

## **ENGL 1302W Composition II Syllabus**

**Spring 2018; Credit 3**

**Meeting Days/Times:** ENGL 1302-62, TuTh 3:30-4:50pm in EV 260  
**Instructor:** Doug S. Haines  
**Office:** EV 414  
**Contact Information:** **Email:** dsh008@shsu.edu **Phone:** (936) 294-1436  
**Office Hours:** TuTh 2-3pm & W 10-11 am and 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*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's, 2014.
- (2) Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbbook*. 19<sup>th</sup> ed. Boston: Cengage Learning, 2017. ISBN: 978-1-305-67644-2 (student edition).
- (3) Departmental handout on most common literary terms.

### 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 TuTh 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.

Class activities and assignments (quizzes and exercises) cannot be made up. High-stakes assignments, however, can be made up but will be penalized 5% for each business day they are 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 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.

### Assignments:

Assigned essays (4 x 10%) .....	40%
Weekly assignments .....	15%
Midterm exam .....	10%
Research paper project (25% altogether):	
Research paper draft (presented both verbally in class and in writing) .....	5%
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

**Instructor's Note:** Reading and understanding are the educational bedrock for anyone who wishes to write effectively. Through engaging activities and peer discussions and workshops, this course aims to develop each student's critical thinking and interpersonal communication skills, which not only serves to deepen their understanding of the material and learning outcomes discussed in the classroom, but also encourages their professional growth and maturity. The use of published works and examples helps to not only develop and flex critical-reading skills, but also helps to establish the objectives, techniques, vocabulary, and tone of the classroom and/or workshop itself. Peer review and discussion will also play a major role in this course as students develop their confidence and learn to read as writers. Therefore, it is imperative that students keep up with ALL of the assigned readings and assignments in order to not fall behind in the course.

- *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 drafted, will go through guided peer-editing, and 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 *Current Issues*; quizzes on literary terminology; peer workshop responses; and quizzes on integrating sources.

*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, both oral and written, and response to a variety of writing samples. In order to turn your final paper (the research paper) in for grading, you must receive two peer evaluations and provide two evaluations for your peers.

*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 questions will cover the terms and concepts covered both in class and readings to date. We will go over and review the material in class prior to the exam.
- *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 and feedback on their peers' writings in both oral and written modes. This enhances the students' ability to work with peers in order to reach the shared goal of efficient oral and written expression.

- *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 can originate either from literature or from topics triggered by the readings in *Current Issues*, depending on the interests of the student.
- *Final exam (10%):*  
The questions will cover your understanding of literary terms and genres, the most common citation practices, and more advanced editing skills.

## 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 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 book 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 **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 (including visible presence) of cell phones, text messagers, 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 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.

## **COURSE SCHEDULE\***

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

**Abbreviations:**      **AL = Arguing about Literature: A Guide and Reader**  
                               **HHH = The Hodges Harbrace Handbook**  
                               **HO = Handout (also available in the “Readings” sec. of BB)**

<b>Date</b>	<b>Topic</b>	<b>Reading(s)</b>	<b>Notes</b>
WEEK 1  January 17-19	Introduction to the course.  Distribution of the syllabus.  Overview of the course.	N/A	<i>Late registration. Process class schedule changes.</i>
WEEK 2  January 22-26	Tu: Intro to Rhetoric and Persuasion  Th: Responding to an Argument	Tu: AL: “Why I Defaulted on My Student Loan Debt” by Lee Siegel pgs. 37-39  Th: HO: “Columbine High School/Littleton, CO” by Albert Goldbarth	<i>HW: Discussion board on Goldbarth’s poem due BEFORE class on Jan. 30<sup>th</sup>.</i>
WEEK 3  January 29-Feb. 2	Tu: Intro to Poetry & Goldbarth/”Columbine” discussion  Th: Connecting Art & the Real World	Tu: HO: “Nation Reels...” from the NYT (2012)  Th: HO: “The Fourth State of Matter” by Jo Ann Beard	<i>Feb. 1: 12<sup>th</sup> class day. Last day to drop spring courses with a “Q”</i>  <i>Students should begin thinking about their first essay.</i>
WEEK 4  February 5-9	Tu: Intro to CNF & “Fourth State of Matter”  Th: Problems & Solutions, Rhetoric & Persuasion, plus MLA Guidelines & Vetting Sources	Tu: Review MLA Packet & begin pre-writing for High-Stakes #1  Th: Use the Sam database to locate and read one scholarly article <u>related</u> to the issue of school shootings.	<i>HW: MLA Quiz on BB due BEFORE class on Feb. 11<sup>th</sup>.</i>  <i>Students should begin organizing and drafting their essays in preparation for Feb. 15<sup>th</sup>’s Peer Review.</i>
WEEK 5  February 12-16	Tu: Discuss articles & Oral Presentation Signup  Th: Peer Review & Mini-Conferences	Tu: Begin defining Lit. Terms & AL: pgs. 27-30  Th: AL: “A Rose for Emily” by William Faulkner pgs. 497-504	<i>Feb. 15<sup>th</sup>: Bring drafts to class for Peer Review</i>  <i>Feb. 18<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i>
WEEK 6  February 19-23	Tu: Intro to Lit. Analysis, “Rose for Emily”  Th: How to Structure a Lit. Analysis	Tu: Choose a work from Part Two of AL for your Lit. Analysis & begin reading/analyzing it.  Th: AL: pgs. 43-46	<i>HW: 1. Discussion Board regarding Lit. Analysis</i>  <i>2. Submit completed Lit. Terms to BB before class Feb. 27<sup>th</sup>.</i>



