English 1302/Frenship Dual Credit
Spring Semester, 2017-18 School Year

Instructor Information
Instructor  Email  Office Location & Hours
Heath Ferguson  hferguson@frenship.us  Room W5 --- Conference 2:30-4:00

General Course Information and Policies

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

Scope/Purpose:
English 1302 continues the purpose of English 1301: to help students to think well by helping them to write well. Unlike English 1301, English 1302 has a twofold purpose: it encourages critical thinking by introducing the students to imaginative literature, the modes of artistic thought, and the critical responses appropriate to the modes of thought.

Instructional Objectives:
By the end of the course, the student should be able to:
• practice and refine the skills of expository and argumentative writing already developed in English 1301
• understand the major elements of literature as they are highlighted by the instructor
• apply critical thinking to the study of literature and write essays that demonstrate critical thinking, such as summary, paraphrase, synthesis, and single-source assignments
• use a library for research purposes
• research and write an accurately documented paper

Requirements:
1. Students will read numerous short stories and poems, 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 that may include, but not be limited to, on 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 of differences between the written text and the alternate presentation of that text.

Plagiarism:
Except in extreme cases, disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the departmental chairperson. Depending on the nature and
the severity of the problem, individual instructors may assign penalties from zero for the assignment to an “F” for the course. Extreme cases may result in disciplinary action up to and including expulsion.

**Nondiscrimination Statement:**
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. In addition to complying with federal and state equal opportunity laws and regulations, this diversity policy maintains that harassment based on individual differences is inconsistent with this institution’s instructional mission and educational goals.

**Diversity Statement:**
In this class, the teacher 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 about 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.

**Accommodations:**
Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special 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 Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services building, Levelland campus, 894-9611 ext. 2529, or Reese Center Building 8, 885-3048, ext. 4654.

**Attendance Policy:**
Regular class attendance is required of all students. Students are responsible for all class work covered during absences from class, even in cases in which they are able to satisfy the instructor that the absence was unavoidable.

**Assignment Policies:**
- All assignments are due at the beginning of class on the designated due date.
- All papers must be typed, double-spaced, and use Times New Roman font size 12 with 1-inch margins on all sides.
- All assignments must include the following information at the top of the first page: Your Name, Teacher Name, Class, Date, & Title

  **Example Heading**

Hollie Wright

Mr. Ferguson

English 1302 1st Period

25 August 1983

Why Everyone Should Just Shut Up: An Academic Analysis of the Value of Silence
Grading Policy:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>30%</td>
</tr>
<tr>
<td>Analytical Essays/Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Daily Work/Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Evaluation Rubric:

Students’ work is evaluated by means of letter grades, A being Superior, B being Good, C being Average, D being Poor, and F being Unacceptable. Numerical grades are assigned only for convenience in averaging grades. All assignments must be completed and turned in on the due date before a student will receive credit for the assignment. Late work will be counted off one letter grade for every day it is late.

Essays and writing assignments will be evaluated according to the following criteria:

1. Use of conventions of standard grammar
2. Use of the appropriate method of development for the assignment
3. Use of the principles of unity and coherence
4. Use of logical, factual arguments to advance the thesis of the assignment

Superior Essays (A/95)

These essays meet all the conventions listed for Good Essays, but the work is more original, more inspired, and more maturely presented. To receive an A, an essay cannot contain more than two major grammatical errors.

Good Essays (B/85)

Central Idea: presents a significant and interesting central idea, clearly defined and supported with substantial, concrete, and consistently relevant detail.
Organization/Development: handled so that the essay conveys a sense of controlling purpose and orderly progression; the thought moves clearly, coherently, and with compelling logic toward a conclusion; paragraphs are developed with sufficient support and suitable proportion and emphasis; transitions between paragraphs are explicit and graceful
Sentence Structure: skillfully constructed and displaying fluency, economy, and effective variety; together with diction, sentence structure is the best evidence of style; the distinctive, natural display of a good mind at work
Diction: everywhere appropriate to the writer’s subject, purpose, audience, and occasion; distinctive in precision, economy, and the idiomatic use of standard English.
Mechanics: notable for the consistent use of conventional grammar, punctuation, and spelling; any errors are minor and do not detract significantly from the generally high quality of the essay as a whole. If the content and development are particularly good, an essay may receive a B with two major grammatical errors.

