

ENGL 1302W: Composition II, 3 Credit Hours, Fall 2017

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(Please type ENGL1302 as the subject line of your e-mail and address your communications to Dr. Chen. Allow 24 hours for a response, M-F.)

Office: Evans Complex 116

Virtual Office Hours: Monday and Tuesday, 12p-2p CST via Blackboard Collaborate or by appointment *(Please send me an e-mail if you plan on attending virtual office hours so I can hold a time slot for you.)*

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, 2017.
- (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:

- (4) A good collegiate dictionary, such as *Webster's College Dictionary* or *The American Heritage Dictionary of the English Language*.

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. The course consists of 1000 points. Your semester grade will come from the total number of points accrued by the end of the semester.

Assignments:

Module 1: Various introductory activities

Module 2: E-1: Summary/Response: Agree/Disagree (MLA): 100 points/10%

Module 3: E-2: Summary/Response: Analysis (APA): 100 points/10%

Module 4: E-3: Comparison Contrast (MLA): 100 points/10%

Module 5: Midterm exam: 100 points/10%

Module 6: E-4: Annotated Bibliography & Evaluation of Sources (MLA or APA): 100 points/10%

Module 6: E-4: Writing Researched Argument Essay (MLA or APA): 100 points/10%

Module 7: Oral Report PowerPoint/Prezi/video presentation: 100 points/10%

Module 8: Final Exam: 100 points/10%

Weekly Assignments (WA): various modules: 200 points/20%

Total: 1000 points/100%

Grading scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

You will find your grades in the **My Grades** content area in Blackboard.

Explanation of Assignments

The end goal of the course is to prepare students to write advanced essays and research papers that reflect the conventions of academic writing. A key element in writing research papers is the appropriate use of outside sources. The course is designed to build writing skills from one module to the other, incorporating what came before into the present.

Formal Essays (E1-E4):

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. Essays 1-4 broadly follow the same process, and all steps must be submitted to Blackboard:

1. *Weekly assignments (WA)*: Ten WA assignments over the course of the semester use the Discussion Board and Journal tools for guided writing and discussion activities which prepare for drafting the essays and may include responses to close reading strategies, identifying topics, exploratory writing, planning and organization writing, and strategies for composing.

WA grading policy: Each of the ten WA is worth 20 points, and altogether they account for 20% of the semester grade. Grades depend on timely

completion; that is, late submission will result in a zero grade. Discussion Board assignments comprise two steps:

- a) submitting a post and
- b) responding to two other students' posts.

Point values for Discussion Board WA are split over the original post and the responses; assuming that submissions meet the assignment specifications, up to ten points will be awarded for the original post, and five points for each of the two required responses. In order to receive the points for your responses to your fellow students' posts, you must have first posted your own submission by the deadline. Students who post responses to other students' posts but fail to submit their own original submission by the posted deadline will receive a zero grade for that whole assignment.

2. *Peer Review of rough drafts* (E1 - E4). Students will upload their rough drafts to their assigned Blackboard group for review, and also review two papers written by other students in their group.

Rough drafts should be well developed drafts organized around a thesis sentence and should contain the following elements as required by the assignment: minimum word count, correct formatting (MLA/APA), the minimum number of sources formatted according to the style for that assignment. Rough drafts/peer reviews that are incomplete, late, or not submitted will result in significant penalties on the essay grade. Refer to Due Dates policy below for rough draft/peer review grading policy.

3. *Final draft*: Essays are evaluated according to a variety of criteria: the strength of the thesis; use and documentation of supporting sources including formatting of citations and integration of sources; use of language including paraphrasing/summary; organization; clarity; and acknowledgement of particular writing conventions particular to a discipline. Accurate grammar and correct language use are also important elements of the final draft.

Essays short of the minimum word count (word count to exclude Works Cited/Abstract/References pages) will receive a -10 point penalty on the essay grade for each 50 words or part thereof short of the minimum word count.

Papers submitted in a file type incompatible with Blackboard will not be graded and, consequently, risk receiving a zero grade. In general, Blackboard works best with files that were developed in Microsoft Word (.docx) or Microsoft Power Point (.pptx).

Research Paper Project. The research paper project is organized into two assignments:

- a) the first assignment comprises an annotated bibliography and evaluation of sources to be used in the E-4 research paper (10%)
- b) the second assignment comprises the E-4 rough draft with peer review and the final draft of E4 (10%).

