

Syllabus: English 1302—Composition II  
Fall, 2017; Three Credits  
CRN 82882; Prerequisite: English 1301 or equivalent

Time & Location: MWF 9:00—9:50 am; Evans 417

Instructor: Dr. Craig Plunges      Email: [cep027@shsu.edu](mailto:cep027@shsu.edu)

Office Hours: M 1:00—3:00 pm, W 1:00—2:00 pm; Evans 209

**Course Description:**

ENGL 1302 continues the study of writing and critical reasoning in English. The course prepares students to write advanced essays and research papers that meet the high standards of academic discourse. Students will learn to develop and support arguments effectively by drawing on appropriate documentation and evidence. ENGL 1302 will deepen the students' understanding of how reading and writing are reciprocal arts, interconnected practices that reinforce one another and make advanced knowledge acquisition possible. Students will learn to think of close reading, thoughtful writing, and clear speaking as exercises in critical thinking and problem solving. They will learn to defend their ideas with reasoning, evidence, style, and professionalism.

In response to assigned readings, students will identify ideas and modes of thinking that intrigue and challenge them. Over the course of the semester students will develop a complex understanding of their chosen topics and gain expertise by writing about them. In their formal written assignments, students will be asked to demonstrate a coherent line of argument, and transition between linked and conflicting ideas strategically and persuasively.

The students will write three expository essays and a well-documented research paper. Additionally, the course includes an oral report component on the topic of the research paper.

**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, the ability to speak clearly and confidently, and develop an understanding of the expectations of various academic disciplines and professional environments, will prove invaluable throughout life. By the end of the semester, students will be able to write at a level that signifies that they are ready for sophomore writing.

The instructor will emphasize the importance of close, attentive reading and will demonstrate the reciprocal relationship between reading and writing, using a variety of texts (fiction, non-fiction, poetry, essays, visual art, advertising, film and examples of professional writing). After completing the course, students should be able to demonstrate complex analytical skills and creative, defensible interpretations in their

writing. In-depth textual analysis and discussion will challenge students to reflect on moral choices and make ethical decisions in local and global contexts. In sum, ENGL 1302 teaches students that there is a definite correlation between reading, writing, and life experience.

### 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, 2017.
2. Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbdook*. 19<sup>th</sup> ed. Boston: Cengage Learning, 2017. ISBN: 978-1-305-67644-2 (student edition).
3. Handout on most common literary terms (to be given out in class)

#### *Recommended Texts:*

4. A good collegiate dictionary, such as *Webster's College Dictionary* or *The American Heritage Dictionary of the English Language*.
5. Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. New York: W.W. Norton & Company, 2014.
6. Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995.

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

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

Date	Topic	Class Activities	Readings / Hmwk
WEEK 1 August 23	Introduction to English 1302; Descriptive, imaginative language and the case for clarity	John Ashbery, "The Instruction Manual" (group reading and discussion, in class)	<i>Late registration open</i>
August 25	Collaborative Writing & Revision	The Declaration of Independence (what was edited out, why?)	HMWK: Propose 3 revisions to the Declaration
WEEK 2 August 28-September 1	Hurricane Harvey	None	<i>Aug. 30: Last day to register and to process schedule changes online.</i>
WEEK 3 September 6	Summarizing what others say: What is the argument? What is the <b>take away</b> ?	In class: In groups, summarize the Declaration in 3 sentences. HMWK for Friday: Read Ch.1 <i>They Say, I Say</i> (Handout)	<i>Sept. 4: Labor Day, holiday for students and faculty.</i>
September 8	Summarizing continued: Summary of less formal, creative arguments	HMWK for Monday: Read "Perfectionism" by Anne Lamott (Handout)	<i>Sept. 8: 12<sup>th</sup> class day. Last day to drop without a "Q" and receive 100% refund and to submit degree applications.</i>

