

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: Polk County Center - 100D

Office Hours: MW 9:00 a.m. – 11:30 a.m. and by appointment.

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Please [email me directly](#) and not through Blackboard.

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.

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*: 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 and/or non-participation will be dropped by the instructor after notifying the student through the Records office. 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. Virtual classes must document equivalent participation. 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 (including early college high school) 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. Class(es) 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 the Records office and will follow the stated procedure on a readmission form if reinstatement is desired. All students in developmental education must obtain readmission approval of the instructor and the Vice President and Dean of Instruction.

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

Attendance in developmental courses is guided by the Texas Success Initiative rules and regulations and additional steps are required.

Additional Policies Established by the Individual Instructor –

Instructor Expectations

You can expect that I will:

- come to class on time and prepared.
- communicate clearly the expectations of each assignment.
- be available for questions, comments, and assistance.
- respond to your emails (usually within 48 hours).
- return your assignments within a reasonable frame of time (the next class period 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:

- come to class on time and prepared. Students who habitually come to class late will begin to accumulate absences (see attendance policy). **Students who are not prepared to participate will be marked absent.**
- check your student email.
- 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 in the Student Tutoring & Access Center (second floor of the library) if you are not satisfying the expectations of the assignments.
- keep track of your own grades.
- keep your instructor organized by reminding her whenever she promises to post resources on Blackboard and then forgets.
- respect class time by not engaging in other activities, such as sending text messages or completing homework for another class. **Students who fail to respect class time will be marked absent.**
- respect others and **listen attentively while they are speaking.**
- respect your classmates' interests, beliefs and privacy.

Attendance Policy:

Any student who misses four or more classes will be dropped from the course. Any student who misses three classes in a row will be dropped from the course. If extenuating circumstances prevent you from attending class, you should contact me within 72 hours of your first absence to let me know how long you plan to be absent and how you

plan to keep up with the work. Additionally, you must bring official documentation verifying your extenuating circumstances (an obituary, a doctor's note, etc.) within a week of returning to class. I will decide whether your circumstances should be considered extenuating. If you do not follow these guidelines, you will not receive special consideration as far as the attendance policy goes.

Students who miss class are expected to complete all homework assigned during their absence. **This homework must be completed on time.**

Arriving late to class is inappropriate. Students who are habitually late will accumulate one absence for every three tardies (arriving to class after I have taken attendance).

Leaving class early may result in an absence. If you need to leave early, please notify me in advance and please sit close to the door so that you do not disrupt your classmates.

Using cell phones and other electronics in class is inappropriate. Students who abuse electronic devices will be marked absent.

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:

- Do not ask me about your grades. You may email me to set up a conference where we may discuss your scores, but I cannot answer grade-related questions through email.
- Read the instructions for all assignments before emailing me with questions about the requirements.
- Read your feedback on graded assignments before asking me about your scores.
- Keep in mind that like all instructors on campus, I am very busy during the semester. If something can be easily answered in class, please ask me then. Do not email me an hour before the class begins, and do not email me immediately after class. If you cannot wait until the next period for the answer, then go ahead and send an email. Just don't email me ten minutes after class has ended like my former students have done.
- 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.

Cell Phones, Cameras, and Other Electronics:

Cell phones must be turned off or set to vibrate during class. **Anyone who uses a cell phone in class to send text messages will be marked absent for that day. Anyone who attempts to use a cell phone during a quiz or test will fail the quiz or test.**

Cameras are not allowed in the classroom. You are not permitted to take photos or video tape any portion of the class. **If you would like an exception made, please ask for permission.**

Plagiarism will not be tolerated in this course. There are no excuses for plagiarism, and it is *your responsibility* to make sure that you understand this 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 20% plagiarized** will be penalized for 1st Degree Plagiarism. Students who commit 1st Degree Plagiarism will automatically and irrevocably **FAIL THE COURSE**.

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** 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 up to 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.

