

## ENGL 1302W-01 Composition II Syllabus

Fall 2017; Credit 3

**Meeting Days/Times:** MWF 8-8:50am in EV 315

**Instructor:** Doug S. Haines

**Office:** EV 414

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**Office Hours:** MWF 10-11am or 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 four (4) expository essays and a well-documented research paper. Essentially, the course includes an oral report component on the topic of the research paper. **Prerequisite:** ENGL 1301.

### 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*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's, 2014.
- (2) Hacker, Diana, and Nancy Sommers. *The Bedford Handbook with Writing in the Disciplines*. 10<sup>th</sup> 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). Plan this time carefully, because any absence beyond the three hours will result in a 2.5 percentage-point deduction from your end-of-semester grade, every time you do not attend class.

Class activities and assignments (quizzes and exercises) **cannot be made up**. High-stakes assignments, however, can be made up but will be penalized 5% for each business day they are late.

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.

**Grading Plan**

This is a "W" course, which means that at least fifty (50) percent of the course grade will derive from writing activities designed to help the student master course objectives.

Assignments:

|  |     |
|--|-----|
| Assigned essays (4 x 10%) .....  | 40% |
| Weekly assignments .....   | 15% |
| Midterm exam .....   | 10% |
| Research paper project (25% altogether):                                     |     |
| Research paper draft (presented both verbally in class and in writing) ..... | 5%  |
| Oral report on the topic of the research paper .....                         | 10% |
| Research paper .....   | 10% |
| Final exam .....   | 10% |

Total 100%

Grading scale:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-59

According to department policy, **no extra credit** will be offered.

Explanation of Assignments

**Instructor's Note:** Reading and understanding are the educational bedrock for anyone who wishes to write effectively. Through engaging activities and peer discussions and workshops, this course aims to develop each student's critical thinking and interpersonal communication skills, which not only serves to deepen their understanding of the material and learning outcomes discussed in the classroom, but also encourages their professional growth and maturity. The use of published works and examples helps to not only develop and flex critical-reading skills, but also helps to establish the objectives, techniques, vocabulary, and tone of the classroom and/or workshop itself. Peer review and discussion will also play a major role in this course as students develop their confidence and learn to read as writers. Therefore, it is imperative that students keep up with ALL of the assigned readings and assignments in order to not fall behind in the course.

- *Assigned Essays* (4 x 10%):  
The bulk of your grade will come from your ability to create formal written papers. Each of the four essays will include time spent in various stages of the writing process. Essays will be drafted, will go through guided peer-editing, and will be revised by the original author before the instructor collects the paper for grading. These papers will be developed through the method of *example* and *persuasion/argumentation*. Two (2) will be based on current issues and critical thinking and two (2) will be based on literature. It is important that these papers utilize parenthetical referencing, i.e., citation from primary sources.
- *Weekly assignments* (15%):  
These will include reading quizzes based on questions emerging from the required collection of literature as well as *Current Issues*; quizzes on literary terminology; peer workshop responses; and quizzes on integrating sources.

*Peer workshop responses:* As part of your writing you will learn to critique the writing of others and of your peers. Time will be spent in class learning how to provide constructive feedback, both oral and written, and response to a variety of writing samples. In order to turn your final paper (the research paper) in for grading, you must receive two peer evaluations and provide two evaluations for your peers.

