

English Composition II (1302)

Syllabus and Sequence

Overview and Expectations:

In the first 30 minutes of a ninety-minute class, students will read, narrate, and discuss how to apply what is learned from their resource texts. After each lesson, the students will have 60 minutes remaining to begin their assignments. Classes will occur twice weekly, with assigned readings and written work to be completed between sessions.

The course is a continuation of concepts introduced in English Composition I, but this course will focus on persuasive and argumentative research writing. Though students will begin the course using MLA, they may explore other citation styles, such as APA, based on their research topics.

Students **may not** use or reuse previous essay work.

Main Course Objectives:

To perfect:

- Critical thinking, close reading, and academic writing;
- Clear, coherent, confident, and effective written communication.

Student Learning Outcomes

Upon completion of English 1302, students should be able to:

- Identify rhetorical purposes/writing situation and methods of organization appropriate to topic, thesis, and audience;
- Collect, read, analyze, and use information from various sources, e.g., literature and history curriculum, current events, advertising, and the course texts;
- Write coherent essays observing appropriate grammatical, mechanical, and stylistic conventions;
- Write competently in the informative, analytical, and persuasive modes;
- Evaluate, edit, and revise at all stages of the writing process, which will manifest in perfected final draft submission

Lessons/Dates	Objective	Text Support	Writing Outcome
1-4 January 25 – February 19	The student will explore/review “Elements of Composition”	Chapters Six through Ten from <i>The Keys to Great Writing</i> (127-217)	The student will discuss and write four written evaluations from the text (Some due dates will be prior to the ASU semester at Ambleside, and posted in classroom.)
	The student will keep a daily journal for three weeks for the purpose of thinking critically of what he or she has read and pursuing ideas from their other courses.	Simultaneous to the first four lessons.	The student will participate in activities for the purpose of brainstorming, clustering, asking questions, and thinking critically. Journal will be submitted to the instructor January
5 February 22	The student will have an understanding of how to analyze arguments.	<i>The St. Martin’s Handbook</i> pages 236-45	The student will respond to text questions using the “Guidelines for Analyzing an Argument” from page 237. The student will create a flow chart using the Toulmin System (243-5) from a current event.

6 February 24	The student will have an understanding of fallacies (emotional, ethical, and logical)	Pages 245-51	The student will respond to Exercise 11.1 (249-51).
7 & 8 February 26	The student will have an understanding of critical analysis.	Pages 251-255	The student will write a critical analysis of "Lauryn Hill just Shares the Music" from page 255.
9 & 10 March 1 - 5	The student will have an understanding of visual arguments.	Pages 256-63.	The student will respond to Exercises 12.2 and 12.3, and submit examples of the three fallacies from advertisements.
11 & 12 March 8 - 12	The student will learn the various purposes for argument.	Pages 264-9	The student will respond to Exercises 13.1, 13.2, and 13.3.
13 & 14 March 22 - 26	The student will learn how to establish credibility through Aristotle's Appeals and their advantages in written and visual argument.	Pages 269-300	The student will respond to Exercises 13.4 through 13.11.
15-18 March 29 – April 2	The student will expand methods and skill in research.	Pages 302-10	The student will respond to Exercises 14.1 and 14.2. The result is research topic selection and preliminary writing.

19 & 20 April 12 - 16	The student will expand methods and skill in research.	318-79.	The student will explore various types of sources and strategize the best sources for the research topic. Sources should vary from books, academic journals, websites, interviews, or statistical data. Working bibliography (Works Cited/Consulted) must be submitted.
21 & 22 April 19 - 23	The student will learn how to integrate varied sources.	Pages 380-92	The student will create a first draft outline with synthesis strategy. (What goes where and with what).
23 April 26	The student will refresh on how to avoid plagiarism.	Pages 393-402	The student will discuss with peers and may share drafts for peer review in class.
24-30 April 27 – Final Examination Date	The student will draft their research paper.	Pages 403-14	The student will write a final essay, an exact word count.

Your semester work comprises 70% of your grade. Your final essay and supporting documents will make up 30% of your final score. Grades are determined using a rubric system on essays, containing six areas of measurement:

1. Content (50%)
2. Organization (10%)
3. Language/Coherence (10%)
4. Spelling, Grammar, and Mechanics (10%)
5. The Writing Process (10%)
6. Growing in Skill/Style (10%) (see website below for figurative language):

<https://www.litcharts.com/literary-devices-and-terms/figurative-language>

If you have questions or concerns, I am available at Ambleside School of San Angelo from 2:00 to 3:00 Tuesdays, or you may call or text me at 325-374-9802.

Per ASU's Requirements, please read the following statements:

Academic honesty:

Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student.

See the [Angelo State University Student Handbook](#), Part II B: [Academic Integrity](#) for more information.

[Academic Integrity](#)

[Plagiarism](#)

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

[Copyright Policy](#)

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Student Disability Services:

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting:

[Ms. Dallas A. Swafford](#)

Director of Student Disability Services

- ☐☐ 325-942-2047
- ☐☐ dallas.swafford@angelo.edu
- ☐☐ [Houston Harte University Center](#)

Title IX Statement

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator:

[Michelle Nicole Boone, J.D.](#)

Director of Title IX Compliance

- ☐☐ Michelle.boone@angelo.edu
- ☐☐ 325-486-6357
- ☐☐ [Mayer Administration Building 204](#)

Student Absence for Observance of Religious Holy Days :

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

Incomplete Grade Policy:

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.