

ENG 1320

Home



ENG 1320

COLLEGE WRITING II

TEXAS
STATE
UNIVERSITY



Start Here



Syllabus



Modules



Pacing Guide

Welcome to English 1320: College Writing II

Course Overview

Prepare for an exciting journey that builds upon the skills learned in English 1310. In this course, we'll dive deep into the art of expository writing, which is a powerful tool for analyzing and synthesizing texts and gaining a deeper understanding of them. What's more, you'll have the opportunity to explore the scientific method, learn to ask thought-provoking research questions, and showcase your research skills. Throughout this 6-month correspondence course, you'll tackle various writing assignments, all of which require proper documentation and citation. English 1320 is all about empowering you to become a confident and skilled writer. Let's dive in and uncover the wonders of the written word!

Course Instructor



Connor Patrick Wilson



Teacher
cw1515@txstate.edu
Virtual office hours by appointment only

Ready to begin?

Click [Start Here](#) in the navigation bar above to begin your course.

Returning to this course?

Click [Modules](#) in the navigation bar above or in the left-hand course navigation and resume where you left off.

Questions about the course?

You are encouraged to contact your instructor with any concerns, questions, or problems.

- Email communications will be responded to within 48 hours during weekdays. Weekend emails may take longer.
- To ensure timely delivery of all e-mails related to this course, you must use your official Texas State Bobcat Mail email address.
- Please feel free to reach out to your instructor regarding any questions or concerns you may have regarding course assignments or grades at cw1515@txstate.edu,

You may contact Online and Extended Programs for course technical issues using the

- email address provided below:

✉ Email: corrstudy@txstate.edu

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#).

Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.

Many users encounter fewer problems when they **use Chrome** to access Canvas courses.

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)
- Click Help in the left navigation of any Canvas course

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



The Office of Distance and Extended Learning

FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

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.

Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic [misconduct](#).

Please cite all unoriginal material through the use of [standard bibliographical practice](#) 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.

Academic work signifies outcomes 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 or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, 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;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism

in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged 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 any 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 content.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) as explained on 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.

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materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

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Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](#) at corrstudy@txstate.edu of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

ENG1320 College Writing II

Faculty Name: Connor Wilson

E-mail: cw1515@txstate.edu

Tel: 512-245-3821

Office Location: Flowers Hall 251

Office hours: Virtual- by appointment only (email instructor to make an appointment request)

Course Description

Continuation of English 1310. Expository writing as a means of analyzing and understanding texts. Research paper required. Requirements in sophomore English must be completed before a student takes any advanced work in English. (MULP) (MULT).

Scope and Nature of the Course

English 1320 is a continuation of English 1310, with emphasis on expository writing as a means of analyzing, synthesizing, and understanding texts. In this course you will learn to read critically and to draw on written sources to support your ideas. All papers in the course are documented, with at least one of them requiring the use of several secondary sources.

English 1320 requires a minimum of 5,000 words of graded writing. The length of papers and projects in English 1320 will vary but will include one 1,250-word paper that incorporates secondary research. For English 1320, you will be citing your sources using a standard citation system. The final exam is in addition to the 5,000-word minimum. Besides the papers you submit for a grade, you will do a good deal of other writing in the course, including drafts, commentaries on others' work, and reactions to reading assignments. You will also be asked to complete additional writing assignments.

After completing English 1320, you will be able to draft, revise, and edit texts in which you demonstrate the ability to understand and analyze a variety of texts; quote, paraphrase, and summarize print and/or online sources to support your ideas; and use standard procedures of citation and documentation.

Course Objectives /Outcomes

At the end of ENG 1320 Students should be able to:

1. Analyze a variety of texts.
2. Use print and/or online sources to support their ideas.
3. Use standard procedures of citation and documentation.

General Education Learning 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.

Course Materials

Title: [*EmpoWord: A Student-Centered Anthology & Handbook for College Writers*](#)

Author(s): Shane Abrams Publishers: Portland State University Library. The book will cost you nothing. Because assignments are listed with page numbers, [download the PDF version.](#)

Assessments, Assignments, 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.