- *Integrating sources quizzes:*  
Quizzes covering sources, plagiarism, in-text citations, and methods of developing cue sentences, varied citation styles, and the integration of sources will be required during the semester.
- *Midterm exam* (in class) (10%):  
The midterm questions will cover the terms and concepts covered both in class and readings to date. We will go over and review the material in class prior to the exam.
- *Oral component:*  
In addition to the *oral research paper report* (10% of the grade, see below), students must present also smaller assignments orally. The research paper draft (see below) must be presented orally, as well as in a written form, and students must articulate their reflections on readings and feedback on their peers' writings in both oral and written modes. This enhances the students' ability to work with peers in order to reach the shared goal of efficient oral and written expression.
- *Research paper draft* (5%):  
Writing drafts for all your essays is mandatory; however, your research paper draft will receive a grade. Half of that grade (2.5/5%) comes from your oral explanation of your research plan. The purpose of the draft is to allow you to get early feedback on your research process.
- *Oral report* (10%):  
You will give an oral report to the class on the topic of your research paper. Effective use of appropriate visual aids is obligatory.
- *Research paper* (10%):  
This is a well-documented academic paper, which uses a number of appropriate (original, mostly print) sources to support a clear line of argument. This research can originate either from literature or from topics triggered by the readings in *Current Issues*, depending on the interests of the student.
- *Final exam* (10%):  
The questions will cover your understanding of literary terms and genres, the most common citation practices, and more advanced editing skills.

## Classroom Policies

### *Individual and group responsibility*

During the semester you will be working in teams whose responsibility will be to read and provide constructive criticism on each member's written and oral work and at times create a document as a team. Because your input is essential to the success of the entire team, your attendance is required. Failure to work as part of the collaborative team will mean that you do not have the proper background to do the assignment and no grade will be recorded.

If you are to bring a draft of an assignment, make sure you are clear about its purpose and have that draft with you. Do not come to class without the needed materials, including your book and your drafts. You must have prepared the proper materials by the calendar deadline in order to be able to participate and get the full benefit of the class interaction. Failure to work as part of a classroom cooperative will jeopardize your individual grade.

### *Assignments*

Because writing is a process and involves various stages, students are expected to work through projects in a step-by-step fashion and **turn in all of these steps** when the assignments are due. If any step in the process of a particular assignment is missing or completed unsatisfactorily, the final paper will not be accepted.

Your instructor may require that you submit all of your essays to a plagiarism detecting service such as turnitin.com. Your enrolling in the course and electing to stay in that section constitutes your agreeing to submit your work as your instructor requires.

### *Cell phones and electronics*

The use (including visible presence) of cell phones, text messagers, and all similar electronic devices is prohibited during class-time. Failure to comply to this policy will result to expulsion from the classroom. Even the visible presence of such a device during a test will result in a zero for that test. All such devices should be turned off or put in a silent mode and not be taken out during any class.

### *Computer use (for computer classrooms)*

Using the computer during class for other than class assignments is not allowed. If you access Facebook, Twitter, or any other site not affiliated with our coursework during class, you will be **asked to leave the classroom**, since it will be obvious that you do not care to attend to the class activities.

DO NOT check e-mail, surf, or engage in any activity with the computers while the instructor is lecturing or while you are working on an assignment. DO NOT use the computer for any activity other than that assigned while students are working independently. If you need to access the Internet or your email for the assignment, be sure you receive permission before accessing the sites.

The penalties for using the computer for other than course work during class are:

- an absence being registered for that day
- a zero being recorded for the current assignment

## University Policies

### Academic Honesty

English Department policy states that a paper or assignment, which evidence can support as plagiarized or in any manner not the result of a student's own intellectual endeavors, will receive zero points. **The second offense will result in failure of the course and possible university disciplinary action.** Submitting your own previously written work for a current assignment or submitting an assignment in more than one class without the prior permission of the instructors is also considered academically dishonest. For information on plagiarism and other **Classroom Rules of Conduct**, see the following site: <http://www.shsu.edu/students/guide>.

