CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☑ No

Course Prefix & Number: ENGL 1302

Texas Common Course Number (TCCN Matrix): ENGL 1302

Course Title: Composition II

Course Catalog Description (Copy and paste from online catalog for existing courses): ENGL 1302 continues the study of writing skills in English, emphasizing more complex methods in the writing process than ENGL 1301. This course prepares students to write advanced essays and research papers, which reflect the conventions of academic writing. An oral component is also included. Credit 3.

Course Prerequisites: ENGL 1301

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: 
☐ No

Number of Sections to be Offered per Academic Year: 75

Estimated Enrollment per Section: 25-26

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Douglas Krienke and Helena Halmari

E-Mail Address: eng_mdk@shsu.edu; halmari@shsu.edu

Phone: 294-1413; 294-1402

Approvals

Department Chair: 
Signature
Date: 9/19/2012

Academic Dean: 
Signature
Date: 

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PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: Communication

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

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, knowledge acquisition, and knowledge dissemination 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. To facilitate this process, the instructor will emphasize the importance of university-level reading and will demonstrate the relationship between the reading and writing, using a variety of texts such as fiction, non-fiction, poetry, essays, and examples of professional writing in various disciplines. The students will write four (4) expository essays (two on literature and two on argumentation and persuasion) and a well-documented 10-15-page research paper. Essentially, the course includes an oral report component on the topic of the research paper. Composition II is a core requirement because learning to write developed, organized, and technically proficient research papers is a vital part of a university education. In addition, students also demonstrate effective oral expression and understanding of the varying writing requirements of different academic programs. By the end of ENGL 1302, students will be able to write at a level signifying that they are ready for sophomore writing across disciplines.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: PERSUASIVE NATURE OF LANGUAGE. To understand the fundamentally persuasive nature of language and be able to use it appropriately in different rhetorical situations and constraints, both orally and in writing.

How will the objective be addressed (including strategies and techniques)?
Through professional readings, peer discussions, team projects, research writing, and oral presentations, students will strengthen their analytic and critical thinking skills and practice effective argumentative strategies. The formal papers and the research paper will be developed through the methods of example/exposition and persuasion/argumentation.
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Revised August, 2012

Describe how the objective will be assessed: Discussions of readings will give the students models of how to think critically and persuade and argue effectively. The four essays, the final research paper, and the oral presentation of the research paper are evaluated to give students feedback of their progress in becoming critical thinkers and successful persuaders.

Objective/SLO 2: RESEARCH WRITING IN DISCIPLINES. To strengthen the composing process and ability to conduct research in order to produce quality academic essays and research papers across disciplines so that the students are enabled to perform well in specific sophomore and upper-level courses.

How will the objective be addressed (including strategies and techniques)?
The readings exemplify a number of different academic disciplines and expose the students to different styles of writing dictated by varying disciplinary conventions. Students will practice finding, investigating, evaluating, analyzing, and synthesizing primary and secondary texts, both print and electronic. They will learn to analyze the role of visual effects in juxtaposition to written and oral texts and will practice selecting effective and persuasive images, graphs, charts, tables, figures, and statistics to enhance their argument and persuade effectively. Through continued practice with the recursive process of writing (pre-writing, drafting, team feedback, revision, editing), students will learn to improve their own texts further, as well as the texts of others. Essential for research writing, they will learn to integrate and document the ideas of others across academic disciplines in a confident and competent manner, using various discipline-specific documentation styles and citation methods (MLA, APA, Chicago, etc.). They will continue to perfect their editing skills to ensure that their research papers adhere to the requirements of written standard American English.

Describe how the objective will be assessed: The final research paper and its oral presentation are the key components through which the students' understanding of the conventions and requirement of research writing will be assessed. Two of the four papers will be based on current issues and critical thinking; two will be based on various literary genres. The research paper (the fifth paper) may be written in the discipline in which the student contemplates majoring.

Objective/SLO 3: ORAL PRESENTATION SKILLS. To strengthen students' verbal performance, so that they will learn to use a persuasive line of argument, juxtaposed with effective visual support.

How will the objective be addressed (including strategies and techniques)?
Throughout the semester, oral participation and verbal argumentation (defending one's ideas and giving constructive criticism of the ideas of others) is interwoven in all class meetings. Towards the end of the semester, the culmination of the evaluation of oral skills will take place when students give an oral report of their research in front of the class. The students prepare visual support for their presentation, and they also learn the formal requirements of workplace oral presentations (e.g., dressing appropriately).

