

ENGL 1302.19W Composition II Syllabus

Spring 2018; Credit 3

Meeting Days/Times: 8:00 -9:20am Engl 1302.19 Ev 315

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Office Hours: W 2:30 – 5: 30 and otherwise 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, 2014.
- (2) Glenn, Cheryl and Loretta Gray. *The Hodges Harbrace Handbbook*. 19th 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

Your attendance is expected and will be documented. Department policy is that 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 a 1 point deduction from your end-of-semester grade.

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.

** Absence: ** **NB** **

Daily class activities and assignments (quizzes and exercises) cannot be made up!

When you miss 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 essays (4 x 10%) Weeks 3, 5, 7, and 9.....	40%
Weekly/ daily assignments	15%
Midterm exam Week 7	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.....Week 13.....	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*. Two (2) will be based on career issues and critical thinking and two (2) will be based on literature. 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 the required collection of literature as well as *Current Issues*; quizzes on literary terminology; peer workshop responses; and quizzes on integrating sources.

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.

Integrating sources quizzes: Quizzes covering sources, plagiarism, in-text citations, methods of developing cue sentences, varied citation styles, and the integration of sources will be required during the semester.

- *Midterm exam* (in class) (10%):
- *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 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. Your grade for the draft does not guarantee anything about your grade on the final product.
- *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, using at least 3 acceptable academic sources to support a clear line of argument. Acceptable sources have these elements: author, title of article and source, date, page number (or paragraph number), and publication information such as location, edition, volume. Do not use any source without these elements.
- *Final exam* (10%):

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 with this policy will result to expulsion from the classroom. Even the visible presence of such a device, every time, will result in one point deduction from your final semester grade. All such devices should be turned off or put in a silent mode and not be taken out during any class.

Using electronic devices during class without permission will not be tolerated. If you use or have out electronics 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. 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 electronic devices for other than course work during class are:

- I will deduct one point each time from your grade at the end of the semester;
- 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>.

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.

COURSE SCHEDULE*

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

The following readings are from Arguing About Literature, unless otherwise noted.
HH Hodges Harbrace Handbook we will also use.

Date	T	Rd(s)///??	Notes
WEEK 1 January 19	“The Most Dangerous Game” Kennedy, X.J. “Death of a Window Washer” (Arg)	Introduction to the course. Distribution of the syllabus. Overview of the course.	<i>Late registration. Process class schedule changes.</i>
WEEK 2 January 23-25	Discuss satire and editorial opinion	In class look up columnists from Creators’ Syndicate, and editorial cartoons	<i>Bring some of your favorite editorial articles and cartoons</i>
WEEK 3 January 30 -Feb. 1	Civil Disobedience. ML King: “Letter from Birmingham Jail” (<u>Arg</u>) 923	Essay 1 due: interpreting an editorial cartoon. In class read Thoreau, Solnit 923	<i>Feb. 1: 12th class day. Last day to drop spring courses without a “Q” and receive 100% refund.</i>
WEEK 4 February 6 - 8	Vargas: “My Life as an Undocumented Immigrant” (Arg) 755 and Rios: “Mi Abuelo”	Essay 2 due: interpreting an editorial article. Then, in class, read Swift: “A Modest Proposal”	<i>Think about what your personal theme for the semester could be, including the term paper.</i>
WEEK 5 February 13 - 15	Kincaid: “Girl” Schumwalt: “The Mother’s Mixed Messages in ‘Girl’ ” (Arg) 57	Ch 7 “Writing Researched Arguments” (Arg) 193-211. Then, in class, find electronic sources via our library.	<i>Make an appointment at the Academic Success Center aka the Writing Ctr. Think about your Thesis Statement.</i>
WEEK 6 February 20 - 22	In class work on essay 3. Min 5 paragraphs, 2 proper sources, 2 quotations and 2 paraphrases.	Essay 3 due: what people write in or about your career. You must have turnitin and copies of your sources.	<i>Look in the MLA section of HH to know how to cite sources.</i>

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WEEK 7 February 27 - March 1	Hemingway: "Hills Like White Elephants" Then, in class, determine your topic for essay 4.	Mid term test	
WEEK 8 March 6 - 8	Walker: "Everyday Use" Then, in class, work on Essay 4	Essay 4 due: your favorite author or genre. Then, in class, get sources for your term paper.	<i>March 12-16: Spring Break</i>
WEEK 9 March 13 - 15	In class, work with sources for your term paper.	Bring your sources, printed out on paper, with you to class.	
WEEK 10 March 20 - 23	Presentations on Sources	Presentations on Sources	.
WEEK 11 * March 27 – 29	Twain "Cannibalism in the Cars" *	How to cite online sources	<i>March 30: Good Friday – Holiday for students and faculty.</i>
WEEK 12 April 3 - 5	Research Paper draft due.	Research Outline due.	<i>April 6: Last day to "Q" drop.</i> <i>Students cannot drop after this date; they will receive grade earned.</i>
WEEK 13 April 10 - 12	The Love Song of J. Allfred Prufrock	Parental (Arg) 363- 375	<i>For fun, read James Joyce "Araby"</i>
WEEK 14 April 17 - 19	Workshop	Research paper due.	
WEEK 15 April 24 - 26	conferences	conferences	
WEEK 16 May 1 - May 3	Review	party	<i>May 4: Last class day. Last day to resign from spring courses</i>

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Finals week May 7-10	Departmental final May 8 Tuesday 8am	The HH <i>Handbook</i> and all the lectures	<i>The final is an in-class final to be administered during the time to be specified for each section by the University. The final (10% of course grade) focuses on editing skills (grammar, usage, and mechanics).</i>
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