

## ENGL 1302.15 W Composition II Syllabus

Fall 2017; Credit 3

<b>Meeting Days/Times:</b>	<b>TuTh 9:30 to 10:50/Farrington 107</b>
<b>Instructor:</b>	<b>Mary Cook</b>
<b>Office:</b>	<b>EV 108</b>
<b>Contact Information:</b>	<b>MGC001@shsu.edu/294-1435</b>
<b>Office Hours:</b>	<b>TuTh 11:00 – 12:00 and 3:30 upon request</b>

### 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

This course addresses specifically the following Texas Higher Education Coordinating Board Skill Objectives, reflected further in course objectives, requirements, and assignments:

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. In complying with the objectives implemented by the Texas College and Career Readiness Standards, it is necessary in ENGL 1302 to read a wide variety of texts drawn from American, European, and World Literatures. In order for students to understand the persuasive nature of language, ENGL 1302 is further designed and structured around literature, critical thinking, and writing. In preparing students to write using *Arguing*

*about Literature*, it is necessary to focus upon four key ideas: **(1)** cogent “meaning-making” is most likely to occur in a literate environment of reading, responding, writing, discussion, and more writing; **(2)** arguing about literature is a process of inquiry that entails reasoning, re-examination, and revision; **(3)** finding literary topics to write about involves asking questions; **(4)** writing is best thought of as a process that involves exploring, planning, composing, and revising. Therefore, 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 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

- 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.

- (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 [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 an **3**-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 **unless prior arrangements have been made with instructor or for an excused absence.**

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 writing assignments (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

- *Assigned Essays, etc.* (4 x 10%):  
The bulk of your grade will come from your ability to create formal written papers, an annotated bibliography, a research paper, and a poem explication. Each writing assignment will include time spent in various stages of the writing process. Some 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. All papers will be developed through the method of *example* and *persuasion / argumentation*. Two will be based on literature, and two on current issues, all utilizing both critical reading and critical thinking, producing critical writing. 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 reading and include literary terminology, peer workshop responses, and quizzes on integrating sources. Other assignments will be included in this group, along with assignment responses.

*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 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 peer evaluations.

*Integrating sources quizzes:* Quizzes covering sources, plagiarism, in-text citations, methods of developing cue sentences, and the integration of sources.

*Critical and Close Reading Quizzes and literary terminology quizzes:* Reading responses, terminology quizzes and reading quizzes based on required reading.

- *Midterm exam* (in class) (10%): Will include material learned thus far in the class.
- *A study guide will be provided.*
- *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 proposal (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. Oral participation is a must in this class which will include teacher/student and peer/group discussions.
- *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 encouraged.
- *Research paper draft* (5%):  
Writing drafts for all your essays is mandatory; however, besides drafts, your research paper will need an oral and written presentation of your draft that will receive a separate 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.
- *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 exam will be a culmination of material presented during the semester. *A study guide will be provided.*

## 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 help each other to analyze readings and create a document. 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 unless your instructor asks you to use them for an assignment. Failure to comply to this policy will result in 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/ phone use*

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 your computer 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>.

### STUDENTS WITH DISABILITIES POLICY:

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](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.

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.

### 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.**

**ABL = Arguing about Literature: A Guide and Reader**

**HHH = Hodges Harbrace Handbook**

**Any time there is assigned reading for homework, a quiz over that material can be expected at any time.**

Date	Homework	Notes
<p><b><u>WEEK 1</u></b>  <b>8/24</b>            General overview, introductions, My Pet Peeves, Syllabus. Books for this class.</p> <hr/> <p><b><u>Week 2</u></b>  <b>8/29 &amp; 8/31</b> Harvey – no school</p>	<p><b>Homework: for 9/5</b>  <b>Read Chapter 1&amp; 2</b> for 9/5 Arguing about Literature</p> <p><b>Read Chapter 3 for 9/5</b> Close Reading / Critical Reading</p> <p>Read in AL “A Worn Path,” pg. 244... by Eudora Welty, “Yellow Wallpaper” by Charlotte Perkins Gilmore, pg. 244-5, and “The Things They Carried,” pg. 1082...by Tim O’Brien. Critical reading quiz on readings 9/5</p> <p>Read Flannery O’Connor’s “A Good Man Is Hard to Find” for 9/5 and 9/7</p>	<p>-----</p>