Be sure to complete the Course Pacing Guide within two weeks of your course start date. Once you have submitted your pacing guide at the end of the Start Here module, you are expected to abide by those deadlines, and it is your responsibility to notify me if you would like to deviate.

Students are not allowed to turn in more than two assignments per week. All assignments must be submitted through Canvas; assignments turned in to the faculty member directly will not be graded.

Communication Policy

Use your Canvas inbox for all email communications. Any email will be responded to within 48 hours (2 days), not including holidays or weekends. Specific instructor contact information can be found on the homepage of your Canvas course.

Students Requiring Accommodation through the Office of Disability Services

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Course Outline

Unit Sequence and Assessment

There are 6 content units in this course, culminating in 4 final drafts of academic papers and a comprehensive multimodal presentation. You will also complete process assignments as you proceed through each module, which will be included in the grade you receive for each unit. The course breakdown is as follows:

Unit Sequence and Title	Major Corresponding Assignment(s)	% of overall grade
Unit 1: Start Here Module	Course Pacing Guide, Introductory Letter, and Unit Quiz	5%
Unit 2: A Narrative of an Epiphany	Story of a Personal Epiphany (Essay #1) and Process Work	15%
Unit 3: Causal Argument	Causal Research Paper (Essay #2) and Process Work	20%
Unit 4: Primary Research	Submit Methodology, Primary Research Paper (Essay #3) and Process Work	25%
Unit 5: Proposal Argument	Proposal Argument (Essay #4) and Process Work	25%
Unit 6: Presentation (Final)	Multimodal Presentation of Essays #1-4	10%
		Total= 100%

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%

Overview



Introduction

After completing English 1310, you should be comfortable with the basics of academic writing and communication. This course will introduce concepts related to research and investigation, but our first unit of English 1320 will focus on writing in a narrative mode. You will produce an essay commenting on a social issue of your choice with personal anecdotes as the basis. Throughout this course, you will engage in process work, which involves

completing various tasks and activities related to each unit's topics. These process work assignments will be submitted alongside each unit's essay, allowing you to apply your understanding of writing, and the work you do will serve as a basis for your future research projects in this class. You will also write a rough draft for each essay, then revise it using feedback from a peer reviewer. In future modules, you will learn to expand your writing with research, both primary and secondary.

During this class, you will learn about how to cite sources according to the MLA (Modern Language Association) handbook. However, this is not the only standard used in academics. We will not be covering the APA (American Psychological Association) style guide, but if you feel more comfortable using it, you are free to use it for your coursework.



Objectives

Upon completion of this unit, you will be able to:



1. Develop a thesis.
2. Write an essay in the narrative mode.
3. Use descriptive language.
4. Provide feedback to a provided text.

5. Revise work using feedback.
6. Use personal experience to examine a systemic problem in the world today.



Readings

Required:

- [EmpoWORD](#) 
 - Chapter 1 pp. 57-81
 - Chapter 3 pp. 112-118
 - Appendix A pp.455- 469
 - Breathing Easy pp. 106- 109
 - Slowing Down pp. 119-122
 - Untitled pp. 122-126
 - Idea Generation: Mapping an Autobiography pp. 97-98
- (Chapter VII) Douglass, F. (1845). [Narrative of the life of Frederick Douglass, an American slave](#) 



Assignments

When approaching module assignments, carefully read the instructions and ensure you understand the requirements. Break down the tasks into manageable steps, create a timeline, and allocate sufficient time for research, drafting, and revision if needed.

- Process Work
 - Mapping an Autobiography
 - Practice Feedback and Revision of "School: A Place for Learning, Not for Fear"
 - Essay #1 Rough Draft
 - Completed Peer Review Form
- Essay #1: Story of a Personal Epiphany (Final Draft)

The course materials will refer to the major project for each unit, so you should read through the prompt for the essay before proceeding in order to understand what you will be asked to do and what the expectation for each assessment is.