

ENGL 1302W Composition II Syllabus

Spring 2018; Credit 3

Meeting Days/Times: ENGL 1302-67, CRN 24116. 1:00 am - 1:50 am
MWF, EVANS COMPLEX 356

Instructor: Donnie Lopez

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Office Hours: 3 hrs per week minimum and by appointment. List by day and time. M-W-F from 10-12am

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) Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbook*. 19th ed. Boston: Cengage Learning, 2017. ISBN: 978-1-305-67644-2 (student edition).
- (3) 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. 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 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. Late daily work will not be accepted. Any late work will result in a zero. Late essay will be deducted by 10 points for every day it is 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/Participations	10%
Oral Group Presentation	5%
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

- *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* (10%):
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%):
Material will cover readings done in and out of class.
- *Oral Component:* (in class) (5%)
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 cover students' understanding of literary terms and genres, writers and works, 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 with 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*

BH = Bedford Handbook

OP = Oral Presentations

***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. Distribution of the syllabus. Overview of the course.	N/A	<i>Late registration. Process class schedule changes.</i>
WEEK 2 January 22-26	Portfolio I-Humor Brainstorming Session Exploratory Guide and Workshop Focusing Guide Understanding the Writing Process Peer Review Workshop-Identity Analysis How to Annotate	<i>Understanding Non-Fiction</i> Freewriting, Discussions, Read Shitty First Drafts, and FREEWRITING by Peter Elbow; Big Boy & Let it Snow David Sadaris-BB	.

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WEEK 3 January 29-Feb. 2	Return Instructor's Draft Comments Audience Guide Portfolio I – Humor Narrative Due	<i>Reading-Writing Connection</i> Freewriting, Discussions, Read Why Fiction Does it Better & The 26 Major Advantages to Reading More Books; Literary Terms: The Backfire Effect-BB	<i>Feb. 1: 12th class day. Last day to drop spring courses with a "Q"</i>
WEEK 4 February 5-9	Starting Fiction Introduce Portfolio II- Issues Analysis How to write an Introduction Power Point part one Introduction Literature	<i>Religious Imagery</i> Freewriting, Discussions, Read James Baldwin – Sonny Blues Pg. 339 AND Joyce Carol Oates Where are you going Where have you been? Pg. 1032	
WEEK 5 February 12-16	How to write an Introduction part two Brainstorming Session Peer Draft Workshop	<i>Fantastic Literature</i> Annotation, Discussions, Read Gabriel Garcia Marquez- A Very Old Man With Enormous Wings-BB, Charlotte Perkins Gilman- The Yellow Wall Paper Pg. 244	
WEEK 6 February 19-23	Turn In Portfolio II- Issues Analysis Peer Review Workshop Discussion on Readings	<i>Love that Kills</i> Annotation, Discussions, Read William Faulkner- A Rose for Emily pg. 497, & The Story of an Hour by Kate Chopin pg. 555	
WEEK 7 February 26-March 2	Intro Portfolio III- Literary Analysis Workshop Brainstorming	<i>Science Fiction/Fantasy</i> Annotation, Discussions, Read <i>Melancholy Elephants</i> by Spider Robinson-BB; <i>The Veldt</i> by Ray Bradbury-BB	
WEEK 8 March 5-9	<i>Starting Poetry- Understanding Poetry</i> Mid-Term	<i>Humor Writing</i> Annotation, Discussions, Read David Sadaris <i>Go Carolina- Bb</i> & <i>The Whore of Mensa-</i> Woody Allen-BB	

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WEEK 9 March 12-16	Spring Break	Spring Break	<i>March 12-16: Spring Break holiday for students and faculty</i>
WEEK 10 March 19-23	<i>Understanding Poetry</i> Intro Portfolio VI- Synthesis Essay Turn in Portfolio III- Literary Analysis Brainstorming Session Peer Draft Workshop Presentations	Read The Symbolism of Poetry by William Butler Yeats (Group) The Poet – Ralph Waldo Emerson (Group) Percy Bysshe Shelley- A defense of Poetry (Group) Jimmy Santiago Baca- So Mexicans Are Taking Jobs from Americans pg. 1123; Robert Frost- The Road Not Taken pg. 1106; Richard Cory- by Edwin Arlington Robinson-BB	<i>March 19: Classes resume.</i>
WEEK 11 March 26-30	Workshop Library visit	Freewriting, Discussions, Read Christopher Marlowe- The passionate Shepard to His Love pg. 774. The Nymph's reply to the Shepard- Sir Walter Raleigh pg. 774; Langston Hughes- Harlem 921; William Shakespeare- Let me not to the marriage pg. 516; Percy Bysshe Shelley- Ode to the West Wind-BB	<i>March 30: Good Friday – Holiday for students and faculty</i>
WEEK 12 April 2-6	Turn In Portfolio VI- Synthesis Essay Introduce Research Paper- Final Paper	Freewriting, Discussions, Read Gwendolyn Brooks- We Real Cool-BB The Mother (on audio)-BB: Queer Theory: According to my Grandmother pg. 404	<i>April 6: Last day to “Q” drop. Students cannot drop after this date; they will receive grade earned.</i>
WEEK 13 April 9-13	Research Paper Oral Presentation	The Importance of Being Earnest Act One-BB Freewriting, Blackboard Discussions, Read The Importance of Being Earnest Act II & III-BB	

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WEEK 14 April 16-20	Oral Presentation	Freewriting, Blackboard Discussions, Read The Importance of Being Earnest-BB	
WEEK 15 April 23-27	Oral Presentation	Freewriting, Blackboard Discussions, Read A Streetcar Named Desire Or A Room Of One's Own	
Finals Review week April 30-May 4	Oral Presentation Turn in Research Paper-Final Paper	A Streetcar Named Desire Or A Room Of One's Own	<i>May 4: Last class day, last day to resign from spring courses</i>
Finals week May 7-10	Final Examination	N/A	<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.