ENG 1320. College Writing II Syllabus

Course Description
This course is a continuation of English 1310, with an emphasis on expository writing as a means of analyzing and understanding texts. The completion of several research papers is required.

More broadly, the class is meant to provide the skills and training necessary for you to analyze and craft compelling research-based arguments. Throughout this course, you will utilize the scientific method to ask and answer research-based questions. You will present your conclusions in a variety of formats and conventions you are likely to encounter in your academic and professional career. After completing this course, you should be able to observe, question, research, evaluate, draft, and revise an academic argument for any given subject, audience, and purpose.

Course Goals and Objectives

Communication Foundational Component Outcomes
Students will examine ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Philosophy and Goals of the Course
According to Department of English guidelines, the course is designed to attain the following objectives and outcomes:

- **Critical Thinking:** Students will demonstrate creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication:** Students will effectively develop, interpret and express ideas through written, oral and visual communication.
- **Teamwork:** Students will recognize different points of view and work effectively with others to support a shared purpose or goal.
- **Personal Responsibility:** Students will relate choices, actions and consequences to ethical decision-making.

Required Textbooks
Title: *Everything's an Argument*

Edition: 7th Edition

Author(s): Andrea Lunsford and John Ruszkiewicz

Publishers: Bedford/St. Martin's

ISBN: 9781319085759

Buy it [Texas State University Bookstore](#).

*Everything's an Argument* will be our primary instructional text for the course. From publisher’s description: "*Everything's an Argument* teaches students to analyze the arguments that surround them every day and to create their own. This best-selling text offers proven instructional content by composition luminaries Andrea Lunsford and John Ruszkiewicz, covering five core types of arguments."
Title: The Bedford Handbook

Edition: 10th Edition

Authors: Dianna Hacker and Nancy Sommers

Publisher: Bedford/St. Martin's

ISBN (13): 978-1457683039

Buy it at the Texas State University Bookstore.

The Bedford Handbook, 10th edition, is a comprehensive guide to writing—is required for all sections of English 1310 and 1320. You will find this book useful not only in first-year English but in any course that requires writing. Regard the book as an essential reference tool—a resource to keep at hand as you draft, revise, and edit your papers.

The following table suggests several particularly useful sites that you may want to mark by placing small post-it notes or post-it tabs on the indicated page in your handbook.
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Additional Materials (provided within the course)

It’s difficult enough to ensure that a teacher and student communicate effectively in the classroom, and it’s even more challenging when they never meet face to face. Because I can’t visually confirm your understanding by your expression or motions, and because I can’t pause the lesson for questions, I have no way of knowing if we’re on the same page.

Therefore, it’s important that, at the outset, you clearly understand how this course operates and how to interpret this course packet, and that you email me any questions right away. To this end, please keep the following notes in mind.

Course Packet Readings

- In this course, mandatory readings are comprised of the course packet (which is the Modules portion of the Canvas site), selected chapters from our 2 textbooks, podcasts that I’ve created for you, and additional multimedia content from Youtube.
Please read every section and sub-section of the course packet as though you were listening to a lecture. These sections will include critical explanations, applications, and analysis of the course material. In my grading, I'll evaluate your mastery of the approaches I’ve taught, so it’s important for you to read, and follow along with, my approach to the material.

Podcasts

- When prompted in the course packet, listen to the corresponding podcast that I’ve recorded, and follow along with the verbal instructions. While most podcasts review the material already covered in the textbooks and course packets, I believe this additional practice is important for you to understand how the course fits together and how to apply the lessons.

- Also, please follow along with podcast activities, which I’ll verbally announce in the podcast. While I won’t collect these, I wouldn’t waste your time, or mine, if I didn’t think these activities would help you grow as a writer, and earn a higher grade.

- Occasionally, I’ll add additional podcasts in response to a critical mass of student questions, so if you’d like a podcast on anything else, let me know, and I’ll consider creating one when possible. At the very least, you’d be helping future students.

- Podcasts can be found by clicking the Podcasts tab in the applications menu of the Canvas site. There you’ll find podcasts titled by the corresponding unit and podcast number you found in the course packet instructions.

