English 1302

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Course Purpose: ENGL 1302 Composition II
(23.1301.5112) (3-0) 3 hours
ENGL 1302 focuses on continuing to develop and apply the essential principles and techniques needed to produce college-level writing. The course emphasizes applying critical thinking in the reading and analysis of selected works from the principle genres of literature (fiction, poetry, and drama) and articulating those responses to literature in clear, organized, and grammatically correct prose. In ENGL
1302, students will use research and documentation skills in their writing. Requirements include analytical papers on literature, a research paper, assigned readings, a final exam, and other assignments as determined by the instructor. (ICOs 1, 2, 3, 4, 5, 6)

Required Text:

- Literature: An Introduction of Fiction, Poetry, Drama, and Writing (Compact Interactive Edition. Sixth Edition. Eds. X.J. Kennedy and Dana Gioia. Pearson.

Required Materials:

- A computer that is compatible with OC's Blackboard servers
- A word processer software such as Microsoft Word
- A USB drive

Learning Outcomes: Upon successful completion of this course students should be able to:

- Demonstrate knowledge of individual and collaborative research processes;
- Read, analyze, and recognize characteristics of fiction, poetry, and drama and identify essential details and facts in those works;
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence;
- Demonstrate the ability to read assigned texts closely, develop interpretational analyses of these texts, and clearly articulate the findings of these critical interpretational analyses;
- Write analytical papers on one or more literary works in a given genre or genres.
- Summarize the essential elements of each genre and each literary selection in standard literary terminology
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays;
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.) including the proper use of quotations, citations, and a list of works cited;

Course Requirements:

- Two short essay papers   10% each for a total of   20%
- MLA format research paper   15%
- Three unit exams   10% each for a total of   30%
- Discussion Board Participation   5%
- Final   20%

GRADING STANDARDS FOR FORMAL WRITTEN WORK
(Including Short Answer/Essay Responses on Tests and Any Stand-Alone Writing Assignments)

"A" work: Excellent / outstanding / fluent / thought-provoking / original
Follows all instructions / addresses question asked, carefully organized, contains an effective thesis, fluent style, clear and concise writing, few if any mechanical errors, shows thought and analysis, present original insights, independent of the teacher / text, in-depth and detailed, goes well beyond what was expected

"B" work: Good / above average / clear / well-organized
Follows instructions / addressed question asked, contains a thesis, mechanical errors are not distracting to the reader, contains some detail, shows little thought or analysis, dependent upon information given by teacher / text

"C" work: Average / adequate / competent / fair / unoriginal
Follows most of the instructions / addresses most of the question asked, weak thesis, lacks clarity, **mechanical errors are obvious but do not interfere with reader's understanding of the work**, little if no detail, thought or analysis; THIS IS AVERAGE WORK FOR ALL COLLEGE STUDENTS

"D" work: Below average / inadequate / ineffective / unclear / under-developed
Follows only the most basic assignment requirements / addresses question on a very general level, shows insufficient understanding of the material, significant mechanical errors make communication of ideas ineffective, no thesis, lacks organization

"F" work: Failure / blocked communication / plagiarism-cheating / major errors / illiteracy /directions not followed / badly underdeveloped
Instructions were not followed / question was not addressed, no thesis, no organization, mechanical errors make work unreadable and/or incapable of being understood, some or all of the contents were plagiarized, fails to address the given topic, no detail, thought, or analysis

Unit One-Fiction
- The genre of fiction will be discussed in class. Students will be assigned various readings that will show different elements is fiction such as point of view, plot, etc. Students will have an essay assigned where they will evaluate a particular author of their choice.

Unit two-Drama
- Students will read plays in class and the specific genre will be discussed. Videos of the plays will be shown so that students will get a better grasp on the plays. Students will have an essay assigned where they will evaluate a particular character in a play.

Unit three- Poetry
- Various poems will be read and discussed in class to help students grasp the literary terminology and concepts associated with poetry.

Unit four- Research
- Early in the semester, the major research project will be assigned. Throughout the semester students will complete journal assignments that will aid in the completion of the research paper. Students will learn how to accurately research and document sources, as well as, analyze and evaluate literature and literary concepts.

