

English 1302.39 (CRN 20637) Composition II
Spring 2018 / Credit: 3
Room 351 Evans Complex
8-8:50 MWF

Instructor: Lee Courtney / 936 294 1416 / eng_lfc@shsu.edu
Office: 406 Evans Complex
Office Hours: 9-10 MWF 2-4 TTh

Texts:

Clifford, John, and John Schilb. *Arguing about Literature: A Guide and Reader*. 2nd ed., Bedford/St.Martin's, 2017. (ISBN 9781319070571)

Glynn, Cheryl and Loretta Gray. *The Hodges Harbrace Handbook*. 19th ed., Cengage, 2017. (ISBN 9781337702805)

Course Description: English 1302 continues the study of writing skill in English, emphasizing more complex methods in the writing process than English 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. English 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.

Prerequisite: English 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 requirements of different disciplines. By the end of English 1302, students will be able to write at a level that signifies 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' perceptions in interpreting texts. After completing the course, students will be able to

express in analytical writing more verbally complex thoughts 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 series of writings and readings, 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
- 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
- strengthen their oral presentation skills
- 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

Attendance: On-time, full-time, every-time attendance is the best policy. Each unexcused absence after the fourth will result in a two-point deduction from your semester average.

Late Submissions: For every day an assignment is late, its value decreases by ten points.

Classroom Decorum: Students are expected to behave responsibly and respectfully. Texting and side talk are examples of inappropriate and disruptive in-class behavior.

[The following statements are taken from official SHSU documents.]

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of the academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

[In this class, the first violation of this policy will result in a grade of zero on the assignment in question. The second will mean a F for the semester.]

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 performances are expected to visit with the Office of Services for Students with Disabilities. 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 a student has a disability that may adversely affect his or her work in this class, then the student is encouraged to register with the OSSD and to talk to the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential.

Religious Holidays: 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 that 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: Only registered students may attend class. Exceptions may be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.

Schedule of Assignments:

January 19	Lecture: Organizational / Words, Sentences, Paragraphs
January 22	Previous Assignment Continued
January 24	Ungraded (and Brief) In-Class Essay
January 26	Lecture: Introduction to the Unit on Fiction
January 29	Reading Assignment: "The Story of an Hour," (555) Note: All page references are to <i>Arguing about Literature</i> . Handbook assignments will be added occasionally.
January 31	Reading: "Araby," (477)
February 2	Quiz 1 (Note: There will be six quizzes scattered throughout the semester. Your lowest quiz grade will be dropped. The average of the other scores will represent 10% of your semester grade.)
February 5	Reading: "A & P," (482)
February 7	Reading: "The Lottery," (696)
February 9	Quiz 2
February 12	Reading: "Sonny's Blues" (339)
February 14	Essay I Assigned (10% of Semester Grade)
February 16	Quiz 3 / Lecture: Introduction to the Unit on Drama
February 19	Reading: <i>Antigone</i> (923)
February 21	Previous Assignment Continued
February 23	Previous Assignment Continued / Essay I Due
February 26	Reading: <i>Trifles</i> (740)
February 28	Quiz 4 / Essay II Assigned (10%)
March 2	Research Essay Assigned (20%)
March 5	Reading: <i>Othello</i> (573)
March 7	Previous Assignment Continued
March 9	Previous Assignment Continued / Essay II Due
March 19	Lecture: Introduction to the Unit on Poetry
March 21	Reading: Assigned Poems
March 23	Midterm Exam (10%)
March 26	Reading: Assigned Poems
March 28	Reading: Assigned Poems

April 2	Assigned Poems / Quiz 5
April 4	Assigned Poems
April 6	Assigned Poems / Deadline for Claiming Research Essay Topic
April 9	Assigned Poems / Quiz 6
April 11	Assigned Poems
April 13	Essay III Assigned (10%)
April 16	Conferences: Research Essay and Essay III
April 18	Conferences
April 20	Lecture: Rhetorical Review / Essay III Due
April 23	Lecture: Rhetorical Review
April 25	Previous Assignment Continued
April 27	Essay IV (10%) In Class
April 30	Oral Reports on Term Papers*
May 2	More Reports
May 4	And More

*The Oral Report represents 25% of the Research Essay grade.

May 7 (8-10) Final Exam (10%)

Bonus opportunities will be frequent. You must be present to qualify.

Near the end of the semester, students will be asked to complete an online survey evaluating the course and the instructor.

