

## **ENGL 1302W Composition II**

**Spring 2018; Credit 3; prerequisite: ENGL 1301**

**Meeting Days/Times: MWF 10:00-10:50; EV 315**

**Instructor: Dr. Tracy Bilsing**

**Office: EV 404 and ABIV 201D**

**Contact Information:**

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### **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. Essentially, the course includes an oral report component on the topic of one of the research papers.

### **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 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 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 MLA citation
- 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,
- further strengthen their knowledge of the conventions of Standard American English grammar and appropriate mechanics.

### **Required Textbooks and Readings**

**For this class, all texts will be available through the NGL or online**

### *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. 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. Up to three hours of absence (three absences) will receive no penalty. **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.** Class activities and assignments (quizzes and exercises) 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.

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.

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

### Assignments:

Assigned essays (3 x 20%)      60%

Oral report on the topic of the research paper      20%

Weekly assignments      20%

Total      100%

### Grading scale:

A      90-100

B 80-89

C 70-79

D 60-69

F 0-59

### Explanation of Assignments

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

Using MLA formatting, write three formal, research based papers of varying lengths which explore narrowed topics emerging from your directed research on food. 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.

These papers are meant be persuasive pieces which explore 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 these papers are very short, your topic should be narrow and focused.

#### **Requirements:**

Page length: 3-4 and 6-8 pages depending on the assignment (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.

- *Assigned Essays* (3 x 20%):

The bulk of your grade will come from your ability to create formal written papers. Each of the three 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 mandatory that these papers utilize parenthetical referencing, i.e., citation from primary sources.

- *Weekly assignments (20%):*

These will include reading responses, in-class writing, and peer workshop 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, 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.

- *Oral component (20%):*

In addition to the *oral research paper report* (20% 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.

You will give an oral report to the class on the topic of one of your research papers. Effective use of appropriate visual aids is obligatory.

## 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 unless authorized by the instructor. 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.

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.

## 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.



English 1302 Spring 2018

**Tentative calendar** (I reserve the right to change the calendar at any time. The changes will not be made on Blackboard, so keep the calendar handy).

## **JANUARY**

### Week 1

F 1/19: Introduction to course

### Week 2

M 1/22: Brainstorming discussion: Food

W 1/24: Introduction of assignments; OWL website overview

F 1/26: Research exercise; in-class writing; explanation of paper #1

### Week 3

M 1/29: Meet in Newton Gresham Library room 101; come in, choose a computer, and log on

W 1/31: Meet in classroom EV 315; bring topic ideas and brainstorming; beginning the research process

## **FEBRUARY**

F 2/2: Introduction of oral presentation assignment; generate questions for assignment; research process; thesis

### Week 4

M 2/5: Meet in NGL foyer (not Starbucks); bring a paragraph which lets me know what ideas you will explore in your paper. Research day

W 2/7: Meet in NGL foyer research day

F 2/9: Meet in classroom; bring to class: a formal list of sources you have gathered (whether you will use them or not); documentation formatting—works cited; also bring to class a keyword outline which includes a working thesis

### Week 5

M 2/12: Bring a completed rough draft to class with MLA documentation in place; guided peer editing

W 2/14: Bring a revised rough draft to class; guided peer editing

F 2/16: Writing day. Walk-in conferences in Evans 404 10:00-12:30; ABIV 1:00-4:00

Week 6

M 2/19: **PAPER #1 due** at the beginning of class. Include: brainstorming, all drafts of the paper, all peer editing responses. Turinitin upload due at the beginning of class. Film.

W 2/21: Bring a cookbook to class. You can check them out from the library. In class writing

F 2/23: Food and your major – can you connect? In class writing

Week 7

M 2/26: Introduction paper #2 assignment; brainstorming; in class writing

W 2/28: Meet in NGL; research day

**MARCH**

F 3/2: Meet in NGL; research day

Week 8

M 3/5: In class writing, drafting

W 3/7: In class writing, drafting

F 3/9: Rough draft due in class with MLA documentation in place for directed peer editing

Week 9

M 3/12-F 3/16: Spring Break!

Week 10

M 3/19: Revised rough draft due in class; directed peer editing

W 3/21: writing day; walk-in conferences in Evans 404 10:00-12:30; ABIV 1:00-4:00

F 3/23: **Paper #2 due** at the beginning of class. Include: brainstorming, all drafts of the paper, all peer editing responses. Turinitin upload due at the beginning of class. Film.

Week 11

M 3/26: Food in literature Food in film

W 3/28: Introduction paper #3

F 3/ 30: Good Friday; Campus closed

## APRIL

### Week 12

M 4/2: Meet in NGL research day

W 4/4: Evans Writing day

F 4/6: Evans writing day; Last day to drop long semester classes

### Week 13

M 4/9: Rough draft with MLA documentation in place due in class for directed peer editing

W 4/ 11: Revised rough draft due in class for directed peer editing

F 4/13: Writing day

### Week 14

M 4/16: **Paper #3 due** at the beginning of class. Include: brainstorming, all drafts of the paper, all peer editing responses. Turinitin upload due at the beginning of class.

W 4/18: TBA

F 4/20: TBA

### Week 15

M 4/23: Creating a good oral presentation; sign up for time slots

W 4/25: Creating an effective PowerPoint

F 4/27: Writing day, no formal class

### Week 16

M 4/30: Oral presentations

## MAY

W 5/2: Oral presentations

F 5/4: Last class day; oral presentations

Final exam period: Oral presentations