

COMPOSITION & RHETORIC II
ENG 1302-001
SUL ROSS STATE UNIVERSITY,
SPRING 2026

INSTRUCTOR:

MO ELDRIDGE
MORGAN.ELDRIDGE@SULROSS.EDU

CLASS MEETS: ROOMS MAB 206

TUESDAYS AND THURSDAYS,
12:30 — 1:45

FINAL EXAM :: TBD BY SRSU

OFFICE HOURS: MAB 100

TUESDAY AND THURSDAY 2 — 3:30
WEDNESDAY 12-3 OR
BY APPOINTMENT

COURSE OVERVIEW:

COMPOSITION II: RESEARCH, RHETORIC, AND INQUIRY

THIS COMPOSITION II COURSE EMPHASIZES RESEARCH BASED WRITING AS A PROCESS OF INQUIRY. THIS COURSE BUILDS ON SKILLS DEVELOPED IN COMPOSITION I WITH AN EMPHASIS ON RESEARCH BASED WRITING, CRITICAL READING, AND RHETORICAL ANALYSIS.

STUDENTS LEARN TO DEVELOP RESEARCH QUESTIONS, EVALUATE SOURCES, AND CONSTRUCT LOGICAL WELL SUPPORTED ARGUMENTS. EMPHASIS IS PLACED ON RHETORICAL CLARITY, ORGANIZATION, AND PROPER DOCUMENTATION OF SOURCES . THIS COURSE INTRODUCES MULTIPLE ACADEMIC AND PUBLIC WRITING GENRES.

STUDENTS PRACTICE DOCUMENTING SOURCES USING A STANDARD APA CITATION STYLE. STUDENTS DEVELOP STRATEGIES FOR WRITING ACROSS DISCIPLINES AND WITHIN A TRADITIONAL PUBLIC HEALTH FRAMEWORK.

STUDENTS EXAMINE HOW WRITERS, SCIENTISTS, AND HEALTH CARE WORKERS USE EVIDENCE, NARRATIVE, AND ANALYSIS TO MAKE CLAIMS. THERE WILL BE TWO PERSONAL WRITING PROJECTS OVER THE SEMESTER AND ONE SYNTHESIS PAPER.

STUDENTS WILL ANALYZE HOW ARGUMENTS ARE SHAPED BY AUDIENCE, PURPOSE, AND CONTEXT. THIS COURSE UTILIZES TWO ANALYTICAL FRAMEWORKS FOR RESEARCH WRITING. IN TOUCHING UPON THE SKILLS LEARNED IN COMPOSITION I, THE FIRST HALF OF THE SEMESTER EXAMINES HYBRID FORMS

WHERE RESEARCH BLENDS WITH CREATIVE/NARRATIVE WRITING. THE SECOND HALF OF THE SEMESTER ADDRESSES COMMUNITY WITH A SURVEY OF COMMUNITY HEALTH RESEARCH WRITINGS, ENVIRONMENTAL HEALTH, AND MORE BROADLY RESEARCH WRITINGS AROUND SYSTEMES OF CARE.

SLO STUDENT LEARNING OUTCOMES:

1. SYNTHESIZE MULTIPLE SOURCES INTO COHERENT ARGUMENTS
2. INTEGRATE RESEARCH USING APA CITATION
3. DEVELOP RESEARCH QUESTIONS RELATED TO COMMUNITY HEALTH ISSUES
4. PRODUCE RESEARCHED-INFORMED WRITING IN BOTH TRADITIONAL AND HYBRID FORMS
5. REVISE WRITING BASED ON FEEDBACK AND REFLECTION
6. LOCATE AND EVALUATE CREDIBLE PEER REVIEWED SOURCES
7. PARTICIPATE EFFECTIVELY IN COLLABORATIVE SETTINGS
8. DEMONSTRATE CRITICAL AND REFLECTIVE THINKING AND THOUGHTFUL FEEDBACK IN PEER REVIEW

