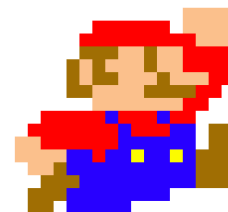


# COMPOSITION II



## COURSE INFO

English 1302.28  
CRN 20994  
Tu/Th 12:30-1:50  
Evans 262

## INSTRUCTOR INFO

Prof. Nick Lantz  
nick.lantz@shsu.edu  
W 9-12, and by appointment  
Evans 314A

## 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 that 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 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 five (5) 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 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.

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

Sonia Maasik and Jack Solomon, eds., *Signs of Life in the USA: Readings on Popular Culture for Writers*, 8th edition (Bedford/St. Martin's, 2015)

Cheryl Glenn and Loretta Gray, *The Hodges Harbrace Handbook*, 19th edition (Wadsworth Publishing, 2016)

Andrew Schartmann, *Koji Kondo's Super Mario Bros. Soundtrack* (Bloomsbury Academic, 2015)

Danez Smith, *Black Movie* (Button Poetry, 2015)

G. Willow Wilson and Adrian Alphona, *Ms. Marvel Vol. 1: No Normal* (Marvel, 2014)

## ASSIGNMENTS AND GRADING

Your grade will be calculated out of 1,000 possible points.

Participation 100

Quizzes: 200 (20 x 10)

In-class writing: 100 (10 x 10)

Mini-Papers: 100 (5 x 20)

Revised Mini-Paper: 50

NBAF Write-Up: 25

Research Plan: 25

Peer Review Forms: 100

Presentation: 100

Final Paper: 200 (50 for draft, 150 complete paper)

Detailed guidelines and rubrics for each assignment are available on Blackboard.

## QUIZZES

There will be 20 reading quizzes during the semester. Quizzes will focus on material from the *Hodges Harbrace Handbook* but will also include questions on other readings. The quizzes will be closed book: no textbooks, notes, or devices should be out during the quiz. Each quiz will begin promptly at 12:30 (the beginning of class), and you will have 10 minutes from that time to complete the quiz, so if you arrive late, you will have less time. If you arrive after the quiz time is over, or do not hand in your quiz at the end of the allotted time, you will receive a zero on that quiz. Quizzes may ask you to provide a definition, to identify examples, or to provide a detail from the reading. Each quiz is only worth 10 points (1% of your final grade), but all the quizzes collectively are worth 200 points (20% of your grade), which reflects how crucial it is that you complete the reading and retain its content.

## ATTENDANCE POLICY

Your regular attendance is crucial not only to your individual success in the course but to the success of the course itself. A college class is not merely an opportunity for passively absorbing information; you are expected to contribute to everyone's educational experience through your daily, active participation in class discussions and activities. What we do in class builds over time, so missing even a small number of classes can put you at a disadvantage. **Up to two absences (the equivalent of one week of class) will not count against your grade. Further absences will reduce your final grade by 25 points per absence.** Deductions for absences will *not* be listed in My Grades on Blackboard; you are responsible for keeping track of your absences and their effect on your grade. Generally, I do not make distinctions between "excused" and "unexcused" absences. If a true emergency arises (serious illness, death of a family member, etc.) occurs, you must contact the office of the Dean of Students, who will document the absence and notify your professors. Your professors will then decide what absences may be excused. Some further attendance reminders:

- If you arrive more than 20 minutes late, or leave more than 20 minutes early, you will be counted as absent.
- If you are repeatedly or chronically late, even by just a few minutes each time, your participation grade may be significantly reduced.

- If you arrive after attendance has been taken, it is your responsibility to come up at the end of class to verify that you have been marked present/late; otherwise, you may be marked absent.
- If you miss class, you should contact a classmate (not the professor) to find out what you missed so that you can arrive to the next class prepared and up to speed.
- In-class work and assignments such as quizzes, peer-review, and presentations cannot be made up or turned in late. If you are absent on a day such an assignment is due, even if it is your first absence, you will receive a zero on any missed assignments. If you arrive late, after an assignment or activity has been completed, you will not receive credit for that work.
- If you know in advance that you will miss class, you should make arrangements so that you do not fall behind, but you are still responsible for any work you miss on that day.

## **CLASSROOM CONDUCT**

I am sure everyone will conduct themselves with honesty, compassion, and professionalism, but for the record:

- Cell phones, tablets, laptops, and other devices must be silenced and put away for the duration of the class period. No recording devices or other electronics may be used during class without my prior permission.
- Please handle disagreements with patience and respect.
- Please do not hold side conversations while your classmates, professor, or guests are talking.
- I reserve the right to eject anyone from the class (and to mark them absent) if they are disruptive or disrespectful.

## **UNIVERSITY POLICIES**

### **ACADEMIC HONESTY**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of 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.

English Department policy states that a paper or assignment that 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.