The E-4 Research Paper is a well-documented academic paper that uses a number of appropriate academic sources to support a clear line of argument. This research will originate from topics triggered by the readings in *Arguing about Literature*. The minimum word count for this essay is significantly longer than the other three essays. E-4 research papers that do not meet the specified minimum word count will receive a -10 point penalty on the essay grade for each 100 words or part thereof short of the minimum word count.

Midterm. The midterm exam will cover documentation in the two style formats used in the course, namely MLA and APA. The midterm exam requires the student to take the exam using the Respondus Lockdown Browser. Instructions will be provided in Blackboard for downloading the software. It is your responsibility to ensure your Internet connection is sufficiently stable and reliable for taking the midterm and final exams.

Oral Report. The final project of the semester is an oral report with a supporting PowerPoint/video presentation.

Final Exam. The final exam will comprise review and editing exercises.'

Classroom Policies

Due Dates

All due dates for all assignments and examinations are available in the Course Schedule in Blackboard throughout the whole semester. Deadlines help you manage and prioritize the many things that require your attention on a daily basis. The ability to keep to deadlines demonstrates your reliability and your awareness that others have deadlines they in turn must keep. **Essays and all other assignments are due on the assigned date.** Assignments submitted to an incorrect location will be considered late. Caution: not all due dates show up in the Notifications page or in the Blackboard calendar, so always check due dates in the Course Schedule.

Assignments submitted late/incorrectly will receive deductions as follows:

Weekly assignments (WA), E-4 Annotated Bibliography/Evaluation of Sources, and Oral Report submitted after the posted deadline / to an incorrect location will receive a zero grade.

Rough drafts that are incomplete, late, or not submitted will result in a -20 points penalty on the essay grade. Students who do not submit a rough draft do not participate in peer review for that essay.

Late/missing peer review responses (E-1 - E-4) will result in a -5 point penalty on the essay grade for each missing response.

Final drafts of essays should be submitted to the turnitin link in the appropriate module activities folder. Essays submitted after the deadline or to an incorrect location will receive a penalty of -20 points for each day.

Midterm and Final examinations: these must be completed and submitted within the time specified in the Course Schedule.

Students are expected to show appropriate cause for missing or delaying major assignments or examinations. Refer to the [Student Absence Notification Policy](#) for details on making up delayed or missing assignments or examinations due to absence. Forgetting a deadline does not show "appropriate cause" for receiving an extension to submit an assignment or take an exam. Computer problems are not an excuse unless the SHSU web site is down. Always back up your writing so that it is easily accessible in case your instructor requests another copy. It is your responsibility to ensure your Internet connection is sufficiently stable and reliable for the requirements of an online course.

Assignments

Because writing is a process and involves various stages, students are expected to work through projects in a step-by-step fashion. If any step in the process of a particular assignment is missing or completed unsatisfactorily, the final essay grade will be penalized accordingly (see above).

Your instructor requires that you submit all of your essays to the plagiarism detecting service turnitin.com. Your enrollment in the course and election to stay in this section constitute your agreement to submit your work as your instructor requires. Turnitin is integrated into Blackboard, so it is not necessary for students to separately create an account with turnitin.com

Grades

All grades for this course will be posted in the SHSU Online Grade Book which you can view via the **My Grades** link in the navigation pane. As SHSU Online automatically calculates the final semester grades, consider the Grade Book as the official record of your performance. It is your responsibility to see that all grades posted are correct. Check your grades frequently. If you believe there is an error in a grade, you should contact the instructor within 5 days of the grade being posted, or the grade will stand. After the last day of classes, I will not make grade adjustments, so make certain of your grades before that time. Your semester average will appear as letter grades: A, B, C, D, F.

Incomplete (X) Grade

At times, due to extenuating circumstances beyond your control, you may not be able to finish the course, and you may request a grade of X (incomplete). Students who request an X grade must provide adequate documentation of the reason for their not being able to complete the course, and they must have satisfactorily completed at least 50 percent of the course's assignments in order to be eligible for a grade of X. If I think an X to be warranted, I'll recommend this grade to the Department Chair who then will decide whether the X should be entered as the semester's grade. If an X is approved, you'll have one semester to complete the remaining work; if you don't complete the work in that time period, the X grade will automatically convert to an F.

Communication policy

Students should use their SHSU email address in all communications and check their SHSU email daily. It is expected that your online presence in the class will reflect the same standards in courtesy and good manners as expected in a face-to-face class. As an exercise in professional communication and self-representation, all emails and discussion board /blog postings must follow traditional writing standards.

