

English 1302.65W, Composition II

Spring 2018  
MWF 10:00-10:50  
Evans 417

Dr. Sanchez  
email: rxs031@shsu.edu  
Office: Evans 209, Ext. 294-1427  
Office Hours: Mon. & Wed. 3:00-4:30, and by  
appointment.

**Laptops and other electronic devices are not permitted in this class. Students may not have food, including snacks, during class.**

Required Book:

Schilb, John and John Clifford. *Arguing about Literature: A Guide and Reader*, 2<sup>nd</sup> ed.  
Boston: Bedford/St. Martin's, 2017. **On the days when you have assigned readings in this book, you must bring it with you to class.** You may not use an e-book for this class, nor an earlier edition of this book. You may not use photocopies from this book; bring the hard copy book with you to class.

Policy on Required Book:

**Beginning Wednesday 31 January**, I will deduct ten points from your semester point total at the end of the semester for every class session in which you do not have the required book for this course. If you still have not purchased or rented the required book for this course **by Monday 5 February**, I will file a formal complaint about you with the Office of the Dean of Students regarding non-compliance with course requirements, which could lead to removal from the class or other disciplinary action by the administration.

Recommended Texts:

You should have a grammar book on hand for this or any writing course. There are two possible grammars to use for this purpose:

--*The Bedford Handbook*, by Diana Hacker and Nancy Sommers. (Some of you may have used this text in English 1301.)

--*The Hodges Harbrace Handbook*, by Glenn Cheryl and Loretta Gray. (This book is currently on sale at the bookstore.)

You should also have a good collegiate dictionary on hand, such as either of the following books:

--*Webster's College Dictionary*

--*The American Heritage Dictionary of the English Language*.

**Cell Phone Policy:**

All members of this classroom community must help to maintain an environment conducive to learning. Because cell phones can be disruptive to that environment, **turn off and put away your cell phone once class begins.** Do not leave it on your desk; do not place it on your lap. Put the cell phone in your book bag on the floor, or put it in your pocket, and do not check it during class. My cell phone policy is as follows: Each time I see your cell phone during class,

that will result in **the loss of ten points** from your semester point total at the end of the semester; the **fourth** time I see your cell phone during class (regardless of where we are in the semester), I will file a formal complaint about you with the Office of the Dean of Students regarding classroom conduct, which could lead to removal from the class or other disciplinary action by the administration.

#### Course Description:

English 1302 continues the study of writing skills in English, emphasizing more complex methods in the writing process than English 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. English 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. Prerequisite: English 1301.

#### Attendance Policy:

You are allowed up to three unexcused absences. Beginning with the fourth unexcused absence, each unexcused absence will result in the loss of five points on your overall point total for this course at the end of the semester. Any class activities and assignments missed during an unexcused absence cannot be made up. **An absence will be considered excused only after an official document, such as a doctor's note, has been presented that enables the instructor to verify the absence as excused.** The official document must be presented for verification either in advance of the absence or by the end of the second working day after the absence. At the end of the semester, excuses offered for classes missed during the semester will not be accepted.

#### Lateness Policy:

Get to class on time. Two times late to class will count as one unexcused absence. Arriving at class 10+ minutes late will count as one unexcused absence. Leaving class early before the instructor has dismissed the class (unless arrangements have been made with and approved by the instructor) is unacceptable behavior and will result in the student being marked down as late for that class session; leaving with 10+ minutes remaining in the class session will count as one unexcused absence. If, on a day in which a quiz is given, a student leaves after the quiz has been taken and before class is over, that student's quiz will be graded as "0" and an unexcused absence will be assessed to the student for that class session.

