



English 1302.343CL
Composition II
Spring 2023
La Marque High School, Room B100
Mondays and Wednesday 7:30am-8:50am

Instructor: James Tabor

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Student (Office) Hours:

- La Marque High School— MW 7:00am-7:30am
- Santa Fe High School Campus— Th 7:00am-7:30am
- College of the Mainland Main Campus —TTh 9:30am-12:30pm, or by appointment.

Required Books:

A copy of William Shakespeare's *Hamlet*.

Other Supplies:

A jump drive to save all work.

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.)

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.

Requirements of Course:

You will compose four (4) short essays and create a research project that will include evaluation of both database and web material. Writing activities and reading responses will also be assigned frequently.

Detailed Grading Formula:

Your grade will be calculated according to the following percentages:

Character Analysis—15%

Midterm—15%

Annotated Bibliography—15%

Dinner Party Challenge Presentation—5%

Research Paper—30%

Reflective Essay—10%

Instructor's Choice—10% (discussions, quizzes etc.)

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

E F 50-59% =failing work; deficient in mechanics, style and content

Make-up Policy:Major Assignments

All major assignments must be submitted through D2L. If you fail to submit an assignment on the due date, you must turn in the assignment at the **beginning** of the next class day or I will not accept the assignment and a grade of "0" will be recorded. I will only extend this deadline in cases involving military service, religious holidays, or **documented** emergencies.

Homework, Quizzes, and In-class work

Reading responses will be assigned frequently and must be posted to D2L's discussion board area. Deadlines for responses and other 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 of 100 words or more explaining 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. Take a screenshot of this confirmation with a visible date and upload it with your essay in D2L.

If you cannot make it to the tutoring center, I will give you five extra points if you submit your essay for review through NetTutor, which is embedded in your D2L shell. Take a screen shot of the feedback and upload it to D2L with your essay.

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 have to 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").

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.

Communication Policy:

You are welcome to call, e-mail, or come see me during my office hours. I will try to respond to your e-mails within a 24-hour timeframe during the work week. E-mails 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.)

Peer Evaluation Policy

We will have three (3) peer review sessions 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.

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 Michelle Brezina at 409-933-8124 or mvaldes1@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

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 themselves 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 1, April 24 for 16 week courses, and May 3 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.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Course Outline
English 1302, Spring 2023
(subject to change)

WEEK 1

January 16

Overview of course; introductions; questionnaire, campus safety
Reading handout

January 18

Introduce character analysis assignment
Discuss reading handout

WEEK 2

January 23

Discuss chivalry and epiphany in literature James Joyce, "Araby"

January 25

Discuss the role religious faith in literature
Nathaniel Hawthorne, "Young Goodman Brown"

WEEK 3

January 30

Writing about literature
Discuss the role of Existentialism in literature

Ernest Hemingway, "A Clean, Well-Lighted Place"
"Hills like White Elephants,"

February 1

Discuss the role of Naturalism in literature

Kate Chopin, "At the 'Cadian Ball" and "The Storm"

WEEK 4February 6

Discuss characteristics of the Southern Gothic

William Faulkner, "A Rose for Emily"

February 8

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

WEEK 5February 13

Workday

Bring a jump drive

February 15

Peer Review. Please bring two (2) copies of a rough draft

WEEK 6February 20**Character Analysis Due**Introduce *Hamlet**Hamlet*: Act I, Background, character development, plot and toneFebruary 22*Hamlet* Act I-Act II, Background, character development, plot and tone continued**WEEK 7**February 27*Hamlet* Act II-III: The concept of climax in the playMarch 1*Hamlet* Act III: Discussion of Hamlet's sanity and the Ghost and its role

WEEK 8March 6*Hamlet* Act IV: Discussion of ethics and revengeMarch 8*Hamlet* Act IV: Discussion of ethics and Ophelia's insanity.**SPRING BREAK**March 13-19

College of the Mainland Closed

WEEK 9March 20*Hamlet* Act V: Discussion of morality in the play and the play's ending as interpreted by various filmsMarch 22*Hamlet* Act V: Discussion of morality in the play and the play's ending as interpreted by various films.**WEEK 10**March 27Peer review for *Hamlet* essay. Bring two (2) copies of a rough draft.March 29**Hamlet Essay Due**

Introduce research assignment and annotated bibliographies

Integrating research with your own writing

WEEK 11April 3

Research Day

April 4

Introduce Dinner Party Challenge assignment

WEEK 12April 10

Work on Dinner Party Challenge presentations

April 12

Begin presentations

WEEK 13April 17

Finish presentations

April 19**Annotated bibliography due**

Work on research paper

WEEK 14April 24

Work on research paper

April 26

Peer review for research assignment. Bring two (2) copies of a rough draft.

WEEK 15May 1**Research assignment due**May 3

Introduce reflective assignment

WEEK 16May 9**Reflective essay due**