

## ENGL 1302W-63 Composition II Syllabus and Schedule Spring 2018 \* Credit 3 \* CRN 24021

**Meeting Days & Times:** Monday, Wednesday, and Friday 8 – 8:50 am  
**Location:** Evans Complex: Room 356  
**Instructor:** Mrs. Nadia J. Arensdorf  
**Instructor's Office:** Evans 352  
**Instructor Contact Info:** Email: [nadiaarensdorf@shsu.edu](mailto:nadiaarensdorf@shsu.edu)  
Office Phone Number:  
**Instructor Office Hours:** Mondays 9-12, or 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.** 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*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's, 2014.
- (2) Glenn, Cheryl, and Loretta Gray. *The Hodges Harbrace Handbook*. 19<sup>th</sup> ed. Boston: Cengage Learning, 2017. ISBN: 978-1-305-67644-2 (student edition).
- (3) Handout on most common literary terms

#### *Recommended Text:*

**A good collegiate dictionary, such as the Merriam-Webster Dictionary-Thesaurus app, the Merriam-Webster's Collegiate Dictionary 11<sup>th</sup> Edition, the Merriam-Webster Dictionary New Edition, Webster's College Dictionary or The American Heritage Dictionary of the English Language.**

### Attendance

Attendance is mandatory for successful completion of this course. **Basically, if you miss a class, you are responsible for the content taught or assigned in that class or as a result of that class. That means you are responsible for emailing the instructor to find out what you missed.** 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, 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 (i.e., one full week for both). Any absence beyond these could result in five points per extra day absent from your final end-of-semester points earned.**

**Some class activities and assignments, including quizzes and exercises, cannot be made up. An essay and/or related materials turned in late will receive five points off for each class day late.**

**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.**

**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 or the instructor** 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. Some activities will require you to draft and revise your work, with or without instructor feedback. Other assignments may not receive a grade but are designed to assist you in critical reflection of the course material. The syllabus and course schedule is subject to change.

#### Assignments:

Formal Essays (4 x 10%) .....	40%
"Weekly" Assignments (Total).....	15%
Midterm Exam .....	10%
Research Argument Paper Project (15% altogether):	
Draft of Research Argument Paper .....	5%
Research Argument Paper .....	10%
Group Oral Presentation .....	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

- *Formal Essays* (4 x 10% = 40%):  
The bulk of your grade will come from formal written papers. Each of the four essays will include time spent in various stages of the writing process. Essays will be drafted, will potentially go through peer-review editing, and will be revised by the original author before the instructor collects the paper for grading. These papers will be developed through various methods, including summary, example, and persuasion/argumentation. Two will be based on literature, and two will be based on research associated with your Research Argument paper (see below). These essays will include MLA formatting of sources.
- *"Weekly" Assignments* (Total 15%):  
Assignments could include any in- or out-of-class literary or current event assignments, including reading assignments or quizzes, exploratory or other writing assignments, formatting source assignments, assignments or quizzes on literary terminology, peer group responses, oral responses, etc. Grammar and copyediting assignments or quizzes could also be included.
- *Midterm Exam* (10%)
- *Draft of Research Argument Paper* (5%):  
You will turn in a draft of your research argument paper, and it will receive a grade. The purpose of the draft is to allow you to get feedback on your research argument.
- *Research Argument Paper* (10%):  
Your final paper will be a well-documented academic paper, which uses a number of appropriate sources to support research and a clear line of argument.
- *Group Oral Presentation* (10%):  
In a group, you will give an oral presentation to the class on a literary topic. Visual aids will be a part of this assignment.
- *Final Exam* (10%)

## **Classroom Policies**

### ***Individual and group responsibility***

At times 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 textbook 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, when assigned, 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, points will be deducted.**

**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 messaging devices, and all similar electronic devices is prohibited during class-time. Failure to comply with this policy will result in 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 silent mode and not be taken out during any class, unless instructed by the instructor.

### ***Computer use (for computer classrooms)***

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 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.

# Student Schedule: Composition II - ENGL 1302-63 \* Monday, Wednesday, Friday 8-8:50 am \* Evans 356 \* Spring 2018

Mrs. Nadia Arensdorf \* [nadiaarendorf@shsu.edu](mailto:nadiaarendorf@shsu.edu) \* Office Location: Evans\_352\_ \* Office Hours: Monday 9:00-12:00, and By Appointment