#### Reading Quizzes:

There will be **fifteen unannounced reading quizzes** given throughout the semester. Each quiz will be worth ten points. The quizzes will be on the content of the readings assigned in *Arguing about Literature: A Guide and Reader*. When you have a reading quiz, it will cover the assigned reading for that specific class session. The quizzes will test how well students keep up with and understand the assigned readings; the quizzes will also encourage students to finish assigned readings before we begin to discuss them. Quizzes missed during excused absences will be made up at the end of the semester through additional writing assignments. (The length of the writing assignment will be based on how many quizzes were missed.) Again, note that an

absence will be considered excused only under the condition stipulated under the Attendance Policy above. Your point totals for the quizzes will be combined and figured as one grade at the end of the semester; the fifteen reading quizzes will be worth 150 points, and will be graded on the following 10% scale:

150-136 = A / 135-121 = B / 120-106 = C / 105-91 = D / 90 and below = F

#### Papers:

There will be two papers: They will be typed and double-spaced, and will be from three to five pages long. I will give you the topics in advance of the paper's due date. Topics will be related to the works we will read in *Arguing about Literature: A Guide and Reader*. Each paper will be worth 100 points, and will be graded on the following 10% scale:

100-91 = A / 90-81 = B / 80-71 = C / 70-61 = D / 60 = F

#### Late Paper Policy:

Papers are due in class on the due date. The late paper policy is as follows: Late papers will be penalized one full letter grade. You have one week from the due date to turn in a late paper; if it is not turned in within one week of the due date, you will receive a grade of "F" (0 points) for that paper.

#### Writing-Enhanced Credit:

This course is designated writing-enhanced, a "W" course. According to SHSU, you must take at least six courses that carry the designation writing-enhanced. The official definition of a writing-enhanced course is one in which 50% or more of the course grade is based on written assignments.

#### Final Exam:

The final exam will consist of an in-class, open-book essay on two works we will have read this semester, works other than the ones you wrote on for your two papers. At the exam, you will be given paper topics from which to choose, and you will write your essay in a blue book. If you miss the final exam as a result of an absence, a make-up will be considered only with verifiable justification according to the "Attendance Policy" section above. There is no make-up for a final missed during an unexcused absence. The final exam will be worth 50 points, and will be graded on the following 10% scale:

50-46 = A / 45-41 = B / 40-36 = C / 35-31 = D / 30 = F

#### In-Class Essay / Oral Presentation Assignment:

We will spend a little over a week on this assignment, in which you will write a two-hundred and fifty word essay in class on one of the characters we will have read about this semester. You will discuss the significance of that character to the story, and you will explain your reaction to that character. You will read your essay to the class, then turn in the essay to me. This assignment will be worth 25 points, and will be graded on the following 10% scale:

25-22 = A / 21-18 = B / 17-14 = C / 13-10 = D / 9 and below = F

#### Annotated Bibliography Assignment:

On a book I will assign to you (each student will be assigned a different book), you will complete a bibliography of ten sources, listed in correct MLA format and annotated appropriately. We will discuss this assignment fully later on in the semester as we near its due date. This assignment will be worth 25 points, and will be graded on the same 10% scale as the In-Class Essay / Oral Presentation Assignment.

Your course grade will be based on the following:

|   |   |      |
|---|---|------|
| –Paper #1 (worth 100 points)                          | = | 22 % |
| –Paper #2 (worth 100 points)                          | = | 22 % |
| –Final Exam, In-Class Essay (worth 50 points)         | = | 11 % |
| –Fifteen Reading Quizzes (worth 150 points)           | = | 33 % |
| –In-Class Essay / Oral Presentation (worth 25 points) | = | 6 %  |
| –Annotated Bibliography (worth 25 points)             | = | 6 %  |

|                        |            |   |       |
|------------------------|------------|---|-------|
| Semester Total Points: | 450 points | = | 100 % |
|------------------------|------------|---|-------|

Your course grade will be determined according to a 10% grade scale as follows:

|               |   |   |
|---------------|---|---|
| 450-406       | = | A |
| 405-361       | = | B |
| 360-316       | = | C |
| 315-271       | = | D |
| 270 and below | = | F |

**NOTE:**

**There will be no extra credit offered in this course.**

**NOTE:**

**I do not post grades on blackboard. Since I return your graded work to you throughout the semester, you will be responsible for knowing how you are doing (as regards grades) throughout the semester.**

**Aims and Outcomes:**

English 1302 is a core requirement because learning to write developed, organized, and technically proficient research papers is an essential part of a university education. By the end of English 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. This emphasis develops students' perception in interpreting texts. 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:

Upon completion of English 1302 students will be able to do the following:

- 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
- 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 the MLA citation method
- understand the varying requirements of different academic contexts and the needs of writing across the 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, poetry, and drama 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.