CORE CURRICULUM OUTCOME & EXAMPLES OF PROFICIENCY

PERSONAL RESPONSIBILITY: LINKING CHOICES AND ACTIONS WITH ETHICAL DECISION-MAKING

PERSONAL RESPONSIBILITY

- EXPRESSING CORE BELIEFS AND THE ORIGINS OF THOSE BELIEFS, RECOGNIZING NEW PERSPECTIVES ABOUT THOSE BELIEFS, DEMONSTRATING COMFORT WITH COMPLEXITIES & WHAT NEW PERSPECTIVES HAVE TO OFFER.
- RECOGNIZING MULTIPLE AND CONTRADICTORY DISCIPLINARY DILEMMAS AND GRASPING THE CROSS-RELATIONS AMONG ISSUES (AS WELL AS THE ETHICAL IMPLICATIONS OF CONTEXT IN RELATION TO THOSE ISSUES IN THE FIELD OF STUDY.)
- DEMONSTRATING A HIGH LEVEL OF ACADEMIC INTEGRITY (I.E., COMMITMENT AND DEMONSTRATION OF HONESTY AND ETHICAL BEHAVIOR IN AN ACADEMIC SETTING).
- DEMONSTRATING INITIATIVE IN MAKING CHOICES INDEPENDENTLY (ACCOMPANIED BY REFLECTIVE INSIGHT OR ANALYSIS ABOUT THE AIMS AND/OR ACCOMPLISHMENTS OF THEIR ACTIONS).

REQUIRED COURSE MATERIALS

TEXTS

SHORT EXCERPTS FROM TEXTS WILL BE UPLOADED ON BLACKBOARD

TOOLS

NOTEBOOK/JOURNAL, WRITING UTENSIL, FOLDER

TIME

THIS COURSE IS TWICE A WEEK, TUESDAY AND THURSDAY, 12:30 - 1:45.

INSIDE THE CLASSROOM

THERE IS AN EXPECTATION THAT YOU WILL COME TO CLASS WITH YOUR TOOLS AND TEXTS. WE WILL HAVE MOMENTS OF IN CLASS WRITING PROMPTS, READINGS WITH DISCUSSION, AND LECTURES.

OUTSIDE THE CLASSROOM

THERE IS AN EXPECTATION THAT YOU WILL SPEND AT LEAST AN HOUR IN PREPARATION OUTSIDE OF THE TIME IN CLASS FOR IN-CLASS CONTRIBUTION.

ASSESSMENT & GRADING CRITERIA

YOU WILL BE ASSESSED IN EACH CLASS ON YOUR PROGRESS AND PARTICIPATION IN LECTURES, DISCUSSIONS, ASSIGNMENTS, AND CRITIQUES. YOUR GRADE WILL BE BASED ON CLASS PARTICIPATION AND THE QUALITY OF THE EFFORT YOU PUT INTO COMPLETING ALL ASSIGNMENTS. BEING IN CLASS IS VERY IMPORTANT. THE KNOWLEDGE NEEDED TO COMPLETE ASSIGNMENTS WILL BE GAINED THROUGH IN-PERSON LECTURES AND DEMONSTRATIONS THAT WILL BE DIFFICULT TO REPEAT OR FOR YOU TO MAKE UP. IF YOU MISS CLASS, CATCHING UP IS YOUR RESPONSIBILITY.

IT IS IMPORTANT TO STAY ON TRACK BECAUSE WE WILL COVER MATERIAL IN CLASS EACH WEEK THAT BUILDS ON THE PREVIOUS WEEKS. DO NOT SKIP CLASS & DO NOT GET BEHIND. IF YOU MUST MISS A CLASS, **YOU MUST LET THE INSTRUCTOR KNOW AND SCHEDULE A TIME TO MAKE-UP WORK YOU MISSED.** RECURRING ABSENCES WILL AFFECT YOUR PARTICIPATION GRADE.

IN CLASS PARTNER :: NAME _____

CONTACT # _____

BA ENGLISH STUDENT LEARNING OUTCOMES (SLO)

- ENGLISH MAJORS WILL BE ABLE TO CONSTRUCT DOCUMENTS THAT DEMONSTRATE COHERENCE, DEVELOPMENT, ORGANIZATION, AND APPROPRIATE/EFFECTIVE GRAMMAR, USAGE, AND MECHANICS.
- ENGLISH MAJORS WILL BE ABLE TO ANALYZE AND INTERPRET LITERARY WORKS BY APPLYING PRINCIPLES OF CRITICAL THINKING, LITERARY CRITICISM, OR THEORETICAL ENGAGEMENT.
- ENGLISH MAJORS 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.

