Hello--Welcome to the course! I know the following document is <u>long</u>. Please don't let this scare you, but please read through it. I believe in being very clear at the start of a course, especially with a distance education course.

Course: English 1302.001IN: Composition II
Semester: Summer I 2023 (10-week class)
Class Time: Internet

Instructor: James Tabor
Office: LRC B235
Virtual Office Hours: Tuesdays 2:00pm-4:00pm or by appointment in the Virtual Office area. See the link in the Content area of our D2L shell.
Please be aware that **I am working from home this semester**. It is best to contact me through email. Face-to face meetings are by appointment only.
Telephone: 1-888-258-8859, ext 8576 or 409-933-8576 (Again, I do not plan to be in my office. Best to email me or visit me during virtual office hours.)
E-mail: jtabor@com.edu

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 three (3) short essays, an annotated bibliography, and a research paper over an assigned topic. Writing activities and reading responses will also be assigned frequently. Finally, you will be assigned an oral presentation over an assigned topic.

Detailed Grading Formula:
Your grade will be calculated according to the following percentages:

Character Analysis—15%
Hamlet Essay—15%
Annotated Bibliography—15%
Research Paper—25%
Dinner Party Challenge Presentation—5%
Reflective Essay—10%
Weekly Homework—15% (discussions, writing activities, 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 Brightspace D2L. If you fail to submit an assignment on the due date, you must turn in the assignment by the end of the next class week or I will not accept the assignment and a grade of "0" will be recorded. After this grace period, I will only extend this deadline in cases involving military service, religious holidays, or **documented** emergencies.

Late major assignments will not receive feedback due to time constraints.

Weekly Homework
Weekly homework will be assigned. Deadlines for these activities will not be extended under any circumstance.

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 or through NetTutor.

After your session, COM's tutoring center will send you a confirmation e-mail thanking you for the visit. Take a screenshot of that confirmation sheet and upload it with when you submit the assignment.

For NetTutor, take a screenshot of your tutoring session with comments from the tutor. Upload this image when you are submitting the assignment.

Whichever method you use, confirmation of tutoring must be submitted **<u>with</u>** the finalized assignment.

Attendance:

Students should sign on at least twice each week to check for important announcements and participate in discussions with classmates. Each student should post to the discussion board weekly.

Communication Policy:

Since I will not be on campus much this semester, it is best to email or visit me during virtual office hours.

I will try to respond to your emails 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."

Please note that the use of artificially intelligent software, such as ChatGPT, when composing essays is also considered unethical. All essays will be scanned using Turnitin, a software that detects plagiarism and the use of AI software.

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 two (2) 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 D2L, 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.

Important: I realize this is vacation time for many people; however, if you are going out of town this summer, you are responsible for having internet access and completing the assigned tasks on time. I will not "work with you" on this matter. You can frequently find Wi-Fi at a local Starbuck's, Walmart, or McDonald's.

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 Kimberly Lachney at 409-933-8919 or klachney@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 from this class is Monday, July 31.

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.

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, Summer 2023
(subject to change)

Week 1: June 5-11
Overview of course and introductions
Why study literature?
Introduce character analysis assignment (**See Assignments area of our D2L shell**)

Discuss epiphany in literature James Joyce's "Araby"
Discuss the role religious faith in Nathaniel Hawthorne's "Young Goodman Brown"
Discuss the role of Naturalism in Kate Chopin's "At the 'Cadian Ball" and "The Storm"

Due by Sunday, June 11 at 11:59pm (See the Week 1 folder in Content area of our D2L shell)
- Course policies quiz
- Your introduction and responses to the assigned discussion questions

Week 2: June 12-18
Introduce characteristics of formal writing
Writing about literature: What professors want and do not want
Preparing the essay: Introductions, body paragraphs, and conclusions

Discuss the role of Existentialism in Ernest Hemingway's "A Clean, Well-Lighted Place" and "Hills like White Elephants"

Discuss characteristics of the Southern Gothic in William Faulkner's "A Rose for Emily" and Flannery O'Connor's "A Good Man is Hard to Find"

Due by Sunday, June 18 by 11:59pm (See the Week 2 folder in the Content area)
- Your responses to the assigned discussion questions.
- Complete the formal writing assignment.
- Complete introductory paragraph exercise.

Week 3: June 19-25
College of the Mainland Campus Closed Monday, June 19 in observance of the Juneteenth holiday.

Peer Review for Character Analysis
Introduce *Hamlet*
Hamlet: Act I, Background, character development, plot, and tone

Due by Thursday, June 22 at 11:59pm (See Week 3 folder in Content area)
- Your rough draft of the character analysis posted to the assigned discussion board.

Due Sunday, June 25 at 11:59pm (See Week 3 folder in Content area)
- Your peer assistance for the character analysis, posted as a reply to the essay(s) with which you are assisting.
- Read Act I of William Shakespeare's *Hamlet*. Complete the assigned discussion activity.

Week 4: June 26-July 2
Hamlet: Acts II & III: Discussion of Hamlet's sanity and the character of Gertrude

Due by Sunday, July 2 at 11:59pm
- Your finalized character analysis essay (**submitted through the Assignments area**).
- Read Acts II & III of William Shakespeare's *Hamlet*. Complete the assigned discussion activity (**see the Week 4 folder in the Content area**).

Week 5: July 3-9
College of the Mainland Campus Closed Tuesday, July 4 in observance of Independence Day

Hamlet: Acts IV & V: Discussion of where Shakespeare places major characters in the afterlife.

Due by Sunday, July 9 at 11:59pm (see the Week 4 folder in the Content area)
- Read Acts IV & V of William Shakespeare's *Hamlet*. Complete the assigned discussion activity.

Week 6: July 10-16
Peer Review for *Hamlet* Essay
Introduce research assignment (**See Assignments page**)
Begin searching for sources

Due by Thursday, July 13 at 11:59pm (See Week 6 folder in Content area)
- Your rough draft of the *Hamlet* essay posted to the assigned discussion board.

Due Sunday, July 16 at 11:59pm (See Week 6 folder in Content area)
- Your peer assistance for the *Hamlet* essay, posted as a reply to the essay(s) with which you are assisting.
- Complete assigned discussion activity (See Week 6 folder in Content area).

Week 7: July 17-23
Reading academic sources
Integrating research with your own writing
MLA documentation

Due Sunday, July 23 at 11:59pm
- Finalized *Hamlet* essay **(submitted though the Assignments area)**
- Complete assigned activities **(see Week 7 folder in Content area)**

Week 8: July 24-30
How to write summaries
Read your articles and compose your annotated bibliography

Due by Sunday, August 30 at 11:59pm (submitted through the Assignments area)
- Annotated bibliography

Week 9: July 31-August 6
Introduce reflective essay assignment and Dinner Party Challenge
Work week: Get that research paper done!

Due by Sunday, August 6 at 11:59pm (submitted through the Assignments area)
- Research paper

Week 10: August 7-10

Due by Thursday, August 10 at 11:59pm (submitted through the Assignments area)
- Reflective essay and Dinner Party Challenge presentation