

Sul Ross State University
English 1302:004
Composition II
Spring, 2019

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Course Text: *The Norton Field Guide to Writing* 3E, Richard Bullock, W. W. Norton & Company ISBN: 978-0-393-91956-1

Course Objectives and Descriptions: English 1302, Composition II, is a course which seeks to expand the reading, writing, listening, and speaking aspects of literacy for students. The focus of this course is the aspects of rhetorical situation—audience, purpose, genre, stance, and media/design. The students will analyze an aspect of their major field of study and conduct research for scholarly, analytical, academic articles by experts in the field to write the Semester Analytical Paper. They will present their findings orally in the presentations of their Semester Paper. Upon the successful completion of this course, students ought to be able to recognize the structures of reading and writing at all levels; incorporate formal and informal research into their writing more fluently; produce more effective writing than before; approach writing with greater confidence and energy; improve skills in communication in order to succeed in a global society; demonstrate a knowledge of the writing process, (i.e. gathering, organizing, writing, rewriting and publishing); and master the basic techniques for improving the quality of writing.

Student Learning Outcomes:

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using the style appropriate to the document.

Educator Standards: For students seeking certification, this course will cover aspects of the following SBEC educator standards and competencies:

English Language Arts and Reading 7-12 Standard VIII

English language arts teachers in grades 7-12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Competency

English Language Arts and Reading 7—12 Standard VI

English language arts teachers in grades 7—12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

English Language Arts and Reading 7—12 Standard V

English language arts teachers in grades 7—12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers.

Course Expectations: English 1302 is a reading (contemporary essays, short stories, and scholarly articles) and writing (essays and an analysis paper) course. It is designed so that students can learn reading and analyzing in various genres and the academic, scholarly, analytical mode of writing. The purpose is to help them learn to interpret texts and communicate effectively in various rhetorical situations both in their university experience and in their professional careers after graduation. They will consider and gain experience in considering argument essays. In writing, they will learn to consider audience, purpose, genre, stance, and media/design. The major writing assignments will be essays and an analytical paper.

Assignments: English 1302 will be graded according to the following assignments:

Assignments	20%
Tests	20%
Semester Paper	40%
Final Examination	20%

Grading Percentages: English 1302 will be graded on the percentage of 100: A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below

Attendance and Late Work/Missed Work: If you miss class or do not participate every week online, you may only make up work if the absence is an excused absence. An excused absence includes a school-sponsored event, the death of an immediate family member, or an illness for which a doctor requires bed-rest, and note that an explained absence is still an absence. Proper documentation will be required in each of these instances. Students are responsible for providing that documentation to the instructor. Arrangements must be made within one week of the absence, or the student will not be allowed to make up missed work, regardless of the reason for the absence.

Assignments that are turned in unexcused and late receive five points deducted per day since the assignment was due. Thus, an assignment that is graded at a B will automatically be reduced to a C, if the assignment is two days late. The assignments will disappear on the Friday at midnight after the day it was due. I cannot reopen any assignments.

I will not accept any late work after the Final Exam for this course. It is completely the student's responsibility to make arrangements for and to turn in late work. I will not remind students of missed or late work.

Accessibility:

If you require accommodations to ensure your successful completion of this course, see me immediately.

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, TX 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu

Tutoring

The Writing Center tutors are located in the Bryan Wildenthal Memorial Library.

Course Guidelines:

No cell phones or electronic devices whatsoever in this class.

Ten points per day will be taken off your total grade at the end of the semester if you refuse to comply.

Put the course name and number only in the Subject line of emails (i.e. English 1302:004). Sign your emails to me with a first and last name.

Use Arial 12-point font and MLA style.

Double-space and do not leave extra space anywhere on the page.

Give your work an interesting, original title.

Five points will be deducted per day from the grade you would have earned before turning the assignment in as late work.
No credit for late assignments after Friday at midnight of the week the assignment was due.
Submit all writing assignments to Smarthinking (after the SACS essay).
Put the complete Assignment directions in the Smarthinking Assignment box.
Follow all the e-structor's revision instructions and highlight every correction you made on your revised work.
Save your work as your name first.
Use spell check and grammar check on Word.
Essays are a minimum of 500 words.
Answers to the questions on tests should be based directly and precisely on the textbook only.
The most valuable part of this course in terms of importance is the semester composite paper.
Start your work early in case you or a family member becomes ill or has an accident.
A grade code of "12345" on an assignment means that there are problems with your work that must be fixed. Email me when you have made and highlighted all of the corrections and are ready to submit the assignment for a normal grade.

Plagiarism:

Cite all information and use quotation marks in your essays and papers that are not commonly known facts. "I just knew it" is not acceptable for a sentence like "It was devastating to Shakespeare that his only son Hamnet died young." Facts like this one are known from somewhere; they come from some source. If a professor said it in one of your classes, put the professor's last name in parentheses in your paper and add her to your "Works Cited" page in MLA style--shown on the "Course Documents" page for this course.

Failure to give credit for quoted or paraphrased material results in being dropped from the course with a grade of "F." Pleading ignorance of MLA citation style will not be accepted as an excuse. If you don't know it, learn it from the documents I have provided you or on the library site.

Paraphrased material--putting someone else's ideas into your own words--must be cited. Put the author's last name and the page number where you found the material at the end of the paragraph if most of the paragraph is paraphrased.

Students must not use any material to support their claims in papers and essays that are not accessed through the Bryan Wildenthal Memorial Library.

Course Syllabus

Date

Unit

January 23/25	Blackboard, Distance Education, Syllabus Quizzes
January 28/30/1	SACS Essay
February 4/6/8	Library Quiz; Semester Paper Title and Questions
February 11/13/15	Five Critical Articles and Introduction
February 18/20/22	Paragraphs One-Four
February 25/27/1	Paragraphs One-Seven
March 4/6/8	Paragraphs One-Ten
March 11/13/15	Complete Paper with Conclusion
March 18/20/22	Spring Break
March 25/27/29	Semester Paper Oral Presentations
April 1/3/5	Semester Paper Oral Presentations
April 8/10/12	Semester Paper Oral Presentations
April 15/17/19	Semester Paper Oral Presentations Quiz over pp. 299-311 and pp. 421-431
April 22/24/26	Semester Paper Oral Presentations Quiz over pp. 312-317 and pp. 432-452
April 29/1/3	Semester Paper Oral Presentations Quiz over pp. 318-322 and pp. 453-456
May 6/8	Semester Paper Oral Presentations Quiz over pp. 323-341 and pp. 457-461
May 9	Dead Day
May 10/13-15	Final Exams

