

**English 1302.207.210.172S**  
Policy Statement and Syllabus  
Spring 2018

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Hours: MWF 10:00 am - 1:00pm, F 9:00 – 11:00

**Course Description**

This course is a continuation of English 1301 which includes an introduction to literature and collateral readings. It also teaches students how to write a college-level research paper.

**Texts**

*Literature: Craft & Voice* 2<sup>nd</sup> ed. Nicholas Delbanco and Alan Cheuse, 9780073384924 – **TEXTBOOK ONLY (NO ACCESS CODE): Delbanco and Cheuse, *Literature: Craft and Voice*, 2<sup>nd</sup> edition (available for rent or new/used purchase at places like Amazon.com and BarnesandNoble.com) Connect code from 1301 should work for this class as well.**

**Requirements**

1. Students will read numerous short stories, poems, and dramas, will participate in class discussions of the readings, and will be tested over their understanding of the readings through quizzes, examinations, and/or written assignments.
2. Students will complete one or more written assignments which may include, but not be limited to, one multi-source research paper, two or more shorter papers (summary, synthesis, critique, explication), or a series of research questions or projects.
3. Individual instructors may also require major examinations over the readings or any part of the course content.
4. Individual instructors may occasionally use film, stage productions, or other art forms to support the text, in which case students may also be tested over their understanding of content or differences between the written text and the alternate presentation of that text.

**Instructional Objectives:**

1. **To practice and refine the skills of expository and argumentative writing already developed in English 1301**
2. **To understand the major elements of literature as these are highlighted by the instructor**
3. **To apply critical thinking to the study of literature and to write essays which demonstrate that critical thinking, such as summary, paraphrase, synthesis, and single source assignments**
4. **To use a library for research purposes; to research and write an accurately documented paper.**

## Grading Breakdown

Literary Terms Quiz	100 pts
Reading Quizzes	200 pts
Short Story Essay (character analysis)	150 pts
Poetry Project	150 pts
Research Paper	200 pts (150 essay, 50 for draft and revision)
Connect Assignments	100 pts (approx. 8 assignments total)
Final Exam	100 pts
<b>Total</b>	<b>1000 pts</b>

**A = 900 – 1000 pts**

**B = 800 – 899 pts**

**C = 700 – 799 pts**

**D = 600 – 699 pts**

**F = 599 and below**

**Use the total grade in Bb to determine this. Do not ask the instructor to figure your average. Do not ask for extra credit.**

### **Absence/Performance Policy**

Punctual and regular class attendance is required of all students attending this course through their high school, South Plains College, and the State of Texas. Students are responsible for all class work covered during absences from class. Papers are due on scheduled dates, regardless of a student's absence. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should be withdrawn from the course" (SPC General Catalog pg. 20).

**Assignments must be turned in on time; after the deadline, a late assignment will accumulate a penalty of 10% deduction for each class period late. Nothing over 3 days late will be graded. Missing assignments count as zeroes.**

### **Daily Participation**

This portion of the student's grade is made up of attendance and having all assignments on the required due dates. To earn the 150 pts for that portion of the final grade, students must have 2 or fewer absences and have all assignments turned in on time.

### **Classroom Decorum**

No student has the right to disrupt a class in any way and thus interfere with the education of the other students. Disruptive behavior is not restricted to behavioral problems; it can include noise from cell phones, watches, inappropriate attire/appearance. Using a laptop during class will be necessary, but not when instruction is occurring.

Nothing is more frustrating for me than to have to repeat myself 4 times because students are talking, texting, surfing the net, or taking a mental vacation. I do not like giving instructions more than once, so expect problems if you ask me to repeat information.

## **Plagiarism and Cheating**

**Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.**

Students must turn in drafts of their papers, a major part of the participation grade. This ensures that a student is producing work alone.

Plagiarism violations include, but are not limited to, the following:

- 1) Turning in a paper which has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
- 2) Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
- 3) Using direct quotations (three or more words) from a source without showing them to be direct quotations; or
- 4) Giving a footnote only at the end of a paragraph, even if the paragraph is completely paraphrased from one source.

