

**ENGL 1302W COMPOSITION II SYLLABUS SPRING 2018**

**Credit: 3 ENGL:1302.52, 1302.53, 1302.54, 1302.55**

Instructor:	Alice Marcom
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Virtual Office Hours:	Monday and Wednesday 9:30 a.m. - 11:30 a.m. (USA Central Time) via Blackboard Collaborate.

**Course Description**

ENGL 1302 continues the study of writing skills in English, emphasizing more complex methods in the writing process than ENGL 1301, and 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 the student's 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. Students will write four (4) expository essays and a well-documented research paper. 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 that incorporate outside sources 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 verbally complex thought and relationships. 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 (i.e., MLA, APA),
- employ collaborative learning strategies effectively in various contexts,
- strengthen their oral presentation skills,

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- 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 texts 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

Glenn, Cheryl, and Loretta Gray. [\*The Hodges Harbrace Handbook\*](#), 19th edition. Cengage Learning, 2017. ISBN-10: 1337669792 / ISBN-13: 9781337669795 (eBook) or ISBN-10: 133727951X / ISBN-13: 9781337279512 (print book). Available for [rental or purchase](#).

Schilb, John, and John Clifford. [\*Arguing about Literature: A Guide and Reader, 2nd edition\*](#). Macmillan 2017. ISBN-10: 1-319-03532-9; ISBN-13: 978-1-319-03532-7

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

Attendance is mandatory for successful completion of this course. In this online course, your attendance is demonstrated over the course of the semester through active and timely participation in all discussion and other assignments. Failure to participate in even a moderate number of assignments 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 complete all assignments on time according to the dates in the Course Schedule.

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.

### Grading Plan

This is a "W" course, which means that at least 50 percent of the course grade should derive from writing activities designed to help you master course objectives. The course consists of 1000 points. Your semester grade will come from the total number of points accrued by the end of the semester and expressed as a percentage of the total.

### Assignments:

Discussions	200	20%
Essays		
E-1: Rhetorical Analysis	100	10%
E-2: Argument	100	10%
E-3: Evaluation	100	10%
E-4: Compare and contrast	100	10%
E-5: Proposal	100	10%
Exams		
Midterm exam	100	10%
Final Exam	100	10%

Oral Report PowerPoint/video presentation	100	10%
Total:	1000	100%

Grading scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

You will find your grades in the **My Grades** content area in Blackboard. According to department policy, no extra credit will be offered.

**Explanation of Assignments**

The end goal of the course is to prepare students to write advanced essays and research papers that reflect the conventions of academic writing. Accordingly, the purpose of each essay is to progressively develop your ability to compose arguments, find and evaluate sources, and integrate sources.

**Formal Essays (E1 – E5):** Fifty percent of your grade will come from your ability to create formal written papers. Each of the five essays will include time spent in various stages of the writing process. You will explore the topic through reading and guided writing activities. Essays will be drafted, go through guided peer-editing (E-5), and be revised by the original author before the student submits a final draft for grading. These papers use different methods of development. Papers utilize parenthetical referencing, i.e., citation from primary sources. Essays broadly follow the same process, and all steps must be submitted to Blackboard:

1. *Discussion:* ten discussion assignments over the course of the semester use the Discussion Board tool for guided writing and discussion activities which explore topics from the assigned readings and prepare for drafting the essays. These may include responses to close reading strategies, identifying topics, exploratory writing, planning and organization writing, and strategies for composing.

*Discussion grading policy:* Each of the ten discussions is worth 20 points, and altogether they account for 20% of the semester grade. Grades depend on timely completion; that is, late submission will result in a zero grade. Discussion assignments comprise two steps:

- a) submitting a post and
- b) responding to two other students' posts.

Point values are split over the original post and the responses; assuming that submissions meet the assignment specifications, up to ten points will be awarded for the original post, and five points for each of the two required responses. In order to receive the points for your responses to your fellow students' posts, you must have first posted your own submission by the deadline. Students who post responses to other students' posts but fail to submit their own original submission by the posted deadline will receive a zero grade for that whole assignment.

