



English 1302.338HY
Composition II
Spring 2022
Santa Fe High School, Room C201
Wednesday 7:35am-8:55am and Online

Instructor: James Tabor

Office Location (Main Campus): LRC 235

Telephone: 1-888-258-8859, ext 8576; 409-933-8576; 409-933-8214

E-mail: jtabor@com.edu

Student (Office) Hours in Microsoft Teams:

- Santa Fe High School Campus— MW 7:00am-7:30am
- College of the Mainland Main Campus —T 11:00am-12:30pm, 1:30pm-3:45pm; Th 11:00am-12:30pm, 1:30pm-3:45pm.
- I can also meet by appointment if needed, either virtually or face-to-face.

Required Books:

A copy of William Shakespeare's *Hamlet*.

Other Supplies:

A jump drive to save all work

Course Description:

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Course Prerequisite:

English 1301 (Note: You will not receive credit for this course unless you have already completed English 1301 with a grade of "C" or higher. Students are not allowed to take English 1301 and English 1302 concurrently. If you have not passed 1301, you must inform me immediately to avoid further problems.)

Requirements of Course:

You will compose three (3) short essays, an annotated bibliography, and a research paper on an assigned topic, along with an oral presentation. Discussion and writing activities will also be assigned frequently.

Detailed Grading Formula:

Your grade will be calculated according to the following percentages:

- Character Analysis—15%
- Midterm—15%
- Dinner Party Challenge Presentation—5%
- Annotated Bibliography—15%
- Research Paper—30%
- Reflective Essay—10%
- Discussion and Writing Activities—10%

Methods of Evaluation:

Essays, tests, oral presentation, and class participation.

Grading Scale:

- A 90-100%** =exceptional work; superior in both style and content
- B 80-89%** =above average work; superior in content
- C 70-79%** =average work, good enough but not extraordinary
- D 60-69%** =below average work; unsatisfactory in mechanics, style, content
- F 50-59%** =failing work; deficient in mechanics, style and content

Peer Evaluation Policy

We will have three (3) peer review session and participation is required. Students who fail to meet the required deadlines or participate in peer review will receive a 10-point grade deduction on the assignment being reviewed.

Make-up Policy:

Major Assignments

I will only extend deadlines for major assignments (the character analysis, midterm, poetry assignment, research assignment, and the final) in cases involving military service, religious holidays, or **documented** emergencies.

Homework, Quizzes, and In-class work

Deadlines for online discussions and activities will not be extended under any circumstance. Any missed in-class work cannot be made up and a grade of zero will be recorded.

Revisions:

You are welcome to revise either the character analysis **or** the midterm. A revision is an essay that has undergone a substantial change—not just correcting problem areas I have marked. When revising an essay, one tries to make it deeper, more effective, and even more profound. The revision must be accompanied by the original version of the essay along with a brief statement (short paragraph) of how the essay has been revised—what has been the result of the new effort. If the revised essay is stronger, the grade will become the grade of the revised essay. The grade may not change, but it will not be lowered.

Extra Credit:

I will give you five extra points on each major writing assignment that is thoroughly reviewed at COM's tutoring center. After your session, the tutoring center will send you a confirmation e-mail thanking you for the visit. Print this e-mail and turn it in to me on or before the assignment's due date.

Attendance:The Policy

Your attendance is vital and mandatory. Without you, I am just a guy standing in a classroom, talking to myself. Attendance will be taken at the beginning of class, and you are expected to arrive on time as set forth in the [COM student handbook](#). Aside from military service and religious holidays, absences in college courses are not defined as being "excused" or "unexcused."

To my dual credit and collegiate high school students: Yes, I'm sorry, but you will be counted as absent if you do not attend class due to high school extracurricular activities (sports, field trips, etc.). I realize this may seem unfair, but I must hold you to the same standard as all my students.

How Absenteeism Will Affect Your Semester Grade

You are allowed to miss five (5) classes for the entire semester. After you have reached this limit, I will deduct one full letter grade from your semester average for each additional absence. For example, if your semester average is a 92 ("A") and you have missed a total of seven classes for the semester, your final semester grade will be a 72 ("C").

Along with attending the face-to-face portion, students are expected to log in to Blackboard at least once a week to complete all necessary online activities. Failure to complete all required online activities for the second-half of the week will be considered one absence.

As you can see, excessive absences can easily eat away at your semester average, so avoid skipping class and reserve these absences in case a personal issue arises.

Tardiness:

Students arriving five (5) minutes after the beginning of class will receive a "mark" in attendance. Three (3) of these marks will equal to one absence. Students arriving after the 20 minute point will remain marked absent for the class period. These same rules apply to leaving early.

Please do not abuse the above policy: It is meant to be insurance, not an excuse to arrive late to class every day. I reserve the right to revoke this policy if I feel it is being abused by any individual in the class.

Communication Policy:

If you e-mail me, please use the embedded Messages function in our Blackboard shell. I will try to respond to your messages within a 24-hour timeframe during the work week. Messages sent during the weekend may not receive a response until the following Monday.

All electronic communication with the instructor must be through your COM email. Due to [FERPA](#) restrictions, faculty cannot share any information about performance in the class through other electronic means.

Student Learner Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Student Learner Outcome	Map to Core Objective	Assessed Via This Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	Research Project
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essay.	Unmapped	Essay
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of evidence.	Communication Skills (CS)	Website analysis essay in research project.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Critical Thinking Skills (CS)	Essay Style Midterm
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)	Unmapped	Research Project Essays

General Education Competencies:

English 1302 addresses specific intellectual competencies essential to the learning process. These include:

Reading: reading material at the college level means having the ability to analyze and interpret a variety of printed materials--books, articles, and documents.

