

COURSE SYLLABUS SPRING SEMESTER 2017
English 1301.59: Composition I and II Hybrid

Dr. Ralph Norris
T-Th 2:00 – 3:20
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Office Hours: TTH 8:30-9:30;
MWF: 11:00-12:00; & by
appointment

Course Description:

ENGL 1302 continues the study of writing skills in English, emphasizing more complex methods in the writing process than ENGL 1301. The course prepares students to write advanced essays and research papers, which reflect the conventions of academic writing. Students will learn to develop and support arguments effectively, with required and appropriate documentation. ENGL 1302 is designed to deepen the students' understanding of how reading, writing, and knowledge acquisition operate concurrently in academic contexts. The emphasis is on critical thinking and problem solving. Through invention (brainstorming, drafting, and revision), students will identify research topics, problems, and concerns of a local and global nature. They will learn to follow and support a coherent line of argument, and they will learn to transition ideas logically and persuasively. The students will write five expository essays and a well-documented research paper. Essentially, the course includes an oral report component on the topic of the research paper. **Prerequisite:** Honor's College Permission

Aims and Outcomes

Composition II is a core requirement because learning to write developed, organized, and technically proficient research papers is an essential part of a university education. In addition, students also demonstrate effective oral expression and understanding of the varying writing requirements of different disciplines. By the end of ENGL 1302, students will be able to write at a level that signifies that they are ready for sophomore writing. Students learn how to develop an effective, logical, and critical argument. They continue to demonstrate that they have a command of the conventions of written English. The instructor will emphasize the importance of university-level reading and will demonstrate the relationship between the reading and writing processes, using a variety of texts such as fiction, non-fiction, poetry, essays, and examples of professional writing across disciplines. This emphasis develops students' perception in interpreting texts (oral, written, and visual). After completing the course, students will be able to express in analytical writing more verbally complex thought and relationships. Because of the in-depth readings and discussions, they will gain an enhanced ability to make responsible moral choices and ethical decisions. In short, the course teaches students that there is a definite correlation between reading, writing, and, in general, life experience.

Course Objectives

Through a sequence of writings, readings, and teamwork, students will learn to

- understand the persuasive nature of language,
- respond appropriately to different rhetorical situations and constraints,
- strengthen their composing process in order to produce quality academic essays and research papers,
- use the recursive nature of writing (pre-writing, writing, revision, editing) to improve their own texts,
- further strengthen their analytical reading and critical thinking skills,
- strengthen their argumentative skills,
- strengthen their ability to conduct research in order to enable them to perform well in specific sophomore and upper-level courses in their disciplines,
- find, evaluate, analyze, and synthesize primary and secondary texts, both print and electronic,
- integrate and document the ideas of others across disciplines in a confident and competent manner, using various citation methods (MLA, APA, *Chicago*, etc.),
- employ collaborative learning strategies effectively in various contexts,
- strengthen their oral presentation skills,
- understand the varying requirements of different academic contexts and the needs of writing across disciplines,
- understand the connection between abundant reading and effective writing,
- master common literary and other genre-related terminology,
- appreciate literature through an introduction to literary genres,
- improve their explication skills by reading fiction in order to analyze the writer's style, syntax, and figurative language,
- write an interpretation of a piece of literature that is based on a careful observation of textual details,
- further strengthen their knowledge of the conventions of Standard American English grammar and appropriate mechanics.

Required Textbooks and Readings

- (1) Schilb, John, and John Clifford. *Arguing about Literature: A Guide and Reader*. Boston: Bedford/St. Martin's, 2014.
- (2) Hacker, Diana, and Nancy Sommers. *The Bedford Handbook with Writing in the Disciplines*. 8th ed. Boston: Bedford/St. Martin's, 2010. ISBN 978-0-312-65268-5 (hardcover Student Edition); 978-0-312-65269-2 (softcover Student Edition).
- (3) Handout on most common literary terms [provided to instructors by the department].

Recommended Texts:

A good collegiate dictionary, such as *Webster's College Dictionary* or *The American Heritage Dictionary of the English Language*.

Attendance

Attendance is mandatory for successful completion of this course. Even a moderate number of absences may seriously jeopardize your ability to learn the material and pass the course. Because much of the work will build on material previously completed and may include team interaction, you should make every effort to attend class and be on time. Students must be in the classroom for the entire time in order to receive full credit for attendance. Your attendance is expected and will be documented. Up to three hours of absence will

receive no penalty. This translates into three absences for the MWF class and two absences for the TuTh class (i.e., one full week for both). Class activities and assignments (quizzes and exercises) cannot be made up. Should an emergency arise (such as a serious illness or death in the family) please report your absences through the Dean of Students. His office will assist you in gathering the required documentation and make sure all your instructors are made aware of the circumstances. The instructor will decide whether the documented circumstances qualify as an emergency or not.

If you are unable to attend a class, you must make sure you are prepared for the session when you return. Much of what you need to know in order to be prepared will be on the calendar, but unanticipated events can occur during classes that may change the calendar. Contact a classmate to see what unanticipated assignments, discussions, etc., you might have missed; this will help ensure that you are not surprised when the class is doing something for which you are not prepared.

