

ENGL 1302W Composition II Syllabus (EWCAT)

Spring 2017; Credit 3

Meeting Days/Times: **1302.48 MWF 8-8:50 / EV 262**
 1302.2 MWF 9-9:50 / EV 258
 1302.3 MWF 10-10:50 / EV 258
 1302.4 MWF 11-11:50 / EV 258

Instructor: **Jonathan David Antonini**

Office: **EV 409**

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Office Hours: **MWF 12-1 pm or 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) essays over literature and a well-documented research paper. Essentially, the course includes an oral report component on the topic of the research paper. **Prerequisite:** ENGL 1301.

The curriculum of the EWCAT composition II class will focus on the theme of man as an individual. Through family dynamics, social interaction, and life experience, people develop individual sets of values and beliefs. Modern society highlights outer accomplishments such as material possessions and appearance, but we will turn our attention inward, to the core of human character. Our aim is to investigate elements of human nature, their history and impact on the individual and society, as we seek to understand and develop our own ethics. This course is designed to encourage a productive discussion over the loss of core personal integrity through a reinvigoration of the values of Western civilization. Furthermore, it will demonstrate that politicians, public figures, academics, and the general public have endured throughout history the same dilemmas that we as Americans

bear today. EWCA 1302 helps prepare students to understand and interact with modern ethical dilemmas through study and introspection.

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,

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- 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: To order books, please go to the SHSU homepage; click on "Fast Links"; select "Bookstore"; under "Find Textbooks", enter course information.

- (1) Sophocles. *Theban Plays*. (More specifically – *Oedipus Rex*)
- (3) Thoreau, Henry David. *Civil Disobedience*
- (4) Shakespeare, William. *Hamlet*
- (5) Cisneros, Sandra. *The House on Mango Street*

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. Plan this time carefully, because any absence beyond the three hours will result in a two-percentage-point deduction from your end-of-semester grade, every time you do not attend class.**

I will accept late papers for a 10 point deduction each day after they are due. In other words, if your paper is three days late, you will automatically lose 30 points. However, after the three days, I will no longer accept later papers.

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

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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 essays (4 x 10%)	40%
Reading Quizzes	15%
PLTL Discussion	10%
Research paper project (25% altogether):	
Oral report on the topic of the research paper.....	10%
Research paper	15%
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 Assignment

- *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 *exposition* and *persuasion/argumentation*.

Reading quizzes (15%): Students should read material in depth before class and be prepared to answer analytical questions about the reading.
- *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* (15%):

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This is a well-documented academic paper, which uses a number of appropriate (original, mostly print) sources to support a clear line of argument.

- *PLTL Discussions* (10%):
The Peer-Led Team Learning (PLTL) Group Discussion Sessions are designed to provide the student with the opportunity to discuss and debate the contents of his or her course. That is, they offer the occasion to present insights, facts, and opinion regarding the historical and contemporary applications of Western intellectualism and provide a change for academically stimulating conversation. **It is the student's responsibility to attend and participate in PLTL sessions. Failure to meet attendance and participation requirements during the semester will result in a reduction of the student's overall average.** These discussions are often a favorite element of the course for students.
- *Final exam* (10%):
The final exam will cover all lecture materials and readings, along with research and composition skills. Students will receive a review session for the final and further notification as the semester progresses.

Classroom Policies

Individual and group responsibility

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 in peer editing 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 may 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 with this policy will result in **expulsion from the classroom**, and may result in a recorded absence for the day as well as a zero on the current assignment. 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 anything other than class assignments is not allowed. If you access Facebook, Twitter, or any other site not affiliated with our coursework during class, you may be **asked to leave the classroom**.

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. **In addition, due to the fact that this class relates to ethics**

and integrity, a SINGLE instance of blatant plagiarism can result in the immediate failure of the student for the entire composition class. To put it more simply, the professor has the right to expel a student from the course for plagiarism or cheating. 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>.

As honesty is paramount to the working relation between teacher and student, all students will be expected to behave with honesty and speak in truth. If a student is caught deliberately lying to deceive a professor based on an assignment, absence, or any other school related project, the professor has the right to deduct 10-20% off the final grade of the student based on the severity of the lie.

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

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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.**

RQ=Reading Quiz

Jan. 17 – Introduction to class – “What Defines Me?”

Jan. 19 – Student introductions

Jan. 22 – Three Point Thesis and in text Citations
“What Defines Me?” is due

Jan. 24 – Research Methods

Jan. 26 – Background on Greek Drama and *Oedipus Rex*

Jan. 29 – *Oedipus Rex*
RQ 1

Jan. 31 – *Oedipus Rex*

Feb. 2 – *Oedipus Rex*
RQ 2

Feb. 5 – *Oedipus Rex*

Feb. 7 – *Oedipus Rex*
Group discussion questions

Feb. 9 – **PLTL**

Feb. 12 – **Peer Review** (Write half of the paper – Bring three copies)

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Feb. 14 – **Essay 1 is Due**
Background on *Hamlet*

Feb. 16 – Chinese New Year - No Class

Feb. 19 – *Hamlet*
RQ 3

Feb. 21 – *Hamlet*

Feb. 23 – *Hamlet*

Feb. 26 – *Hamlet*

Feb. 28 – *Hamlet*
RQ 4

Mar. 2 – **PLTL**

Mar. 5 – **Peer Review** (Write half of the paper – Bring three copies)

Mar. 7 – **Essay 2 is Due**
Background on *Civil Disobedience*

Mar. 9 – *Civil Disobedience*
RQ 5

Mar. 19 – *Civil Disobedience*

Mar. 22 – *Civil Disobedience*
RQ 6

Research Proposal Due
Choose Presentation Dates

Mar. 23 – **PLTL**

Mar. 26 - **Peer Review** (Write half of the paper – Bring three copies)

Mar. 28 - **Essay 3 is Due**
Background on *House on Mango Street*

Mar. 30 – Good Friday – Passover – No class

April 2 - *House on Mango Street*
RQ 7

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April 4 - *House on Mango Street*

April 6 - *House on Mango Street*

April 9 – *House on Mango Street*
RQ 8

April 11 – *House on Mango Street*

April 13 – **PLTL**

April 16 - **Peer Review** (Write half of the paper – Bring three copies)

April 18 – **Essay 4 is due**
Presentations

April 20 – Presentations

April 23 – Presentations

April 25 – Presentations

April 27 – Presentations

April 30 – Presentations

May 2 – Presentations

May 4 – **Research Paper is due**
Review for Final

May 7-10 - **Finals Week**
Exam date to be announced