

ENGL 1302W Composition II Syllabus

Spring 2018; Credit 3

Meeting Days/Times: ENGL 1302.71 (CRN 24120) – MWF 2:00-2:50
Instructor: Kimberly Davis
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Office Hours: M, T, W, F 8:00-12:00 and 3:00-5:00 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*. 2nd ed. Boston: Bedford/St. Martin's, 2014.
- (2) Glenn Cheryl and Loretta Gray. *The Hodges Harbrace Handbdook*. 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. Plan this time carefully, because any absence beyond the three hours will result in a 1-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. The only exception is if you have made prior arrangements with the instructor.

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

- *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*. The essay assignments will sometimes focus on art literature, and sometimes on current events, but there will always be an emphasis placed on critical thinking. 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 assigned reading; 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. Time will be spent in class learning how to provide constructive feedback, both oral and written IN 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%):
- *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 assigned readings. Instructor must approve the topic.
- *Final exam* (10%):

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 or lead a discussion 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. This means you will be expected to turn in hard copy for each assignment—in a folder. You should include your prewriting, rough draft, peer reviews, and final draft for each assignment.

You will be required to submit all of your essays through turnitin.com. A link will be in Blackboard. 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, 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.

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.**

BH = Bedford Handbook

OP = Oral Presentations

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

Date	Topic	Reading/Assignments Due	Notes
WEEK 1			
17-Jan	Introductions and course overview, Distribution of the syllabus and Important Literary Terms	N/A	<i>Late registration. Process class schedule changes.</i>
19-Jan	Discuss Literary Terms "A"	Turn in definitions Literary Terms "A"	
WEEK 2			
22-Jan	"What Is Argument?"	AL Chapter 1 pp. 1-33	
24-Jan	"What Are the Bounds of Parental Protection?" "Are We Losing our Sense of Place?" "What are the Bounds of Free Speech on Campus?" (Group Discussion)	AL 363-75, AL 1058-68, and AL 765-77 Turn in definitions for Literary Terms "B" and "C"	
26-Jan			
WEEK 3			
29-Jan	"How to Argue about Literature?"	AL 34-56 Turn in definitions for Lit Terms "D" and "E"	<i>Feb. 1: 12th class day. Last day to drop spring courses with a "Q"</i>
31-Jan	Jamaica Kincaid's "Girl"	AL 43-44, Soapstone +DIDLS handouts	
2-Feb	Assign Essay 1. In-class prewriting exercise.	Turn in definitions for Lit Terms "F" and "G"	

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WEEK 4			
5-Feb	"The Writing Process"	AL 89-120	
7-Feb	"Writing about Literary Genres"	AL 121-92 Turn in definitions for Lit Terms "H" and "I"	
9-Feb	ROUGH DRAFT / Peer Review – Essay 1		
WEEK 5			
12-Feb	FINAL DRAFT Essay 1 due Assign Essay 2.		
14-Feb	Discuss Edgar Allan Poe	"Annabel Lee," Poe's biography, Turn in definitions for Lit Terms "J" through "N"	
16-Feb	Poetry Analysis Worksheet 1 "It sifts from Leaden Sieves - (291)" by Emily Dickenson.	"Sonnet to Science" Turn in definitions Literary Terms "O" through "R"	
WEEK 6			
19-Feb	"Contexts for Research: Charlotte Perkins Gilman's 'The Yellow Wallpaper' and Mental Illness"	AL 778-803 Turn in definitions Literary Terms "S"	
21-Feb	"Writing Researched Assignments" Continue discussion of "The Yellow Wallpaper"	AL 193-227	
23-Feb	The Progress of Feminism--Adrienne Rich QUIZ: "The Yellow Wallpaper"	Handouts	
WEEK 7			
26-Feb	ROUGH DRAFT due – Essay 2	Turn in definitions Literary Terms "T" through "X"	
28-Feb	MLA Review "A Rose for Emily"	AL 403-21	
2-Mar	Trifles by Susan Glaspell "Should Brain Science Influence the Law?" Review for Midterm	AL 725-43 AL 963-74	
WEEK 8			
5-Mar	MIDTERM	Over Important Literary Terms	
7-Mar	FINAL DRAFT due – Essay 2 "What We Talk About When We Talk About Love" Assign Essay 3	AL 411-421	
9-Mar	"Snares of Tradition: Stories"	AL 603-16	
	<i>March 12-16: Spring Break holiday for students and faculty</i>		

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WEEK 9			
19-Mar	"Arguments about a Poem: Sylvia Plath's 'Daddy'"	AL 344-62	<i>March 19: Classes resume.</i>
21-Mar	Student-teacher conferences	Bring your paper. We will discuss grades and attendance.	
23-Mar	ROUGH DRAFT/Peer Review-- Essay 3		
WEEK 10			
26-Mar	"A Dream of Freedom: Poems by Langston Hughes"	AL 658-68	<i>March 30: Good Friday – Holiday for students and faculty</i>
28-Mar	FINAL DRAFT due – Essay 3		
WEEK 11			
2-Apr	Unpacking a prompt		<i>April 6: Last day to "Q" drop. Students cannot drop after this date; they will receive grade earned.</i>
4-Apr	Essay 4--IN CLASS		
6-Apr	Class Meeting in the Library PROPOSED TOPIC for Research Paper due		
WEEK 12			
9-Apr	"Young Goodman Brown" Oral Presentations	AL 806-23	
11-Apr	"Civil Disobedience" What is an Annotated Bibliography?	AL 903-920	
13-Apr	"The Thoreau Problem" "Letter from Birmingham Jail"	AL 920-22 AL 923-37	
WEEK 13			
16-Apr	"Contexts for Research: Ralph Ellison's 'Battle Royal' and the Pursuit of Equality"	AL 1069-1081	
18-Apr	Final topic and annotated bibliography for Research Paper due. Group project--Red Riding Hood stories.		
20-Apr	Group presentations about Red Riding Hood.		
WEEK 14			
23-27 Apr	Oral Presentations		
WEEK 15			
30-Apr	Oral Presentations		<i>May 4: Last class day. Last day to resign from courses, by 5:00 PM in Registrar's</i>
2-May	Oral Presentations		
4-May	FINAL ESSAY DUE / Review for Final		
Finals	May 2-5 Final Exam exact time will be announced by the university.	Over Lectures, reading and homework.	

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