

Syllabus - - ENGL 1302 (3-0) (Face to Face)

Composition II - -Heather McCourt

INSTRUCTOR INFORMATION

Name: Heather McCourt

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COURSE DESCRIPTION

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) Prerequisite: ENGL 1301.

OBJECTIVES

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes:

Upon successful completion of this course, students will:

- 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;
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action;
- Demonstrate continuing mastery of Edited American English when articulating ideas in well-organized, lucid prose that exhibits the application of the aforementioned skills.

REQUIRED MATERIALS

- Storage device such as a thumb drive
- Reliable computer access (Internet and Word processing)
- Pen and paper
- **Textbook: *Literature: An Introduction to Fiction, Poetry, Drama and Writing* (Edition to be determined).**

SUGGESTED MATERIALS

- A good dictionary
- MLA handbook
- English handbook

STUDENT CONTRIBUTIONS AND CLASS POLICIES

We will have attendance, lectures, readings, assignments, quizzes, discussions and a final exam.

All assignments (except quizzes) will be computer generated and delivered to me via e-mail and/or Blackboard. It is imperative that you are self-motivated and have a desire for learning the material. I do not care what your desire or motivation is get a grade, get a job, look good to friends and family I just need to know that you are motivated. This will be apparent in your work and discussions.

Although this course is designed for the self-motivated, it is not self-paced. Be aware that there are deadlines that are not to be missed without serious penalty. There are also deadlines that, if missed, will result in an **irrevocable** grade of zero for that assignment. **There is no extra credit.**

Phone use and disruptive behavior

I do not permit cell phone use in my classroom. Please keep your phone turned off unless you are expecting an emergency call (you are responsible for the well-being of small children, elderly relatives etc.). If you are expecting an emergency call, please inform me at the beginning of class to get my permission to keep your phone turned on in the vibrate mode.

Your phone should remain out of sight at all times. If you make a phone call or text a message during class, you will be asked to leave and will be counted absent for the day: all assignments turned in that day will be returned to you and counted late if they are submitted at another time. **Any** behavior that keeps others from learning in the classroom will be cause for removal from the class.

Late work

Late work will be penalized ten (10) points per day late. After four calendar days it will receive an F. Any student who gets behind by more than four (4) assignments will receive an “F” for the course. It will be the student’s responsibility to contact the registrar to drop the course. Failure to post notes on discussion board as instructed will also result in an F for that assignment. All readings must be completed in a timely manner or you will not be able to complete assignments on time.

Quizzes and Bi-weekly work

All work is graded. Please do not ask “Is this assignment is worth anything?” All assignments are valuable to your over-all education and will be counted toward your final grade. Please note that quizzes cannot be made up.

Journals

You have a total of ten journals due. Your journal is part of your grade. Every journal missed is one point off your final grade. Journals must be written and posted in the MLA format. An explanation of journal content will be provided at the beginning of the semester. Please keep in mind, the journal assignment is not your personal diary.

Attendance and discussion groups

You will be required to spend a *minimum* of one (1) hour per week in our virtual classroom discussing class content, posting notices on the class blackboard and checking for announcements. These postings must be a *minimum* of 100 words each. They must also be of the quality expected of those who are attempting a greater understanding of composition and literature. This means that the postings and discussions must be of use to you and to those who read them. Feel free to ask questions about the content of the class with others in the class. However, do not use the discussion board to rant about your frustrations about class or your personal life. If you need to have such discussions, please contact me personally and I will be glad to listen.

At times I may set up appointments with you to discuss your work. You are required to check the announcement centre every day M-F for changes and corrections etc. You will not be required to check on Saturdays or Sundays, although some updates may be posted on those days.

SUMMARY OF ASSIGNMENTS & ACTIVITIES

Specific due dates are announced as the class progresses, as class progress depends on student learning.

Unit	Description
Poetry	In the poetry unit we will address literary criticism, an introduction to interpretive methods, poetic devices, and terminology used to understand the genre.
Fiction	While we work on the fiction unit, we will add an emphasis on the content and structure of short fiction. We will add the necessary terminology to study this genre.
Drama	In the drama unit, we will continue to use the skills and terminology acquired in the poetry and fiction units. We will add the necessary terms and techniques needed to study and appreciate drama.
Research	The first three units will broach the concept of research. In the fourth unit we will focus on research skills. We will add an emphasis on basic research topics, including balance and bias, plagiarism, and how to evaluate sources. We will also address specific research techniques, including how to incorporate quotes and paraphrases and how to create a works cited page. We will study the MLA style and present a research paper using MLA-style citation of research sources.
	There will be a test at the end of each unit. The final exam will be comprehensive.

GRADE WEIGHTS

		Poetry Test	15%
Journals	10%	Fiction Test	15%
Classwork	10%	Drama Test	15%
		Research Paper	15%
		Final Exam	20%

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism and scholastic dishonesty of any sort includes any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, but is not necessarily limited to, cheating on assignments or examinations; plagiarizing, misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. In cases of such dishonesty, you may either fail an individual paper or other assignment, or you may be subject to a course grade of F as well as to possible action by the dean of the department. Please see <http://plagiarism.org/> for further details.

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.

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.

USEFUL RESOURCES AND OTHER IMPORTANT INFORMATION

Learning Resource Center (Library)

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 E-mail

You need to access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **I will only respond to students using official Odessa College email.**

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 student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

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

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

GRADING STANDARDS FOR FORMAL WRITTEN WORK
(This includes research papers and essays required as part of the unit tests)

A paper Excellent / outstanding / fluent / thought-provoking / original.

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. There are few if any mechanical errors. The presentation shows thought and original insights on the part of the writer, independent of the teacher and/or text.

B paper Good / above average / clear / well-organized.

This paper is a good response to the assigned topic, in which each paragraph has a controlling idea adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and teacher.

C paper Average / adequate / competent / fair / unoriginal.

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.

D paper Below average / inadequate / ineffective / unclear / under-developed.

This paper is an inadequate response to the assigned topic, by reason of significant mechanical errors that make the communication ineffective, weaknesses of word choice, or insufficient support/understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F paper Failure / blocked communication / plagiarism-cheating / major errors / illiteracy / directions not followed / badly under-developed.

This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language has been appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if stated, is incoherent or underdeveloped. Errors in diction may suggest illiteracy.