Textbooks

- I’ll often abbreviate the names of our 2 textbooks. Everything’s An Argument will be referred to as “EA”, and the Bedford Handbook as “BH”.

- Sometimes, I’ll suggest additional reading that is not mandatory. It will merely serve as additional practice or context for a lesson, if you’re interested in further mastery.

- However, anytime that EA or BH are underlined, in conjunction with a chapter or section number, the corresponding reading is mandatory. I’ll also explain that you must read it in the instructions, but just in case you skip over some text, keep in mind that you’re responsible for all chapters and sections that are underlined.

- Sometimes I’ll assign just 1 or 2 sections from a chapter, and will indicate this in the instructions, so read carefully. Unfortunately, since many of you will be using an electronic edition of the text(s), it’s not useful to specify page numbers. Instead, you’ll have to find the section heading I’ve identified, and read the corresponding selection.

Activities

- Most readings and many videos will be followed by an “Activity”, which will prompt you to apply lessons to your own writing, or complete exercises as directed in your textbooks. The most successful students will complete all Activities, but you will not submit all of these assignments for a grade. There will only be a few activities, labeled “Required Work”, that will be graded (more on that in the next section). But again, I highly recommend that you complete all activities, regardless of whether you submit them, because your efforts will be reflected in your final papers.
Items submitted for a grade

- At the end of every unit, you will submit a major Assignment for a grade. These assignments will consist of some form of writing project, as indicated in the respective end-of-unit Assignment prompt. You can also find Assignment prompts on the relevant Assignment submission page.

- In addition to the writing Assignment that will conclude every unit, you will occasionally be asked to submit “process work” that you completed at some point during that unit’s lesson.

- Whenever an activity in the course packet must be completed and submitted for a grade, alongside the end-of-unit assignment, the heading of the module will state, “Required Work”. The instructions on that page will also remind you that this must be submitted at the end of the unit. Finally, at the end of the unit, the prompt sheet will also list all the requirements of the end-of-unit Assignment, including any required work that must be turned in with the paper. Read the submissions requirements carefully to ensure that you submit all required materials.

Assessments and Grading

Given that this course operates in an online, self-paced environment, it will function a bit differently than a traditional 1320 face-to-face course. One of the main differences is that you have far more freedom in choosing how quickly you move through the 6 units. This means that you must exercise far greater personal responsibility and organization than a face-to-face student whose progress is constantly being monitored during regular class meetings. Still, because the idea of “process” is so fundamental to research and to this course, and requires forward planning and scheduling, rather than last minute cramming, you will occasionally need to demonstrate your progress here as well, through the creation of your own course calendar and personal goal sheet at the conclusion of this first unit, as well as process work later in the term.

For starters, you must complete Unit 1 within the first 2 months of joining the course. Once you have submitted a course calendar at the end of Unit 1, you are expected to abide by these deadlines, and it is your responsibility to notify me if you would like to deviate.

Whenever you submit an assignment, you should expect to hear back from me within roughly 1 week. Likewise, you are responsible for responding to my emails within 1 week of receiving them.

You may not resubmit an assignment after it has been graded.

Assessment

There are 6 units in this course, culminating in 4 final drafts of academic papers. They are as follows:

<table>
<thead>
<tr>
<th>Unit Sequence and Title</th>
<th>Major Corresponding Assignment(s)</th>
<th>% of overall grade^</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Introduction to the Course*</td>
<td>A. Reflection on your personal preparation and goals for this course</td>
<td>5%</td>
</tr>
<tr>
<td>Unit Sequence and Title</td>
<td>Major Corresponding Assignment(s)</td>
<td>% of overall grade^</td>
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<tr>
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<tr>
<td>*Unit must be completed within 1 month of your registration date</td>
<td>B. Detailed course calendar*</td>
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<td></td>
<td>*Graded based on completion</td>
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<tr>
<td>2.) Introduction to Research and Causal Arguments</td>
<td>Causal research paper, with applicable process work.*</td>
<td>5%</td>
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<td></td>
<td>*Graded based on completion</td>
<td></td>
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<tr>
<td>3.) Revision and Troubleshooting</td>
<td>Revision and Extension of Assignment 2</td>
<td>20%</td>
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<tr>
<td>4.) Primary Research</td>
<td>IMRAD paper, with process work</td>
<td>25%</td>
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<tr>
<td>5.) Extended Academic Research</td>
<td>Long form academic paper (Paper 3), with an annotated bibliography</td>
<td>30%</td>
</tr>
<tr>
<td>6.) Reflection (Final)</td>
<td>Informed and thoughtful reflection about the progress of your research and writing throughout the semester.</td>
<td>15%</td>
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</table>