ADA STATEMENT:

SRSU ACCESSIBILITY SERVICES ADA STATEMENT. 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 RONNIE HARRIS, LPC, SRSU'S ACCESSIBILITY SERVICES DIRECTOR, AT 432-837-8203 OR EMAIL RONNIE.HARRIS@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.

STUDENT RESPONSIBILITIES

ALL FULL-TIME AND PART-TIME STUDENTS ARE RESPONSIBLE FOR FAMILIARIZING THEMSELVES WITH THE STUDENT HANDBOOK AND THE UNDERGRADUATE & GRADUATE CATALOG AND FOR ABIDING BY THE UNIVERSITY RULES AND REGULATIONS. ADDITIONALLY, STUDENTS ARE RESPONSIBLE FOR CHECKING THEIR SUL ROSS EMAIL AS AN OFFICIAL FORM OF COMMUNICATION FROM THE UNIVERSITY. EVERY STUDENT IS EXPECTED TO OBEY ALL FEDERAL, STATE AND LOCAL LAWS AND IS EXPECTED TO FAMILIARIZE HIM/HERSELF WITH THE REQUIREMENTS OF SUCH LAWS.

SRSU 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.

ACADEMIC INTEGRITY

STUDENTS IN THIS CLASS ARE EXPECTED TO DEMONSTRATE SCHOLARLY BEHAVIOR AND ACADEMIC HONESTY IN THE USE OF INTELLECTUAL PROPERTY. STUDENTS SHOULD SUBMIT WORK THAT IS THEIR OWN AND AVOID THE TEMPTATION TO ENGAGE IN BEHAVIORS THAT VIOLATE ACADEMIC INTEGRITY, SUCH AS TURNING IN WORK AS ORIGINAL THAT WAS USED IN WHOLE OR PART FOR ANOTHER COURSE AND/OR PROFESSOR; TURNING IN ANOTHER PERSON'S WORK AS ONE'S OWN; COPYING FROM PROFESSIONAL WORKS OR INTERNET SITES WITHOUT CITATION; COLLABORATING ON A COURSE ASSIGNMENT, EXAMINATION, OR QUIZ WHEN COLLABORATION IS FORBIDDEN. STUDENTS SHOULD ALSO AVOID USING OPEN AI SOURCES UNLESS PERMISSION IS EXPRESSLY GIVEN FOR AN ASSIGNMENT OR COURSE. VIOLATIONS OF ACADEMIC INTEGRITY CAN RESULT IN FAILING ASSIGNMENTS, FAILING A CLASS, AND/OR MORE SERIOUS UNIVERSITY CONSEQUENCES. THESE BEHAVIORS ALSO ERODE THE VALUE OF COLLEGE DEGREES AND HIGHER EDUCATION OVERALL.

IN THIS COURSE GENERATIVE AI IS PERMITTED IN SPECIFIC CONTEXT AND WITH PROPER ACKNOWLEDGEMENT.

A FURTHER DISCUSSION WILL BE PRESENTED IN CLASS. FOR THIS SEMESTER FALL 2025, STUDENTS WILL BE ALLOWED TO USE CHAT GPT AND OTHER AI GENERATED MATERIALS FOR PLANNING AND BRAINSTORMING. STUDENTS WILL BE ABLE TO UTILIZE THE EXPERIMENTS OF GENERATING MATERIALS AS LONG AS CITED AND ALSO WITH AN INDIVIDUAL UNDERSTANDING OF CRITICAL THOUGHT ALONGSIDE. AN ESSAY OR JOURNAL ENTRY COMPLETED WITH AI LANGUAGE WILL BE REJECTED AND GIVEN A FAILING GRADE. WE WILL DISCUSS CREATIVE WAYS TO UTILIZE AI AND TO INCORPORATE PERSONAL VOICE AND LANGUAGE ALONGSIDE. THIS WILL BE AN ONGOING AND ACTIVE DISCUSSION THROUGH OUT THE SEMESTER.

