

ENGL 1302W Composition II Syllabus

Section 14, CRN 20285

Spring 2018; Credit 3

Meeting Days/Times: MWF, 13:00–13:50
Place: Evans 315
Instructor: Dr. Helena Halmari
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Office Hours: MWF 12:00–13:00 and 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*. 2nd ed. Boston: Bedford/St. Martin's, 2017.
- (2) Glenn, Cheryl, and Loretta Gray. *The Hodges Harbrace Handbook*. 19th ed. Boston: Cengage Learning, 2017.
- (3) Handout on common literary terms.

Recommended Texts:

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

Attendance

Attendance is important 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. You must remain in the classroom for the entire 50-minute period; in other words, traffic during class-time is not allowed. Please inform the instructor before the class begins if you have an important meeting or appointment and have to leave the classroom before the class is over.

Class activities and assignments (quizzes and exercises) cannot be made up; therefore, your attendance is mandatory on the days when quizzes, tests, and other gradable activities take place.

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.

Please bring Schilb & Clifford, your textbook, to class every day (Mondays, Wednesdays, and Fridays). In addition, bring *The Hodges Harbrace Handbook* on Fridays and on peer-review days.

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 x 1%)	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* (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*. 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 *Arguing about Literature* as well as quizzes on literary terminology; peer workshop responses; quizzes on integrating sources, and a review of necessary grammatical usage. There will be 15 assignments, each worth 1 percent of the grade.

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.

Short quizzes and graded assignments on readings, citation conventions, methods of developing cue sentences, the integration of sources, terminology, and language usage.

- *Midterm exam* (in class) (10%)
- *Oral component:*
In addition to the *oral research paper report* (10% of the grade, see below), students will 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 the textbook, depending on the interests of the student.
- *Final exam* (10%):
The questions will cover students' 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 in your 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 are to 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> or <http://www.shsu.edu/dept/dean-of-students/documents/2016-2018%20Student%20Guidelines.pdf>.

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). 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.

COURSE SCHEDULE*

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

Abbreviations: **S&C = Schilb & Clifford: *Arguing about Literature***
 HHH = Hodges Harbrace Handbook
 WA = Weekly Assignment

Date	Topic	Reading(s)	Notes
WEEK 1 W 1/17 F 1/19	<i>University closed.</i> Introduction to the course. Distribution of the syllabus. Overview of the course. WA1: In-class writing	N/A	
WEEK 2 M 1/22 W 1/24 F 1/26	What is argument? An argument for analysis Topic cont. WA2: Response to Rini HHH	S&C Ch. 1, pp. 1–26 S&C Goldberger, pp. 3–5 S&C Barno, pp. 15–18 S&C Rini, pp. 23–26	
WEEK 3 M 1/29 W 1/31 F 2/2	Writing effective arguments WA3: Response to Barno HHH	S&C Ch. 2, pp. 27–42 S&C Ch. 2 cont. S&C Ch. 2 cont.	
WEEK 4 M 2/5 W 2/7 F 2/9	How to argue about literature Topic cont. Topic cont. WA4 HHH	S&C Ch. 3, pp. 43–87 S&C Ch. 3 cont. S&C Ch 3 cont.	Bring draft of Essay 1 to class for peer review Essay 1 due

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WEEK 5 M 2/12	The reading process	S&C Ch. 4, pp. 88–116	
W 2/14	Topic cont.	S&C Ch. 4 cont.	
F 2/16	Topic cont. WA5 HHH	S&C Ch. 4 cont.	
WEEK 6 M 2/19	The writing process	S&C Ch. 5, pp. 117–148	
W 2/21	Topic cont.	S&C Ch. 5 cont.	
F 2/23	Topic cont. WA6 HHH	S&C Ch. 5 cont.	
WEEK 7 M 2/26	Writing about literary genres	S&C Ch. 6, pp. 149–206	Bring draft of Essay 2 for peer review
W 2/28	Topic cont.	S&C Ch. 6 cont.	Essay 2 due
F 3/2	Topic cont. WA7 HHH	S&C Ch. 6 cont.	
WEEK 8 M 3/5	Writing researched arguments	S&C Ch. 7, pp. 207–269	
W 3/7	Midterm exam		
F 3/9	Documenting sources/MLA WA8 HHH	S&C Gilman, Mitchell, Kellogg, pp. 244–269	
March 12–16 Spring break			
WEEK 9 M 3/19	Writing with critical approaches to literature	S&C Ch. 8, pp. 271–295	
W 3/21	Topic cont.	S&C Joyce pp. 276–283	
F 3/23	Nine critical approaches WA9 HHH	S&C Joyce pp. 283–295	
WEEK 10 M 3/26	Issues of love WA10	S&C, pp. 475–476	Bring draft of Essay 3 to class for peer review
W 3/28	Topic cont. WA11	S&C Updike, pp. 482–487 S&C Faulkner, pp. 497–505	

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<i>F 3/30</i>			<i>No class/Good Friday</i>
WEEK 11 M 4/2	Seductive arguments: Poems	S&C Donne & Marvell, pp. 533–537	Essay 3 due <i>April 6: Last day to “Q” drop. Students cannot drop after this date; they will receive grade earned.</i>
W 4/4	Social issues	S&C Arnold, pp. 678–681 S&C Dickens, pp.682–686 S&C Engels, pp. 687–690	
F 4/6	Topic cont. WA12 HHH	S&C Adams, pp. 690–692	
WEEK 12 M 4/9	Domesticity and women’s rights	S&C Ibsen, pp. 791–814	Bring draft of Essay 4 for peer review Essay 4 due
W 4/11	Topic cont.	S&C Ibsen, pp.814–847; Strindberg, pp. 847–851; Goldman, pp. 851–854	
F 4/13	Topic cont. WA13 HHH	S&C Templeton, pp. 855– 859; Rustin, pp. 859–863	
WEEK 13 M 4/16	Literature and current issues: Capital punishment	S&C Alexie, pp. 993–998 S&C Will, pp. 998–1000	
W 4/18	Topic cont.	S&C Otis, pp. 1000–1003 S&C Ogletree, pp. 1003– 1006	
F 4/20	Arguments about a story WA14 HHH	S&C O’Connor, pp. 1007– 1021	
WEEK 14 M 4/23	O’Connor cont.	S&C Stephens, pp. 1022– 1025; Bandy, pp. 1025– 1028;	Research paper draft due
W 4/25	O’Connor cont.	S&C Desmond, pp. 1028– 1031	
F 4/27	Fairy tale journeys WA15 HHH	S&C Perrault, pp. 1065– 1069; Grimm, pp. 1069– 1072; Carter, pp. 1072– 1081	
WEEK 15 M 4/30 W 5/2 F 5/4	Oral reports Oral reports Oral reports		<i>May 4: Last class day. Last day to resign in Registrar’s Office.</i>
Finals week W 5/9	Final Examination 2:30 p.m.–4:30 p.m.		Research paper due by the time the final begins.

Grades will be posted by Monday, May 14, 12:00 p.m.