

## ENGL 1302W Composition II Syllabus

Fall 2017; Credit 3

Meeting Days/Times:	1302.34: 10-10:50 EV 417 1302.08 12-12:50 EV 262
Instructor:	Dr. Tracy E. Bilsing
Office:	EV 404
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Office Hours:	9-9:50 MWF; others 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 three (3) well-documented research papers of about 6-8 pages each. 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. 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,
- appreciate literature through an introduction to literary genres,
- further strengthen their knowledge of the conventions of Standard American English grammar and appropriate mechanics.

## Required Textbooks and Readings

**\*Note: All readings and texts can be found online**

## 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-percentage-point deduction from your end-of-semester grade, every time you do not attend class.

1. If a student misses fifteen minutes of class, he/she will be considered absent. If a student comes in tardy and roll has been taken, it is up to the student to inform the professor of his/her presence in class immediately following class.
2. Class activities and assignments (quizzes and exercises) cannot be made up. Absence on the day an assignment is due does not exempt the student from fulfilling the assignment. It is the student's responsibility to find out what assignment was made during the absence and complete it.
3. If a student is tardy and a quiz or a writing assignment is in progress, the student may attempt to complete it. However, if the assignment has been completed, the student may not make up the assignment.
4. Absence on the day a research project is due does not exempt the student from fulfilling that assignment. **I do not accept late papers.**
5. Absence on exam days (without prior notification) can result in failure of the course. There will be no make-up exams given without prior notification of the student's absence. Should a make-up exam be appropriate, it is the student's responsibility to reschedule a time to take the exam as soon as possible.

**\*Note:** 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:**

Research papers (3 x 20%).....	60%
Weekly assignments .....	20%
Oral report on the topic of the research paper.....	20%

#### **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

### **Research papers** (3 at 20% each)

Using MLA formatting, write a 6-8 page formal research based paper which explores a topic emerging from your research on waste/ garbage. We will explore diverse elements in class discussion, and it is up to you to look critically through the variety of resources available to you to pull out the features that will be suitable for research.

This paper is meant to be a persuasive piece which explores a focused idea within contemporary social issues. You should choose an element/topic that is interesting to you. If you have a declared major, then by all means, work within that scope. Because this paper is very short, your topic should be narrow and focused.

#### **Requirements:**

Page length: 6-8 pages (excluding Works Cited page, illustrations, graphs, charts)

Sources: at least 5 sources from a diversity of disciplines (visual, scientific, statistical, economic, and others which are suitable for your topic)

Documentation: MLA/APA (see the *Harbrace Handbook* or OWL [Online Writing Lab] website)

**Organization:** (descriptive rather than prescriptive)

Introduction: This paragraph, of course, should introduce the topic. You might want to use statistics, and anecdote (very brief), or a call to action. It will be more evident once you have done the research and started writing. Your thesis should be in this paragraph

Body: This may be any number of paragraphs and should be organized in an effective manner (comparison, process, exploratory, explanatory, etc.). The outline will help with this. Each body paragraph should begin with a topic sentence. Your research should support your assertions. Documentations should be in place throughout the body of this paper.

Conclusion: This paragraph needn't be long at all. Restate the thesis and make some cogent comments about the issues you wrote about. No new material or quoted material should appear here.

### **Weekly assignments** (20%):

- **Daily grades/ assignments:** Short written responses over outside readings, films assigned, or class discussion. These may be assigned as out of class writing. Expect something every day.
- **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 paper(s) 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, methods of developing cue sentences, varied citation styles, and the integration of sources will be required during the semester.

### Oral report (20%):

You will make a 10-12 minute presentation on the topic of one of your research papers. This will come at the end of the semester and will require you to use visual and/or auditory elements to aid in your report.

#### **Requirements:**

Length: 10-12 minutes; points deducted for under/over time

Material: Visual technology which enhances but does not detract from your talk; you may use notecards for organization, but you should speak to the class rather than read from the cards.