### Classroom Rules of Conduct:

1. Do not work on or read non-course materials (materials not related to English 1302) during this class. Do not begin putting your books away until the instructor indicates that class is over.
2. No lap tops allowed during class. Turn off and put away all electronic devices during class. Students may not have food, including snacks, during class. Students are prohibited from using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction.
3. Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the University. If you engage in disruptive or otherwise inappropriate behavior in the classroom, I will ask you to leave the room. Continued behavior of this sort will result in dismissal from the class and referral to the Dean of Students for disciplinary action.

The University Code of Student Conduct and Discipline can be found at the following link:

<<https://netreg.shsu.edu/mirror/codeofconduct.html>>

Instructor Evaluations:

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

The following policy statements can be found at [www.shsu.edu/syllabus](http://www.shsu.edu/syllabus):

Americans with Disabilities Act (ADA) Policy Statement

Academic Dishonesty

Religious Holidays

Visitors in the Classroom

Page numbers refer to *Arguing about Literature*

**NOTE:** This schedule is tentative and may be subject to change.

## January

- Wed. / 17      first day of class
- Fri. / 19      James Thurber, "The Unicorn in the Garden" (photocopy)
- Mon. / 22      Read The Elements of Short Fiction (pp. 155-165). Study the following literary terms in this section of reading:  
                 structure, action, background, development, climax, ending, repetition,  
                 first person, omniscient narrator, protagonist, antagonist, setting, imagery,  
                 symbol, style, dialogue, theme
- Read the following story:  
                 --Eudora Welty, "A Visit of Charity" (pp. 150-154)
- Wed. / 24      What is Literature? (pp. 43-45)  
                 Why Study Literature in a College Writing Course? (pp. 45-46)  
                 Strategies for Close Reading (pp. 88-91)
- Read the following story:  
                 --Edgar Allan Poe, "The Tell-Tale Heart," pp. 980-984
- Fri. / 26      Read The Elements of Poetry (pp. 176-181). Study the following literary terms in this section of reading:  
                 persona, diction, syntax, metaphor, simile, sound, rhyme, alliteration,  
                 assonance, rhythm and meter
- Read the following poems:  
                 --"Let me not to the marriage of true minds," William Shakespeare, pp. 516-517  
                 --"How Do I Love Thee?" Elizabeth Barrett Browning, pp. 518-519  
                 --"What Lips My Lips Have Kissed, and Where, and Why," Edna St. Vincent Millay, pp. 526-527
- Mon. / 29      Read the following poems:  
                 --"Theme for English B," Langston Hughes, pp. 919-920  
                 --"Harlem," Langston Hughes, p. 921  
                 --"The Solitary Reaper," William Wordsworth, pp. 117-118  
                 --"Ozymandias," Percy Bysshe Shelley, pp. 1111-1112

Wed. / 31      The Elements of Drama (pp. 196-204). Study the following literary terms in this section of reading:  
                    plot and structure, protagonist, antagonist, stage directions and setting, imagery, language, theme  
Discussion of tragedy  
Sophocles, Introduction, pp. 923-924  
*Antigone*, pp. 924-934 (lines 1-417)

## February

Fri. / 2            continuation of *Antigone* (lines 1-417)

Mon. / 5          *Antigone*, pp. 934-962 (lines 418-1471)

Wed. / 7          The Writing Process, pp. 117-128

Read the following poems:

--"The Tyger," William Blake, pp. 715-716

--"My Last Duchess," Robert Browning, pp. 910-912

Fri. / 9            The Writing Process, pp. 128-140

Read the following story:

James Joyce, "Eveline," pp. 292-295

Mon. / 12        Peer Review Draft for Paper #1. You must bring your draft of Paper #1 with you to class. Another student will review your draft, and you will review that student's draft.

Wed. / 14        Peer Review Draft of Paper #1, continuation.