Writing: Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

Speaking: Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

Computer Literacy: Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should understand the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

Academic Dishonesty:

“Plagiarism” means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. “Collusion” means the unauthorized collaboration with another person in preparing written work offered for credit.”

Violation of the Scholastic Honesty code will result in a “0” for the assignment and any chance of a rewrite will not be allowed. Repeat offenders may face probation or dismissal from the college system. What I’ve noticed from past experience is that many students who plagiarize do so because they are having problems with the assignment. *Please*, if you are tempted to do this, resist the urge and talk to me about the problems. We’ll work something out.

Avoiding Plagiarism:

The following resources were created to help students understand what plagiarism is and how to avoid it.

- [How to Cite and Avoid Plagiarism](#) (A very good *YouTube* lecture series that covers subtle to egregious forms of plagiarism. I recommend it for all students.)
- [You Quote It, You Note It!](#) (Sponsored by Acadia University's library, this website also covers what plagiarism is and is not, but in an interactive way.)

Problems with Technology:

I do not consider personal technology problems to be a valid reason for missing deadlines. If you are experiencing difficulties with Blackboard, you are advised to contact the [Technical Support Team](#) for troubleshooting and solutions.

Every semester students experience total or near-total computer failures. If this happens to you, you have two (2) options: use a [backup computer](#) or drop the class. Computer labs are available on campus if your personal computer becomes disabled during the semester.

Never fail to make a backup of each assignment as you create or edit it—purchase a jump/flash drive. Don't depend on the "original," whether it's on your hard drive or elsewhere.

If a campus-wide outage occurs, however, all students will have the opportunity to submit assignments at a later designated due date. I will post the new due date as an announcement, along with making the necessary changes to my course calendar.

Concerns/Questions Statement:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Department Chair, Brian Anderson, at 409-933-8186 or banderson@com.edu.

Course Outline:

See the attached document.

Institutional Policies and Procedures

Grade Appeal Process:

Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services:

College of the Mainland is committed to providing students the necessary support and tools for success in their college career. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement:

Any student that is needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to setup their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement:

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawals:

I do not drop students. Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are only permitted to withdraw six times during their college career by State law. The last day to withdraw for the 1st 8-week session is March 2, April 25 for 16 week courses, and May 4 for the 2nd 8 week session.

FN Grading:

The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program:

The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention is very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Classroom Conduct Policy:

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the [online Student Handbook](#). Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Dean of Students and may result in dismissal from this class.

COVID-19 Statement:

All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. Students are required to watch a training video, complete the self-screening, and acknowledge the safety guidance at: www.com.edu/selfscreen. In addition, students, faculty, and staff must perform a self-screening prior to each campus visit. Finally, students, faculty, or staff who have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the self-report tool.

Course Outline
English 1302, Spring 2022
(subject to change)

WEEK 1

January 19

College of the Mainland Closed: Martin Luther King Holiday

Online

Overview of course

Reading handout (posted online)

Review posted lectures and assigned reading handout

Complete required homework activities (Due by January 23)

WEEK 2

January 26

Introduce character analysis assignment

Discuss reading handout

Online

Discuss chivalry and epiphany in literature

Discuss faith vs. doubt in literature

James Joyce, "Araby"

Nathaniel Hawthorne, "Young Goodman Brown"

Complete required homework activities (Due by January 30)

WEEK 3

February 2

Discuss assigned readings

Discuss writing about literature.

Online

Writing about literature

Discuss the characteristics of the Southern Gothic

Flannery O'Connor "A Good Man is Hard to Find"

William Faulkner, "A Rose for Emily"

Complete required homework activities (February 6)

WEEK 4

February 9

Discuss assigned readings

Online

Discuss the role of Existentialism in literature

Ernest Hemingway, "A Clean, Well-Lighted Place"

Complete required homework activities (Due by February 13)

WEEK 5

February 16

Peer review. Bring two copies of a rough draft

Online

Character Analysis Due February 20

WEEK 6

February 23

Hamlet: Act I, Background, character development, plot and tone

Online

Hamlet Act I-Act II, Background, character development, plot and tone continued

Complete required homework activities (Due by February 27)

WEEK 7

March 2

Hamlet Act II-III: The concept of climax in the play

Online

Hamlet Act III: Discussion of Hamlet's sanity and the Ghost and its role

Complete required homework activities (Due by March 6)

WEEK 8

March 9

Hamlet Act IV: Discussion of ethics and revenge

Online

Hamlet Act IV: Discussion of ethics and Ophelia's insanity.

Complete required homework activities (Due by March 13)

SPRING BREAK

March 14-20

College of the Mainland Closed

WEEK 9

March 23

Hamlet Act V: Discussion of morality in the play and the play's ending as interpreted by various films

Online

Hamlet Act V: Discussion of morality in the play and the play's ending as interpreted by various films.

Complete required homework activities (Due by March 27)

WEEK 10

March 30

Peer review for *Hamlet* essay. Bring two (2) copies of a rough draft.

Online

Hamlet Essay Due April 3

Introduce research assignment and annotated bibliography assignment

Integrating research with your own writing

WEEK 11

April 6

Introduce Dinner Party Challenge assignment

Research day

Online

Complete the required homework activities (Due by April 10)

WEEK 12

April 13

Begin Dinner Party presentations

Online

Complete required homework assignments (Due by April 17)

WEEK 13April 20

Finish Dinner Party Challenge Presentations if needed

Online**Annotated Bibliography Due April 24****WEEK 14**April 27

Workday

Conference over annotated bibliographies

Online

Work on research paper draft.

WEEK 15May 4

Peer review for research paper. Bring two copies of a rough draft.

Online**Research Paper Due May 8****Introduce reflective assignment****WEEK 16**May 11

Compose reflective assignment

Semester grades will be posted in WebAdvisor by Monday, May 16.