

English 1302 Composition II

Spring 2011

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Wednesday/Friday 1:00 to 2:15

Classroom UC

Course Description:

This course builds on those skills developed in English 1301 and assumes a satisfactory level of student competency in composition. Additionally, as in English 1301, this course helps students understand and develop their writing, reading, and thinking skills through the creation and rhetorical study of personal and scholarly texts. It requires more extensive and analytical reading and writing than English 1301.

Required Texts:

The Norton Reader, 12th edition. Linda H. Peterson and John C. Brereton. Norton: 2003 (ISBN: 0-393-97887-7). Buy: \$45.00; rent for 130 days: \$24.00 (ebook).

Rules for Writers: A Brief Handbook, 4th ed. Diana Hacker. Bedford: 2004 (ISBN: 0-312-40685-1) Buy: \$33.00

A collegiate dictionary

Email Account:

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Student Learner Outcomes:

The Texas Higher Education Coordinating Board adopted Exemplary Educational Objectives (EEOs) to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. English 1302, for ENGL 1302 *Composition II*, the Communication EEOs are integrated into the Student Learner Outcomes below:

1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation as evidenced in satisfactory completion of all the written discourses submitted in this course. This objective reflects the expectations of Communications Exemplary Educational Objective 1.

2. Understand the importance of specifying audience and purpose and to select appropriate communication choices as evidenced in acceptable completion of Paper I and II. This objective reflects the expectations of Communications Exemplary Educational Objective 2.
3. Understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written communication as evidenced in the successful completion of the following assignments: summaries, responses to essays, Papers I and II, and Final Examination. This objective reflects the expectations of Communications Exemplary Educational Objective 3.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding as evidenced by students' ability to consider and discuss in groups the weaknesses and strengths of example compositions, including those written by class members and professional writers. This objective reflects the expectations of Communications Exemplary Educational Objective 4.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument as evidenced in close readings of selected texts and in successful completion of Papers I and II and other written assignments, including summaries of and responses to essays. This objective reflects the expectations of communications Exemplary Educational Objective 5.
6. Develop the ability to research and write a documented paper and give an oral presentation based on that paper and the ability to incorporate various rhetorical strategies in their own writing as evidenced by successful completion of Papers I and II. This objective reflects the expectations of Communications Exemplary Educational Objective 6.

Prerequisites:

A grade of "C" or better in English 1301

Justification:

This course partially fulfills the core curriculum requirement for six hours in English Composition.

Course Outline:

This class includes the following areas of focus:

(1) practice in a close reading of a substantial number of argumentative essays and identifying the characteristics of effective discourse (2) practice in writing argumentative discourse.

Methods of Instruction:

Methods of instruction in this course seek to develop students' analytical skills in reading and to refine their written skills in producing effective academic discourse. To that end, the course instruction includes lecture, discussion, and classroom writing activities.

Course Requirements and Means of Evaluation:

To pass this course, students must complete all major assignments as listed below, including the final essay exam.

I. 20 Discussion questions pertaining to designated readings (in-class) 5 points each= **100 points**

You are required to submit a total of 20 discussion questions at the beginning of class Weeks 2 through 14. These questions should come from the readings assigned. Therefore, in order to receive full credit for your question, it should be relevant to the reading and should be framed in such a way as to encourage class discussion, i.e. questions to which one can answer a simple “yes” and/or “no” are not acceptable.

II. Ten summaries pertaining to designated readings (out of class) 20 points each = **200 points**

Rubric for evaluating summaries of designated readings:

You are required to submit ten summaries of assigned essays. These summaries should be typed, approximately 250 words, and review the main points of the essay. You should paraphrase the ideas in the essay. Do not copy any of the words or phrases of the original. Be careful to present the ideas and main points clearly. These summaries are due at the beginning of the class on the first class meeting of the week they are assigned. They will be graded as follows: minimal effort (10 points); major points mentioned but lacking in development (15 points); thorough overview of essay with major points mentioned and written following acceptable usage (20 points). In all, a perfect score for the ten summaries will be 200 points.

III. Analytical writing assignments in response to readings (in class) 10 points each = **100 points**

Rubric for evaluating writing assignments:

You are required to write in class ten short analytical or creative responses to assigned essays. They will be graded as follows: minimal effort (5 points); more effective effort but containing some errors in usage (7 points); thorough response to writing prompt and written with acceptable usage (10 points). In all, a perfect score for the ten responses will be 100 points.