Each communication should include:

1. A Salutation: Hello/Dear, Person's Name and introduction. Example: Hello Dr. Chen. This is Roger Rabbit in your online ENGL 1302 course.

2. A message or body that is clear, concise, polite, and has complete sentences with standard spelling and grammar, including capitalization and punctuation. (No text message-ese or IM slang) Example: I would like to set up an online meeting during your Monday office hours to clarify some peer feedback I received on my last essay draft.

3. A Sign-Off: Thanks/See you Monday/Have a nice weekend/Best wishes, and your name.

When you have questions, please use the following guidelines so that other students may benefit:

Questions about TECHNOLOGY or BLACKBOARD should be directed to the Need Help? link in the Navigation pane in Blackboard.

Questions about an ASSIGNMENT or the SYLLABUS should be posted in the Virtual Office discussion board.

PERSONAL MATTERS should be discussed with your instructor through email or through a private conversation in Blackboard Collaborate.

University Policies

Academic Dishonesty

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 and with no chance to redo the assignment. **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 and will result in a zero grade with no chance to redo the assignment. The university has provided a definition of academic honesty [here](#). 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 should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). 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.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities.

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 Policy

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a

disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office. For a more detailed discussion of university policies, refer also to [Syllabus Guidelines](#) Sam Houston State University on the SHSU website.

Instructor Evaluations

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

The Sam Houston Academic Success Center for Reading and Writing

I strongly encourage you to make use of the services available at the Sam Houston Academic Success Center for Reading and Writing which serves the students, staff, and faculty of SHSU. You are likely to see a significant improvement in your writing (and your grades) if you make time for a tutorial at the center. As stated on their [website](#):

The Sam Houston Academic Success Center for Reading and Writing serves the students, staff, and faculty of SHSU. Our goal is to help people become better writers and so develop more confidence in their writing abilities.

ASC tutors provide one-on-one and small group instruction for reading and writing. We help students on assignments ranging from English composition essays to science lab reports, résumés, scholarship and job application letters, even M.A. theses and Ph.D. dissertations.

We help students learn preparatory prewriting, revising, and editing skills by working with them on the writing tasks they bring in.

COURSE SCHEDULE*

***NOTE: The syllabus/course schedule is tentative and subject to change. Modules are located in Blackboard**

Abbreviations:

ABL = Arguing about Literature: A Guide and Reader

HHH = Hodges Harbrace Handbook

DB = Discussion Board

J = Journal

WA = Weekly Assignments

E (E-1, E-2 etc) = Essay

Date	Topic/Module	Reading(s)	Assignments & due dates (Module Activities)	Notes
Week 1 Aug 23-25	Start Here module	Start Here module	<i>By 11:59 p.m. Fri Aug 25:</i> Add a profile image DB: All About You	
	Module 1 Introduction to the course	Module 1 Content	<i>By 11:59 p.m. Fri Aug 25:</i> Syllabus quiz WA-1: DB Plagiarism	
Week 2 Aug 28-Sept 1	Module 1		<i>By 11:59 p.m. Mon Aug 28:</i> Post responses to WA-1	<i>Aug. 30: Last day to register and to process schedule changes online.</i>
	Module 2 E-1: Agree/Disagree What is argument?	Module 2 Content AL: Ch 1, Ch 2 Ch 4 HHH: Ch 31, Ch 32, Ch 38 Selection for E-1	<i>By 11:59 p.m. Mon Aug 28:</i> WA-2: DB What is Argument?	
			<i>By 11:59 p.m. Wed. Aug 30:</i> Post responses to WA-2 WA-3: J: Close reading strategy 3	
		<i>By 11:59 p.m. Fri. Sept. 1:</i> WA-4: J Writing		

