

## Course Syllabus

NOTE: This syllabus is subject to change during the semester . Please check the online version of this syllabus on a regular basis for any updates.

Department	:	English & Foreign Languages
Course Title	:	Composition II
Section Name	:	ENGL 1302.11, 1302. 12, 1302.2
Start Date	:	08/27/2012
End Date	:	12/14/2012
Modality	:	FACE-TO-FACE
Credits	:	Three credit hours

### Instructor Information:

**Name, Office** : Dr. Donna Smith, Wilkerson Hall #208

**OC Email** : [dsmith@odessa.edu](mailto:dsmith@odessa.edu)

**OC Phone #** : 432-335-6549

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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.

**Course Text:** *No Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Seventh Edition. Eds. X. J. Kennedy and Dana Gioia.

### Description of Coursework

- Daily Work: 20%. I will drop three of these grades at the end of the semester.
- Three exams, one over each unit: 10% each for 30% total
- One primary source literary analysis, 4-6 pages: 15%
- One research paper, 5-7 pages: 15%
- Final exam: 20

### Course Objectives (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.

### **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
  - Provide 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.

### **Instructor's Course Policies**

#### **ASSIGNMENTS AND LATE WORK**

Unless prior arrangements have been made with me, I will deduct five points for each class day an assignment comes in late. After an assignment has lost enough points to fail it strictly on late points deducted, at my discretion, I may award up to 55 points.

If you miss an exam, you have one week to take the exam, and you will lose the same five points per class day for taking it late. After one week, I will release the graded exam back to the class, and you will lose the opportunity to take that exam.

#### **General Issues of Classroom Good Sense and Courtesy:**

- Please arrive on time, and plan to stay for the whole class period. Do not schedule appointments during class time.
- Please do not walk out in the middle of a class unless it's an emergency.
- No social use of technology. If you have a legitimate need to keep your cell phone accessible, tell me before class begins.
- Bring your work to class and make sure that you've read the material assigned for that day. If you're absent, it's your responsibility to find out what you've missed and come to the next class prepared.
- Once you have been absent for a week, I will contact you either by email or telephone to check on you, unless you contact me first.

Cheating/Academic Dishonesty: Plagiarism is defined as using someone else's words and/or ideas without giving that person credit. Plagiarism includes turning in exactly the same work as a classmate's with whom you've worked, copying words and ideas off the Internet, even if you change them up to

sound like your own, buying a paper from someone or off the Internet, or getting excessive help. The penalty for plagiarism is a zero on that assignment.

**Grading Policy:**

<b>89.5-100 = A</b>
<b>79.5-89 = B</b>
<b>69.5-79 = C</b>
<b>59.5-69 = D</b>
<b>Below 59 = F</b>

**Summary of Assignments & Activities**

**The semester's work will follow this organization, with each unit lasting approximately five weeks.**

**Fiction:** We will read an assortment of short fiction, learn the terminology associated with the analysis of fiction and produce a critical analysis of a short story, using only the story itself as support for the essay's thesis. We will do graded classroom activities on a daily basis and finish the unit with an exam.

**Drama:** We will read several plays, learn the terminology associated with the analysis of drama, and produce a research paper on a drama. We will also do graded classroom activities on a daily basis and finish the unit with an exam.

**Poetry:** We will read several poems, learn the terminology associated with the analysis of poetry and complete a final assessment on the unit. We will also do graded classroom activities on a daily basis.

**Student Evaluation of Instruction:**

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

**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 (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:**

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/>. All online assignments or correspondence will be submitted

using your Odessa College email.

**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](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

**Important School Policies:**

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students' and instructors' rights to academic freedom can be found in the Odessa College Student Handbook.