Describe how the objective will be assessed: After having written drafts of their research papers, the students will present their topics and explain their main line of argument, their thesis, together with how they will support this thesis, verbally in class. This offers an opportunity for oral feedback from the peers, who will comment and give suggestions verbally. As the paper is finished, the students will formally present it in front of the class, using visual support (images, charts, figures, and tables) that underscore the key points and strengthen the argument. A rubric for grading is used to evaluate the various components of what makes an effective;
successful, persuasive oral presentation. In addition to the oral research paper report (10 percent of the grade), students must present also smaller assignments orally. Students must articulate their reflections on readings and feedback on their peers' writing in both oral and written modes. This enhances the students' ability to work with peers (see the next objective, team work) in order to reach the shared goal of efficient oral and written expression.

**Objective/SLO 4: TEAM WORK. To employ collaborative learning strategies effectively in various contexts.**

How will the objective be addressed (including strategies and techniques)? Throughout the semester, students work in small groups to read analytically and discuss the readings constructively, searching for meaning and relevance to everyday life situations. Students read one another's essays and give oral feedback in small groups. They learn how meanings are made during discussions, how ideas are discovered in team brainstorming sessions, how disagreeing with another person's views does not mean that one cannot learn from them, how it is only in teams where a good argument can become even better when opposing, alternative, and complementary views are incorporated into one argument to make it more comprehensive and, thus, more persuasive.

Describe how the objective will be assessed: Weekly assignments include collaborative tasks; participation in these is mandatory. Because much of the work in the course involves team interaction, students must attend, be on time, and participate constructively. Attendance is expected and will be documented.
Objective/SLO 5: APPRECIATION OF LITERATURE AND READING IN GENERAL
Students will learn to appreciate literature through a brief introduction to literary genres (prose, poetry, and drama). They will master common literary and other genre-related terminology.

How will the objective be addressed (including strategies and techniques)?
The Bedford "Blue Book" (a collection of readings that represent the three main literary genres or an equivalent selection of online texts) is part of the required readings. These literary texts are used in addition to the main textbook "Current Issues and Enduring Questions," which introduces students to essay and research writing and models good argumentation strategies. The entire course, just like Composition I, is based on the premise that a good writer is an avid reader. It is through emulating effective published writers that students learn to become better writers themselves. As a tool for writing, students receive a comprehensive departmental handout of literary terminology, which will enable them to enhance their arguments by the use of conventional literary genre-related terms (e.g. plot, metaphor, logical fallacy, syllogism, euphemism, etc.).

Describe how the objective will be assessed: The midterm, final, weekly assignments, quizzes, responses, and journal writing/blogs are used to test the students' acquisition of the appropriate metalanguage. The students' growing appreciation of literature and reading will be evaluated in how analytically they have learned to discuss their readings, how critically they are able to approach their paper topics, and how appropriately in peer groups they volunteer to express their reactions to the readings, and how deeply their discussions and writings indicate their understanding of the authors' argument and its global significance.

PART IV – THECB Skill Objectives
Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
The entire class focuses on critical thinking skills. All texts that the students read require a certain level of critical thinking, but this skill is practiced explicitly in instructor-led discussions, in oral and written reactions to the readings, and in team discussions. The writing of the four essays and the research paper, as well as the presentation of the research paper will all require that the students have done research and are able to present their findings critically, both orally and in writing.

Describe how the skill will be assessed: The four papers, the final research paper, classroom oral discussions, team work, and the oral presentations all require exhibition of critical thinking skills. These are based on an analysis during the research process, evaluation of various ideas and research findings, their validity and the reliability of the studies, and a knowledge of how to synthesize what one has learned during the research process.
2. **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
Communication, oral and written, constitutes the focus of the entire class. The class teaches the students the components of effective language use. All assignments, tasks, tests, papers, and all research explicitly focus on how to communicate well. Understanding and incorporating effective visual communication skills is part of research writing and presentation of research results.

Describe how the skill will be assessed: All assigned essays, the research paper, weekly assignments, oral reports, and the tests measure explicitly how well students communicate. Teamwork provides immediate real-life feedback for the students; non-effective communication is difficult to hide within a team.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?
N/A

Describe how the skill will be assessed: N/A

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)?
Working in teams is an essential part of the entire writing process. Students brainstorm in peer groups to discover topics for their papers, to identify meaningful research questions, to solve problems, and to discern between opposing points of view. In teams, antagonistic views can be honed into complementary aspects of dealing with certain controversial issues and topics. It is particularly in collaborative teams where students learn from being exposed to opposing views. They benefit from these oral exchanges; they learn to strengthen their own arguments and to question their own predetermined assumptions and stereotypes. They will develop a more in-depth, sophisticated (i.e., less narrow-minded and biased) view of the world. Collaborative and constructive feedback given by the students' peer groups is a key part of moving toward the next step in the writing process. Teamwork takes place every class session.