^Minor assignments may be included in the Unit grade as well. When applicable, they will be calculated as a percentage of the Major Corresponding Assignment grade, and will be calculated per the associated rubric.

Grading Scale
A = 89.5% and Above
B = 89.4% - 79.5%
C = 79.4% - 69.5%
D = 69.4% - 59.5%
F = Below 59.5%

Academic Integrity
The Texas State Academic Honor Code applies to all Texas State students, including correspondence students. The Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the Texas State Student Handbook, Violation of the Honor Code includes, but is not limited to, cheating on an examination or
other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic work signifies outcome and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging in any of the following activities:

- copying from another student’s test paper, laboratory report, other report or computer files, data listing, programs, or from any electronic device or equipment;
- using, during a test, materials not authorized by the person giving the test;
- collaborating, without authorization, with another person during an examination or in preparing academic work;
- knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- bribing another person to obtain an unadministered test or information about an unadministered test;
- purchasing, or otherwise acquiring and submitting as one’s own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist.

Plagiarism in general means, but is not limited to, the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written, oral, visual, or the performance of an original act or routine that is offered for credit.

Collusion in general means, but is not limited to, the unauthorized collaboration with another person in preparing written work offered for credit.

Abuse of resource materials in general means, but is not limited to, the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

Please cite all unoriginal material through the use of standard bibliographical practice as explained through the Alkek library site.

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

To learn more, review the Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8.
How to Be Successful in this Course

Completing this course successfully will require time and effort on your part. Accordingly, I’ve compiled the following list of study practices that I believe will help you to be successful in this course:

- **Realize that you cannot cram this material.** Slow and steady wins the race. Please do not try to complete this course in an unreasonably short period of time. One of your first tasks in this course should be to prepare a schedule and stick to it. (The Course Study Schedule you will create in Unit 1 will help you do this.) **I suggest you plan to cover no more than two lessons per week.** Be careful about stepping away from the course material for an extended period of time.

- **Make a Plan.** Self-motivation is necessary for successful completion of this course; no one will be pushing you but you. Use the Course Study Schedule you will create in Unit 1 to help you identify target dates and chart a path for progressing through the course, including when you’ll complete each homework, project, chapter test, and exam. You will benefit the most by completing the assignments in the sequence shown on the study schedule. Also, as you plan your submission dates, remember that I have five business days from the date of receipt to grade your projects, midterm exam, and final exam. Life happens; update your schedule as needed.

- **You are not alone.** Though self-paced courses offer tremendous convenience for students, they also leave some students feeling isolated. Remember that I am here to help. If you have questions about the course content or structure, please email me via the Mail tool in the left-hand navigation menu.
You can also visit the useful links to reference materials, interactive activities, and videos provided in the lessons. If you're on campus, remember also that you can use SLAC, and the Writing Center.

- **You have ODEL.** Please feel free to visit, call, or email the Office of Distance and Extended Learning for additional help. Our year-round office hours are: Monday – Friday, 8am – 5pm.
  
  - **Visit Us!** Academic Services Building – North, 302. Conveniently above the Math Lab and Writing Center
  
  - **Email:** corrstudy@txstate.edu
  
  - **Call:** 512-245-2322 or 800-511-8656

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**Begin!**

**Begin your study!**

There are 6 Units in the course, and you will complete them sequentially, one at a time. Please do not submit the end-of-unit assignment for any Unit until you have received feedback and grades for the previous unit's assignments.

It's time to begin your first unit. On the vertical Canvas site menu, which can be found on the left side of your screen, please navigate to "Modules".