

ENGL 1302W Composition II Syllabus

Spring 2018; Credit 3

Meeting Days/Times: ENGL 1302.56 – ONLINE
Instructor: Dr. William Fleming
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Office Hours: 9:00 am – 10:50 am MWF; also 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) Handout on most common literary terms

Recommended Texts:

Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbbook*. 19th ed. Boston: Cengage Learning, 2017. ISBN: 978-1-305-67644-2 (student edition).

A good collegiate dictionary, such as *Webster's College Dictionary* or *The American Heritage Dictionary of the English Language*.

Attendance

Checking Blackboard is essential for online classes. Attendance and referencing Blackboard is mandatory for successful completion of this course. Because much of the work will build on material previously completed and may include team interaction, you should make every effort to attend log onto Blackboard frequently.

Class activities and assignments (quizzes and exercises) cannot be made up. There will be one time, at the conclusion of the semester, for missed work to be made up.

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 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%)	40%
Weekly assignments and quizzes	10%
Midterm exam	10%
Research paper project (25% altogether):	
Research paper draft (presented both verbally in class and in writing)	10%
Oral report on the topic of the research paper	10%
Research paper	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 outlined, then 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 current 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 on literary terminology; peer workshop responses; and quizzes on integrating sources.

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%):

The midterm will cover the literature selections and literary terms covered during the first half of the semester.

- *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.

- *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.

- *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, which uses a number of appropriate (original, mostly print) sources to support a clear line of argument. This research will come from topics assigned by your instructor.

- *Final exam* (10%):

- The final exam will cover the material covered throughout the semester.

Classroom Policies

Individual and group responsibility

During the semester you may 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 participation 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. Each member of a team will have the opportunity to lead the team and will also account for each member's participation in the team. Teams will be assigned early in the semester.

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 of electronics is obviously important in an online class. Therefore their use is imperative to the success of this class. However, all students must be consciously aware of the problems that arise from plagiarism and the penalties for this. There will be information on Blackboard concerning plagiarism, posted for your benefit.

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 (Primarily for in-class students, but required.)

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.

Instructor Evaluations

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

COURSE WORKING SCHEDULE*

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

Abbreviations: **AL = Arguing about Literature: A Guide and Reader**
 BH = The Bedford Handbook

Date	Topic	Reading(s)	Notes
WEEK 1 January 17-19	Introduction to the course. Overview of the course. Outline: Structure of an five-paragraph essay (BB)	N/A	<i>Late registration. Process class schedule changes.</i>
WEEK 2 January 22-26	References and Citations for research.	Research citations and references (MLA: BH-pp.516-580; APA: BH-pp. 581-624)	.
WEEK 3 January 29-Feb. 2	Essay Assignment #1: Researching your name (first, middle, and last name) Due Feb. 5.	Search websites: locate at least five useful sites which discuss names (Properly cite each site.)	<i>Feb. 1: 12th class day. Last day to drop spring courses with a "Q"</i>
WEEK 4 February 5-9	Making notes about poetry. Figures of Speech used primarily in poetry (BB). Make a list of figures of speech used in both the Frost and Eliot poems.	Ch. 4 (pp. 89-91) The Reading Process: "Strategies for Close Reading" Read "Mending Wall" by Robert Frost (pp. 70-71), and "The Love Song of J.	

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		Alfred Prufrock” by T. S. Eliot (pp. 109-113).	
WEEK 5 February 12-16	Figures of speech Quiz #1: Figures of Speech (open on Feb 14).	Access at least five news articles on the Internet and locate the use of figures of speech, identifying each one. (Properly cite each source.)	
WEEK 6 February 19-23	Essay Assignment #2		
WEEK 7 February 26-March 2	Research Paper assignments sent to students. Topics will be to research a specific year and to write about three important events of that year. More information will be on Blackboard.		
WEEK 8 March 5-9	Midterm exam: figures of speech, documentation of researched material (open on March 7).		
WEEK 9 March 12-16			<i>March 12-16: Spring Break holiday for students and faculty</i>
WEEK 10 March 19-23	Elements of Fiction (BB) Taking notes on themes and ideas in fiction.	Stories to be read: “An Occurrence at Owl Creek Bridge” (1096); “A Rose for Emily” (497); “Young Goodman Brown” (867); “A Good Man is Hard to Find” (1007); “A & P” (482); “Soldier’s Home” (364)	<i>March 19: Classes resume.</i>
WEEK 11 March 26-30	Essay Assignment #3: Comparison of theme in two stories due on March 28		<i>March 30: Good Friday – Holiday for students and faculty</i>
WEEK 12 April 2-6	Quiz #2: Elements of fiction as applied in stories. Research Paper outline and Annotated Bibliography due on April		<i>April 6: Last day to “Q” drop.</i> <i>Students cannot drop after this date; they will receive grade earned.</i>

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WEEK 13 April 9-13	Research paper: first event due on April 11.		
WEEK 14 April 16-20	Research paper: second event due on April 18		
WEEK 15 April 23-27	Research paper: third event due on April 25		
Finals week April 30-May 4	Complete research paper due on May 2. (Research Papers are not returned.)		<i>May 4: Last class day, last day to resign from spring courses</i>
Finals week May 7-10	Final Examination		<i>The final is an in-class final to be administered during the time to be specified for each section by the University.</i>