

COURSE TITLE: Composition II

ENGL 1302

PROFESSOR: Camy Brunson

EMAIL: cbrunson@southplainscollege.edu

OFFICE: 101L Plainview Campus

PHONE: (806) 716-4691 Plainview Campus

OFFICE HOURS: Mon. – Thurs. 12:15 – 1:00 / 2:15 – 3:15 / Fri. virtual office hours

“All I want now is to look at life. You may come and look at it with me, if you care to.” – Lord Henry, *The Picture of Dorian Gray*, Oscar Wilde.

Course Description: ENGL 2321. This course is a survey of the development of British literature from the Anglo-Saxon period to the present. Students will study works of prose, poetry, drama and fiction in relation to their historical, linguistic and cultural contexts. Prerequisites: ENGL 1301 and ENGL 1302.

Goal of the Course: English 2321 introduces students to some of the great works of British literature, which helped to shape modern literature, language, and culture. The course includes a general historical background, as well as the principles of literary criticism appropriate to the genre.

Specific Course/Professor Requirements: Students will need to purchase copies of three novels – Oscar Wilde’s *The Picture of Dorian Gray*, Mary Shelley’s *Frankenstein*, and Julian Fellowes’ *Snobs*. All other readings will be provided.

Other supplies or necessary tools: You will need access to computer with printer, and internet access (SPC login/credentials to access BlackBoard).

Core Objectives addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **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.

Course Objectives:

1. Develop and practice writing skills that are academically and professionally essential, utilizing clear, logical and concise information and follow MLA formatting guidelines.
2. Develop and demonstrate critical thinking skills, and using literature as a springboard, apply general theories to modern culture and everyday life.

3. Critically read an array of British literature and evaluate it in terms of the ideas presented.
 - a. Determine use of standard vocabulary
 - b. Interpret an assigned reading using literary theories
 4. Read and discuss assigned plays. Demonstrate a good understanding of the plot, characters and themes.
 5. Read and discuss assigned short stories. Demonstrate a good understanding of the material, and be able to explain the story using a variety of literary theories, including economic theory, historical analysis, feminism, and deconstruction.
 6. Read and discuss assigned poems. Demonstrate an understanding of the themes, and be able to explicate each poem using a variety of rhetorical devices, including metaphors, similes, alliteration, etc.
 7. Complete assigned tests and research papers to demonstrate master of the material.
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Attendance Policy: According to the *SPC General Catalog (2015-16)*: “Students are expected to attend all classes in order to be successful in the course. The student will be withdrawn from the course when 1.) absences become excessive as defined by the course syllabus and 2.) in the instructor’s opinion, minimum course objectives cannot be met due to absences.” * *Instructor’s note:* Every effort must be made to achieve punctual and regular class attendance. You must be present in your own life! Your instructor will take attendance, and will note repetitive absences and/or tardies. In the case that an absence might be reasonably excusable, notify your instructor of the circumstances and make arrangements to take care of all work covered in class during the absence. This class will be taught workshop style, so attendance is critical. In order to participate in each day's activities, students must be present. Students who are 5 or more minutes late to class will be counted absent after the second time. **Students who miss half the period will be counted absent. Students with six or more accumulated absences or two consecutive weeks of absences do not meet the minimum standards of the class and will be dropped.**

Disability Statement: 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 to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Face Covering per COVID-19: It is the policy of South Plains College for the Spring 2021 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the

classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation. Students who believe they have been exposed or may be COVID-19 positive, must contact Health Services, DeEtte Edens, BSN, RN at (806) 716-2376 or dedens@southplainscollege.edu.

Discrimination Policy: The instructor will do his or her best not to discriminate on the basis of age, color, disability, ethnic background, gender, national origin, race, religion, sexual orientation, or veteran status.

Diversity Policy: In this class, the instructor will endeavor to 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 participants to learn about others, about the larger world, and about themselves.

Academic Honesty: Please see the *SPC General Catalogue* for policies and ramifications regarding plagiarism and cheating. Your instructor will be watching for signs of any such practice, and measures will be taken to ensure that the consequences for this type of behavior are serious. Respect yourself and others by putting forth original ideas and work in this class.