THE UNIVERSITY DOES NOT RECOMMEND OR ENDORSE ANY SPECIFIC AI TOOLS OR RESOURCES. STUDENTS SHOULD BE AWARE THAT MANY GENERATIVE AI TOOLS (E.G., CHATGPT, GOOGLE GEMINI, MICROSOFT COPILOT) STORE USER INPUT AND MAY USE THIS DATA TO TRAIN FUTURE MODELS. FOR THIS REASON, STUDENTS SHOULD NEVER UPLOAD OR SHARE PERSONAL, CONFIDENTIAL, OR IDENTIFIABLE INFORMATION—SUCH AS NAMES, ID NUMBERS, HEALTH DATA, OR ASSIGNMENT SUBMISSIONS CONTAINING SUCH DETAILS—INTO ANY GENERATIVE AI PLATFORM. WHEN USING AI TOOLS, STUDENTS SHOULD VERIFY WHETHER THE TOOL COMPLIES WITH STUDENT PRIVACY STANDARDS AS INDICATED BY THE UNIVERSITY. FACULTY MAY RECOMMEND SPECIFIC TOOLS THAT BETTER ALIGN WITH INSTITUTIONAL DATA PRIVACY POLICIES, BUT ULTIMATE RESPONSIBILITY FOR DATA PROTECTION RESTS WITH USERS. STUDENTS ARE ENCOURAGED TO USE FACULTY-RECOMMENDED PLATFORMS WHEN ENGAGING IN COURSEWORK INVOLVING GENERATIVE AI. THE UNIVERSITY IS NOT LIABLE FOR ANY ADVERSE EXPERIENCE OR IMPACT WHEN STUDENTS INTERACT WITH THESE TOOLS.

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.

FROM COUNSELING

SUL ROSS HAS PARTNERED WITH TIMELYCARE WHERE ALL SR STUDENTS WILL HAVE ACCESS TO NINE FREE COUNSELING SESSIONS. YOU CAN LEARN MORE ABOUT THIS 24/7/365 SUPPORT BY VISITING TIMELYCARE/SRSU. THE SR COUNSELING AND ACCESSIBILITY SERVICES OFFICE WILL CONTINUE TO OFFER IN-PERSON COUNSELING IN FERGUSON HALL ROOM 112 (ALPINE CAMPUS), AND TELEHEALTH ZOOM SESSIONS FOR REMOTE STUDENTS AND RGC STUDENTS.

FROM THE LIBRARY

THE BRYAN WILDENTHAL MEMORIAL LIBRARY AND ARCHIVES OF THE BIG BEND IN ALPINE OFFER 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 LOBOLD 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. MIKE FERNANDEZ, SRSU LIBRARIAN, IS BASED IN EAGLE PASS (BUILDING D-129) TO OFFER SPECIALIZED LIBRARY SERVICES TO STUDENTS, FACULTY, AND STAFF. UTILIZE FREE SERVICES SUCH AS INTERLIBRARY LOAN (ILL), SCANIT, AND DIRECT MAIL TO GET MATERIALS DELIVERED TO YOU AT HOME OR VIA EMAIL.

FROM THE TUTORING CENTER

THE LOBO DEN TUTORING CENTER OFFERS FREE TUTORING SUPPORT TO HELP YOU EXCEL IN YOUR COURSES. WHETHER YOU NEED ASSISTANCE IN WRITING, MATH, SCIENCE, OR OTHER SUBJECTS, WE'RE HERE TO HELP! IMPORTANT INFORMATION: • DROP-IN AND SCHEDULED APPOINTMENTS: FLEXIBLE OPTIONS TO FIT YOUR NEEDS. • HOURS OF OPERATION: MONDAY–FRIDAY, 8:00 AM – 5:00 PM. • WORKSHOPS: ATTEND OUR REGULARLY HOSTED ACADEMIC WORKSHOPS ON STEM TOPICS AND PROFESSIONAL DEVELOPMENT, OFTEN IN COLLABORATION WITH SPECIALIZED FACULTY. • LOCATION: BWML ROOM 128. • CONTACT US: FOR MORE INFORMATION OR TO BOOK AN APPOINTMENT, EMAIL TUTORING@SULROSS.EDU OR CALL (432) 837-8726. LOOKING FOR ADDITIONAL SUPPORT? • TUTOR.COM OFFERS FREE 24/7 ONLINE TUTORING IN OVER 200 SUBJECTS, INCLUDING SPECIALIZED SUPPORT FOR ESL AND ELL LEARNERS WITH NATIVE SPANISH-SPEAKING TUTORS. • ACCESS TUTOR.COM VIA BLACKBOARD: LOG IN TO YOUR BLACKBOARD ACCOUNT TO GET STARTED ANYTIME, ANYWHERE. TAKE ADVANTAGE OF THESE VALUABLE RESOURCES TO BOOST YOUR CONFIDENCE AND PERFORMANCE IN YOUR CLASSES. WE LOOK FORWARD TO HELPING YOU SUCCEED!

