

Composition II
ENG 1302
Fall 2024

Instructor: Julie Vega

Office and Phone: FH 212; 837-8771

Office Hours: MW 9:00-10:00 & 1:00-3:00 & TTh 1:30-2:30 or by appointment

Email: jvega@sulross.edu

Required Text:

Barnet, Sylvan & Hugo Dedau. *Contemporary & Classic Arguments: A Portable Anthology*. Second Edition. Boston: Bedford/St. Martins, 2014.

Trimmer, Joseph F. *A Guide to MLA Documentation*. 10th Edition. Boston: Houghton Mifflin Company, 2013.

Alternative Online Guide:

<https://owl.english.purdue.edu/owl/resource/747/01>

Materials:

Plenty of loose-leaf paper for in-class notes and assignments

****Always come to class prepared with paper, pen or pencil, and text****

Course Description:

Composition II is a course which focuses on various writing methods with emphasis on exposition, critical analysis, and research techniques. In this course, students will develop their writing and reading skills through daily exposure to writing and reading exercises. Topics included in this course are: argument, annotated bibliography, documentation, critical analysis, research. Areas, which will be emphasized for essay writing, are: appropriateness, unity and focus, development, organization, and documentation.

Student Learning Outcomes:

Graduating students in English will demonstrate that they can

1. Construct essays 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 TEA educator competencies:

English Language Arts and Reading EC-6 Subject I:

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

English Language Arts and Reading 4-8 Domain II:

Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.

Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.

Competency 006 (Written Language—Writing Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.

Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.

English Language Arts and Reading 7-12

Domain I:

Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

Domain II:

Competency 004: The teacher understands reading processes and teaches students to apply these processes.

Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.

ADA (Americans with Disabilities Act): SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Distance Education Statement: *Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.*

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Attendance Policy: Authorized/Excused Absences Statement:

Class attendance is mandatory and crucial to succeed in this course. An absence because of participation in an official University activity is considered to be an authorized/excused absence. While every effort will be made by departments to minimize missed class time of students by careful scheduling of authorized University activities, when a student has to miss a class due to an authorized University activity, **it will be the responsibility of the student to notify the instructor of the class in advance.** Students participating in an authorized University activity will have the opportunity to make up in-class work as long as they have given written (email) notice prior to the absence. If no advance is given, the student will receive a "0" for any assignment on the day of the absence. ALL assignments due on a date where the student will be absent, **MUST** be turned in before the student leaves (no exceptions).

****You are allowed 6 absences total (authorized included). After the 6th absence, you will be dropped, and you will receive a grade of "F."**

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Extra Credit:

Possible opportunities to receive extra credit throughout the semester will be announced at a later date.

Academic Support Center:

The Tutoring and Learning Center is located on the 1st floor of the Bryan Wildenthal Memorial Library. Tutors are available to help you. Take advantage of this service any time you need help. This is a free service to all Sul Ross State University students.

SRSU Library Services:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

AI Statement:

To maintain academic integrity and uphold the principles of originality, the use of AI-generated material, including but not limited to essays, assignments, and other academic work, is strictly prohibited in this course. Students are expected to produce their own work and acknowledge all sources appropriately. Violation of this policy may result in academic penalties, including but not limited to failure of the assignment or the course. It is the responsibility of each student to ensure the authenticity of their submissions. If there are any questions regarding the use of specific tools or technologies, students are encouraged to seek clarification from the instructor.

Regulations for Academic Integrity:

Each student must abide by rules and regulations published by the University. Following are the rules and regulations/policies for violation of academic honesty as stated in the ***Student Handbook: Student Conduct and Discipline, Academic Honesty page 80.***

ACADEMIC INTEGRITY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

“Cheating” includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.