- Students who take out their cell phones during a quiz or exam will receive a zero on that quiz or exam.
- Students who leave the classroom during a quiz or exam will not be allowed to finish the quiz or exam upon their return.
- With the exception of assigned group projects, all homework and major papers should be completed independently. Collaborating on homework assignments is not allowed. Asking a former English teacher to proofread an assignment is not allowed (they should be focused on their current students anyway). Please do seek feedback from tutors from NetTutor or the Angelina College Student Tutoring Access Center (STAC), but use your own judgment when responding to their advice and make sure your assignments accurately reflect your skills as a writer.
- Students who collaborate on assignments without permission will receive zeroes and may fail the course.
- Students caught cheating in any way on a quiz or exam will receive a zero on that quiz or exam.
- **Students caught cheating and/or plagiarizing in this course on more than one occasion will fail the course.**

Late Penalties for Homework, Quizzes, and Writing Workshops

- All assignments must be typed, double-spaced, and submitted on time. I will not accept handwritten assignments (except for worksheets). I will not give any credit for late homework assignments or handwritten assignments (though I will offer feedback on these assignments).
- In-class writing completed during workshops will be credited as homework assignments.
- In-class writing cannot be made up.
- Quizzes are unannounced and cannot be taken in advance (unless you have a documented learning disability).
- Quizzes cannot be made up. Your two lowest quiz/homework grades will be dropped to accommodate the occasional absence or missed assignment. If documented, excused absences cause you to miss more than two quizzes, please meet with me to arrange an alternative assignment.
- Students who arrive late to class will be allowed to take quizzes; however, they will have only as much time as it takes for the last student who arrived on time to finish his or her quiz or exam.
- Quizzes and homework assignments are collectively worth 10% of your grade. At the end of the semester, I will drop the two lowest homework/writing workshop/quiz grades for each student. This will allow you to miss a couple of assignments without your grade being affected.

Late Penalties for Papers and Major Exams

- I will accept late papers and exams.
- Late papers will be penalized three points for each day up until seven days after the original deadline (including weekends). After the seventh day, I may no longer accept your paper.
- If you cannot complete a paper on time, you should contact me before the due date and ask for an extension. As long as you have been keeping up with class work consistently throughout the semester, I will be more than happy to grant you one.
- Late exams will be accepted; however, unless you can prove that extenuating circumstances prevented you from attending class, 10 points will be deducted from your grade.
- If you know that you will not be able to attend class on the day of an exam, make an appointment to take the exam ahead of time.
- After seven days, exams and/or papers will not be accepted.

“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 printer

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 *me* 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 Schedule: "Tentative" means subject to change. This schedule is a plan, but we will NOT follow it exactly. As the semester progresses, our schedule will be adjusted as necessary. All assignments will also be announced during class time. Ask me if you have questions.

Week One – January 14th – January 17th

Tues. Orientation.

Introduction to "Young Goodman Brown."

HW:

- Take the syllabus exam posted on Blackboard until you score 100%.
- Review the "Major Grammatical Errors" and "Learn to Format Titles" handouts. Contact me if you have any questions.
- Read Nathaniel Hawthorne's "Young Goodman Brown," using the vocabulary posted on Blackboard to enhance your understanding of the story.

Thurs. Discussion of "Young Goodman Brown."

HW:

- Reread "Young Goodman Brown."
- Read Charlotte Perkin Gilman's "The Yellow Wallpaper."
- Watch the videos on MLA citation posted on Blackboard in the Helpful Resources folder.
- Go to www.angelina.edu, scroll down, click on "Library," and then click on "List of Databases." Choose *Academic Search Complete*, and find an academic article about "Young Goodman Brown." In a Word document, type an end-of-text citation for your article following the most recent MLA guidelines. **Submit your work as an attached Word file in the drop box provided on Blackboard no later than 8:00 p.m. on Wednesday, January 23rd**

WARNING:

- You MAY NOT copy and paste your citation. If I suspect that you copied your citation, you WILL NOT receive any credit.
- Your article *must* be about "Young Goodman Brown." If it isn't, you will not get any credit.
- Its title *must* NOT be "Young Goodman Brown" (articles that share the title of short stories are usually not very in-depth). It MAY contain the title "Young Goodman Brown," but it cannot steal Hawthorne's title.
- Your article *MUST* come from *Academic Search Complete*. If I cannot find your article in *Academic Search Complete*, you WILL NOT get any credit.