IV. Paper I: Research Paper on approved topic

(6-8 pages, 250 words to a page, at least 1250 words; not counting works cited page; tutor session in ASK Center required= 25 points)

250 points

V. Paper II: Research Paper on approved topic

(8-10 pages, 250 words to a page, at least 1600 words, not counting works cited page; tutor session in ASK Center required= 30 points)

300 points

General Rubric for evaluation of Papers I and II

In addition to the requirements listed below, Papers I and II must meet the additional requirements of (1) appropriate and correct use of sources (2) adequate number of sources (3) MLA citation and documentation.

VI. Final Exam Essay in response to a reading (in class) **150 points**

Total Points: **1100**

Rubric for grading final examination essay:

The rubric is the same as listed above for Papers I and II without the requirement for secondary sources.

Grading Scale: A=980-1100 points; B=870-979 points; C=760-8699 points; D=660-759 points; Below 600 points=F

“A” papers: 90-100% of points awarded

The essay:

1. Contains a clear thesis that is maintained and presented in an organized manner and supported throughout the paper
2. Contains an effective introduction that attracts the interest of the reader, followed by a logical development of topic, and concluded with an appropriate closing
3. Maintains coherence with the use of transitional words, phrases and sentences to show the relationships of ideas
4. Contains unified paragraphs
5. Offers specifics and critical analysis, and evaluates the significance of supporting details or examples
6. Reveals a writing style that adheres to the conventions of edited American English
7. Reveals a writing style that evinces the writer’s use of stylistic techniques that enhance the paper’s effectiveness
8. Shows creative or original approach toward topic

“B” papers: 80-89% of points awarded

The essay:

Contains 1-6 as listed above

“C” papers: 70-79% of points awarded

The essay:

Contains 1-4 as listed above. The paper may reveal minor errors in adhering to the conventions of edited American English, but these problems are not so severe that they inhibit the writer’s ability to be effective or to achieve clarity.

“D” papers: 60-69% of points awarded

The essay:

1. Contains a thesis, but the thesis lacks acceptable clarity and/or development.
2. Lacks effective organization and appropriate use of supporting details.
3. Lacks clear organization

4. Reveals some major problems in composition at the sentence level; i.e. fragments, comma splices, run-on sentences
5. Lacks acceptable adherence to the conventions of edited American English

“F” papers: 59% or less of points awarded

The essay

1. Lacks a discernable thesis
2. Reveals problems in coherence and clarity
3. Lacks a sense of organization and contains little or no supporting details
4. Contains major problems at the sentence level: i.e. fragments, comma splices, run-on sentences
5. Lacks acceptable adherence to the conventions of edited American English

**All out of class written work must be submitted to [turnitin.com](https://www.turnitin.com)
You will be informed of the class id and the password via email.**

All assignments written outside of class must be submitted to [turnitin.com](https://www.turnitin.com).

ADDENDUM

Instructor’s Expectations and Comments:

Students are expected to refine the writing skills they developed in English 1301. In particular, they are expected to write and edit effective academic discourse that is supported by appropriate and varied sources. In researching sources, students will gain additional practice in searching and incorporating within their writing appropriate source material in both print and electronic formats. Additionally, they will use methods of critical thinking and logical reasoning to evaluate, analyze, and synthesize information.

An underlying construct of this class is that better readers make better writers. For this reason, the course demands a close reading and analysis of a substantial number of essays. It argues that the more students read, the more proficient they become as readers and the more closely they read, the better writers they’ll become. Focusing closely on the strategies involved in writing and analyzing that process will help students become better writers more quickly. In summary, writing about reading encourages better reading, which in turn encourages better writing. In short, students should expect to do a great deal of both reading and writing in tandem. The main text for this class is a “reader.”

Additionally, this course assumes that the purpose of all writing is persuasive or argumentative. Therefore, students will analyze how various rhetorical modes—narrative, cause/effect, definition, process, definition, classification, and description—serve the larger purpose of argumentation.

Finally, this course contends that writing about a discipline is the fastest and most efficient way to determine whether one understands its underlying principles. Following the thesis of William Zinsser’s

well-received *Writing To Learn*, this course asks that students read and analyze essays in various content areas, including psychology, culture, education, language, nature and the environment, ethics, history, politics and government, science and technology, and the arts and media.

One last point, this course invites students to enjoy the reading (and writing!). Students are developing skills that will serve them well throughout life.

Academic Integrity:

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions." For additional information see the university catalog.

