59 or below) Failure

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

A--above average. Good organization and exceptional content with 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 three 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 **SIX 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 students will be dismissed from this course with an F.

Major errors include the following:

Sentence Structure Errors: fused, comma splice, fragment.
Agreement Errors: verb agreement and pronoun case agreement.

Examples of major errors:

Fr—Fragment	Which is why she ran away. Running through the alleys.
Fr error—Fragment Error	While Mr. Chokumchild lectured the girl; the other students sat quietly.
RO—Run-on or Comma Splice	The boy called his mother, she wasn't home. Henry went to the dance he said it wasn't as fun as he thought it would be.
S/V—Subject-Verb Agreement	She like that boy. The wonder of the trees are how their leaves change color. They runs to the game.
PA—Pronoun Agreement Errors	Steve asked Betty and I to mow the lawn (instead of "Steve asked Betty and <i>me</i> to mow the lawn").

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.

Tentative Reading Schedule:

This calendar lets you know the order of the major readings you must complete. The dates are subject to change, and additional readings will likely be assigned. I will not provide a calendar of every assignment in the course because I adapt the content of my classes based on the needs of each section.

Orientation Module (Tuesday, May 29th - Thursday, May 31st)

- Read Nathaniel Hawthorne's "Young Goodman Brown" and the appendix of George Orwell's *1984*.
 - NOTE: *1984* is a novel written by George Orwell. This story is NOT included in the textbook. It is a separate text. The appendix is part of this book. It is at the very end of the novel, but if you are still waiting for a physical copy, use the link on Blackboard to start reading.

Nathaniel Hawthorne's "Young Goodman Brown" (Friday, June 1st - Monday, June 4th)

- Reread Nathaniel Hawthorne's "Young Goodman Brown" and read chapters one, two, and three of George Orwell's *1984*.

Charlotte Perkins Gilman's "The Yellow Wallpaper" (Monday, June 4th - Friday, June 8th)

- Charlotte Perkins Gilman's "The Yellow Wallpaper" and chapters four, five, and six of George Orwell's *1984*.

Alice Walker's "Everyday Use" (Saturday, June 9th - Tuesday, June 12th)

- Read Alice Walker's "Everyday Use" and the rest of Book One of George Orwell's *1984*.

Midterm Module (Wednesday, June 13th - Friday, June 15th)

- Read chapters one, two, three, and four of Book Two of George Orwell's *1984*.
- Short Story Exam Due (15% of course grade)

Essay Module One (Friday, June 15th - Tuesday, June 19th)

- Read chapters five and six of Book Two of George Orwell's *1984*.

Essay Module Two (Monday, June 18th - Thursday, June 21st)

- Finish reading Book Two of George Orwell's *1984*
- Major Essay Due (30% of course grade)

George Orwell's *1984* Part One (Friday, June 22nd - Monday, June 25th)

- Finish reading Book Three

George Orwell's *1984* Part Two (Monday, June 25th - Thursday, June 28th)

- Finish reading George Orwell's *1984*.

George Orwell's *1984* Part Three (Thursday, June 28th - Sunday, July 1st)

- TBA

Final Exam (Monday, July 2nd - Tuesday, July 3rd)