

ENGLISH 1302W.36 Composition II Syllabus
Spring 2018; Credit 3



Meeting Times:	Tues-Thurs, 3:30-4:50 am
Classroom:	Evans 358
Instructor:	Tannie H. Shannon
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CRN:	21085

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*. 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). ISBN 978-1-4576-8303-9 (hardcover Student Edition).
- (3) Handout of most common literary terms [posted in Blackboard/Course Documents].

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. 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 and two absences for the Tu Th class (i.e., one full week for both). Plan this time carefully, because any absence beyond the three hours will result in a 2.5-percentage-point deduction from your end-of-semester grade every time you do not attend class. For example, if you miss class four times beyond the excused two, your grade will go down ten percent (4 x 2.5%), i.e., one full letter grade.

Class activities and assignments (quizzes and exercises) can only be made up with prior approval of the instructor.

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. Your 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 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. **You must submit all essays, the oral report, and the research project in order to receive a passing course grade.**

Assignments:

In-class essay (1 x 5%).....	05%
Process essays (3 x 10%).....	30%
Quizzes and practice exercises	15%
Group participation.....	10%
Midterm exam	05%
Research project (includes essay and oral report)	25%
Final exam.....	10%

Grading scale

Grades in this class will be awarded using a points system.

Percentages and equivalent points:

A	90-100 = 1800-2000
B	80-89 = 1600-1799
C	70-79 = 1400-1599
D	60-69 = 1200-1399
F	0-59 = 0-1199

According to department policy, no extra credit will be given; however, I will occasionally offer make-up credit to compensate for missed grading opportunities.

Explanation of Assignments

- *Essays* (in-class 1 x 5%, process written 3 x 10%, research project 1 x 25%):
The bulk of your grade will come from your ability to create formal written papers. Each of the out-of-class essays will include time spent in various stages of the writing process. Essays will be drafted, will go through guided peer editing, and must be revised by the original author before the instructor collects the paper for grading. Three essays, including the in-class essay, will be based on literature and two, including the research project, will be based on current issues and critical thinking. It is important that these papers utilize parenthetical referencing, i.e., citation from both primary and secondary sources.

The Research project, which includes a research plan and oral presentation is a well-documented academic paper that uses a number of appropriate (original, mostly print) sources to support a clear line of argument. This research will originate from topics triggered by the readings in *Arguing about Literature* and will document the need for a solution as well as demonstrate the most practical solution. Students will use critical thinking skills to analyze and apply their research and will demonstrate those skills through both oral presentation and essay form.

- *Practice assignments and quizzes* (15%): These will include reading quizzes based on questions emerging from the required collection of literature as well as *Arguing about Literature*; quizzes on literary terminology; and quizzes on integrating sources.

Reading quizzes: Quizzes covering and related to assigned readings will be given randomly, and in most cases, without prior warning.

Practical 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.

Development Exercises: Weekly assignments will also include various writing exercises to be completed both in and out of class. The exercises will be designed to strengthen writing and thinking skills and will sometimes require oral delivery (reading aloud).

- *Group participation* (10%): Each student will be assigned to a group in which they will review the work of others and post their own work for review. Effective group participation (response to discussion board prompts) accounts for ten (10) percent of the course grade.

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 and response to a variety of writing samples. In order to turn your final drafts in for grading, you must provide an evaluation (edit draft and peer critique) for at least one of your peers; failure to demonstrate reasonable effort will result in penalty.

- *Mid-term exam:* (5%): Questions will cover students' understanding of literary terms and genres and common editing skills.
- *Final exam* (10%): Questions will be multiple choice and will cover the practical application of literary terms, recognition/evaluation of literature, editing practices, and grammar issues.

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 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 indicate that you do not have the proper background to do the assignment and a grade of zero 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, your drafts, and supplementary materials. 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 usually a process that 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 suffer grading penalty.**

Your instructor will 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 and all similar electronic devices is prohibited during class-time. 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 classes with computer access)

Using the computer during class for other than class assignments is not allowed. If you access Facebook, Twitter, or any other site not affiliated with our coursework 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 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. **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 prior permission of the instructors is also academically dishonest. For information on plagiarism and other **Classroom Rules of Conduct**, see the following site:

<http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>.

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. Schedule changes will be posted in Blackboard/Announcements and will supersede the following course schedule.**

WEEK 1: (Jan. 18) Introduction to the course, including syllabus and class rules. Assignment for next class: 1. Complete and post exercise one. 2. Find and list an example for each of the words in red on pages one and two of the list of important literary terms found in Blackboard/Course Documents. Be prepared to discuss each of the terms in red on pages one and two. 3. Read "Writing about Literature," pages 625-643 in *The Hodges Harbrace Handbook*, and "Rappaccinni's Daughter" in *Blackboard/Assignment/Approved Short Story Selections*.

WEEK 2: (Jan. 23) We will discuss literature vocabulary, literary genre, and the general tenants of romanticism. Assignment for next class: 1. Read "Life in the Iron Mills" in *Blackboard/Assignment/Approved Short Story Selections*.

(Jan. 25) Class discussion will include the reading assignment, the tenants of realism and modernism, and basic essay construction. Assignment for next class: 1. Read "A Rose for Emily," "Everyday Use," and "The Ones Who Walk Away from Omelas" in *Arguing about Literature*. 2. Find and list an example for each of the words in red on pages three and four of the list of important literary terms found in Blackboard/Course Documents. Be prepared to discuss each of the terms in red on pages three and four.