2. *Peer Review of rough draft (E5).* Students will upload their E5 rough drafts to their assigned Blackboard group for review, and also review two papers written by other students in their group. Rough drafts should be well developed drafts organized around a thesis sentence and should contain the following elements as required by the assignment: minimum word count, correct formatting (MLA/APA), the minimum number of sources formatted according to the style for that assignment. Rough drafts/peer reviews that are incomplete, late, or not submitted will result in significant penalties on the essay grade. Refer to Due Dates policy below for rough draft/peer review grading policy.
3. *Final draft:* Essays are evaluated according to a variety of criteria: the strength of the thesis; use and documentation of supporting sources including formatting of citations and integration of sources; use of language; organization of content including paraphrasing/summary; clarity; and acknowledgement of particular writing conventions particular to a discipline. Accurate grammar and correct language use are also important elements of the final draft. Refer to the grading rubric associated with each essay. Essays short of the minimum word count (word count to exclude Works Cited/References/abstract pages) will receive a -10 point penalty on the essay grade for each 50 words or part thereof short of the minimum word count.

Papers submitted in a file type incompatible with Blackboard will not be graded and, consequently, risk receiving a zero grade. In general, Blackboard works best with files that were developed in Microsoft Office (.docx for essays) or (.pptx for slideshow).

E-5 is a well-documented academic paper that uses a number of appropriate academic sources to support a clear line of argument. The minimum word count for this essay is significantly longer than the other four essays. E-5 papers that do not meet the specified minimum word count will receive a -10 point penalty on the essay grade for each 100 words or part thereof short of the minimum word count.

**Midterm.** The midterm exam will cover documentation in the two style formats used in the course, namely MLA and APA. The midterm exam requires the student to take the exam using the Respondus Lockdown Browser. Instructions will be provided in Blackboard for downloading the software. It is your responsibility to ensure your Internet connection is sufficiently stable and reliable for taking the midterm and final exams.

**Final Exam.** The final exam will comprise review and editing exercises.

**Oral Report.** The final project of the semester is an oral report comprising either a video or a slideshow with audio and a supporting outline on the topic of your research paper. Effective use of appropriate visual aids is obligatory.

### Classroom Policies

#### Due Dates

All due dates for all assignments and examinations are available throughout the whole semester in the Course Schedule in Blackboard. Deadlines help you manage and prioritize the many things that require your attention on a daily basis. The ability to keep to deadlines demonstrates your reliability and your awareness that others have deadlines they in turn must keep. ***Essays and all other assignments are due on the assigned date.***

Assignments submitted to an incorrect location will be considered late. Caution: not all due dates show up in the Notifications page or in the Blackboard calendar, so always check due dates in the Course Schedule.

Assignments submitted late/incorrectly will receive deductions as follows:

- Discussion assignments and the Oral Report submitted after the posted deadline or to an incorrect location will not be accepted and will receive a zero grade.
- E5 Rough drafts that are incomplete, late, or not submitted will result in a -20 points penalty on the essay grade. Students who do not submit a rough draft do not participate in peer review for that essay.
- Late/missing peer review responses (E5) will result in a -5 point penalty on the essay grade for each late/missing response.
- Final drafts of essays should be submitted to the turnitin link in the appropriate essay content area. Essays submitted after the deadline or to an incorrect location will receive a penalty of -20 points for each day or part thereof late. Essays submitted so late that they are not eligible for any points will not be graded and will receive a zero grade.
- Midterm and Final examinations: these must be completed and submitted within the time specified in the Course Schedule. Links to the exams will not be available outside of the time specified.

Students are expected to show appropriate cause for missing or delaying major assignments or examinations. Refer to the [Student Absence Notification Policy](#) for details on making up delayed or missing assignments or examinations due to absence. Forgetting a deadline does not show “appropriate cause” for receiving an extension to submit an assignment or take an exam. Computer problems are not an excuse unless the SHSU web site is down. Always back up your writing so that it is easily accessible in case your instructor requests another copy. It is your responsibility to ensure your Internet connection is sufficiently stable and reliable for the requirements of an online course.

#### Assignments

Your instructor requires that you submit all of your essays to the plagiarism detecting service turnitin.com. Your enrollment in the course and election to stay in this section constitute your agreement to submit your work as your instructor requires. Turnitin is integrated into Blackboard, so it is not necessary to separately create an account with turnitin.com

### Grades

All grades for this course will be posted in the SHSU Online Grade Book which you can view via the **My Grades** link in the navigation pane. As SHSU Online automatically calculates the final semester grades, consider the Grade Book as the official record of your performance. It is your responsibility to see that all grades posted are correct. Check your grades frequently. If you believe there is an error in a grade, you should contact the instructor within 5 days of the grade being posted, or the grade will stand. After the last day of classes, I will not make grade adjustments, so make certain of your grades before that time. Your semester average will appear as letter grades: A, B, C, D, F.