Describe how the skill will be assessed: Teamwork is mandatory in this writing class. A strict attendance policy is followed. Missing class means missing participation in teamwork activities, and, therefore, the student’s overall grade will suffer. All peer-review activities are assessed as an obligatory part of the students' participation. The students' oral research paper presentation receives an evaluation not only from the instructor but also from their teams. This holistic evaluation is both oral and written.
5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?
A concrete manifestation of personal responsibility comes from attending the class. Because much of the work includes team interaction, students must attend and be punctual. Students must be in the classroom for the entire time in order to receive full credit for attendance. Attendance is expected and will be documented. However, a more sophisticated manifestation of personal responsibility lies in the students' respectful interaction in this class where controversies are used as essential instructive materials to develop students' understanding of differing world views and cultural values.

Describe how the skill will be assessed: Students' writings, responses, and team interactions will develop during this class to show an increasing understanding of the 'Other' by moving away from a self-centered, antagonistic, biased worldview. Their writing will show a higher level of maturity and sophistication toward the end of the class than it did in the beginning. At least in their arguments they will have learned to take the other persons' points of view into account.

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?
N/A

Describe how the skill will be assessed: N/A

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**PART V – SHSU Core Curriculum Committee Requirements**

1. **Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

BB = ["Blue Book"] Sam Houston State University ENGL 1302: Composition II. (A collection of drama, poetry, and short stories).  
OPCC = Oral Presentations In the Composition Course: A Brief Guide.  
BH = Bedford Handbook (for reference)  
Introduce the course. Review syllabus. Students will introduce themselves to each other and the instructor. Establishment of the instructor's persona to the class. Give pretest/diagnostic composition assessment on controversial topic. Assign Chapter 1 “Critical Thinking” and readings in CI, pp. 3-31 (overview). |
| Week 2 | Discuss Chapter 1 emphasizing the importance of critical thinking and apply checklist for critical thinking taking into account these five attitudes and skills: |

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1. Does my thinking show imaginative open-mindedness and intellectual curiosity?
2. Am I willing to examine my preconceived assumptions?
3. Am I willing to entertain new ideas, both those that I encounter while reading texts and while writing papers?
4. Can I summarize an argument accurately?
5. Can I organize my ideas effectively by developing my thoughts and by writing in a manner appropriate to my intended audience?

Read essays by Harlan Coben “The Undercover Parent” on pp. 18-26 in CI and by Peter Cave “Should We Save the Jerboa?” on pp. 26-31 in CI. Give reading quizzes.
Assign Ch. 2 “Critical Reading: Getting Started” pp. 32-48 in CI. Do a short response paragraph in class on topic 2, p. 47, CI. This response paper counts as one reading assignment/quiz grade.

| Week 4  | Review the following checklist for argument about literature. Pay attention to selection on literary criticism concerning theoretical questions:

1. What is tragedy? Can the hero be a villain? How does tragedy differ from melodrama? Can a short story have a hero and villain?
2. Does a work of art (a play, a novel, or a short story) offer anything that can be called truth?
3. Does an experience of a work of art influence the reader’s character.

Continue to discuss rough draft for paper 1.

| Week 5  | Rough draft for paper 1 is due. This is based on the short stories the students have read. Peer editing/revision (BH). Chapter 5 “Writing an Analysis of an Argument” and selected readings in CI, pp. 177-225. Quiz over literary terms discussed in the selected short stories that the students have read. Paper 1 due at the end end of the week. |
| Week 8  | Rough draft of paper 3 is due. Peer-led editing (BH). Read Chapter 8 “A Philosopher’s View: The Toulmin Model” pp. 335-348 in CI. Explore various elements of argument as fostered by Stephen Toulmin. These include the following:

1. Claim—The purpose of argument
2. Grounds—Evidence for which claim is made
3. Warrants—Why reasons support conclusions

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| Week 12 | Work on the research paper. Oral in-class presentations begin. Paper 4 is due. |
| Week 13 | Work on the research paper continues. Use of BH for editing. Oral in-class presentations continue. Rough draft of the research paper is due. |
| Week 14 | Oral in-class presentations continue. Research paper is due. |
| Week 15 | Finish oral presentations. Review for final examination. Instructor returns research papers. |

2. Attachments (Syllabus Required)

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☐ Yes ☒ No If yes, specify:  

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Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

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ENGL 1302W Composition II Syllabus

Fall 2012; Credit 3

Meeting Days/Times: Place section and CRN numbers, days, times, and locations here

Instructor: Name

Office: EV add number

Contact Information: Email/phone

Office Hours: 3 hrs per week minimum and by appointment. List by day and time.

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 and verbally complex thought and relationships. Because of the in-depth readings
and discussions, they will have 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,
- understand the connection between abundant reading and effective writing,
- 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,
- master common literary and other genre-related terminology,
- appreciate literature through a brief introduction to literary genres,
- further strengthen their knowledge of the conventions of Standard American English grammar and appropriate mechanics.