### Americans with Disabilities Act

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 are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center, Lee Drain Annex (tel. 936.294.1720). 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. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

### Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

### Visitors in the Classroom

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously,

however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

**Instructor Evaluations**

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

**COURSE SCHEDULE\***

**\*NOTE: The syllabus/course schedule is tentative and subject to change.**

**Abbreviations:**     ***AL = Arguing about Literature: A Guide and Reader***  
                              ***HHH = The Hodges Harbrace Handbook***

| <b>Date</b>                | <b>Topic</b>   | <b>Reading(s)</b>   | <b>Notes</b>  |
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| WEEK 1<br>Aug. 23-25       | Introduction to the course.<br><br>Distribution of the syllabus.<br><br>Overview of the course.  | W: N/A<br><br>F: <i>AL</i> : pgs. 1-14  | <i>Late registration. Process class schedule changes.</i>   |
| WEEK 2<br>Aug. 28- Sept. 1 | Hurricane Harvey   | Hurricane Harvey  | <i>Hurricane Harvey: classes cancelled until Tuesday, Sept. 5<sup>th</sup>.</i>   |
| WEEK 3<br>Sept. 4-8        | M: NO CLASS--Labor Day<br><br>W: A World Without Words & Intro Rhetoric & Persuasion (Argument)<br><br>F: Responding to an Argument      | M: N/A<br><br>W: <i>AL</i> : pgs. 14-22<br><br>F: <i>AL</i> : pgs. 22-26  | <i>Students should begin organizing and drafting their essays in preparation for Sept. 20<sup>th</sup>'s Peer Review.</i> |
| WEEK 4<br>Sept. 11-15      | M: Discuss Rini Essay & Response Essay<br><br>W: MLA Guidelines & Vetting Sources<br><br>F: Oral Presentation Signup & the Amazing Randi | M: Review MLA Packet<br><br>W: No reading--respond to MLA Quiz on BB<br><br>F: Selected James Randi excerpts & <i>AL</i> : pgs. 27-30 | <i>Students should continue drafting their essays in preparation for Sept. 20<sup>th</sup>'s Peer Review.</i>             |



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| <p>WEEK 5<br/>Sept. 18-22</p> | <p>M: Essay Basics &amp; Beyond</p> <p>W: Peer Review &amp; Mini-Conferences</p> <p>F: Rough Cuts: Editing &amp; Revision (aka Killing Your Babies)</p>   | <p>M: No reading. Work on drafts.</p> <p>W: AL: “What We Talk About When We Talk About Love” by Raymond Carver pgs. 505-515</p> <p>F: Go over Revising Checklist in AL: pgs. 134-135. Work on Final Drafts.</p> | <p><i>Sept. 20<sup>th</sup>: Bring drafts to class for Peer Review</i></p> <p><i>Sept. 24<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i></p> |
| <p>WEEK 6<br/>Sept. 25-29</p> | <p>M: Literature &amp; Why Its Worth Arguing About</p> <p>W: Lit. continued &amp; Discuss “Girl”</p> <p>F: Strategies for Arguing About Lit.</p>  | <p>M: AL: pgs. 43-46 &amp; “Girl” by Jamaica Kincaid 52-54</p> <p>W: AL: pgs. 54-68</p> <p>F: AL: pgs. 69, 72, &amp; 88-92</p>  | <p><i>Students should begin finding their subject, organizing, and drafting their essays in preparation for Oct. 11<sup>th</sup>'s Peer Review.</i></p>        |
| <p>WEEK 7<br/>Oct. 2-6</p>    | <p>M: Why Words Matter</p> <p>W: Midterm Review</p> <p>F: Midterm Exam</p>  | <p>M: Find a Mission Statement and briefly analyze it for class</p> <p>W: No reading. Review for midterm.</p> <p>F: AL: pgs. 93-99</p>  | <p><i>Students should continue drafting their essays in preparation for Oct. 11<sup>th</sup>'s Peer Review.</i></p>  |
| <p>WEEK 8<br/>Oct. 9-13</p>   | <p>M: Annotations &amp; Critical Approaches to Lit.</p> <p>W: Peer Review &amp; Mini-Conferences</p> <p>F: Intro to Comparative Essays &amp; Grammar Smack Down (aka Mistakes You'll Never Make Again—I Hope)</p> | <p>M: No reading. Work on drafts.</p> <p>W: HHH: TBA</p> <p>F: No reading. Work on Final Drafts.</p>  | <p><i>Oct. 11<sup>th</sup>: Bring drafts to class for Peer Review</i></p> <p><i>Oct. 15<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i></p>   |
| <p>WEEK 9<br/>Oct. 16-20</p>  | <p>M: NO CLASS - Mandatory Conferences</p> <p>W: NO CLASS - Mandatory Conferences</p> <p>F: NO CLASS -</p>  | <p>No Readings. *Be sure to schedule a time to meet with your instructor.</p>   | <p><i>Conferences are mandatory and will count toward attendance for the week.</i></p> <p><i>Students should begin finding their subject,</i></p>              |