WEEK 4 September 11	Summarizing Continued: What’s Anne Lamott’s ‘argument’ about perfectionism? Is it an argument?	Discussion: Different ways of making a point. Who’s the audience? Why does it matter?	<b>HMWK:</b> Summarize in a paragraph what <b>stops</b> you from writing. <b>Read:</b> Chapter one in <b>ABL, p.1-15 (do not read the Barno essay yet)</b>
September 13	Introduction to Argument	What constitutes an argument? How are arguments dependent on context, audience, and desired outcomes?	<b>HMWK:</b> Read George Orwell, “You and the Atomic Bomb” (handout)
September 15	Argument continued	Discussion: World Order (introduction to political and social ideology)	<b>HMWK:</b> Finish reading Chapter One, including David Barno, “A New Moral Compact” and Regina Rini, “Should We Rename Institutions that Honor Dead Racists?”
WEEK 5 September 18	Argument continued: standing up for your values	Discussion: How are the essays we read similar? Different? How do the writers <i>frame</i> their concerns?	<b>HMWK:</b> Choose a topic for <b>Assignment One</b> and bring a short draft to class (printed out or on a laptop)
September 20	Argument continued: Workshop	In-class workshop to prepare for Assignment One	<b>HMWK:</b> Complete <b>Assignment One</b>
September 22	<b>Assignment One DUE in Class (PRINTED OUT ON PAPER)</b>	Discussion: What was the hardest part about the assignment?	<b>HMWK:</b> Read Chapter 3, “How to Argue about Literature” (p. 43-53)
WEEK 6 September 25	Introduction to Arguing about Literature	Discussion: Stories by Orozco, Le Guin, and Kincaid—what matters to these authors? What are the <b>issues</b> ?	<b>HMWK:</b> Read Chapter 3, p. 54-63
September 27	Arguing about Literature: Evidence	Discussion: What counts as evidence? How does your choice of <i>issue</i> influence what you can use as evidence?	<b>HMWK:</b> Read Chapter 3, p. 63-69
September 29	Evidence, continued	Discussion: Sample essay	<b>HMWK:</b> Read <i>They Say, I Say</i> , chapter 3 (handout)
WEEK 7 October 2	Evidence of feeling, mind, mood	In class: “The Love Song of J. Alfred Prufrock,” by T.S. Eliot (p. 109)	<b>HMWK:</b> Closely re-read “The Love Song of J. Alfred Prufrock” in a quiet place without distractions. How was your experience different?
October 4	Evidence and Perspective	In class: “Dover Beach” by Matthew Arnold. “The	<b>HMWK:</b> Read short excerpt from Michel