Average Essays (C/75)

Central Idea: is apparent but may be trite, general, or self-evident; the idea is supported with some concrete detail, but detail that is occasionally repetitious or irrelevant
Organization/Development: plan and method of the essay apparent but not consistently fulfilled; developed with occasional disproportion or inappropriate emphasis; paragraphs are unified, coherent, and usually effective in development; transitions between paragraphs are clear but sometimes abrupt, mechanical, or monotonous
Sentence Structure: most sentences correctly structured but lacking in variety, economy, or forcefulness
Diction: appropriate to the subject, purpose, audience, and occasion; generally clear and idiomatic but not distinctive; some misuse of words may occur
Mechanics: clarity and effectiveness of expression are weakened by occasional lapses from conventional English grammar, punctuation, and spelling. An essay cannot get above a C if it contains three or more major grammatical errors.

“Note: In college, a C is an average paper; it does not have anything “wrong” with it; it fulfills the assignment, but simply does not reach beyond the average.

Unacceptable Essays (F/55)

An essay fails when it lacks a central idea, when it is clear that the writer has no subject, purpose, or reason for writing, or if the writer has clearly not put forth an effort to complete the assignment to the best of her or his ability. An essay may also fail when it exhibits a total inability to conventional English. Under no circumstances will an essay receive higher than an F if it contains five or more grammatical errors.
No Essay (0)

Any essay or other assignment not written or turned in receives a Zero and is averaged into the student’s grade as such. Except in special circumstances, most teachers will not accept late work, so the assignment must be turned in on time, and most teachers do not allow make-up assignments for missed work or re-writes to improve the grade given. Like in the world of work, the job must be done right on time the first time, or no credit is given.

Course Materials

Required Materials
These are some of the materials you will need for this class.
• Basic classroom supplies (pens, pencils, notepaper, etc.)
• Computer and printer access at home or elsewhere
• Personal “flash drive” for electronic file storage and transfer

Required Text
*Literature: An Introduction to Reading and Writing*, Roberts, Zweig

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings: Literature</th>
<th>Exercises</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>Poetry</td>
<td>* TBA</td>
<td>*Poetry Quizzes *Short Responses</td>
</tr>
<tr>
<td>19</td>
<td>Poetry</td>
<td>* TBA</td>
<td>*Poetry Quizzes *Short Responses</td>
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<tr>
<td>20</td>
<td>Poetry</td>
<td>* TBA</td>
<td>*Poetry Quizzes *Short Responses</td>
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<tr>
<td>21</td>
<td>Poetry</td>
<td>* TBA</td>
<td>*Poetry Quizzes *Poetry Paper Due</td>
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<tr>
<td>22</td>
<td>Short Fiction</td>
<td>* Aesop, The Fox and the Grapes, 388</td>
<td>*Reading Quizzes *Short Responses</td>
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<tr>
<td>23</td>
<td>Short Stories</td>
<td>* Chopin, Story of an Hour, 337</td>
<td>*Reading Quizzes *Short Responses</td>
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<tr>
<td>24</td>
<td>Short Stories</td>
<td>* Gilman, The Yellow Wallpaper, 565</td>
<td>*Reading Quizzes *Short Responses</td>
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<td>Short Stories</td>
<td>* Hemingway, Hills Like White Elephants, 295</td>
<td>*Reading Quizzes</td>
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<td>Drama</td>
<td>* Miller, <em>The Crucible</em></td>
<td><em>Reading Quizzes</em>&lt;br&gt;<em>Short Responses</em></td>
</tr>
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<td>33</td>
<td>Long-Form Fiction</td>
<td>* Orwell, 1984</td>
<td><em>Reading Quizzes</em></td>
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**End Spring Semester**

**Additional Information and Resources**

If you remembered to bring your brain, that's good. A little caffeine probably wouldn't hurt.