Day/ Date	Topic	Reading/Outside Class	In Class	Essays/Assignments	Due Dates	Return Dates	Notes
Wed 1/17	Overview		Syllabus Course Content				Jan. 17: Spring Classes Begin. Late registration. Process class schedule changes.
Fri 1/19	Argument and Rhetoric	AAL Ch. 7: p. 218-27	MLA Formatting	Intro MLA Asst			
Mon 1/22		AAL Ch. 1	Library Research				
Wed 1/24			Databases	Intro Research Argument Topic Ideas Asst			
Fri 1/26			APA Formatting	Intro APA Asst	Due MLA Asst		
Mon 1/29	Drama	AAL Ch. 11: p. 740-50.	Susan Glaspell "Trifles"				Feb 1: 12th Class Day. Last day to drop without a Q and receive 100% refund.
Wed 1/31		AAL Ch. 4: p. 88-91; 97	Close Reading	Intro Essay 1 Summary of Scholarly Article		Return MLA	
Fri 2/2		AAL Ch. 6: p. 190-91; 196-204.	Elements of Drama		Due APA Asst		
Mon 2/5	Joining the Conversation	AAL Ch. 7: p. 207-18	Response to "Trifles"				
Wed 2/7			Practical Research				
Fri 2/9			Real-Life Examples		Due Research Argument Topic Ideas Asst	Return APA	
Mon 2/12	Writing Researched Arguments	AAL Ch. 7: p. 227-43	Outlining and Tools	Intro Research Argument Paper			
Wed 2/14			Bibliography		Due Essay 1 Summary		
Fri 2/16			Prospectus	Intro Essay 3 Prospectus and Working Bibliography with Oral Component		Return Research Argument Topic Ideas Asst	

Day/ Date	Topic	Reading/Outside Class	In Class	Essays/Assignments	Due Dates	Return Dates	Notes
Mon 2/19	Poetry	AAL Ch. 6: p. 169-70; 176-81	Elements of Poetry	Intro Essay 2 Analysis of Scholarly Article and Literature		Return Essay 1 Summary	
Wed 2/21		AAL Ch. 3: p. 70-71; Ch. 13: p. 1104-08	Robert Frost Poetry				
Fri 2/23			Frost Response				
Mon 2/26	Poetry	AAL Ch. 3: p. 43-46; 54- 66	Arguing About Literature				
Wed 2/28		Ch. 11: p. 720-21	Elizabeth Bishop Poetry				
Fri 3/2			Bishop Response		Due Essay 2 Analysis		
Mon 3/5	Individual Oral Presentations	Review for Midterm	Oral Prospectus		Due Essay 3 Prospectus and Working Bibliography		
Wed 3/7			Oral Prospectus				
Fri 3/9			Mid-Term	Intro Essay 4 Annotated Bibliography		Return Essay 2 Analysis	
Mon-Fri 3/12-16	Spring Break						Holiday for students and faculty.
Mon 3/19	William Shakespeare	Read Shakespeare scenes	Henry IV, Part 1			Return Essay 3 Prospectus and Working Bibliography	Mar. 19: Classes resume.
Wed 3/21			Henry IV, Part 2				
Fri 3/23			Henry V				



Day/ Date	Topic	Reading/Outside Class	In Class	Essays/Assignments	Due Dates	Return Dates	Notes
Mon 3/26	William Shakespeare	Work on Annotated Bibliography	Watch scenes from <i>The Hollow Crown</i>				
Wed 3/28			Shakespeare Response		Due Essay 4 Annotated Bibliography		
Fri 3/30	Good Friday						Holiday for students and faculty.
Mon 4/2	Writing Strategies	AAL Ch. 2; Ch. 5: 118- 32	Composing			Return Essay 4 Annotated Bibliography	Apr 6: Last day to drop with a Q grade. Students can't drop after this date; they will receive grade earned.
Wed 4/4		Ch. 7: 215-18	Integrating Sources				
Fri 4/6					Due Rough Draft of Research Argument Paper		
Mon 4/9	Short Story	AAL Ch. 9: p. 317-24	Alice Walker "Everyday Use"				
Wed 4/11							
Fri 4/13			Walker Response			Return Rough Draft of Research Paper	
Mon 4/16	Revising	AAL Ch. 5: 134-38	Revision				
Wed 4/18							
Fri 4/20				Intro Group Oral Presentations Asst			
Mon 4/23	Group Work	Work on Research Argument Paper	Work on Orals				
Wed 4/25			Work on Orals				
Fri 4/27	Presenting Well			Work on Orals		Due Research Argument Paper	

Day/ Date	Topic	Reading/Outside Class	In Class	Essays/Assignments	Due Dates	Return Dates	Notes
Mon 4/30	Group Oral Presentations	Review for Final Exam	Oral Presentation in Groups				May 4: Last class day. Last day to resign from spring courses.
Wed 5/2			Oral Presentation in Groups				
Fri 5/4			Review for Final Exam			Return Research Paper	
Mon- Thurs 5/7-10	All class schedules shift to Final Exam Schedule.	Final Exam					
Mon 5/14	Grades posted by May 14, 2018, 12 pm.						