

Sul Ross State University

Dr. Stein  
CRN: 25061

Spring 2016  
TR 12:30-1:45

ENGL 1302: Composition II  
Course Policies and Procedures

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**Instructor:** Dr. Stein  
**Phone:** 837-8770

**E-Mail:** kstein@sulross.edu  
**Office:** Ferguson Hall 214B

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**Office Hours:** T & R: 2:00-3:00 (unless I am engaged in university service elsewhere)  
or by appointment

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**Materials/Access:**

Flash Drive

BlackBoard Access

Sul Ross E-Mail Account

Internet Access

You will want to have access to a grammar handbook with MLA content

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**Course Description:** “This course includes the study of various writing modes, with emphasis on exposition, critical analysis, and research techniques. Students will write well-developed, critical, persuasive, documented papers. Required of all students. Prerequisite: English 1301.”  
(*SRSU 2014-2016 Catalog*).

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**Course Objectives:**

- Students will analyze, evaluate, and improve the manner in which they incorporate the Writing Process into their own academic writing.
- Students will analyze and integrate a variety of resources (both online and library based) into their writing.
- Students will identify the elements involved in argumentation.
- Students will practice rhetorical analysis.

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**Course Policies:**

**1. Attendance:** Attend class! Successful students commit to attending class regularly. Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a better writer. You have to be committed.

Satisfactory attendance does not consist of your mere physical presence in the classroom. You need to come to class, be on time, stay until the class is dismissed, complete your homework, finish writing assignments on time, and be ready to engage intellectually with the material, with me, and with your classmates.

Everything else constitutes unsatisfactory attendance and includes, but is not limited to, absences, tardiness, leaving the classroom early, coming to class unprepared to participate (without materials and/or assignments), sleeping, and/or using your cell phone (turn off before class begins), etc.

I have no desire to fight you over your cell phones, But think about it. If you don't want to be in class and if you'd rather be on your phone, then leave class and be on the phone. Don't interrupt class with your inattention.

No absences will be “excused” (uncounted) unless they result from your carrying out official, verifiable university business recognized by SRSU. Excused absences will only matter for daily work, and only if you inform me before you miss a class that you have an absence upcoming. Because you have so much time to work on major papers/packets, the due dates for them are still in effect even if you have an excused absence.

You have paid to attend this class. It is up to you to choose to attend this class. It is difficult to do well in a class that you do not attend. The decision is yours. Should you decide to drop this class, you must do so before 4:00 p.m. on April 8. Remember that the State of Texas only allows you six withdrawals.

Should you have to miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is not an excuse for missing a due date or misunderstanding an assignment.

Your classmates are always your first resource. You should feel free to contact me should you need more clarification.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

I will have a sign-in sheet for each class. It is your responsibility to sign in each class day. This is how I will take attendance. While I do not drop for attendance, I use the sign-in sheets to support what is happening with your grades.

**2. Late Work:** Do all assignments and turn them in when requested. Even if you cannot be in class when the assignment is due, the assignment itself is still due. If you know that you will be missing class when an assignment is due, you can submit the final document and scanned packet via e-mail before class begins or you can turn in the final document and packet to my office before class begins.

I do not accept late work. Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely fashion or did not submit all parts of the assignment.

**Daily Grades:** These grades consist of quizzes, in-class work, participation, and any other work that is not listed by name in the Assignments section. There is no make-up for daily grades. Should you have an excused absence and if you let me know that you will be missing class before you actually miss that class, then you will receive an “Excused Absence” in place of a zero, and it will not count against you when I am averaging daily grades.

**Annotations:** Annotations are due at the beginning of class. I will not accept annotations late. However, I will only average your top ten annotations. If you turn in all of the annotations, then any annotations over ten will count as extra credit.

Copies of articles and annotation sheets are available in BlackBoard. I will also have copies available in the bin outside of my office (FH 214B) (after I have given them out in class).

**Major Papers:** Major papers will not be accepted late. Except for the I-Search Bibliography, you have at least a week before the first draft of a major assignment is due, so there is no reason for a paper to be submitted late. Should, for extenuating reasons, I be willing to accept your paper late, then I will assign late points as I deem appropriate.

3. **Format:** You will use MLA format. All submitted drafts must be word processed. A computer lab is available to you in the library or in the Academic Learning Center (FH 213). All work completed in class must be legible. To receive the maximum number of points, you must follow directions. Note: Don't trust the classroom printer to be working when you need it to work. The classroom printer not working is not a valid reason for not turning in a paper on time.

4. **Honesty:** Please remember that real success comes from learning how to do the work yourself. Don't cheat. A college education costs too much for you to waste your time trying to figure out how to beat the system rather than figuring out how to learn the material. Furthermore, such behavior is dishonest. It makes you look very bad.