Fri. / 16        Read the following poems:

--"somewhere i have never travelled," E.E. Cummings, p. 520

--"The Road Not Taken," Robert Frost, pp. 1106-1107

Mon. / 19        **Paper #1 Due**

Read the following poem:

"The Love Song of J. Alfred Prufrock," T.S. Eliot, pp. 109-113

Wed. / 21        Read the following story:

--William Faulkner, "A Rose for Emily," pp. 497-504

Fri. / 23        Read the following poems:

--"Death Be Not Proud," John Donne, p. 1117



--"Do Not Go Gentle into That Good Night," Dylan Thomas, p. 1118  
--"Because I could not stop for Death," Emily Dickinson, pp. 1119-1120

Mon. / 26      Read the following story:  
                  --Flannery O'Connor, "A Good Man Is Hard to Find," pp. 1007-1020

Wed. / 28      Read the following story:  
                  --Charles Perrault, "Little Red Riding Hood," pp. 1066-1068

## **March**

Fri. / 2        Read the following story:  
                  --Jacob and Wilhelm Grimm, "Little Red Cap," pp. 1069-1071

Mon. / 5       Read the following story:  
                  --Nathaniel Hawthorne, "Young Goodman Brown," pp. 867-877

Wed. / 7       Read the following poems:  
                  --"Acquainted with the Night," Robert Frost, pp. 1107-1108  
                  --"When I consider how my light is spent," John Milton, pp. 69-70  
                  --"Those Winter Sundays," Robert Hayden, pp. 384-385  
                  --"My Papa's Waltz," Theodore Rilke, pp. 385-386

Fri. / 9        Read the following story:  
                  --John Updike, "A & P," pp. 482-487

Mon. / 12      **Spring Recess**

Wed. / 14      **Spring Recess**

Fri. / 16       **Spring Recess**

Mon. / 19      Read the following poems:  
                  --"Dover Beach," Matthew Arnold, pp. 679-681  
                  --"The Dover Bitch," Anthony Hecht, photocopy

Wed. / 21      Drama  
                  Henrik Ibsen, Introduction, pp. 791-792  
                  *A Doll's House*, Act I, pp. 792-814

Fri. / 23       *A Doll's House*, Act II, pp. 814-830

Mon. / 26      **Paper #2 Due**

*A Doll's House*, Act III, pp. 830-847

Wed. / 28      Read the following story:  
                  --Shirley Jackson, "The Lottery," pp. 696-702

Fri. / 30      **Good Friday, Campus Closed**

## **April**

Mon. / 2      Preparation for the Annotated Bibliography Assignment (due on the last day of class).  
                  Read the section, Writing Researched Arguments, pp. 207-227.

Wed. / 4      Annotated Bibliography Assignment, continuation of discussion  
  
                  Read the following story:  
                  --Ernest Hemingway, "Soldier's Home," pp. 364-370

Fri. / 6      Read the following poems:  
                  --"The Flea," John Donne, pp. 533-534  
                  --"To His Coy Mistress," Andrew Marvell, pp. 535-536

Mon. / 9      Read the following stories:  
                  --Kate Chopin, "The Story of an Hour," pp. 555-557  
                  --Raymond Carver, "Popular Mechanics" (photocopy)

Wed. / 11      **In-Class Essay / Oral Presentation Assignment**  
                  This is an in-class writing assignment. You will write a two hundred and fifty word, two-paragraph essay in class on one of the characters we will have read about this semester. You will discuss the significance of that character to the story in which the character appears, and you will explain your reaction to that character (why you like or dislike that character). You will read your essay to the class, then turn in the essay to me.

Fri. / 13      continuation of In-Class Essay / Oral Presentation Assignment  
                  You will complete your in-class writing.

Mon. / 16      continuation of In-Class Essay / Oral Presentation Assignment  
                  --You will read your paragraphs to the class.

Wed. / 18      continuation of In-Class / Oral Presentation Assignment  
                  --You will read your paragraphs to the class.

Fri. / 20      Read the following story:

--Ray Bradbury, "The Long Years," pp. 454-462

Mon. / 23 William Shakespeare, Introduction, p. 573  
*Othello*, Act I, pp. 574-592

Wed. / 25 *Othello*, Act II, pp. 592-609

Fri. / 27 *Othello*, Act III, pp. 609-630

Mon. / 30 *Othello*, Act IV, pp. 630-646

## **May**

Wed. / 2 *Othello*, Act V, pp. 646-661

Fri. / 4 **last day of class / Annotated Bibliography Assignment Due in class**

Mon. / 7 **Final Exam** (in-class essay), 10:30-12:30