WEEK 3: (Jan. 30) Class discussion will include the reading assignments, the tenants of post-modernism, and literature vocabulary. Assignment for next class: 1. Obtain a bluebook for college essays, any size. 2. Review notes in preparation for the in-class essay

(Feb. 1). Essay one will be completed in class. You will be given a question from which you are to develop a thesis and write an essay about one of the stories you have read for this class. You cannot use computers, but you can use both textbooks and your class and story notes. Assignment for next class: 1. Read pages 98, 169-184, and 1115-1120 in *Arguing about Literature*.

February 1: Twelfth class day. Last day to drop without a "Q" by 5:00 (see resignation policy).

WEEK 4: (Feb. 6) I will explain and assign essay two, an essay expressing a scholarly position in response to poetry. Assignment for next class: 1. Choose a poem from either of your texts and develop a tentative thesis. 2. Post your thesis to the class discussion board and be prepared to discuss it in class.

(Feb. 8) Class discussion will include thesis development, essay construction, and supporting research. Assignment for next class: Read pages 207-219 of *Arguing about Literature*. 2. Schedule your writing center appointment.

WEEK 5: (Feb. 13) Class discussion will include the assigned reading and how to begin the essay. Assignment for next class: Read pages 117-125 of *Arguing about Literature*.

(Feb. 15). Class discussion will include the assigned reading and how to conclude the essay. Assignment for next class: 1. Complete and post your first draft, including works cited.

WEEK 6: (Feb. 20) Post first draft before class time. Begin edit/revision process. Discuss grammar issues. Review MLA requirements. Assignment for next class: 1. Complete the group assignment of one critique and one edit draft and post replies by Friday, midnight.

(Feb. 22) Continue edit/revision. Class discussion will include help with individual problems and questions. Assignment for next class: 1. Complete your final draft packet for submission at the beginning of class on February 27. 2. Read pages 227-257 in *Arguing about Literature*.

WEEK 7: (Feb. 27) Turn in your essay two packets at the beginning of class. I will explain and assign essay three, an essay about literature. Assignment for next class: Choose a short story from your book or from the approved list. Develop and post a thesis statement and begin first draft.

(March 1) Discuss thesis posts. Address individual problems and questions during hands-on help. Assignment for next class: Complete and post your first draft, including works cited.

WEEK 8: (March 6) Post first draft before class time. Begin edit/revision process. Assignment for next class: 1. Complete the group assignment of one critique and one edit draft and post replies by Friday, midnight. 2. Study for mid-semester exam.

(March 8) Mid-semester exam.
Assignment for next class: 1. Complete your final draft and submission packet. 2. In *Arguing about Literature*, read "Arguing about an Issue" pages 363-375 and 765-777.

WEEK 9: (March 12-16) No classes. Spring break.

WEEK 10: (March 20) Submit essay packets and upload to Blackboard/ assignments at the beginning of class. I will explain and assign essay four, an essay arguing your position on a current issue. Assignment for next class: 1. Research various topics and decide on one that is important to you. 2. Do enough preliminary research that you feel confident in defending your position. 3. Develop and post your thesis statement.

(March 22) While students are completing research, I will offer hands-on help and advice. As always, be sure to bring all work product to class. Assignment for next class: 1. Complete and post the first draft including the works cited.

WEEK 11: (March 27) Post first draft before class time. Begin edit/revision process. Assignment for next class: 1. Complete the group assignment of one critique and one edit draft and post replies by Friday, midnight.

(March 29) Continue edit/revision. Address individual problems or questions during hands-on help with essays. Assignment for next class: Complete the essay four packet for submission.

WEEK 12: (April 3) Submit essay packets and upload to Blackboard/ assignments by the beginning of class. I will explain and assign essay five, an essay that identifies, explains, and offers solution for a current issue—a problem—that needs to be resolved. This essay will be thoroughly researched and delivered both orally and in writing. Assignment for next class: 1. Read the designated sample essays. 2. Decide on a topic and begin research.

(April 5) Initial focus is on research. Begin in-class search and organization of sources to be delivered orally beginning April 9. Assignment for next class: 1. Find at least three peer-reviewed sources that you feel confident in using. Be sure to bring all work product to class. 2. Make writing center appointments.

April 6 is the last day to drop a spring course or a lab with a grade of Q.

WEEK 13: (April 10) Discuss topics and research. Hands-on help with research project. Assignment for next class: 1. Continue to research and review your topic. 2. Develop a working thesis, post a tentative or partial works cited, and come to class prepared to present your research plan.

(April 12) Deliver research presentations. Begin first drafts. Assignment for next class: 1. Complete your research before the next class period. 2. Complete a significant portion (50%) of your first draft. Be sure to bring all work product to your next class.

WEEK 14: (April 17) Hands on help with first drafts and oral presentations. Assignment for next class: Continue to work first draft and oral presentation.

(April 19) Begin power points for oral presentations. Address individual problems or questions during hands-on essay help. Assignment for next class: 1. Complete and post first draft before next class period. 2. Prepare oral presentations and post visual aids (PPTs) to be delivered beginning April 21.

WEEK 15: (April 24) Begin oral presentations. Begin the edit/revision process. Assignment for next class: Complete the group assignment of one critique and one edit draft before next class period.

(April 26) Continue oral presentations and edit/revision. Assignment for next class: Begin revision of final draft.

WEEK 16: (May 1) Continue oral presentations and edit/revision. Assignment for next class: Prepare final essay packet for submission.

(May 3) *Last class day.* Submit essay packets and upload essays to Blackboard/assignments. Review for final.

Finals week: (May 7-10) Questions will be multiple choice and will cover the practical application of terminology, recognition/evaluation of literature, argument and persuasion in writing, research and its application, editing practices, and grammar issues.

Grades will be posted by Monday, May 14, 12:00 p.m.