Date	Homework	Notes
<p><b><u>Week 3</u></b>  <b>9/5</b>            Discuss close reading/critical. Intro the short story and literary elements  <b>Explain presentations of stories/decide parts in groups</b>  <b>Work in groups to decide parts for presentations</b>              Discuss Lit texts read for homework.  <b>Critical reading quiz</b>  <hr/> <b>9/7</b> /Intro lit assignment A-1, analysis  <b>Presentations</b></p>	<p><b>Homework:</b>            re-read stories /Find literary elements.            Do a critical reading of your text for <b>9/7 for your presentation.</b>    <hr/> <b>Homework: for 9/12</b>            Do a critical read of “Good Man” that is visual. Find literary elements Be thinking of what you might want to argue (thesis)</p>	
<p><b><u>WEEK 4</u></b>  <b>9/12 Discuss Writing Process/Discuss thesis and claims</b>            Discuss and form groups for similar thesis for <b>“A Good Man is Hard to Find” Good Man quiz</b>  <hr/> <b>9/14</b> Discussion of elements/group work on thesis  <b>Discuss story and support</b></p>	<p><b>Homework:</b>            Read in AL Elements of Short fiction. Bring thesis and support (claims) to class for discussion– re-examine text    <hr/> <b>Homework:</b>            Draft for A-1 is due on Tuesday</p>	
<p><b><u>WEEK 5</u></b>  <b>9/19</b> Draft for A-1 is due/Peer Edit    <b>9/21</b> A-1 is due/quiz over literary terms / <b>Present A-2 (Lit analysis (Poetry/explication) Practice on a poem</b></p>	<p><b>Homework:</b>            A-1 is due Thursday    <b>Homework:</b>            Read Writing poetry AL and The Elements of Poetry, pg.176. Bring some source of dictionary to class. Bring poetry element list to class</p>	

Date	Homework	Notes
<p><b><u>WEEK 6</u></b></p> <p><b>9/26 A2 - Explicate poem in class</b></p> <p><b>9/28 Discuss 3 poems and elements</b></p>	<p><b>Homework:</b> Read “My Last Duchess” in AL, pg. “Mr. Floods Party” and “Mirror” (online)</p> <p><b>Homework:</b> Take online library tours and online library quizzes, bringing receipts to the library class</p>	
<p><b><u>WEEK 7</u></b></p> <p><b>10/3 Library day. Meet at library for a class with the Librarian /Assign A-3, example / argument / Plays/essays/response/position essay</b></p> <p><b>10/5</b> MLA/Reading discussion. Discuss A3/topics/prepare for midterm (review)</p>	<p><b>Homework:</b> Read in Chapter 5, The elements of genre, plays, pp. 190-204. Read “Trifles” by Susan Glaspell, pp. 740-51. Read assigned essays. Select one to respond to for A3.</p> <p><b>Homework:</b> Study for Midterm (study guide) on 10/10</p>	
<p><b><u>WEEK 8</u></b></p> <p><b>10/10 Midterm /Discuss Topics and evidence for A3</b></p> <p><b>10/12 Present and discuss proposals</b></p>	<p><b>Homework:</b> Prepare proposal for A3 with topic, thesis, claims and examples (evidence) Read writing about essays</p> <p><b>Homework:</b> Draft for <b>A-3</b> is due (2 copies) on Tuesday</p>	
<p><b><u>WEEK 9</u></b></p> <p><b>10/17</b> Draft <b>A-3</b> is due (2 copies) Peer Review</p> <p><b>10/19 A-3 is due/Assign A-4/ Annotated Bibliography and A-5/Research essay, Current issue</b></p>	<p><b>Homework:</b> <b>A-3 is due Thursday</b></p> <p><b>Homework:</b> Decide on issue for Tuesday.</p>	
<p><b><u>WEEK 10</u></b></p> <p><b>10/24</b> Sign up and discuss topics. <b>Assign oral presentation for A-5/</b> Oral presentation instruction sheet/sign up. Discuss Oral presentation of draft. Meet in groups.</p>	<p><b>Homework:</b> Read Writing Researched Arguments. Research, bring annotated bib draft with 5 sources for review.</p>	

Date	Homework	Notes
<b>10/26</b> Annotated bibliography draft with 5 sources due for peer and teacher review.	<b>Homework:</b> Continue researching and working on annotated bib. Prepare an outline of A-5, including theme, claims, and evidence to class on Tuesday	
<u><b>WEEK 11</b></u> <b>10/31</b> Oral and written presentation of A5 Draft  <b>11/2</b> Oral and written presentation of A5 Draft <b>continued</b>	<b>Homework: Draft of A-5</b> is due on Thursday, both orally and written  <b>Homework:</b> Edit and revise draft. Read Strategies for Revising, <b>conferences/make up quizzes for absentees</b>	<b>11/10 Last day to drop class with a Q grade</b>
<u><b>Week 12</b></u> <b>11/7</b> Conferences  <b>11/9</b> A4 and A5 due/review for oral/conferences	<b>Homework: Prepare for oral presentations</b>	<i>Nov. 10 Last day to "Q" drop</i>
<u><b>Week 13</b></u> <b>11/14</b> Begin Oral Presentations  <b>11/16</b> Oral Presentations	<b>Homework: Prepare for oral presentations</b>	<i>Nov. 10 Last day to "Q" drop</i>
<u><b>Week 14</b></u>  <b>Thanksgiving Holiday 11/22-11/24</b>	<b>Homework:</b> Prepare for oral presentations	
<u><b>Week 15</b></u>  <b>11/28</b> Oral Presentations  <b>11/30</b> Oral Pres/Final Exam Review	<b>Homework: Prepare for review with study guide and text book</b>  <b>Homework: Prepare for final.</b>	<i>Dec. 1, Last day to resign</i>
<b>Final Dec. 5 (8:00-10:00)</b>	Our classroom	<i>May 12, Residence Halls close at noon.</i>