Instructions for Writing Summaries:

You are required to submit ten summaries of assigned essays. These summaries should be typed, approximately 250 words, and review the main points of the essay. You should paraphrase the ideas in the essay. Do not copy any of the words or phrases of the original. Be careful to present the ideas and main points clearly. These summaries are due at the beginning of the class on the first class meeting of each week that does not require an outside writing assignment. They will be graded as follows: minimal effort (10 points); major points mentioned but lacking in development (15 points); thorough overview of essay with major points mentioned and written following acceptable usage (20 points). In all, a perfect score for the ten summaries will be 200 points. In addition to summaries, you are asked to respond to a specific writing prompt on a particular assigned essay. These are also designated clearly and will be graded as the summaries. You must submit hard copies. I will not accept emailed summaries.

These writings (both summaries and others) are due on the first class meeting of the following weeks: 1, 2, 3, 4, 5, 7, 10, 11, 13, and 14.

We will also complete some in-class writings and exercises. There are ten of these, and they are based on the readings. You will not be able to perform adequately in class unless you complete the assigned readings for each week. Again you must submit hard copies. I will not accept emailed writing assignments.

Instructions for Research Papers:

Write two research papers of (1) 6-8 pages in length (at least 1250 words; 250 words per page) and (2) 8-10 pages in length (at least 1600 words; 250 words per page) not counting your works cited page or any charts, graphs, or illustrations you may wish to include.

Conform to the following for both papers:

You must type your paper and follow MLA format (illustrated in Hacker, pp. 448-55). You must state your thesis clearly and offer a developed and focused argument in support of that thesis. You must have your topic approved in advance. If you wish to change your topic at any time, get approval from the instructor. A paper on a topic that has not been approved will automatically receive a failing grade.

The requirements of each paper include a minimum of 30 minutes with an ASK Center tutor. Proof sheets will be provided by this instructor.

You are required to submit photocopies of all hardcopy sources (articles and pages of a book) as well as printouts of all material accessed to turnitin.com. To avoid plagiarism, you must include parenthetical citations for all quotations, paraphrased material, and factual information obtained from any source.

You must include a minimum of 8 different cited references or sources:

- (1) at least one book (either full-length study or collection of essays)
- (2) at least five articles or essays that appear in hardcopy periodicals (i.e., popular magazines, newspapers, scholarly journals)
- (3) the other two required sources may be internet sites, published reports, pamphlets, interviews, etc., or, of course, books or articles. Do NOT USE MORE THAN TWO ON-LINE OR ELECTRONIC JOURNALS OR SITES ON THE INTERNET.

You may, of course, use more than eight sources or cite particular sources more than once, but be careful not to let quotations or sources take over your paper. Also, do not simply string together various quotes and information. I will expect at least 75% of your paper to be in your words.

Disability Accommodations:

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Attendance Policy:

A strict attendance policy is in force in this class and for good reason. Because the class includes frequent classroom practice in writing with immediate feedback as well as class discussion, you must be present to benefit from the writing exercises and discussions. Moreover, both activities offer a systematic approach to the acquisition of skills. Attending only occasionally will undermine your development as a writer. For these reasons, if you miss more than three days, the instructor will begin procedures to drop you administratively from this course.

Class attendance includes coming to class on time. Students more than 10 minutes late will be counted tardy. For every three tardies, students will receive one absence.

Homework will be turned in **at the beginning** of each class meeting.

Participation means interaction with other students and the instructor not just presence in class. Class comments will reflect reading and honest consideration of the viewpoints of the other students. Students are expected to deal with one another and the instructor in a professional, courteous manner. Students are also expected to visit the Writing Center for assistance with the development of their writing assignments.

There will be **no cell phone use during class time**. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then get up and leave the room to talk on your phone.

Faculty Office Location and Contact Policy:

My office is located in Room 318B on the south end of the Academic Skills and Knowledge Center. You may contact me by phone (903 223 3024) or by email (jonne.akens@tamut.edu).

Office hours are TR 9 to 10, 1 to 4 W 9 to 11 or by appointment.