Academic dishonesty may result in your receiving a lower grade for an assignment (up to and including an "F"). A repeated instance of academic dishonesty may result in your receiving an "F" for the course and referral to the department chair. Please see the Student Handbook for a more complete discussion of academic honesty.

5. **Respect:** I want you to feel free to speak your mind in this class. However, we will share our ideas in a respectful manner. We don't have to agree with each other, but we do have to support each other's right to have a differing point of view.

6. **E-Mail and BlackBoard:** You will want to check your Sul Ross e-mail regularly. It is an easy way for me to stay in contact with you and for you to stay in contact with me. I will use BlackBoard to send messages to your class, provide you access to class assignments, and post your major paper grades. We will use BlackBoard in class. You need to be able to access both your SRSU e-mail and BlackBoard accounts. If you need log-in help, please call 432-837-8888. Check your access early in the semester.

7. **Writing Help:** I strongly recommend that you have a tutor look at your work before you turn in the final draft. You have three options for getting help:

- a) Writing Center located in Morelock 102 (or at 837-8270 or at [writing@sulross.edu](mailto:writing@sulross.edu))
- b) Academic Learning Center located in Ferguson 213
- c) Smarthinking (an online tutoring service available on BlackBoard)

8. **Accessibility Services:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze in Counseling and Accessibility Services, Ferguson Hall, Room 112. The telephone number is 432-837-8203. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832.

9. **Talk to Me:** If you have questions or concerns, talk to me. I can't help if I don't know what the problem is.

**10. Grading:** Be sure to keep all of your graded work. Any time that you have questions about the grade that you have received on an assignment, please schedule a meeting with me to discuss your writing.

Also, I require that for each process paper (all but the diagnostic essays and the final exam), you must turn in a packet of supporting materials. I will not grade your paper if you have not also submitted your packet. Turning in all packet materials is your first step in getting me to grade your work. Also, a daily grade is assigned to each packet, so getting it turned in will keep you from losing additional points.

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**Course Assignments:**

| <b>Assignments</b>      | <b>Possible Points</b> | <b>Points Earned</b> |
|-------------------------|------------------------|----------------------|
| (Pre) Diagnostic Essay  | 50                     | _____                |
| Summary Paper           | 100                    | _____                |
| Critical Analysis #1    | 100                    | _____                |
| Critical Analysis #2    | 100                    | _____                |
| I-Search Bibliography   | 100                    | _____                |
| I-Search                | 200                    | _____                |
| (Post) Diagnostic Essay | 50                     | _____                |
| Final Exam              | 100                    | _____                |
| Daily Grade             | 100                    | _____                |
| Annotations             | 100                    | _____                |
| <b>Total</b>            | <b>1000</b>            | _____                |

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**Grading Scale:**

- 1000 - 900 points = A
- 899 - 800 points = B
- 799 - 700 points = C
- 699 - 600 points = D
- 599 or fewer points = F

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## Course Calendar

**Note:** Always bring your current writing assignment to class on a flash drive.

- Jan. 19 (T)      Discuss: Introductions to Each Other.
- Jan. 21 (R)      **(Pre) Diagnostic Essay.**  
HW: Review Syllabus and Course Calendar.
- Jan. 26 (T)      Discuss: Introduction to Course; Critical Thinking and Argumentation; Annotation, Summary, and Paraphrase.  
Assign: Summary Paper – *The American College and University: A History (“Epilogue”)*.  
HW: Read *The American College and University: A History (“Epilogue”)*.
- Jan. 28 (R)      Discuss: *The American College and University: A History (“Epilogue”)*; MLA Format.  
HW: Read and Annotate “The Value of a Liberal Arts Education.”
- Feb. 2 (T)      Discuss: Logos; “The Value of a Liberal Arts Education.”  
HW: Read and annotate “Who Benefits from Higher Education? An American Perspective.”  
Peer Review: First Draft of Summary Paper.  
**Due: First Draft of Summary Paper (bring two copies to class; bring a copy on your flash drive).**
- Feb. 3 (W)      *Note: Census Day; after this date, any drop will count as one of your six allowed drops.*
- Feb. 4 (R)      Discuss: Pathos; “Who Benefits from Higher Education? An American Perspective.”
- Feb. 8 (M)      *Lobo Literati League at Noon/Ferguson Hall 209/The Sobering Truth.*
- Feb. 9 (T)      Discuss: Ethos  
Peer Edit: Final Draft of Summary Paper.  
**Due: Final Draft of Summary Paper (bring a copy on your flash drive) and Packet.**  
HW: Read and annotate “Is It Still Worth Going to College?”
- Feb. 11 (R)      Discuss: Literary Elements; “Is It Still Worth Going to College?”  
HW: Read and annotate “Should Everyone Go to College?”
- Feb. 16 (T)      Discuss: “Should Everyone Go to College?”  
Assign: Critical Analysis #1 - “The Rising Cost of Not Going to College.”  
HW: Read and annotate “The Rising Cost of Not Going to College.”

