English 1302.281  
Composition II  
Spring 2012

**Instructor:** Ms. Shelly Fox  
**Office:** Faculty Center (FC)-113  
**Office Phone:** 825-5979 or 825-2150  
**Office Hours:** Tuesday and Thursday 10:30 am to 12:00 pm  
**Email:** Shelly.Fox@tamucc.edu

**Class Days:** Tuesday and Thursday  
**Class Time:** 9:30 am - 10:45 am  
**Class Location:** Corpus Christi Hall (CCH) Rm 230

**Course Website:** [http://www.tamucc.edu/wiki/ShellyFox/Home](http://www.tamucc.edu/wiki/ShellyFox/Home)

**Course Description:**
English 1302 continues the important work you started in English 1301, focusing on critical thinking and information literacy skills and their relation to writing, reading, inquiry, and learning.

In particular, this computer-assisted composition course explores the ways we use language, ways that include not only writing but reading, speaking, listening, and interpreting or producing visual images. In our FY Writing Program, we view writing (and other uses of language) as purposeful action, and "good writing" as context-specific writing produced for specific purposes and audiences.

The course emphasizes connections among reading, analysis, research, and writing, asking that students engage in the processes of discovering and constructing meaning through language use, by (re) reading, (re) writing, and group collaboration. It helps you develop and refine your college-level reading, writing, researching, and thinking skills. It offers guidance as you develop research questions and engage in sophisticated research that will help you develop possible answers to those questions. The course also asks you to become critically engaged in primary and secondary research to develop a series of rhetorical analyses of your source materials and to study and use documentation styles suitable for various rhetorical tasks.

In English 1302, through the writing, researching, reading, and thinking you do, you will learn "about" issues and topics, and you will learn "how to join the conversations" circulating around issues and topics. As you do the work required to join particular conversations, you will continue to practice the skills you developed in English 1301--considering how to achieve your purpose with particular audiences in specific contexts through specific forums. You will engage in ongoing processes of invention, researching, sharing and revising, and editing.

Your English 1302 teachers will not ask you to focus only on "what to write about" (the typical English class question); instead, we will ask you to focus more on answers to these questions: "What will this piece of writing DO? HOW? With Whom?"

As with English 1301, English 1302 is part of a Learning Community. Teachers in your Learning Community are committed to connecting all parts of the Learning Community through various
assignments and activities. In particular, your English 1302 teacher and your FY Seminar Leader will be collaborating closely on assignments and activities, and as much as possible, the work you do in one course will connect to the work you do in the other.

(Thanks to Ms. Michelle Garza for the use of your course description)

Required Textbook:

Recommended Textbook:

The Other Triad F Community Classes:
Political Science 2305. 280 U.S. Government Dr. Ross Tuesday/ Thursday 2:00 pm to 3:15 pm CI-138
English 1302.281 Tuesday/ Thursday 9:30 am- 10:20 am CCH-230
Seminar 1302.281 Dr. Calley Tuesday/ Thursday 8:00 am- 8:50 am IH-157
Seminar 1302.280 Dr. Calley Tuesday/ Thursday 9:30 am- 10:20 am

1302 Student Learning Outcomes
Upon completion of this course, students will be able to
- Apply principles of the writing process, including drafting, editing, and revision, to generate academic / professional documents
- Identify position, claims, and evidence in arguments
- Evaluate position, claims, and evidence in arguments
- Construct arguments on more than one side of an issue using sources and evidence
- Produce an introduction with a solid focus, direction, and purpose
- Cohesively integrate academic research to support the writer's purpose
- Integrate a citation system that is identifiable, functional, and consistent
- Connect ideas across disciplines

Major Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Journal</td>
<td>February 7th</td>
<td>15 pts. of grade</td>
</tr>
<tr>
<td>Literature Review</td>
<td>February 21st</td>
<td>15 pts. of grade</td>
</tr>
<tr>
<td>Midterm Portfolio</td>
<td>March 8th</td>
<td>10 pts. of grade</td>
</tr>
<tr>
<td>Student Position Paper</td>
<td>March 20th</td>
<td>15 pts. of grade</td>
</tr>
<tr>
<td>Research Essay</td>
<td>April 3rd</td>
<td>20 pts. of grade</td>
</tr>
<tr>
<td>End of Semester Portfolio</td>
<td>April 27th</td>
<td>15 pts. of grade</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>Daily</td>
<td>10 pts. of grade</td>
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Extra Credit Will Be Available

100 points total for the course. Grades break down as follows:
A= 100-90 pts.
B= 89-80 pts.
C= 79-70 pts.
D= 69-60 pts.
F= 59-0 pts.

**Major Assignment Description:**
Research Journal: The purpose of the journal is to 1) deepen your understanding of the topic as you proceed through your sources, 2) evaluate how reliable each source is, depending upon its slant, and 3) enter into an ongoing conversation or debate about your event/issue. This research journal is an annotated bibliography of sources. The topic for this research journal and the subsequent assignments is yours to choose. This topic must be decided upon by January 19th as you will be working on this topic throughout the semester. This is worth 15% of your final grade. The research journal is due on February 7th.

Literature Review: This is a discussion of your topic where you look at both sides of the topic. This is worth 15% of your final grade. The literature review is due on February 21st.