*** ANY WORK THAT IS COPIED FROM AN AI GENERATED SOURCE WILL RESULT IN AN AUTOMATIC FAILURE IN THE COURSE.

EVALUATION:

HYBRID RESEARCH ESSAY — 20%

THE ASKING — 15%

READING RESEARCH DISCUSSION — 15%

COMMUNITY HEALTH INQUIRY ESSAY — 20%

SYNTHESIS — 15%

FINAL —15%

SEMESTER STRUCTURE:

WE WILL BEGIN THE SEMESTER BY LOOKING AT HYBRID GENRES WHICH INCORPORATE THE WRITING SKILLS FROM COMPOSITION I INTO A RESEARCH FRAMEWORK. THE EMPHASIS ON HYBRID FORMS WILL ALLOW PRACTICE WITH APA CITATION AND ALSO AN UNDERSTANDING OF PERSONAL VOICE AND INTEREST. WE WILL READ HYBRID FORMS AND PRESENT IN CLASS. EACH STUDENT WILL WRITE AND WORKSHOP A HYBRID FORM OF WRITING 6-8 PAGES WITH 4-6 SOURCES.

THE SECOND HALF OF THE SEMESTER WILL TOUCH ON THE UNDERSTANDING OF BOTH COMMUNITY AND HEALTH. STUDENTS WILL EXPAND UPON THEIR PERSONAL VALUES TO CHOOSE A TOPIC THAT EFFECTS THE LARGER COMMUNITY. WITH A STUDY OF TRADITIONAL PUBLIC HEALTH RESEARCH PAPERS STUDENTS WILL SPEND THE SECOND HALF OF THE SEMESTER WRITING A TRADITIONAL RESEARCH ON A COMMUNITY HEALTH TOPIC.

BY THE END OF THE SEMESTER STUDENTS WILL COME TOGETHER IN SMALL GROUPS TO DISCUSS AND SYNTHESIZE TOPICS AND PAPERS. WE WILL FINISH THE SEMESTER WITH AN IN CLASS GROUP WORKSHOP AND A PRESENTATION OF FINALS WORKS.

