

## Sul Ross State University

Course Number:	English 1302, section 05
Course Title:	English Composition II
Course Location and Meeting Times:	ACR 104 12:30-1:45, M, W,
Professor:	Timilehin Alake/Ian Peddie Writing Center, MAB 102 (Alake), MAB 111 (Peddie)
Office Hours	2-3, Mon, Weds, Thurs and by appt
Professor's Contacts:	Email: tda13ch@sulross.edu 432-837-8270 ian.peddie@sulross.edu
Required Text:	Bullock, Richard, <i>The Norton Field Guide to Writing</i> (3 <sup>rd</sup> Edition)

### Course Description

English 1302 will introduce students to academic writing. The course will emphasize that effective writing addresses the audience, the purpose, and the context of the writing situation. Through lectures, discussions and assignments, students will come to understand that writing is a process that is best learned through practices of reading and evaluating sources, composing multiple drafts, revising, proofreading, editing, and recognizing and employing standard edited English. The course will also address the issue of avoiding plagiarism through the practices of effectively summarizing and paraphrasing, quoting, and correctly citing the ideas and arguments of other authors. Finally, students will come to understand why acquiring competent writing skills will provide them with more opportunities for achieving their academic and professional goals.

### Student Learning Outcomes

Students who successfully complete this course will be able to:

- Employ a generative and recursive writing process that includes invention, planning, drafting, revising, editing, and proofreading
- Work collaboratively with peers to develop and carryout writing projects
- Write whole essays with clear thesis statements, and coherent and unified paragraphs
- Think critically and support their thinking with details, examples, reasons, and evidence
- Write essays for a purpose, such as argumentation or exposition
- Vary sentence structure and length for clarity, coherence and interest
- Employ a variety of rhetorical strategies and modes to express complex ideas
- Use language appropriate to a given audience
- Conduct research using both print and electronic sources
- Incorporate direct quotes, summaries and paraphrases into their essays
- Provide documentation for sources using correct MLA formatting
- Edit their writing to conform to the grammar, punctuation rules of standard written English

## ADA (Americans With Disabilities Act)

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 Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691; E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu).

### Grading Scale

A 90 – 100 (Excellent)                      B 80 – 89 (Good)                      C 70 – 79 (Fair)  
D 60 – 69 (Poor)                              F below 60 (Failure)

Assignment #1: Essay 1	15% of the student's final grade
Assignment #2: Essay 2	15% of the student's final grade
Assignment #3: Essay 3	20% of the student's final grade
Reading Quizzes/class assignments/responses	20% of the student's final grade
Student Engagement/participation	20% of the student's final grade
Class Presentation	10% of the student's final grade

### Expectations of Students

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction both within this classroom and in the larger learning community. All students need to have access to a computer. If you do not have one, computer labs are available on campus. Students can expect to access the course materials and grades via Blackboard, and should therefore check Blackboard regularly as course changes will always be announced and recorded on the course site.

### Class Policies/Attendance Practices

This course will require that students regularly prepare for, attend and actively participate in class. The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component to building an effective learning community. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments. Students are expected to be present at every class session. Many writing and revision exercises are completed in class and dependent upon students supporting their group activities. These assignments often cannot be "made up" outside of class; therefore, missing class for any reason will carry with the absence a "0" for any graded group activity completed in class that day. Students will not be able to make up any work missed in class. Essays are not accepted late. Attendance is mandatory and essential to student success; therefore, excessive absences can result in

failure of this course. Students who miss class for university-approved activities such as field trips and extracurricular events (documentation will be required) will be permitted to make up individual in-class assignments; however, keep in mind that any homework assignment due in class that day will still be due by the class meeting time.