### **STUDENT ABSENCES ON 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. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” 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.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

## **STUDENTS WITH DISABILITIES POLICY**

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 located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto: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.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities.

## **VISITORS IN THE CLASSROOM**

Only registered students may attend class. Exceptions can 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.

# CALENDAR

I reserve the right alter the schedule and due dates to suit the developing needs of the course. In the event of changes to this calendar, an updated syllabus will be posted to Blackboard.

Key: SL = *Signs of Life in the USA*; HH = *Hodges Harbrace Handbook*

Week 1: Introductions		
TU	1/16	No class
TH	1/18	Introduction to class
FR	1/19	n/a
Week 2: Products of Consumer Culture		
TU	1/23	Norton (87) and Gladwell (93) in SL; Chapter 1 (Sentence Essentials) in HH
TH	1/25	Hine (113) and McKeivitt (143) in SL; Chapter 2 (Sentence Fragments) in HH
FR	1/26	Mini-Paper 1 Due Online
Week 3: Marketing Culture		
TU	1/30	Twitchell (177) and Craig (182) in SL; Chapter 3 (Comma Splices) in HH
TH	2/1	Schor (218) and Corbett (235) in SL; Chapter 4 (Adjectives and Adverbs) in HH
FR	2/2	Mini-Paper 2 Due Online
Week 4: The Big Screen		
TU	2/6	Hagedorn (343) and Andrews (352) in SL; Chapter 5 (Pronouns and Case) in HH
TH	2/8	Agresta (372) and Folch (378) in SL; Chapter 6 (Agreement) in HH
FR	2/9	Mini-Paper 3 Due Online
Week 5: Pop Culture Heroes		
TU	2/13	Havrilesky (465) and Bennett (471) in SL; Chapter 7 (Verbs) in HH
TH	2/15	St. John (459) and Gittell (474) in SL; Chapter 9 (Capitals) in HH
FR	2/16	Mini-Paper 4 Due Online
Week 6: The Self/Identity		
TU	2/20	Devor (504) and Blum (511) in SL; Chapter 10 (Italics) in HH
TH	2/22	Lubrano (532) and Omi (538) in SL; Chapter 11 (Abbreviations, Acronyms, and Numbers) in HH
FR	2/23	Mini-Paper 5 Due Online
Week 7: Superheroes		
TU	2/27	<i>Ms. Marvel</i> Vol. 1; Chapter 12 (The Comma) in HH
TH	3/1	No class; conferences with Prof. Lantz
FR	3/2	n/a
Week 8: Peer Review, Revised Mini-Paper		
TU	3/6	Peer review day (Bring sufficient copies of paper for everyone in your group); Chapter 13 (Unnecessary or Misplaced Commas) in HH
TH	3/8	No class (Prof. Lantz out of town)
FR	3/9	Revised and Expanded Mini-Paper Due Online
Week 9		
Spring Break		
Chapters 31, 32, and 34 in HH		
Read <i>Koji Kondo's Super Mario Bros. Soundtrack</i> (Schartmann), complete note sheet		

Week 10: Pop Culture Achievements		
TU	3/20	<i>Koji Kondo's Super Mario Bros. Soundtrack</i> , pp. 1-47; Chap. 14 (The Semicolon)
TH	3/22	<i>Koji Kondo's Super Mario Bros. Soundtrack</i> , pp. 49-120; Chap. 15 (The Apostrophe)
FR	3/23	Submit list of possible paper topics online
Week 11: Researching Final Paper		
TU	3/27	Library Day; Chapters 36 and 37 in HH
TH	3/29	Library Day; Chapter 38 (also, look over 39) in HH
FR	3/30	Research Plan Due Online
Week 12: Pop Culture and Poetry		
TU	4/3	<i>Black Movie</i> (Smith), pp. 3-19; poetry packet 1; Chapter 16 (Quotation Marks) in HH
TH	4/5	<i>Black Movie</i> (Smith), pp. 20-40; poetry packet 2; Chapter 17 (The Period and Other Punctuation Marks) in HH
FR	4/6	n/a
Week 13: Presentations		
TU	4/10	No class, conferences with Prof. Lantz
TH	4/12	Presentations; Chapter 24 (Subordination and Coordination) in HH
FR	4/13	n/a
Week 14: National Book Award Festival, Presentations		
TU	4/17	No class, attend events
TH	4/19	Presentations; Chapter 25 (Misplaced Modifiers) in HH
FR	4/20	n/a
Week 15: Presentations		
TU	4/24	Presentations; Chapter 26 (Parallelism) in HH
TH	4/26	Presentations; Chapter 28 (Pronoun Reference) in HH
FR	4/17	n/a
Week 16: Final Paper Peer Review		
TU	5/1	Peer review workshop final paper drafts (bring copies of your draft for your group)
TH	5/3	Peer review workshop final paper drafts (bring copies of your draft for your group)
FR	5/4	n/a

**Final Paper Due Online, Tuesday, May 8, by 3 p.m.**