Midterm Portfolio: This is a collaborative assignment with your seminar instructor Dr. Calley and will be discussed as a part of Compinar (Composition + Seminar). It is worth 10% of your final grade in my class. The midterm portfolio is due on March 8th.

Student Position Paper: This paper will discuss your position on the topic you chose earlier this semester. In this argument, you will establish your position within the conversation. You will use sound evidence and reasoning to support this position in relation to other perspectives on the issue. This is worth 15% of your final grade. The student position paper is due on March 20th.

Research Essay: This paper will discuss your research that you have been doing throughout the semester. You will revise and edit the papers you have already written for this assignment and collate them into a cohesive argument. This paper will then be turned into a multi-modal presentation in which you use different presentation tools to present your topic and argument. This is worth 20% of your final grade. Topic essay is worth 5 pts. of final grade; the research essay is worth 10 pts. of the final grade; and the presentation is worth 5 pts. The research essay is due on April 3rd.

End of Semester Portfolio: This is a collaborative assignment with your seminar instructor Dr. Calley and will be discussed as a part of Compinar (Composition + Seminar). It is worth 15% of your final grade. The end of semester portfolio is due on April 27th.

In-Class Participation: This is based on your daily participation in classroom discussion, turning in homework assignments on time, attending class, arriving on time and prepared for the discussion. It is worth 10% of your final grade.

University and Course Policies.
Students are expected to abide by the Texas A&M Student Handbook and Code of Conduct. Please review these policies in the handbook or at the designated website. Plagiarism (or other forms of academic dishonesty), gender, race, or class insensitivity, and sexual harassment will
not be tolerated within this learning environment.

**Attendance Policy:**
Attendance is important for this class. If you miss a class please let me know in advance of the absence. An excused absence will not affect your grade. An absence will only be excused if it is university business (sports, conferences, etc.) or if you are sick and can provide a doctors note. Otherwise it is an *unexcused* absence, upon reaching 3 absences, please come see me.

**Punctuality:**
Arriving late and leaving early are distracting. Please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end of the meeting. If you are unavoidably late for class, please come into the room quietly and choose a seat closest to the entrance.

**Late Work Acceptance Policy:**
I will not accept late work unless you have notified me before the due date and I have agreed to the new due date. Otherwise, late work or absences may be made up through attending an Islander Event such as the Hispanic Heritage Month activities and other various events throughout the calendar year. You must write a one page reflection on the event you attended as well as provide the late homework (if that is what you are making up); if it is just an absence a 1 pg. Reflective letter will suffice.

**Electronic Devices:**
Class time should be used to engage with the material that is being presented and discussed. Please turn off all cell phones prior to class. Please do not bring ipods to class, and do not use class time to look at Myspace/Facebook or any other website that is not applicable to the assignment at hand. Violation of this policy will have a negative impact on your participation grade and may result in disciplinary action.

**Acceptance of Diversity:**
We are one of the most diverse campuses, in terms of racial identity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in terms of their identities: whether that is defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference is vital to your success for your professional and personal development in this class, on this campus, and in the global community.

**Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

**Academic Advising:**
The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Academic Honesty/Plagiarism:
The University will not tolerate plagiarism or any other form of intellectual/academic dishonesty. Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Regardless, work that is turned in for the course that is plagiarized will be failed. If you are unsure about your use of sources, please consult with me or visit the writing center (in the TLC, in Library 216) for advice on source documentation BEFORE the item is due. For this course, you must use either APA or MLA citation style. Any grammar handbook and many web sites have directions on correct citation.

Grade Appeal Process: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.

These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Course Schedule

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<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>1/10- No class!</td>
<td>1/12- First day! Go over syllabus and course expectations. Class introductions, discussion of possible topic :) Assign Reading: Swales, CARS in (WAW) (handout); and Ch. 1 pg. 1-36 in Everything's an Argument</td>
</tr>
<tr>
<td>1/24- Assign:</td>
<td>1/26- Assign:</td>
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<tr>
<td>1/31- Assign:</td>
<td>2/2- Exam 1 in Poli. Sci.</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>2/7</td>
<td>Research Journal Due!</td>
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<tr>
<td>2/14</td>
<td>Assign:</td>
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<tr>
<td>2/21</td>
<td>Assign: Literature Review Due!</td>
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<tr>
<td>2/28</td>
<td>Assign:</td>
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<tr>
<td>3/6</td>
<td>Fact or Fiction? Paper due in Poli. Sci. Assign:</td>
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<tr>
<td>3/13</td>
<td>Spring Break :)</td>
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<tr>
<td>3/20</td>
<td>Student Position Paper Due!</td>
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<tr>
<td>3/27</td>
<td>Assign:</td>
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<tr>
<td>3/29</td>
<td>Assign: March 30th is the last day to drop a class AND Proposal submissions due for FYRC</td>
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<tr>
<td>4/3</td>
<td>Research Essay Due!</td>
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<tr>
<td>4/10</td>
<td>Assign:</td>
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<tr>
<td>4/17</td>
<td>Assign:</td>
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<tr>
<td>4/24</td>
<td>First Year Research Conference (FYRC)</td>
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<tr>
<td>5/1</td>
<td>Last day of class!</td>
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<tr>
<td>5/1</td>
<td>Have a fantastic summer :)</td>
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