Assignments and Grading Formula:

Quizzes 15%

In-Class Writing Assignments 20%

Field Summary 10%

Write paper of a 5-7 pages that explores the field of academic study of the topic of your term paper. Demonstrate your knowledge of the beginnings of your field. Who were the pioneers? Did your field develop from an earlier one, as modern Chemistry grew out of Alchemy? Trace the history of your field, and review the leading figures in your field today. What are the most important questions that experts in your field debate? You should have no fewer than two sources, which you should cite using the MLA style guidelines and document on a Works Cited page. Turn in a printed copy of your paper in class.

Article Review 10%

Write a paper of 5-7 pages describing and evaluating an academic article.

Annotated Bibliography 10%

Prepare a ten-item bibliography in correct MLA format of academic books and articles that you've read while doing research for your term papers. Include a short paragraph after each entry to describe it. This paragraph should show that you have read and understand the work that you have cited.

Rough Draft 10%

Your rough draft should be at least seven pages long and show that you have made substantial progress in your argument and your research.

Final Paper 15%

Complete a ten-page (plus works cited page) research paper of an academic subject of your choice. This is to be a formal, argumentative paper with a clear thesis statement to be proven by evidence and argument. This paper should demonstrate research and cite at least seven academic sources.

Participation 10%

Grading Scale:

A+ = 98	A-/B+ = 90	B- = 82
A = 95	B+ = 88	B-/C+ = 80
A- = 92	B = 85	&c.

Visitors in the Classroom: Students who wish to bring visitors to class must discuss it with the professor well in advance. Visitors must not present a disruption to the class by their attendance.

Professor Evaluations: Students will be asked to complete a course evaluation form toward the end of the semester.

Classroom Rules of Conduct: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cell phones must be turned off and iPods put away before classes begin. Students are prohibited from making offensive remarks, sleeping, texting, talking at inappropriate times, doing work for other classes, wearing inappropriate clothing, or engaging in any other form of distraction. Such inappropriate behavior in the classroom will result in the immediate dismissal from class and an absence; those students who are especially disruptive will also be reported to the Dean of Students for immediate disciplinary action in accordance with university policy.

For more information on the following policies, visit www.shsu.edu/syllabus/

Americans with Disabilities Acts: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experience both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action, including a final grade of F in the class. The university and its official representatives may initiate disciplinary proceedings against a student accused of any

form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Put simply, plagiarism is the intentional or unintentional use of someone else's ideas or words without giving that person credit; plagiarism is also the purchasing or borrowing of a paper or assignment. Students should review their handbooks, as they are responsible for knowing this information.

Attendance:

Regular attendance is essential to successful class performance. This includes attendance, active involvement in peer editing, and class discussion. Absences and disruptive behavior such as talking, texting, and getting up and leaving during class will negatively affect your participation grade.

University Policy Regarding Student Absences for Religious Holy Days: Students who are absent from class for the observance of a religious holy day must make up any coursework (exam, assignments, *et cetera*) within a reasonable amount of time, to be determined by the professor. Students have until the twelfth day of classes to inform the professor of any absences for religious holy days.

Nota Bene: This syllabus is a contract; your continued enrollment implies agreement with and adherence to the requirements of the course.

Course Schedule: The following is a tentative plan; deviation may be necessary.

Week One:

Thursday August 24: Introduction

Week Two:

Tuesday August 29: Discuss "The Environmental Mindset" and "The Nuclear Winter"

Thursday August 31: Diagnostic essay

Week Three:

Tuesday September 5: Logical Fallacies review; Essay review

Thursday September 7: Grammar review

Week Four:

Tuesday September 12: Grammar Quiz

Thursday September 14: Fallacies Quiz

Week Five:

Tuesday September 19: Library Orientation

Thursday September 21: Research Paper Topics Due;

Week Six:

Tuesday September 26: "A&P" and "Yonec"

Thursday September 28: In class Paper One rough draft

Week Seven:

Tuesday October 3: Discuss rough draft; "The Classical College"

Thursday October 5: In class Paper One revision

Week Eight:

Tuesday October 10: "A Rose for Emily" and "Yellow Wallpaper"

Thursday October 12: In class Paper Two rough draft; Field Summaries due

Week Nine:

Tuesday October 17: Discuss rough draft

Thursday October 19: In class Paper Two revision

Week Ten:

Tuesday October 24: Film: *An Honest Liar*

Thursday October 26: Film: *An Honest Liar*; Article reviews due

Week Eleven:

Tuesday October 31: Discuss Film

Thursday November 2: In class Paper Three rough drafts

Week Twelve:

Tuesday November 7: Discuss rough drafts; Annotated Bibliography due

Thursday November 9: In class Paper Three Revision

Week Thirteen:

Tuesday November 14: Discuss "The Student and the University" and "Liberal Education"

Thursday November 16: In class Paper Four rough draft

Week Fourteen:

Tuesday November 21: Discuss rough drafts

Thursday November 23: Thanksgiving: No Class

Week Fifteen:

Tuesday November 28: In class Paper Four revisions; Research Paper Rough Draft due

Thursday November 30: In class Paper Five rough drafts

Final Exam Date:

Thursday December 7: Final Exam Day; In class Paper Five due; Final Research Papers due