TENTATIVE CLASS SCHEDULE

** SYLLABUS AND READINGS ARE SUBJECT TO CHANGE SLIGHTLY

WEEK 1 JANUARY 15 ---- INTRODUCTION & SYLLABUS

WHO AND WHAT OF WRITING

WEEK 2 JANUARY 20 WHAT IS COMPOSITION II // RESEARCH AS INQUIRY VS. RESEARCH AS REPORTING

JANUARY 22 VALUES AND THREADING SUBTOPICS

**** INTRODUCTION TO PRIMARY RESEARCH: OBSERVATIONS, SURVEYS, AND INTERVIEWS**

INTRODUCTION TO HYBRID RESEARCH WRITING

WEEK 3 JANUARY 27 WHAT IS HYBRID RESEARCH WRITING // NARRATIVE AND DATA

JANUARY 29 AUTOETHNOGRAPHY // SURVEY OF LITERARY NONFICTION, CREATIVE NON-FICTION

**(ESSAY 1 : INTRODUCTION .)

**** THE TRAGEDY OF THE COMMONS**

INTEGRATING NARRATIVE WITH RESEARCH

WEEK 4 FEBRUARY 3 TRANSLATING STATISTICS INTO LIVED EXPERIENCE

FEBRUARY 5 THE WRITING PROCESS AND STRATEGY

**** *MADDNESS, RACK, AND HONEY, MARY REUFLE***

DEVELOPING A RESEARCH QUESTION & APA

WEEK 5 FEBRUARY 10 DISCUSSING EXAMPLES OF APA IN HYBRID FORM

FEBRUARY 12 QUALITATIVE VS. QUANTITATIVE RESEARCH ANALYSIS

**** THE RHETORICAL TRIANGLE : UNDERSTANDING AND USING LOGOS, ETHOS, AND PATHOS**

COMMUNITY HEALTH & RHETORICAL CONTEXT

WEEK 6 FEBRUARY 17 AUDIENCE, PURPOSE, AND PUBLIC HEALTH DISCOURSE

FEBRUARY 19 LIBRARY WORKSHOP – FINDING SOURCES

IN CLASS FREE WRITE ON PERSONAL ESSAY CONNECTED TO HEALTH.

**** *HOW TO DO NOTHING, JENNY O'DELL***

THE ASKING ON HYBRID FORM

(ESSAY 1 DUE)

WEEK 7 FEBRUARY 24

FEBRUARY 26

**** *FUNNY WEATHER ART IN AN EMERGENCY, OLIVIA LAING***

READING PRESENTATION ROUNDTABLES

WEEK 8 MARCH 3

MARCH 5

**** *H IS FOR HAWK*, HELEN MACDONALD**

SPRING BREAK NO CLASS

WEEK 9 MARCH 10

MARCH 12

RESEARCH QUESTION & TOPIC DEVELOPMENT

WEEK 10 MARCH 17 FRAMING RESEARCHABLE QUESTIONS

MARCH 19 INDIVIDUAL VS. STRUCTURAL HEALTH NARRATIVES

**** INTRODUCE PUBLIC HEALTH WRITING READING MATERIALS.**

PROGNOSIS AND PREDICTION

WEEK 12 MARCH 24 EPISTEMOLOGIES, METHODOLOGIES, AND THEORIES

MARCH 26 ARGUMENTATION

BEGINNING & ENDINGS OF STRUCTURE

WEEK 13 MARCH 31 ABSTRACT AND BIBLIOGRAPHY

APRIL 2 INTERVIEW ON TOPIC

**** *THE VICTORIAN INTERNET: THE REMARKABLE STORY OF THE TELEGRAPH AND THE NINETEENTH CENTURY'S ONLINE PIONEERS*, THOMAS STANDAGE**

SYNTHESIS AND CONVERSATION

WEEK 14 APRIL 7 SMALL GROUP SYNTHESIS

APRIL 9 SMALL GROUP SYNTHESIS

**** THE LOOP WRITING PROCESS**

THE ASKING IN COMMUNITY

WEEK 15 APRIL 14 IN CLASS

APRIL 16 IN CLASS

**** INVENTION AS INQUIRY BASED LEARNING**

FINAL PRESENTATION

WEEK 16 APRIL 21 IN CLASS

APRIL 23 IN CLASS

**** ON CITATION**

COMMUNITY HEALTH INQUIRY DUE

WEEK 17 APRIL 28 CORE ASSESSMENT

[DEAD WEEK }

Final exam :: TBD BY SRSU

TEXTS :

Laing, O. (2020). *Funny weather: Art in an emergency*. W. W. Norton & Company.

Odell, J. (2019). *How to do nothing: Resisting the attention economy*. Melville House.

Ruefle, M. (2012). *Madness, rack, and honey*. Wave Books.

Macdonald, H. (2014). *H is for hawk*. Grove Press.

Standage, T. (1998). *The Victorian Internet: The remarkable story of the telegraph and the nineteenth century's on-line pioneers*. Walker & Company.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). University of Chicago Press.

University of North Carolina at Charlotte, Department of Public Health. (2023). *Public health writing guide (BUSH_Public-Health-Writing-Guide-PHX-3-27-1)*. UNC Charlotte.

https://publichealth.charlotte.edu/wp-content/uploads/sites/555/2023/07/BUSH_Public-Health-Writing-Guide-PHX-3-27-1.pdf

Levy, B. S., & Gaufin, J. (2012). *Mastering public health: Essential skills for effective practice*. Oxford University Press