

Sul Ross State University
English 1302:002
Composition II
Fall, 2019

Instructor: Dr. Francine K. Richter
Office: MAB 112A
Email: frichter@sulross.edu

Phone: 432-386-2677 or 432-837-8667
Office Hours: M/W 10:00-1:00 p. m.
T/Th 9:00-11:00 a. m.
1:00-3:00 p. m.

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.

THECB Core Competencies

Teamwork --Students will develop teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Communication-- Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Critical Thinking—Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Empirical and Quantitative— Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Personal Responsibility--Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

Social Responsibility-- Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

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.

Graduating students in English will demonstrate that they can (1) Construct essay that demonstrate unity, organization, coherence, and development (2) Analyze literary works by applying principles of literary criticism or theory (3) Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using MLA format (4) Demonstrate creativity or originality of thought in written or multimedia projects (5) Compare/contrast and analyze major works and periods within World, English, and American literature.

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 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.

Then, I will give you further directions for improving your writing.

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 the Smarthinking tutor's corrections and are ready for me to offer you further directions for improving your writing.

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 |
|-----------------|--|
| August 26/28 | Blackboard, Distance Education, Syllabus Quizzes |
| September 2/4 | SACS Essay |
| September 9/11 | Library Quiz, Semester Paper Title, and Questions |
| September 16/18 | Five Critical Articles and "Works Cited" |
| September 23/25 | Introduction |
| Sept 30/Oct 2 | Paragraphs One-Four |
| October 7/9 | Paragraphs One-Seven |
| October 14/16 | Paragraphs One-Ten |
| October 21/23 | Paragraph Eleven--Conclusion |
| October 28/30 | Quiz over pp. 299-311 and pp. 421-431 |
| November 4/6 | Semester Paper Oral Presentations Quiz over pp. 312-317 and pp. 432-452 |
| November 11/13 | Semester Paper Oral Presentations Quiz over pp. 318-322 and pp. 453-456 |

| | |
|------------------|--|
| November 18/20 | Semester Paper Oral Presentations Quiz over pp. 323-341 and pp. 457-461 |
| November 25/27 | Semester Paper Oral Presentations Quiz over pp. 342-347 and pp. 462-474 |
| December 2/4 | Preparation for Final Exam |
| December 5 | Dead Day |
| December 6, 9-11 | Final Exams |