Required Textbooks and Readings


Sam Houston State University Engl 1302: Composition II. [Custom text]. Boston: Bedford/St. Martin's, 2011.


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 an X-percentage-point deduction from your end-of-semester grade, every time you do not attend class. [Replace X with what you feel comfortable with and what you, as a reasonable instructor, can defend and justify.]

Class activities and assignments (quizzes and exercises) cannot be made up. [State your own make-up and late work policy here in clear terms.]

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%

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

[Instructors should write a brief paragraph giving general information about their own assignments within these general categories, especially to indicate how any writing-to-learn strategies are incorporated; however, these descriptions are not meant to serve as the assignment instructions. Please provide students with detailed assignment sheets and/or guidelines for all graded components of your course. Below are sample descriptions. Instructors should feel free to create different and/or additional assignments. In the descriptions, be specific about how many assignments there will be and what the grading criteria are.]

- **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 content of the midterm exam is left to the discretion of the instructor.]

- **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 & 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 content of the final exam in 1302 is left to the discretion of the instructor. The questions should cover students’ understanding of literary terms and genres, the most common citation practices, and more advanced editing skills.]
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 messangers, 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/StudentGuidelines2010-2012.pdf#page=29.

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*

[Instructors: Please fill in the required readings, activities, quizzes, and assignments / drafts / responses / essays, etc. due for each class day. We are required to list a topic and reading for each day. Note that the calendar also needs to be adjusted for either a MWF or a TuTh class.]

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

15-week class schedule

BB = [“Blue Book”] Sam Houston State University ENGL 1302: Composition II. (A collection of drama, poetry, and short stories).
OPCC = Oral Presentations in the Composition Course: A Brief Guide.
BH = Bedford Handbook (for reference)

Week 1
Introduce the course. Review syllabus. Students will introduce themselves to each other and the instructor. Establishment of the instructor’s persona to the class. Give pretest/diagnostic composition assessment on controversial topic. Assign Chapter 1 “Critical Thinking” and readings in CI, pp. 3-31 (overview).

Week 2
Discuss Chapter 1 emphasizing the importance of critical thinking and apply checklist for critical thinking taking into account these five attitudes and skills:

1. Does my thinking show imaginative open-mindedness and intellectual curiosity?
2. Am I willing to examine my preconceived assumptions?
3. Am I willing to entertain new ideas, both those that I encounter while reading texts and while writing papers?
4. Can I summarize an argument accurately?
5. Can I organize my ideas effectively by developing my thoughts and by writing in a manner appropriate to my intended audience?
Read essays by Harlan Coben “The Undercover Parent” on pp. 18-26 in CI and by Peter Cave “Should We Save the Jerboa?” on pp. 26-31 in CI. Give reading quizzes. Assign Ch. 2 “Critical Reading: Getting Started” pp. 32-48 in CI. Do a short response paragraph in class on topic 2, p. 47, CI. This response paper counts as one reading assignment/quiz grade.

**Week 3**

**Week 4**
Review the following checklist for argument about literature. Pay attention to selection on literary criticism concerning theoretical questions:

1. What is tragedy? Can the hero be a villain? How does tragedy differ from melodrama? Can a short story have a hero and villain?

2. Does a work of art (a play, a novel, or a short story) offer anything that can be called truth?

3. Does an experience of a work of art influence the reader’s character?

Continue to discuss rough draft for paper 1.

**Week 5**
Rough draft for paper 1 is due. This is based on the short stories the students have read. Peer editing/revision (BH). Chapter 5 “Writing an Analysis of an Argument” and selected readings in CI, pp. 177-225. Quiz over literary terms discussed in the selected short stories that the students have read. Paper 1 due at the end of the week.

**Week 6**

**Week 7**
Week 8
Rough draft of paper 3 is due. Peer-led editing (BH). Read Chapter 8 “A Philosopher’s View: The Toulmin Model” pp. 335-348 in CI. Explore various elements of argument as fostered by Stephen Toulmin. These include the following:

1. Claim—The purpose of argument
2. Grounds—Evidence for which claim is made
3. Warrants—Why reasons support conclusions
4. Backing—Use of appropriate evidence to back up argument
5. Modal qualifiers—Protect claim against counter-examples
6. Rebuttals—Be aware of week spots in the argument

Week 9

Week 10

Week 11

Week 12
Work on the research paper. Oral in-class presentations begin. Paper 4 is due.

Week 13
Work on the research paper continues. Use of BH for editing. Oral in-class presentations continue. Rough draft of the research paper is due.

Week 14
Oral in-class presentations continue. Research paper is due.

Week 15
Finish oral presentations. Review for final examination. Instructor returns research papers.