October 6	Workshop: Choosing a text, a topic, and compiling evidence	Ambassadors” by Hans Holbein; “Las Meninas” by Velasquez  In Class: Work in groups to brainstorm and outline a short essay about any of the works covered this week	Foucault <i>The Order of Things</i> (handout); Read <b>ABL</b> p. 117-127  <b>HMWK:</b> Read <b>ABL</b> p. 127-140; Begin thinking about <b>Assignment Two</b>
WEEK 8 October 9	Reading and Thinking about Poetry; Intro to Verbal Analysis	In class: A.R. Ammons, “The City Limits” and Wallace Stevens, “The Snowman” (handout)	<b>HMWK:</b> Read <b>ABL</b> p. 169-70; p. 176-181; Begin drafting <b>Assignment Two</b>
October 11	Verbal and Visual Analysis	In class: Edward Hopper, “Nighthawks”; W.H. Auden, “September 1, 1939”	<b>HMWK:</b> Complete a draft of Assignment Two for Workshop in Class
October 13	Assignment Two: Workshop	In class: Students pair up to assist one another on Assignment Two	<b>HMWK:</b> Assignment Two due on <b>Monday, October 16</b>
WEEK 9 October 16	Introduction to Research	Discussion: About what do you wish you knew more?	<b>HMWK:</b> Read <b>ABL</b> p. 207-219
October 18	Research: Context and Background	In class: James Eli Adams, “Narrating Nature”	<b>HMWK:</b> Finish reading Adams, “Narrating Nature” (ABL p. 690)
October 20	Research: Choosing your approach	Discussion: How to choose a rich topic and productive angle	<b>HMWK:</b> Charlotte Perkins Gilman, “The Yellow Wallpaper” (p. 244-259)
WEEK 10 October 23	Research: Critical Approaches	Discussion: Working within specified limits	<b>HMWK:</b> Read <b>ABL</b> p. 227-240
October 25	Research: Choosing a Topic for <b>Assignment Three</b>		<b>HMWK: TBD</b>
October 27	Library Visit (TBA)		<b>HMWK:</b> Locate 5 sources for Assignment Three
WEEK 11 October 30	Research: Getting a sense of the contemporary context	Discussion: What do you really know about the world right now? In class: Begin reading Orwell, “Politics and the English Language”	<b>HMWK:</b> Read George Orwell, “Politics and the English Language” (handout)
November 1	Research and Verification	Discussion: The bigger picture (with excerpts from Orwell, <i>1984</i> )	<b>HMWK:</b> Selections from George Orwell, <i>1984</i> (handout)
November 3	Workshop: Groups work together on Assignment Three		<b>HMWK:</b> Read selection from <i>They Say, I Say</i> (handout)
WEEK 12 November 6 (last day to drop)	Credibility: Yours and Others	Discussion: Presenting yourself as an authority; In class: Thucydides, “Funeral Oration of Pericles”	<b>HMWK:</b> Finish reading “The Funeral Oration of Pericles”

November 8  November 10	Credibility, continued; Epideictic Rhetoric  <b>Assignment Three DUE in class (PRINTED OUT)</b>	In class: Opening paragraphs of Cicero, "Against Catiline"	<b>HMWK: Complete Assignment Three</b>
WEEK 13 November 13  November 15  November 17	Logical and Rhetorical Transitions: Introduction  Transitions: Between sentences  Transitions: Between Paragraphs	Discussion: What makes a piece of writing seem <i>complete</i> and <i>persuasive</i> ?  In class: Examples to be distributed	<b>HMWK: Martin Luther King, Jr., "Letter from Birmingham Jail"</b>  <b>HMWK: Read HHH p. 45-60</b>  <b>HMWK: Prepare for Class Presentations on Research Topic</b>
WEEK 14 November 20	Overview: <b>Assignment Four and In-Class Oral Presentations</b>		<i>Nov. 22-24: Thanksgiving holidays for students and faculty.</i>
WEEK 15 November 27  November 29  December 1  December 3	In-class Oral Presentations  In-class Oral Presentations  In-class Oral Presentations		<b>HMWK: Prepare for Class Presentations</b>  <b>HMWK: Prepare for Class Presentations</b>  <b>ASSIGNMENT FOUR DUE DECEMBER 3 BEFORE MIDNIGHT</b>
Finals week December 4-7	Final Examination		<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 11, 12:00 p.m.**

### ***Course Policies***

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

Class activities and assignments (exercises and assignments) 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.

## **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:

1. Assigned essays (4 x 10%) **40%**
2. Midterm exam **10%**
3. Research paper project (**40%** altogether):
  - Research paper draft (presented both verbally in class and in writing) 10%
  - Oral report on the topic of the research paper 10%
  - Research paper 20%
4. 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

- *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* (TBD):

These will include reading quizzes based on questions emerging from the required collection of literature as well as quizzes on literary terminology; peer workshop responses; quizzes on integrating sources and a review of necessary grammatical usage.

*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, methods of developing cue sentences, varied citation styles, and the integration of sources will be required during the semester.

- *Midterm exam* (in class) (10%):

- *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* (10%):

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* (20%):

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%):

## **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 messaging systems, and all similar electronic devices is prohibited during class-time. Failure to comply with 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 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.