(See handout on oral presentation on Bb)

### 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.

No laptops/tape recorders will be allowed during class time without prior permission from the instructor and/or formal notification that the device is necessary to the student's academic welfare (see Students with Disabilities Policy below).

- Except in cases of emergency, leaving the classroom during class time is considered rude and inappropriate and will not be tolerated. Only when class is dismissed by the professor should students leave the room. In a special situation where a student needs to leave early on a particular day, he/she should discuss the matter with the professor before class.
- I reserve the right to invite a student to leave the classroom should his/her behavior warrant it.

## 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 should register with the **Office of Services for Students with Disabilities (SSD)** located in the Lee Drain Annex (telephone 936.294.3512, TDD 936.294.3786, and email [disability@shsu.edu](mailto: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. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the Services for Students with Disabilities.**

### 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.

English 1302

Fall 2017

Calendar

(I reserve the right to change (add to or delete from) the calendar at any time. Changes to the calendar will not be reflected on BlackBoard. It is up to the student to keep up with changes made to the calendar.)

**Week 2**

**HARVEY**

Week 3

M 9/4: LABOR DAY no classes

W 9/6: Film: "The Story of Stuff"; in class writing Carbon Footprint handout

F 9/8: In-class writing; Complete the eco footprint assignment at this link before you come into class and be prepared to write and discuss.

<http://www.footprintnetwork.org/resources/footprint-calculator/> ; 12<sup>th</sup> class day; last day to drop without a Q

Week 4

M 9/11: Film response due: *Filthy Cities: New York*; Research writing- Step one: brainstorming your topic;

W 9/13: Documentation website, journal article on database; online news source; film; interview; paraphrasing and summarizing in-class writing

F 9/15: Library day. Meet in Room 155 of the Newton Gresham Library

Week 5

M 9/18: Film response due *Trash Inc.*: Meet in NGL for research day

W 9/20: Step two: compiling source material, narrowing the topic, taking notes, and paraphrasing. Bring source material to class;

F 9/22: Step three: outlining; in class writing

Week 5



M 9/25: Film response due: *The Global Food Waste Scandal* ; bring draft outline to class to turn in; Meet in NGL for research day

W 9/27: Step four: Drafting and creating a strong thesis statement

F 9/29: Step 5: revising; Rough draft due in class; peer editing

## OCTOBER

### Week 6

M 10/2: Film response due: *Taste the Waste*; revised rough draft due in class; peer editing

W 10/4: Conferences 8-12; bring draft of paper and works cited page

F 10/6: Conferences 8-12; bring draft of paper and works cited page

### Week 7

M 10/9: Paper #1 due in class (hard copy with drafts and peer review sheets) and via turnitin

W 10/11: Film response due *E-Waste Tragedy*; Visual argument; visual rhetoric

F 10/13: Bring an image to class; be prepared to discuss your choice

### Week 8

M 10/16: Film response due *Making Stuff Cleaner*; Writing about images; brainstorming

W 10/18: image and outline due in class; group work

F 10/20: Drafting in class, bring image and revised outline

### Week 9

M 10/23: Film response due *Terracycle: Turning Garbage into Gold*; rough draft of paper due in class; peer editing

W 10/25: revised rough draft due in class; peer editing

F 10/27: Paper #2 due in class (hard copy, image, outline, peer editing sheets)

### Week 10

M 10/30: Film response due *Trashed*; Paper #3 topic, brainstorming

**NOVEMBER**

W 11/1: Meet in NGL for research

F 11/2: Meet in NGL for research

Week 11

M 11/6: Narrowed topic, working thesis, and rough outline due in class

W 11/8: revised outline due in class; drafting

F 11/10: Creating a successful oral presentation

Week 12

M 11/20: Conferences 9:00-1:00

11/22-11/26: THANKSGIVING HOLIDAY: NO CLASSES

Week 13

M 11/27: paper #3 due in class (hard copy, outlines) oral presentations

W 11/29: oral presentations

**DECEMBER**

F 12/1: Last class day; oral presentations