SCHEDULE FOR REQUIRED READINGS AND WRITING ASSIGNMENTS**Note:**

- 1. Weekly reading assignments may vary from instructor to instructor. However, variations are limited to the specific section/chapter of the text assigned for that week.**
- 2. Week 1 assignments and activities as listed vary due to semester start date as well as whether or not the class meets once a week or twice a week.**

For Wednesday 1/19/11: Introductions; syllabus

HW: Read John McMurtry's "Kill 'Em! Crush 'Em! Eat 'Em Raw!" pp 354-59

Complete at least two Learning Styles Inventories

For Friday 1/21/11: McMurtry's essay; Learning Styles Inventories; SPPI

HW: Complete readings and writings for Week 1

Week 1: Education

For Wednesday 1/26 Read:

- (1) "How Teachers Make Children Hate Reading" by John Holt 449
- (2) "College Is a Waste of Time and Money" by Caroline Bird 467
- (3) "University Days" by James Thurber 476
- (4) "College Pressures" by William Zinsser 481
- (5) "Boring From Within: The Art of the Freshman Essay" by W. Booth 566

For Wednesday 1/26 Write:

A summary of any of the essays assigned for this week except #2. Paper must be at least 250 words, typed.

For Friday 1/28 Write:

A rebuttal to #2.

HW: Complete reading and writing assignments for Week 2.

Week 2: Ethics**For Wednesday 2/2 Read:**

- (1) "Advice to Youth" by Mark Twain 677
- (2) "In Defense of Prejudice by Jonathan Rauch 680
- (3) "The Boston Photographs" by Nora Ephron 727
- (4) "Thank God for the Atom Bomb" by Paul Fussell 763
- (5) "After the Genocide" by Philip Gourevitch 839

For Wednesday 2/2 Write:

A summary of any of the essays assigned for this week except #4. Paper must be at least 250 words, typed.

For Friday 2/4 Write:

An analysis of how Fussell uses personal narrative in support of his argument in #4.

HW: Complete reading and writing assignments for Week 3.

Week 3: Politics and Government**For Wednesday 2/9 Read:**

- (1) "Shooting an Elephant" by George Orwell 852
- (2) "A Modest Proposal" by Jonathan Swift 858
- (3) "Tyranny of the Majority," by Lani Guinier 886
- (4) "Letter from Birmingham Jail," by Martin Luther King, Jr. 892
- (5) "The Declaration of Independence" by Thomas Jefferson and Others 872

For Wednesday 2/9 Write:

A summary of any of the essays assigned for this week except #5. Paper must be at least 250 words, typed.

For Friday 2/11 Write:

A brief analysis explaining Jefferson's views on the nature of man, the function of government and the relationship between morality and political life in #5.

HW: Complete reading and writing assignments for Week 4.

Week 4: History**For Wednesday 2/16 Read:**

- (1) “The Battle of the Ants,” by Henry David Thoreau 776
- (2) “This is the End of the World,” by Barbara Tuchman 779
- (3) “The Death of Abraham Lincoln” by Walt Whitman
- (4) “From Realism to Virtual Reality: Images of America’s Wars,” by H. Bruce Franklin

For Wednesday 2/16 Write:

A summary of any of the essays assigned for this week except #3. Paper must be at least 250 words, typed.

For Friday 2/18 Write:

At the end of this speech, Whitman speaks grandly of Lincoln’s significance for far more than the citizens of the United States. As he sees it, what do all these people have in common that allows for Lincoln’s more-than-national significance?

HW: Complete reading and writing assignments for Week 5

Week 5: Literature, The Arts, and The Media**For Wednesday 2/23 Read:**

- (1) “Good Readers and Good Writers,” by Vladimir Nabokov 1032
- (2) “How We Listen,” by Aaron Copland 1121
- (3) “The Motive for Metaphor,” by Northrop Frye 1037
- (4) “Going to the Movies,” by Susan Allen Toth 1105
- (5) “A Century of Cinema,” by Susan Sontag 1097

For Wednesday 2/23 Write:

A summary of any of the essays assigned for this week except # 1. Paper must be at least 250 words, typed.

For Friday 2/25 Write:

An analysis of whether Nabokov’s qualities of a good reader and good writer correspond, including why or why not.

HW: Complete reading and writing assignments for Week 6

Week 6: Paper I**For Wednesday 3/2: Student Conferences****For Friday 3/4: Student Conferences****HW: PAPER 1 IS DUE FRIDAY 3/11!!** In addition, complete analysis for

Week 7

Week 7: Science and Technology**For Wednesday 3/9 Read:**

- (1) "The Nature of Scientific Reasoning," by Jacob Bronowski 935
- (2) "Why the Reckless Survive" by Melvin Konner 991
- (3) "Virtual Students, Digital Classroom" by Neil Postman 1000
- (4) "Darwin's Middle Road" by Stephen Jay Gould 1018
- (5) "The Route to Normal Science," by Thomas S. Kuhn 948

For Wednesday 3/9 Write:

A summary of any of the essays assigned for this week except #5. Paper must be at least 250 words, typed.