### Incomplete (X) Grade

At times, due to extenuating circumstances beyond your control, you may not be able to finish the course, and you may request a grade of X (incomplete). Students who request an X grade must provide adequate documentation of the reason for their not being able to complete the course, and they must have satisfactorily completed at least 50 percent of the course's assignments in order to be eligible for a grade of X. If I think an X to be warranted, I'll recommend this grade to the Department Chair who then will decide whether the X should be entered as the semester's grade. If an X is approved, you'll have one semester to complete the remaining work; if you don't complete the work in that time period, the X grade will automatically convert to an F.

### Communication policy

Students should use their SHSU email address in all communications and check their SHSU email daily. It is expected that your online presence in the class will reflect the same standards in courtesy and good manners as expected in a face-to-face class. As an exercise in professional communication and self-representation, all emails and discussion board postings must follow traditional writing standards.

Each communication should include:

1. A Salutation: Hi/Hello, Person's Name and introduction. Example: Hi, Mrs Marcom. This is Amy Smith in your online ENGL 1302 course.
2. A message or body that is clear, concise, polite, and has complete sentences with standard spelling and grammar, including capitalization and punctuation. (No text message-ese or IM slang).
3. A Sign-Off: Thanks/See you Monday/Have a nice weekend/Best wishes, and your name.

When you have questions, please use the following guidelines so that other students may benefit:

- Questions about TECHNOLOGY or BLACKBOARD should be directed to the Need Help? link in the Navigation pane in Blackboard.
- Questions about an ASSIGNMENT or the SYLLABUS should be posted in the Virtual Office discussion board.
- PERSONAL MATTERS should be discussed with your instructor through email or through a private conversation in Blackboard Collaborate.

### University Policies

#### Academic Dishonesty

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 and with no chance to redo the assignment. **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 and will result in a zero grade with no chance to redo the assignment. The university has provided a definition of academic honesty [here](http://www.shsu.edu/students/guide). 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 should register with the Office of Services for Students with Disabilities (SSD) located in the Lee Drain Annex (telephone 936.294.3512, TDD

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936.294.3786, and email [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. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until the student registers with the Services for Students with Disabilities.

### **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 Policy**

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.

For a more detailed discussion of university policies, refer also to [Syllabus Guidelines](#) Sam Houston State University on the SHSU website.

### **Instructor Evaluations**

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

### **The Sam Houston Academic Success Center for Reading and Writing**

As stated on their [website](#):

The Sam Houston Academic Success Center for Reading and Writing serves the students, staff, and faculty of SHSU. Our goal is to help people become better writers and so develop more confidence in their writing abilities.

ASC tutors provide one-on-one and small group instruction for reading and writing.

We help students on assignments ranging from English composition essays to science lab reports, résumés, scholarship and job application letters, even M.A. theses and Ph.D. dissertations.

We help students learn preparatory prewriting, revising, and editing skills by working with them on the writing tasks they bring in.

**COURSE SCHEDULE SPRING 2018\***

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

All assignments, Start Here, and the Oral Report are located in Blackboard. AL= *Arguing About Literature*  
 HHH=*Hodges Harbrace Handbook* DB (DB1, DB2 etc.) = Discussion assignment E (E-1, E-2 etc.) = Essay  
 Go [here](#) for the Spring 2018 Academic Calendar