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Classroom Behavior: While electronic devices, drinks, gum, etc. are not strictly prohibited in class, I advise you to use these types of things minimally, quietly, and respectfully. ***Cell phones should remain out of view unless there is an emergency you must attend to.*** You are also doing yourself a disservice if your attention is not on the subject matter at hand. Keep in mind that we are trying to create a pleasant atmosphere for learning together! We may at times be loud and a bit unruly when discussing topics and assignments, but let us restrict our behavior to being cheerful, friendly, and appropriate in our language and manner. ***Please refrain from talking, whispering, or passing notes when your instructor or fellow students have the floor.*** Please also make every effort to arrive and depart in a timely manner as befitting the class schedule – avoiding disruptive entrances and exits when at all possible. ***Note that if a student exhibits***

inappropriate behavior, such as sleeping, cell phone usage, or unreasonable interruptions, that student may be counted absent.

Grading Breakdown:

Critical Response Essay	150 pts.
Research Essay Prospectus	50 pts.
Research Essay	250 pts.
Tutor Reviewed Rough Drafts	100 pts. (2 @ 50 each)
Reading Journals	150 pts. (3 @ 50 each)
Book Club Projects	100 pts. (10 @ 10 each)
Exams	200 pts. (2 @ 100 each)

Total = 1000 pts.

A = 900-1000 pts.

B = 800-899 pts.

C = 700-799 pts.

D = 600-699 pts.

F = 599 and below

**South Plains College English Department
Essay Grading Standards**

To evaluate essays, the SPC English department uses a set of uniform grading standards. These standards designate that essays in composition classes should demonstrate at least a basic level of competence in college-level writing and be an appropriate foundation for writing in academic and professional environments.

Grading Criteria for Essays

Essays are evaluated on four bases: unity, support, coherence, and sentence skills. The criteria considered in each base include characteristics essential to the success of an essay. Depending on the assignment, certain bases and criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria.

Base 1: UNITY

- **Thesis.** The thesis statement concisely expresses the main idea of the essay, is appropriate for the assignment, and establishes a sustained and consistent focus for the paper. The thesis may preview the supporting ideas.
- **Body Paragraph Structure.** A body paragraph includes a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.
- **Purpose and Audience.** The content and style are tailored for a specific purpose and audience.

Base 2: SUPPORT:

- **Details/Development.** A well-developed essay supports the thesis with ample evidence; uses a variety of specific examples, facts, or other details; and explains the evidence to show its connections to the thesis.
- **Logic.** The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.
- **Use and Documentation of Sources.** If research is used, the essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer's own ideas, and cites and documents correctly according to the required standards of the style (MLA, APA).

Base 3: COHERENCE

- **Organization and Transitions.** The essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.
- **Title, Introduction, and Conclusion.** An appropriate title is provided. An introduction captures the reader's attention, transitions to the topic by giving context or background information, and

presents the thesis statement. A conclusion reemphasizes the essay's thesis and main ideas and provides a sense of closure.

Base 4: SENTENCE SKILLS

- **Use of Standard American English.** The essay is written in Standard American English without major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form), and other errors in grammar, spelling, wrong word, punctuation, mechanics, or point of view.
- **Word Choice and Sentence Variety.** The student writes in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.
- **Format.** The essay is formatted according to the standards set forth in the assignment, in the syllabus, or in the required style guide (MLA, APA).

Assessment of the Grading Criteria

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

“A” Essay (Superior)

To earn an “A,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

“B” Essay (Strong)

To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.

3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

“C” Paper (Acceptable)

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay’s purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form).

Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven major error types (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

Acknowledgments:

Illinois Valley Community College: English Department Stylebook

Langan, John. *College Writing Skills with Readings*, 9th edition

*All syllabus policies and schedules are subject to change, per professor’s discretion.

ENGL 2321 Tentative Schedule

Unit 1 (The Way Things Were)

Composition and Style Refreshers

Overview of Course Readings

British History

“Sir Gawain and the Green Knight”

Reading Journal 1

“The Wanderer”

Reading Journal 2

Unit 1 Exam

Unit 2 (Side Tour to Shakespeare)

Literary Theories

Sonnets

A Play (Film TBD)

Critical Response Essay (tutor reviewed rough draft and final submission)

Unit 3 (The Eerie and The Obsessed)

Mary Shelley’s *Frankenstein*

Weekly Book Club Projects

Wilkie Collins’ “A Terribly Strange Bed”

Reading Journal 3

Oscar Wilde’s *The Picture of Dorian Gray*

Weekly Book Club Projects

Research Essay (prospectus, tutor reviewed rough draft, and final submission)

Unit 4 (Soap Opera or Social Stratification?)

Julian Fellowes’ *Snobs*

Weekly Book Club Projects

Unit 4 Exam (Final)