- Feb. 18 (R) Discuss: Quotations; "The Rising Cost of Not Going to College."  
HW: Read and annotate "The Case Against College."
- Feb. 23 (T) Discuss: In-Text Citations; "The Case Against College."  
HW: Read and annotate "Department of Education Launches Experiment to Provide Federal Pell Grant Funds to High School Students Taking College Courses for Credit."  
**Due: First Draft of Critical Analysis #1 (bring two copies to class; bring a copy on your flash drive).**
- Feb. 25 (R) Discuss: "Department of Education Launches Experiment to Provide Federal Pell Grant Funds to High School Students Taking College Courses for Credit."  
HW: Read and annotate "The Thing Employers Look for When Hiring Recent Graduates."
- Mar. 1 (T) Discuss: "The Thing Employers Look for When Hiring Recent Graduates."  
Peer Edit: Final draft of Critical Analysis #1.  
**Due: Final Draft of Critical Analysis #1 (bring a copy on your flash drive) and Packet.**  
HW: Read and annotate "College Calculus: What's the Real Value of Higher Education?"
- Mar. 3 (R) Assign: Critical Analysis #2 - "College Calculus: What's the Real Value of Higher Education?"  
Discuss: "College Calculus: What's the Real Value of Higher Education?"  
HW: Read and annotate "Minority-Serving Institutions: Few in Number, Big in Results."
- Mar. 7 (M) Lobo Literati League at Noon/Ferguson Hall 209/*The Search for Delicious*.
- Mar. 8 (T) Discuss: "Minority-Serving Institutions: Few in Number, Big in Results"; SRSU Fact Book.  
  
*Note: Mid-Term.*
- Mar. 10 (R) Workshop: "College Calculus: What's the Real Value of Higher Education?"
- Mar. 15 (T) Spring Break. No Class.*
- Mar. 17 (R) Spring Break. No class.*
- Mar. 22 (T) Discuss: Creating a Working Bibliography.  
Peer Review: First Draft of Critical Analysis #2.  
**Due: First Draft of Critical Analysis #2 (bring two paper copies to class; bring a copy on your flash drive).**
- Mar. 24 (R) Orientation to Library Research (meet in Library Classroom/2<sup>nd</sup> floor).  
HW: Read and annotate "It Takes More Than a Major: Employer Priorities for College Learning and Student Success."
- Mar. 28 (M) University as a Community Meal on the Mall*

- Mar. 29 (T) Discuss: Continue - Creating a Working Bibliography; "It Takes More Than a Major: Employer Priorities for College Learning and Student Success."  
Peer Edit: Final Draft of Critical Analysis #2.  
**Due: Final Draft of Critical Analysis #2 (bring a copy on your flash drive) and Packet.**  
HW: Read and annotate "The Expanding Gender and Racial Gap in American Higher Education."
- Mar. 31 (R) Discuss: "The Expanding Gender and Racial Gap in American Higher Education."  
Assign: I-Search Bibliography and I-Search.
- Apr. 4 (F) *Note: Last day for instructor initiated drop for excessive absences.*
- Apr. 5 (T) Peer Review: I-Search Bibliography.  
**Due: First Draft of I-Search Bibliography (bring two paper copies to class; bring a copy on your flash drive).**
- Apr. 7 (R) Peer Edit: I-Search Bibliography.  
**Due: Final Edit of I-Search Bibliography (bring a copy on your flash drive) and Packet.**
- Apr. 8 (F) *Last day to withdraw from the 16 week course/term with grade of "W." Drops must be processed and in the Registrar's Office by 4 p.m.*
- Apr. 11 (M) Lobo Literati League at Noon/Ferguson Hall 209/*Unnatural Selection: Choosing Boys Over Girls, and the Consequences of a World Full of Men.*
- Apr. 12 (T) Peer Review: Rough Draft of I-Search.  
**Due: First Draft of I-Search (bring two paper copies to class; bring a copy on your flash drive).**
- Apr. 14 (R) Individual Conferences for I-Search.
- Apr. 19 (T) Individual Conferences for I-Search.
- Apr. 21 (R) Workshop: I-Search.
- Apr. 26 (T) Peer Editing: Final Draft of I-Search.  
**Due: Final Draft of I-Search (bring a copy on your flash drive) and Packet.**
- Apr. 28 (R) **(Post) Diagnostic Essay.**
- May 3 (T) Discuss: Final Exam.
- May 5 (R) Dead Day. No class. Study hard.
- May 12 (R) Final Exam: 10:15 a.m. – 12:15 p.m.

This calendar is tentative and may be changed to best meet the needs of your class.