Date	Topic	Reading(s)	Assignments & Due Dates	Notes
WEEK 1 Jan 17-19	Start Here: Introduction to the course. Essay 1 (E-1): Rhetorical Analysis	AL: Ch. 1 HHH: Ch. 31, 32, 35	By 11:59 p.m. Jan 19: 1) Add a profile image 2) Syllabus quiz 3) DB1: Introductions, online discussion, topics	
WEEK 2 Jan 22-26	E-1: Rhetorical Analysis	AL: Chs. 2, 3, 4 HHH Ch 39 Selections for E-1 as directed by E-1 prompt	By 11:59 p.m. Jan 23 1) Post responses to DB1 2) DB2: Brainstorming with Technology	
			By 11:59 p.m. Jan 25: Post responses to DB2	
WEEK 3 Jan 29-Feb 2	E-1: Rhetorical Analysis	AL: Ch. 5 HHH Ch. 33	By 11:59 p.m., Jan 30 E-1 final draft due	Feb. 1: 12th class day. Last day to drop spring courses with a "Q"
	E-2: Argument	HHH Chs. 34 and 38g	By 11:59 p.m. Feb 1 DB3: Inventing Arguments	
WEEK 4 Feb 5-9	E-2: Argument	HHH Chs. 34 and 38g	By 11:59 Feb 6 1) Post responses to DB3 2) DB4: Plagiarism	
			By 11:59 Feb 8 Post responses to DB4	
WEEK 5 Feb 12-16	E-2: Argument		By 11:59 pm Feb 13 E-2 final draft due	
	E-3: Evaluation	HHH Chs. 36 and 37	By 11:59 p.m. Feb 16: DB5: Film Criticism	
WEEK 6 Feb 19-23	E-3: Evaluation		By 11:59 pm Feb 20 1) Post responses to DB5 2) DB6: Website Evaluation	
			By 11:59 pm Feb 22 Post responses to DB6	
WEEK 7 Feb 26-Mar 2	E-3: Evaluation		By 11:59 pm Feb 27 E-3 final draft due	
	Midterm Exam	HHH Chs. 38, 39, and 40	Midterm. Exam link available Feb 28 and Mar 1 only	
WEEK 8 Mar 5-9	E4: Compare and Contrast	AL: Ch. 5 HHH Ch. 34 Selections for E-4 as directed by E-4 prompt	By 11:59 p.m. Mar 6: DB7: Analyzing Rhetorical Appeals	
			By 11:59 pm Mar 8 Post responses to DB7	
Mar 12-16	Spring recess for students and faculty			

<b>WEEK 9</b> <b>Mar 19-23</b>	<b>E4: Compare and Contrast</b>		<i>By 11:59 pm Mar 21</i> <b>E-4 final draft due</b>	March 19: Classes resume.
	<b>E5: Proposal</b>		Read, think, and consider which direction your research will go. Start researching!	
<b>WEEK 10</b> <b>Mar 26-29</b>	<b>E5: Proposal</b>	AL: Ch. 7 HHH Chs. 36-38 and Ch. 39 or 40 Selections for E-5 as directed by E-5 prompt	<i>By 11:59 pm Mar 27</i> DB8: Framing a Research Question	March 30 Good Friday - Holiday for Students and Faculty
			<i>By 11:59 pm Mar 29</i> Post responses to DB8	
<b>WEEK 11</b> <b>Apr 2-6</b>	<b>E5: Proposal</b>	As above	<i>By 11:59 pm Apr 3</i> DB9: Integrating Sources	April 6 <a href="#">Last Day to Drop Full Term Spring Courses with a "Q"</a>
			<i>By 11:59 pm Apr 5</i> 1) Post responses to DB9 2) DB10: Quoting, responding, and synthesizing	
<b>WEEK 12</b> <b>Apr 9-13</b>	<b>E5: Proposal</b>	As above	<i>By 11:59 pm Apr 10</i> Post responses to DB10	
			<i>By 11:59 pm Apr 12</i> E-5 Rough draft for peer review	
<b>WEEK 13</b> <b>Apr 16-20</b>	<b>E5: Proposal</b>		<i>By 11:59 pm Apr 17</i> Peer review responses due in Groups	
			<i>By 11:59 pm Apr 19</i> <b>E-5 final draft due</b>	
<b>WEEK 14</b> <b>Apr 23-27</b>	<b>Oral Report</b>	Oral Report Content	Consider how to frame your oral presentation; review how to write a formal outline	
<b>WEEK 15</b> <b>Apr 30-May 4</b>	<b>Oral Report</b>	Oral Report Content	<i>By 11:59 pm May 1</i> <b>Oral Report with formal outline due</b>	May 4 Last class day
<b>Finals week</b> <b>May 7-10</b>	<b>Final Exam</b>		<i>By 11:59 pm May 8</i> Final exam link available May 7 and May 8 only	

May 14, 12:00 noon: Deadline for filing grades with the Registrar's office.