4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

****Any violations in this course will be grounds for automatic "0" on the assignment with no possibility for makeup work. If the violation occurs a second time, the student will receive a grade of 'F' for the entire course, and the student will be referred to the chair of the department for further review and action. The use of Grammarly or any other online editing service will NOT be accepted without proper citation and submission of unedited rough draft.**

Course Requirements:

All assignments **MUST** be submitted/completed by deadlines. **I WILL NOT accept any late assignments under any circumstances. NO EXCEPTIONS!!!** There are no make-up quizzes, in-class work or exams given in this course!! ****For school related absences, it is the student's responsibility to contact the instructor within 24 hours after the missed class in order to make arrangements for missed work. If the student fails to contact the instructor, the grade will result in a zero. NO EXCEPTIONS!!!!!!!!!!**

Assignments:

- Annotated Bibliography
- Essays--(6: 2 critical analysis & 4 argumentative)
- Library Work/Group Work/Blackboard Assignments
- Research Paper and oral presentation
- Quizzes/Final

Your final grade for the class will be calculated as follows:

Annotated Bibliography	15%
Essays	15%
Library Work/Group Work/Blackboard Assignments	10%
Research Paper	40%
Oral Presentation	10%
Quizzes/Final	10%

**Tentative Schedule
Composition II
Fall 2024**

Week 1: 8/26-30

Tues. Introductions

Thurs. Assessment

Week 2: 9/2-6

Tues. Guidelines: annotated bibliography, essays (critical analysis and argumentative), reader response & critical thinking, research paper, topics for research (email me 1st and 2nd choice---first come, first serve)

Thurs. Online Library Tour and Research Techniques: Databases

Deadline to choose topic for research paper (If I have not received an email by 10:00 a.m., I will choose your topic.)

Week 3: 9/9-13

Tues. Library Work---Library Research Worksheet: Finding articles using an electronic database

Thurs. Online Library Tour and Research Techniques: Books

Week 4: 9/16-20

Tues. Library Work---Library Research Worksheet: Locating books

Thurs. Ethical Writing and Plagiarism

Direct Quote/Paraphrase/Summary

Week 5: 9/23-27

Tues. MLA Basics; MLA Documentation (works cited)

MLA Documentation (in text citation)

Thurs. MLA Exercise

Annotated Bibliography Due

Week 6: 9/30-10/4

Tues. Quiz #1--direct quote, paraphrase, summary, MLA, plagiarism

Thurs. Rhetoric and Argument

Reading & Critiquing Arguments; Toulmin Method

Week 7: 10/7-11

Tues. Reading and Writing about Visual Arguments

Bring an advertisement to class

Thurs. Quiz #2--analyzing visual argument

Week 8: 10/14-18

- Tues. Four types of Arguments: *Inquiry, Convincing, Persuasive, Mediation*
Essays: Inquiry & Convincing
- Thurs. Essays: Persuasive & Mediation
Critical Analysis Due: Classic Arguments

Week 9: 10/21-25

A College Education: What Is Its Purpose?

- Tues. “Three Reasons College Still Matters”
“Vocation or Exploration? Pondering the Purpose of College”
“Education’s Hungry Hearts”
- Thurs. Blackboard; Argumentative Essay #1 Due: Inquiry**

Week 10: 10/28-11/1

The Death Penalty: Is It Ever Justified?

- Tues. “Death and Justice: How Capital Punishment Affirms Life”
“The Death Penalty”
- Thurs. “Executions Are Too Costly---Morally”
Argumentative Essay #2 Due: Convincing

Week 11: 11/4-8

Drugs: Should Their Sale and Use Be Legalized?

- Tues. “Drug Policy and the Intellectuals”
“There’s No Justice on the War on Drugs”
- Thurs. “Toward a Policy on Drugs”
Argumentative Essay #3 Due: Persuading

Week 12: 11/11-15

Facebook: How Has Social Networking Changed How We Relate to Others?

- Tues “Is Facebook Making You Mean?”
“Facebook Reset”
- Thurs. “It’s Not You Facebook. It’s About Us”
“How Social Media Is Having a Positive Impact on Our Culture”
Argumentative Essay #4 Due: Mediation

Week 13: 11/18-22

Immigration: What Is to Be Done?

- Tues. “Five Myths about Immigration”
“The Worker Next Door”
“Angels in America”
“Our Brave New World of Immigration”
- Thurs. Oral Presentations
Research Paper Due

Week 14: 11/25-29

- Tues. Oral Presentations
Thurs. Thanksgiving Break
Critical Analysis Due: Contemporary Arguments

Week 15: 12/2-6

- Tues. Oral Presentations
Thurs. Dead Day

Week 16:

- Weds. December 13th 8:00 am- 10:00 am