Week Two – January 21st – January 24th

Tues. Discussion of “Young Goodman Brown.”

HW:

- Reread Charlotte Perkins Gilman’s “The Yellow Wallpaper.”
- Compose a paragraph in response to the following questions: How does “Young Goodman Brown” reveal Hawthorne’s concerns with the expectations of purity and/or predestination? How do expectations of purity and/or a belief in predestination lead to a morality based on image? **Submit your work as an attached Word file in the drop box provided on Blackboard no later than 8:00 p.m. on Wednesday, January 23rd.**

Thurs. Discussion of “The Yellow Wallpaper.”

Week Three – January 28th – January 31st

Tues. Discussion of “The Yellow Wallpaper” continued.

HW: Reread “A Rose for Emily.”

Thurs. Discussion of “A Rose for Emily.”

HW: Read Alice Walker’s “Everyday Use” and the appendix of George Orwell’s *1984* (299-312).

Week Four – February 4th – February 7th

Tues. Discussion of “Everyday Use.”

HW:

- Read chapters one, two, and three of George Orwell’s *1984* (1-36).
- Write a paragraph discussing Dee’s positive traits in “Everyday Use.” Submit your typed response **no later than 8:00 p.m. on Wednesday, February 7th.**

Thurs. Discussion of “Everyday Use” continued.

HW:

- Read chapters four, five, six, and seven of George Orwell’s *1984* (36-81).
- Compose a paragraph discussing the overall meaning of the story you have selected to analyze for your first major paper. Back your claims with specific examples from the text, and submit your work in the Blackboard drop box **no later than 8:00 p.m. on Monday, February 11th.**

Week Five – February 11th – February 14th

Tues. Writing Workshop

HW: Find an article from *Academic Search Complete* (NOT the literary databases) that you can use in your first essay. Make sure that this article is an analysis of the story you selected to analyze for your first essay. Read the article, and compose a paragraph discussing what you learned about the story. Be VERY SPECIFIC. Credit will not be given for vague responses. Submit your work in the Blackboard drop box no later than 8:00p.m. on Friday, February 15th.

Thurs. **Exam One.**

HW: Finish Book One of *1984*.

Week Six – February 18th – February 21st

Tues. Writing Workshop

HW: Read chapters I, II, and III of Book Two of *1984* (105- 136).

Thurs. **Essay One Due.**

Introduction to *1984*.

HW: Read chapters IV, V, and VI of Book Two of *1984* (136-167).

Week Seven – February 25th – February 28th

Tues. Discussion of *1984*.
HW: Finish reading Book Two of *1984*.
Thurs. Discussion of *1984*.
HW: Finish reading *1984*.

Week Eight – March 4th – March 7th

Tues. Discussion of *1984*.
Thurs. Discussion of *1984*.

Week Nine – March 11th – March 14th

Spring Break

Week Ten – March 18th – March 21st

Tues. Discussion of *1984*.
Thurs. Discussion of *1984*.

Week Eleven – March 25th – March 28th

Tues. **Annotations Due.**
Thurs. Writing Workshop.

Week Twelve – April 1st – April 4th

Tues. Writing Workshop.
Thurs. TBA

Week Thirteen – April 8th – April 11th

Tues. TBA
Thurs. **Final Paper Due.**

Week Fourteen – April 15th – April 18th

Tues. Introduction to Poetry.
Thurs. Poetry Continued.

Week Fifteen – April 22nd – April 25th

Tues. Poetry Continued.
Thurs. Poetry Continued.

Week Sixteen – April 29th – May 2nd

Tues. Poetry Continued.
Thurs. Poetry Continued.

FINAL EXAM:

Tuesday, May 7th

7:30-8:50