## **Cheating**

Cheating violations include, but are not limited to, the following:

- 1) Obtaining an examination by stealing or collusion,
- 2) Discovering the content of an examination before it is given;
- 3) Using an unauthorized source of information (notes, textbook, text messaging, Internet) during an examination, quiz, or homework assignment;
- 4) Entering an office or building to obtain unfair advantage;
- 5) Taking an examination for another;
- 6) Altering grade records; or
- 7) Copying another's work during an examination or on a homework assignment.
- 8) Having someone else write a paper for a grade.

## **Students with Disabilities**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office at Reese Center Building 8, 806-716-4675.

## **Statement of Nondiscrimination**

It is the policy of this instructor not to discriminate on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or veteran status.

## **Statement of Diversity**

In this class, the instructor will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

## Course Schedule

**Readings should be completed by assigned date**

### **Week 1 Jan. 16-21**

1/15 – MLK Holiday

1/16- Welcome/Overview of syllabus/class, Literary Terms,

1/18 Symbolism ppt., Literary Terms

### **Week 2 Jan. 22 - 28**

1/23 Fiction power point; Reading a Story for its elements 138 – 139, 145 – 149; “A Rose for Emily” 323 – 328; “Hills like White Elephants” 330 – 333

1/25 Theme pg. 374- 375, 384 – 387; Theme Youtube video; “The Lottery” 539 - 543; Video; Fiction Project assignment; Literary Terms Quiz

### **Week 3 Jan. 29 – Feb. 4**

1/30 Plot – 186-187, 196 – 199; “Greasy Lake” 188-195; “The Story of an Hour” 150 - 152, “The Storm” 279 - 283, “Happy Endings” 514 - 515

2/1 Characters ppt; Character 225, 234- 239; “Love in LA” 467 - 470; “The Man to Send Rain Clouds” 477 – 480; “Everyday Use” 553 – 557

2/3 Connect Assignments 1 & 2 Due

### **Week 4 Feb. 5 - 11**

2/6 Symbol and Allegory pt 424, 438 - 441, “A Very Old Man with Enormous Wings” 535;

2/8 “Young Goodman Brown” 449; “The Cask of Amontillado” 291

2/9 Connect Assignment #3 due

### **Week 5 Feb. 12 - 18**

2/13 Essay #1 Assignment, How to Write a Character Analysis

2/15 Poetry ppt, Poetry project assignment; Reading a Poem in Its Elements 560-561, 564 – 569

2/18 Essay #1 Short Story Analysis Due by midnight to Blackboard

### **Week 6 Feb. 19 - 25**

2/20 Introduction to Poetry 580 – 581; “The Death of the Ball Turret Gunner” 669 – 670, “On My First Son” 679 - 680;

2/22 Cinderella” 694 – 696; “Richard Cory” 702 – 703; “The Chimney Sweeper” 736 – 737, “The Chimney Sweeper” 738 – 739; “rite on: white America” 777; “Jabberwocky” 792

2/23 Connect Assignment #4 Due

**Week 7 Feb. 26 – Mar 4**

2/27 “The Tyger” 807 – 808; “She Walks In Beauty” 808; “Sadie and Maud” 812, 814;

3/1 “Do Not Go Gentle into That Good Night” 847 – 848; “To an Athlete Dying Young” 861 – 862; “Mid-Term Break” 873

3/2 Connect Assignment #5 Due

**Week 8 Mar. 5 - 9**

3/6 Sonnet ppt, “Bright Star” 792; “Only Until This Light is Ended” 793; “How Do I Love Thee” 839; “When in Disgrace” 843; “If We Must Die” 937; “Let Me Not to the Marriage of True Minds” 994

3/8 “Swan and Shadow” 899 – 901; “Theme for English B” 933; “Success is Counted Sweetest” 952; “My Life Closed Twice” 962; “The Unknown Citizen” 974; “The Lamb” 975