Final Exam
- The final exam will be an essay question exam. Students will be given a set of questions to study, from which three questions will be chosen for the final. A one page, formally written response will be required of each question.

Extra Credit: You will be given the opportunity to get creative. Choose one of the works that we read in class and make a back story or a different ending for the story. You have complete creative freedom here. The only rule is that it must pertain to the plot and characters of the story. This is a one time opportunity and will need to be handed in before the day of your final exam. I will add 5 points to your final grade before I average all of your grades.

Attendance and Late Work:

- After three weeks of absences (9 absences in a MWF and 6 in a TTH class), you will not be allowed to turn in late work.
- After three weeks of absences, I will not drop any minor assignments in averaging your final grade;
- If you are tardy, it is your responsibility to make sure that the absence is changed to a tardy. After class the absence will remain on my roll sheet.
- For everyone, no matter how many absences, I will deduct ten points per weekday for major essays turned in late;
- If you miss an exam, you will lose five points per weekday for each day you delay past the original test day. After one week, you forfeit the right to take the test and will receive a zero for that grade.
- Minor grades that depend on timeliness, like reading quizzes and classroom activities cannot be make up, meaning that if you are absent or late and miss a graded assignment, you must take a zero for that assignment. Other minor activities that are turned in and graded later can be turned in late, but will lose the same five points per weekday as major assignments and exams.
- No student can pass this course without completing the final exam. An incomplete will not automatically be granted if a student misses the final exam.

Plagiarism:

Plagiarism is defined as using someone else's words or ideas without attributing your source. Plagiarism also occurs if you copy off the internet. It's academic dishonesty, and if you plagiarize, you will receive a zero on the assignment, without the option of re-doing it.

Classroom Behavior:

- Arrive on time, and stay for the whole class period. Please do not schedule appointments during class.
- No social use of technology. Silence your cell phone during class. I will ask you to stop the first time. The second time you will be asked to leave the class.
- Bring your book, journal and a means to take notes to class. Please make sure that you have read the material assigned for that particular day.
- If you are absent, it is your responsibility to find out what you have missed and come to the next class prepared.

Computer:
You need to have access to at least two computers any time you take an online course or are going to be using a computer for work in a face-to-face course. If one computer breaks, gets a virus, or is incompatible with the course delivery system (OC uses Blackboard), you will still be held responsible for turning in any and all work by the given due dates and times.

Your instructor cannot arrange due dates/assignments around every student's computer, internet access, and/or work schedule. Do not expect to be given extensions on assignments or tests due to computer/internet access or work issues.

Be sure to verify your computer's compatibility with Blackboard prior to attempting to complete any work in any course. For help with Blackboard basics (logging in, what buttons mean/do, etc), go to http://www.odessa.edu/blackboard.htm.

New Law Pertaining to College Freshmen: Senate Bill 1231, passed by the 80th Texas Legislature, provides that, except for several specific instances of good cause, undergraduate students enrolling as first-time freshmen at a public institution of higher education in fall of 2007 or later will be limited to a total of six dropped courses during their entire undergraduate career.

Special Needs: Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center
The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/.

Technical Support
For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies
For information regarding student support services, academic dishonesty, disciplinary actions, special **accommodations, or students'** and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

SEI: "**The SEI process for face**-to-face and online courses is scheduled for the week of November 26th".

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
   - provided my contact information at the beginning of the syllabus;
   - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
   - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies **during the time I'm unavailable.**

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
   - provide clear information about grading policies and assignment requirements in the course syllabus, and
   - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
   - post grades for discussion postings within one week of the discussion thread closing.
   - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
   - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
   - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
   - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
   - getting **"kicked off"** of the system during tests or quizzes;
   - having trouble submitting assignments; and
   - dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
   - provided my contact information at the beginning of the syllabus;
   - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
   - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
   - provide clear information about grading policies and assignment requirements in the course syllabus, and
   - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
   - return classroom activities and homework within one week of the due date and
   - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
   - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
   - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
   - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
   - missing class when a major test is planned or a major assignment is due;
   - having trouble submitting assignments;
   - dealing with a traumatic personal event; and,
   - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
   - seek out help from my instructor and/or from tutors;
   - **ask questions if I don't understand; and,**
   - attend class regularly to keep up with assignments and announcements.