

COMPOSITION II: RESEARCH, RHETORIC, AND INQUIRY
ENG 1302-001
SUL ROSS STATE UNIVERSITY,
SUMMER 2026

INSTRUCTOR: Mo Eldridge
MORGAN.ELDRIDGE@SULROSS.EDU

COURSE FORMAT: Online

SCHEDULE : Tuesday 5p

-Blackboard meeting (sessions will be recorded / not mandatory to attend / required to review)

OFFICE HOURS : By Appointment

COURSE OVERVIEW

This Composition II course emphasizes research based writing as a process of inquiry. By building 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 practicing both qualitative inquiry and quantitative strategy. We will discuss and evaluate: 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. This six week summer course will structure around two papers. The first, a Qualitative research paper using research for inquiry. The second a Quantitative research paper looking at a local experience on campus or in Alpine and reporting information to define. Students will analyze how arguments are shaped by audience, purpose, and context.

Texts:

All texts will be provided on Blackboard under weeks on the homepage.

Laing, O. (2016). *The Lonely City: Adventures in the Art of Being Alone*. Picador.

Boyer, A. (2019). *The Undying: Pain, Vulnerability, Mortality, Medicine, Art, Time, Dreams, Data, Exhaustion, Cancer, and Care*. Farrar, Straus and Giroux.

Cacioppo, S., Grippo, A. J., London, S., Goossens, L., & Cacioppo, J. T. (2015). Loneliness: Clinical Import and Interventions. *Perspectives on Psychological Science*, 10(2), 238–249.

<http://www.jstor.org/stable/44290064>

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

Time:

Tuesday, 5pm

This course meets once a week through Blackboard Collaborate. The meeting will be recorded and attendance is optional. I will upload the recording after the conclusion of the meeting. You can access the online course room through the homepage. On the left hand side of the screen you will see “Class Collaborate” underneath it will say join session. You will click “ join session” to log in to our classroom lectures and discussions.

These meetings are essential to understanding the expectations of the course. We will review weekly topics on research writing. Supplemental texts will accompany the weekly meetings and help to support in developing skills in the craft of research writing.

Students will have the chance to ask any questions regarding assignments, readings or prompts during this time. The lecture/discussion will be uploaded into the weekly folder for review or reference.

Every Tuesday by 5pm you are responsible to respond to the weekly prompt under discussions.

Assessment & Grading Criteria

You can earn up to 1000 total possible points. The number of points needed to earn the following grades are: 900-1000=a, 800-899=b, 700-799=c, 600-699=d, 0-599=f. *** ANY WORK THAT IS COPIED FROM AN AI GENERATED SOURCE WILL RESULT IN AN AUTOMATIC FAILURE IN THE COURSE.

PROMPT RESPONSE — 40%	(400)
WORKSHOP — 20%	(200)
QUALITATIVE PAPER— 20%	(200)
QUANTITATIVE PAPER —20%	(200)

PROMPT RESPONSE:

Every week under discussion a writing prompt will be listed. Respond to the prompt by Tuesday at 5pm. Each Response should be three paragraphs. Show a critical reflection and be at least a page long double spaced.

MEETINGS:

There will be a course meeting on collaborate through Blackboard every week on Tuesday at 5pm. While these sessions are not required to attend, the meetings will be a time to discuss research methodologies and strategies for writing. Tuesday meetings will be recorded and uploaded to Blackboard with additional supplemental texts to assist in the Quantitative and Qualitative research papers. We will discuss the structure of our papers, weekly topics, and prompt responses. These meetings do not constitute a percentage of your grade but they are helpful to explain skills and ways to succeed in the course.

WORKSHOP:

We will evaluate one another through a workshop method that emphasizes the importance of questions. With a rubric students will meet with one another and evaluate both research papers through a workshop rubric. These workshop rubrics will be uploaded under a folder titled “ Workshop 1: Qualitative” and “Workshop 2 : Quantitative”. Each of these evaluations are 100 points.

IN CLASS PARTNER :: NAME _____

CONTACT # _____

A message will be sent following the first class session with a list of workshop partners. You are expected to reach out to your partner for introductions and evaluations.

QUALITATIVE / QUANTITATIVE PAPERS:

You will turn in two papers over the course of the summer session. The first paper is a practice of inquiry based research writing. The second paper will be a Quantitative research paper. Using proper APA citations and format is necessary to your success. A rubric will be found under week two on blackboard for reference and evaluation. You will be assessed twice for each paper: one by your workshop partner and once by your instructor.

Guidelines for these papers will be discussed in meetings. The body of the paper needs to be 3-5 pages.

SLO STUDENT LEARNING OUTCOMES:

Synthesize multiple sources into coherent arguments
Integrate research using apa citation
Develop research questions related to community health issues
Produce researched-informed writing in both traditional and hybrid forms
Revise writing based on feedback and reflection
Locate and evaluate credible peer reviewed sources
Participate effectively in collaborative settings
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

— 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).

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.

Academic statements from SRSU:

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.

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!

Tentative Class Schedule:

WEEK 1

July 7 introductions / syllabus / in-class values assessment
What is Composition II // Research as Inquiry vs. Research as reporting.

Reading: *Lonely City*, by Olivia Laing

Prompt Due: Write a paragraph on three of the Values you found in-class. List three topic ideas for qualitative inquiry related to your values.

WEEK 2

July 14 Developing a Research Topic // the Outline // Introduction to citation
In-class core assessment

Excerpt from *The Undying* , Anne Boyer

Prompt Due: How does Olivia Laing demonstrate Inquiry based research in her analysis of Loneliness within the City and within the Art of Edward Hopper? In what ways does her methodology expand the conversation around Loneliness? What are specific ways she supports her Inquiry?

WEEK 3

July 21 Workshop on Qualitative research rubric and discussion.

Excerpt from *The Undying* , Anne Boyer

Qualitative research Paper Due

WEEK 4

July 28 Developing a research question // Library Workshop finding sources // abstract and bibliography

Loneliness: Clinical Import and Interventions. Perspectives on Psychological Science
The Rhetorical Triangle : Understanding And Using Logos, Ethos, And Pathos

Prompt Due: How does Anne Boyer integrate Health statistics into her research on the medical field and cancer care? In what ways does Anne Boyer use Qualitative research? In what ways does Anne Boyer use Quantitative research? Is it possible in your opinion to demonstrate the use of both types of research? How do you distinguish between the two?

WEEK 5

August 4 APA format // structure // methodology// Argumentation

Excerpts from *the Craft of Research*

Prompt Due: In reference to the journal article, *Clinical Import and Interventions. Perspectives on Psychological Science*, How does the research support the claim? Is the research supporting the claim effectively in your opinion?

WEEK 6

August 11 Workshop 2 Quantitative Research Rubric Due

August 12 Quantitative Research Papers are Due.

August 14 Final grade are Due by noon