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WEEK 7 February 26-March 2	Tu: Literature & Why Its Worth Arguing About  Th: Strategies for Arguing About Lit. & Midterm Review	Tu: AL: pgs. 54-69, 72, & 88-92.  Th: No reading—Study for midterm	<i>Students should continue drafting their essays in preparation for Mar. 8<sup>th</sup>'s Peer Review.</i>
WEEK 8 March 5-9	Tu: Midterm  Th: Peer Review & Mini-Conferences	Tu: No reading. Work on drafts.  Th: No readings. Enjoy your Spring Break!	<i>Mar. 8<sup>th</sup>: Bring drafts to class for Peer Review</i>  <i>Mar. 19<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i>
WEEK 9 March 12-16	SPRING BREAK!	SPRING BREAK!	<i>March 12-16: Spring Break holiday for students and faculty</i>  <i>Mar. 19th (Before Midnight): Finals Drafts are due via BB</i>
WEEK 10 March 19-23	Tu: Character Analysis & Comparison  Th: Discuss “What We Talk About”	Tu: AL: “What We Talk About When We Talk About Love” by Raymond Carver pgs. 505-515  Th: AL: 134-140	<i>March 19: Classes resume.</i>  <i>Students should begin finding their subject, organizing, and drafting their essays in preparation for April 5<sup>th</sup>'s Peer Review.</i>
WEEK 11 March 26-30	Tu: NO CLASS - Mandatory Conferences  Th: NO CLASS - Mandatory Conferences	No Readings. *Be sure to schedule a time to meet with your instructor and continue working on your essays.	<i>Conferences are mandatory and will count toward attendance for the week.</i>  <i>March 30: Good Friday – Holiday for students and faculty</i>
WEEK 12 April 2-6	Tu: Peer Review & Mini-Conferences  Th: Subjects, Research, Sources, & The Art of the Annotated Bibliography	Tu: <i>HHH</i> : TBA  Th: Begin locating primary & secondary sources	<i>April 2<sup>th</sup>: Bring drafts to class for Peer Review</i>  <i>April 8<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i>  <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	Tu: Annotating in Action  Th: Researched Arguments & Rhetoric	Tu: Continue locating primary & secondary sources  Th: Continue going through sources & annotating	<i>Students should continue drafting their essays in preparation for April 17<sup>th</sup>'s Peer Review.</i>
WEEK 14 April 16-20	Tu: Peer Review & Mini-Conferences  Th: Outlines & Drafts	Tu: No readings. Continue to work on Research Projects.  Th: Continue working on Research Projects.	<i>April 17<sup>th</sup>: Bring drafts to class for Peer Review</i>  <i>April 22<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i>
WEEK 15 April 23-27	Tu: Preliminary Oral Presentations  Th: Oral Presentations	Tu: Continue working on Research Projects.  Th: Continue working on Research Projects.	<i>April 22<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i>  <i>May 3<sup>rd</sup>: Bring drafts to class for Peer Review</i>
Final week of class April 30-May 4	Tu: Oral Presentations  Th: Peer Review & Final Exam Review	Tu: No readings. Work on drafts.  Th: Review for final exam.	<i>May 3<sup>rd</sup>: Bring drafts to class for Peer Review</i>  <i>May 5<sup>th</sup> (Before Midnight): Finals Drafts are due via BB</i>  <i>*May 4: Last class day, last day to resign from spring courses</i>
Finals week May 7-10	Final Examination	Textbook readings, handouts, & lectures	<i>The final is an in-class final to be administered during the time to be specified for each section by the University.</i>

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