For Friday 3/11 Write:

An analysis of the important terms in this selection that Kuhn defines; how many does he illustrate as well as define? Why does he both define and illustrate? **PAPER I IS DUE TODAY AT THE BEGINNING OF CLASS!!!!**

HW: Read advertising handout; choose and analyze of a full page magazine ad or a television commercial you can show in class (via youtube or the company's website). You will present your findings in class beginning 3/23.

Week 8 Spring Break**3/14/11 through 3/18/11****Week 9 Advertising****For Wednesday 3/23 Write:**

An analysis of your ad. Who is the audience? What is the purpose/thesis? What are the underlying assumptions? Provide evidence for your points. Paper must be at least 250 words, typed. A hard copy of the ad or the URL must accompany your written assignment.

For Friday 3/25:

Presentations

HW: Complete reading and writing assignments for Week 10

Week 10 Cultural Critique**For Wednesday 3/30 Read:**

- (1) "Is American Falling Apart?" by Anthony Burgess 297
- (2) "Behind the Formaldehyde Curtain," by Jessica Mitford 310
- (3) "Motherhood: Who Needs it?" by Betty Rollin 369
- (4) "Black Men and Public Space" by Brent Staples 396
- (5) "Stranger in the Village" by James Baldwin 387

For Wednesday 3/30 Write:

A summary of any of this week's assigned essays except #1. Paper must be at least 250 words, typed.

For Friday 4/1 Write:

Burgess' essay was written in 1971; what might he leave out, add, or modify if he were to write it today?

HW: Complete reading and writing assignments for Week 11

Week 11: People, Places**For Wednesday 4/6 Read:**

- (1) "My Father: Leslie Stephen," by Virginia Woolf 137
- (2) "True North," by Margaret Atwood 199
- (3) "Sowers and Reapers" Jamaica Kincaid 173
- (4) "Yeager," by Tom Wolfe 148
- (5) "The Way to Rainy Mountain" by N. Scott Momaday 182

For Wednesday 4/6 Write:

A summary of any of this week's assigned essays except #1. Paper must be at least 250 words, typed.

For Friday 4/8 Write:

A sketch about a father, real or fictional, adopting a tone similar to Woolf's in this sketch.

HW: Paper II

Week 12: Paper II**Wednesday 4/13: Student Conferences****Friday 4/15: Student Conferences****HW: PAPER II DUE 4/22!!!!** Complete reading and writing assignments for Week 13**Week 13: Human Nature****For Wednesday 4/20 Read:**

- (1) “The Good News Is: These Are Not the Best Years of Your Life” by Gloria Steinem 268
- (2) “Being a Man,” by Paul Theroux 223
- (3) “Between the Sexes, a Great Divide,” by Anna Quindlen 241
- (4) “On the Fear of Death,” by Elisabeth Kubler-Ross 276
- (5) “How to Know if You’re Dead” Mary Roach 282

For Wednesday 4/20 Write:

A summary of any of this week’s assigned essays except #4. Paper must be at least 250 words, typed.

For Friday 4/22 Write:

Kubler-Ross incorporates various kinds of evidence: experience, observation, and reading. Analyze the various kinds and describe how she incorporates them. **PAPER II DUE TODAY AT THE BEGINNING OF CLASS**

HW: Complete reading and writing assignments for Week 14**Week 14: Presentations****For Wednesday 4/27 Read:**

- (1) “The Brown Wasps” by Loren Eiseley 88
- (2) “Once More to the Lake” by E. B. White 93
- (3) “A Victim” by Bruno Bettelheim 57
- (4) “Beauty: When the Other Dancer Is the Self” by Alice Walker 69
- (5) “On Going Home” by Joan Didion 9

For Wednesday 4/27 Write:

A summary of any of this week’s assigned essays except #1. Paper must be at least 250 words, typed.

For Friday 4/29 Write:

Analyze the theme of #1 and explain how Eiseley brings together such seemingly disparate images of old men, brown wasps, a mouse, pigeons and his boyhood home.

HW: Prepare for Paper II presentations.

Week 15: Presentations

For Wednesday 5/4: Presentations

For Friday 5/6: Presentations

HW: Prepare for final exam

Finals Week 5/10 to 5/13:

Paper written in class