			process: focused freewrite	
Week 3 Sept 4-8	Module 2: The reading and writing processes Drafting	Module 2 Content AL: Ch. 1, Ch 2 Ch. 4 HHH: Ch 31, Ch 32, Ch 38 Selection for E-1	By 11:59 p.m., Tues Sept 5: E-1 Rough draft for peer review uploaded to assigned group	Sept. 4: <i>Labor Day, holiday for students and faculty.</i> Sept. 8: 12 th class day. <i>Last day to drop without a "Q" and receive 100% refund and to submit degree applications.</i>
			By 11:59 pm Fri Sept 8: E-1 Peer review responses due in Groups	
Week 4 Sept 11-15	Module 2: Revising		By 11:59 p.m., Mon Sept 11: E-1 final draft due	
	Module 3: E-2: Analysis	AL: selections as needed	By 11:59 Fri Sept 15: WA-5: DB Close reading strategies 3 and 7	
Week 5 Sept 18-22	Module 3: Analysis	Module 3 Content AL: Ch. 5 and Ch. 6 AL: selections as needed	By 11:59 pm Mon Sept 18: WA-6: J Ideas & Argumentative Moves Post responses to WA-5	
			By 11:59 pm Fri Sept 22: E-2 Rough draft for peer review uploaded to assigned group	
Week 6	Module 3: Analysis	Module 3 Content	By 11:59 pm Mon Sept 25:	

<p>Sept 25-29</p>			<p>Peer review responses due in Groups</p>	
			<p><i>By 11:59 Fri Sept 29:</i> E-2 final draft due</p>	
<p>Week 7 Oct 2-6</p>	<p>Module 4: E-3: Compare and Contrast</p>	<p>Module 4 Content <i>AL:</i> selections as needed</p>	<p><i>By 11:59 pm Mon Oct 2:</i> WA-7: DB Close Reading</p>	
			<p><i>By 11:59 pm Fri Oct 6:</i> Post responses to WA-7 WA-8: J Making Comparisons</p>	
<p>Week 8 Oct 9-13</p>	<p>Module 4: Compare and Contrast</p>		<p><i>By 11:59 pm Mon Oct 9:</i> E-3 Rough draft for peer review uploaded to assigned group</p>	<p>Oct 9 extra credit opportunity: Huntsville Campus Visit by author Xochitl-Julisa Bermejo</p> <p>3:30-4:45p Craft Talk, Evans 212</p> <p>5-6p Poetry Slam, Austin Hall</p> <p>6-7p Poetry + Prose Reading</p>
			<p><i>By 11:59 pm Fri Oct 13:</i> Peer review responses due in Groups</p>	
<p>Week 9 Oct 16-20</p>	<p>Module 4: Compare and Contrast</p>		<p><i>By 11:59 pm Mon Oct 16:</i> E-3 final draft due</p>	

	Module 5: Midterm exam	<i>HHH: Ch 39, Ch 40</i>	Midterm. Exam link available Oct 19 and Oct 20 only	
Week 10 Oct 23-27	Module 6: Writing Researched Arguments: E-4 with Annotated Bibliography	Module 6 Content <i>AL: Ch 7 AL: selections as needed HHH: Ch 34, Ch 36, Ch 37, Ch 38, Ch 39, Ch 40</i>	Read, think, and consider which direction your research will go. Start researching! <i>By 11:59 pm Fri Oct 27: WA-9: DB: Research questions</i>	
Week 11 Oct 30- Nov 3	Module 6: Writing Researched Arguments	As above	<i>By 11:59 pm Mon Oct 30: Post responses to WA-9 WA-10 J Research</i> <i>By 11:59 pm Fri Nov. 3 E-4 Annotated bibliography/ Evaluation of sources due</i>	
Week 12 Nov 6-10	Module 6: Writing Researched Arguments	As above	<i>By 11:59 pm Fri Nov. 10 E-4 Rough draft for peer review</i>	<i>Nov. 10: Last day to "Q" drop. Students cannot drop after this date; they will receive grade earned.</i>
Week 13 Nov 13-17	Module 6: Writing Researched Arguments		<i>By 11:59 pm Mon Nov. 13 Peer review responses due in Groups</i> <i>By 11:59 pm Fri. Nov. 17</i>	

			E-4 final draft due	
Week 14 Nov 20-24	Module 7: Oral Presentation	Module 7 Content	Consider how to frame your oral presentation and write a formal outline	<i>Nov. 22-24: Thanksgiving holidays for students and faculty.</i>
Week 15 Nov 27- Dec 1	Module 7: Final project: Oral Presentation	Module 7 Content	<i>By 11:59 pm Fri Dec 1</i> Oral Presentation with formal outline due	<i>Nov. 27: Classes resume. Dec. 1: Last class day. Last day to resign by 5:00 p.m. in Registrar's Office.</i>
Finals week Dec 4-7	Module 8: Final Exam		<i>By 11:59 pm Wed Dec 6</i> Final exam link available Dec 5 and Dec 6 only	

Grades will be posted by Monday, December 11, 12:00 p.m.