#### **What is an absence?**

- **Lack of presence**
- **Arriving late**
- **Leaving early**
- **Sleeping in class**
- **Lack of preparation (no books, materials etc.)**

**You will be permitted three absences for which you will receive no penalty (if any essay is due and you are absent then you must submit the essay). After three absences, you will lose three percent off your FINAL GRADE for each absence. According to university regulations, six absences constitutes automatic failure.**

Communication Policy: I prefer that you contact me initially via email for most situations. In most circumstances, you can expect me to respond within 3 hours of your request. Please make sure you mention the course name, course meeting time, and a brief explanation when you email me. Communications received after 5:00 p.m. will usually be returned the next day. On the weekend or when I'm away from campus (i.e. at a conference, etc.), my response will be irregular. When corresponding by email, I will communicate with you using ONLY your Sul Ross email account. You should check your email account every day. Email sent from other domains (yahoo.com, gmail.com, hotmail.com, etc.) **will not receive a reply** because of restrictions in the Family Educational Rights and Privacy Act (FERPA).

Assignment Submission Policy: This class centers on writing. ALL written assignments composed outside of class, unless otherwise indicated, **MUST BE TYPED**. They will need to be formatted according to the assignment requirements which will, in most cases, be according to the conventions of the MLA Handbook for Writers of Research Papers, 7<sup>th</sup> edition. ALL written assignments composed outside of class, unless otherwise indicated, must be submitted through Blackboard. No assignment will be assessed or evaluated unless the above policies are followed.

Late Paper Policy: Students are expected to submit all assignments including homework, in-class assignments, and major writing assignments **ON TIME** as indicated by the professor in the course schedule. If you submit an assignment after the closing date/time, I or the appropriate dropbox will tag your submission as "LATE." **Do not email papers to me.**

**Cell Phone Policy:** Students are not permitted to text, call, or otherwise engage in cell phone technology during class. All phones must be set to "silent." **Anyone using a cell phone in class for any reason will be asked to leave (thus incurring an absence) and will not allowed back until the next class meeting.** In the case of an emergency, you may very quietly exit the classroom to take a call. It is best that you indicate to persons who may call you during class time that they cannot expect an immediate response.

### Academic Integrity

Sul Ross students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalog. Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Sul Ross State University.

**Academic Respect:** Students are expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the Student Handbook.

### Course Changes

The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole and to fulfill the goals of the course.

DATE	TOPICS COVERED IN CLASS	Homework
1/18	Syllabus & Course Policies; Introductions	<b>Purchase course materials</b>
1/23	Diagnostic Writing	
1/25	Purpose, audience, genre, stance, writing in academic contexts, email	Norton: 3-14; 19-23
1/30	Strategies for writers: brainstorming, clustering, grouping, mapping.	Norton: 259-271
2/1	Workshop on paper one	Norton: 119-131
2/6	Library Day for Paper One	Norton: 131-149; 396-402
2/8	Introductions and conclusions Towards paper one	Norton: 299-311
2/13	Paper One due (hard copy, in class); peer review	Norton: 269-281
2/15	Parallelism; modifiers; articles; Paraphrasing	
2/20	Guiding your reader	Norton: 312-317
	Synthesizing ideas	Norton: 457-461

2/22	Revision workshop; Editing and Proofreading	Norton:275-281; 282-286
2/27	Tense Shifts, fragments, misused words Towards paper two	Norton: 205-214
3/1	Workshop on Paper two	
3/6	Library day for paper two	
3/8	Draft one of Paper Two due in class	
3/13	Spring Break	
3/15	Spring Break	
3/20	Logical Fallacies	Norton: 337-340
3/22	Paper Two: Draft Two due (hard copy, in class); peer review	
3/27	Class discussion	
3/29	Reversing your argument: in-class exercise on arguing from the opposite position	
4/3	Towards paper three: what is a thesis?	
4/5	Library research day for paper three	Norton 421-431
4/10	Workshop on paper three	
4/12	Workshop on paper three	
4/17	Workshop on paper three	
4/19	Strategies for Presentations	Norton: 612-620
4/24	Presentations	
4/26	Presentations	
5/1	Presentations	
5/3	Last Day of Class	