3/9 Connect Assignment #6 Due

**Spring Break Mar 12 - 16**

**Week 9 Mar. 19 - 25**

3/20 Drama Introduction, *Trifles* background watch *Trifles – quiz?*

3/22 Poetry Project Due by 11:59 pm

3/23 – Connect Assignment #7 Due

**Week 10 Mar. 26 – Apr. 1**

3/27 Shakespeare information; research paper assignment, possible topics

3/29 Act I *Hamlet* 1112 – 1131 Due, Quiz #1, Watch Act I

3/30 Connect Assignment #8 Due

**Week 11 April 2 - 8**

4/3 Notes and Quotes information for Act 1

4/5 *Hamlet* Act II 1131 – 1145 due, Quiz #2, Watch Video

4/6 Connect Assignment #9 due

**Week 12 April 9 - 15**

4/12 Library Database tour with Ms. Pineda

4/14 *Hamlet*, Act III 1145 – 1164, Quiz, Video cont.

**Week 13 April 16 - 22**

4/17 *Hamlet* Act IV 1164 – 1178, Quiz, Video cont.

4/19 *Hamlet* Act V 1178 – 1193, Quiz, finish video

4/21 Connect Assignment #10 Due

**Week 14 April 23 - 29**

4/23 Draft of Research Paper & Works Cited due

4/24 Peer Revision of Research Paper

4/26 Final questions about RP

4/29 Research paper due to Bb by midnight

**Week 15 Apr. 30 – May 6**

5/1 Review for Final Exam over *Hamlet*

5/3 Finish Review

**Week 16 May 7 - 11**

**Final Exam Times**

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**The schedule will be adhered to as much as possible, but changes may occur due to unforeseen circumstances.**

## Paper Grading Rubric

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Grammar, Punctuation, Mechanics, Spelling*</b>	1 – 4 Errors	5 – 8 Errors	9 – 12 Errors	13 – 17 Errors
<b>Length</b>	Meets maximum expectations	Exceeds minimum expectations	Meets minimum requirements	Within 1/3 – ¼ range of minimum
<b>Organization</b>	Clear thesis, solid introduction, has topic sentences; stays on topic in paragraphs; gives specific details; conclusion moves beyond thesis	Clear thesis, adequate introduction, has topic sentences; does fair job of staying on topic, gives some detail; summary type of conclusion	Introduction short but has a thesis; some topic sentences, has paragraphs that sometimes wander away from topic, lack of specifics in elaboration; repeats thesis in conclusion	Introduction very short with a weak thesis or only has a thesis as introduction; few or no topic sentences; paragraphs lack cohesion and unity (wanders around); 1 sentence or no conclusion
<b>Documentation/Research</b>	Exceeds expectations for # of quotes and sources; all quotes integrated or paraphrased and documented correctly w/ Works Cited error-free	Meets expectations for # of quotes and sources; most quotes integrated, paraphrased, and documented correctly; 5 or less errors on Works Cited	Meets expectations for # of quotes and sources, some integrated, paraphrased, and documented; 6 – 12 errors on Works Cited	Lacks quotes and sources; Fails to integrate, paraphrase, and document most correctly; error-filled or missing Works Cited
<b>Argument</b>	Takes a stand and makes reader support it. Presents opposing viewpoint and refutes it. Maintains a logical and unbiased tone.	Takes a stand most of the time and is convincing; presents opposing viewpoint and tries to refute it. Maintains a consistent and logical tone.	Takes a stand but uses less effective lexicon; Mentions opposing viewpoint; Has difficulty maintaining logic and unbiased tone.	Fails to take a stand and /or moves from side to side; Ignores obvious opposing argument; Tends to be illogical and displays bias toward topic.

**\*This syllabus and schedule are subject to change at the instructor's discretion. Continued enrollment by the student in the course indicates that the student agrees and will abide by all policies.**