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|                            | Mandatory Conferences   |  | <i>organizing, and drafting their essays in preparation for Nov. 1<sup>st</sup>'s Peer Review.</i>   |
| WEEK 10<br>Oct. 23-27      | M: Fiction Discussion<br>W: Poetry Discussion<br>F: CNF Discussion  | M: "Hills Like White Elephants" by Ernest Hemingway (see BB)<br>W: AL: pgs. 117-131, "Blue Bird" by Charles Bukowski & "Poor Britney Spears" by Tony Hoagland (see BB)<br>F: "The Fourth State of Matter" by Jo Ann Beard (see BB) | <i>Students should continue drafting their essays in preparation for Nov. 1<sup>st</sup>'s Peer Review.</i>  |
| WEEK 11<br>Oct. 30- Nov. 3 | M: Discuss "The Fourth State of Matter" & Lit in the Real World<br>W: Peer Review & Mini-Conferences<br>F: Intro to Researched Arguments / Intro to Literature & Current Events | M: No reading. Work on drafts.<br>W: AL: pgs. 140-148<br>F: No reading. Work on Final Drafts.  | <i>Nov. 1<sup>st</sup>: Bring drafts to class for Peer Review</i><br><br><i>Nov. 5<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i>      |
| WEEK 12<br>Nov. 6-10       | M: Subjects, Research, & Sources<br>W: The Art of the Annotated Bibliography<br>F: Preliminary Oral Presentations   | M: Begin locating primary & secondary sources<br>W: Continue locating primary & secondary sources<br>F: Continue going through sources & begin annotating  | <i>Students should begin organizing and drafting their essays in preparation for Nov. 27<sup>th</sup>'s Peer Review.</i>                                 |
| WEEK 13<br>Nov. 13-17      | M: Oral Presentations<br>W: Oral Presentations<br>F: Oral Presentations   | M: No readings. Continue to work on Research Projects.<br>W: Continue to work on Research Projects.<br>F: Continue to work on Research Projects.   | <i>Students should prepare and rehearse their oral reports and continue drafting their essays in preparation for Nov. 27<sup>th</sup>'s Peer Review.</i> |

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| WEEK 14<br>Nov. 20-24             | M: Oral Presentations<br><br>W: NO CLASS - Thanksgiving<br><br>F: NO CLASS - Thanksgiving  | M: No readings. Safe travels.<br><br>W: Prepare Feast<br><br>F: Eat Feast                                  | <i>SHSU will be close from Nov. 22-24.<br/><br/>Happy Thanksgiving!</i>  |
| WEEK 15<br>Nov. 27-Dec. 1         | M: Peer Review & Mini-Conferences<br><br>W: Oral Presentations<br><br>F: Final Exam Review | M: No reading. Work on drafts.<br><br>W: No reading. Work on Final Draft.<br><br>F: Review for final exam. | <i>Nov. 27<sup>th</sup>: Bring drafts to class for Peer Review<br/><br/>Dec. 1<sup>st</sup> (Before Midnight): Finals Drafts are due via BB<br/><br/>*Dec. 1: Last class day. Last day to resign from fall courses</i> |
| WEEK 16 – Finals Week<br>Dec. 4-7 | Final Examination  | Textbook readings, handouts, & lectures  | <i>The final is an in-class final to be administered during the time to be specified for each section by the University.</i>   |

**Grades will be posted by Monday, December 12, 12:00 p.m.**