

**ENGLISH 165W
COMPOSITION II**



**DR. PAUL W. CHILD
SUMMER 2008**

**ENGLISH 165W
COMPOSITION II
SUMMER 2008
(THREE SEMESTER CREDIT HOURS)**

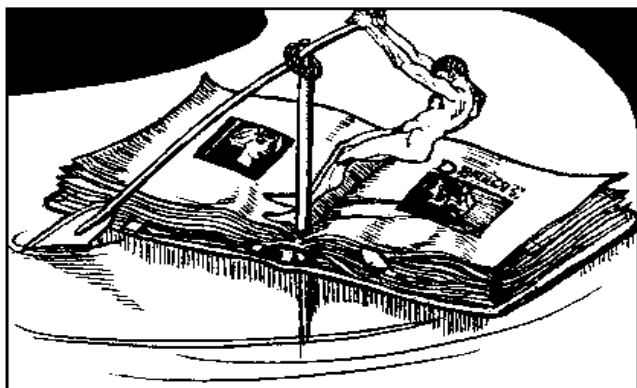


**DR. PAUL W. CHILD
CAMPUS OFFICE: EVANS 204
TELEPHONE: 936-294-1412
E-MAIL: ENG_PWC@SHSU.EDU**

**CLASS DAYS AND TIMES:
MONDAY-FRIDAY 10:00 A.M. TO 11:50 A.M.**

LOCATION: EVANS 358

**OFFICE HOURS: M T W T H 12:00 A.M. TO 1:00 P.M.
AND BY APPOINTMENT**



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ENGLISH 165 W SUMMER 2008 DR. PAUL W. CHILD

COURSE DESCRIPTION

ENG 165, Composition II, continues the study of skills and methods used in writing university-level essays, with an emphasis on researched argument and persuasion. This course emphasizes the development and support of effective argumentation, including researching and using support from various sources. It also includes an oral report component. ENG 165 is the second half of Sam Houston State University's two-semester freshman composition sequence.

COURSE OBJECTIVES

Through a sequence of reading and writing and workshop assignments, you will learn to

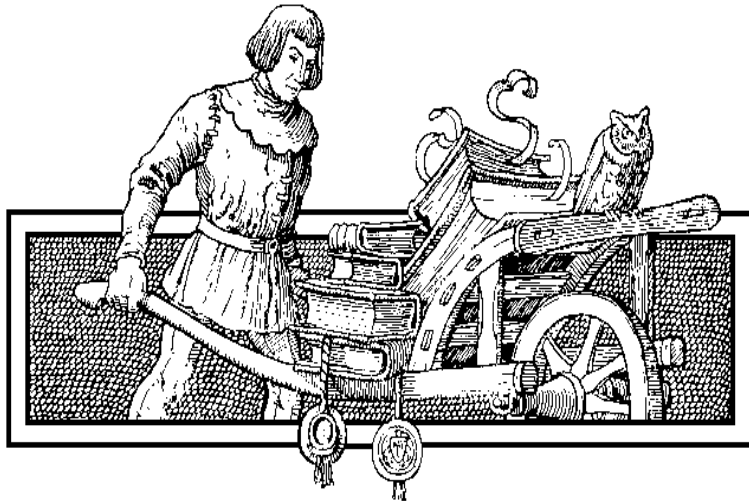
- strengthen your composing process,
- strengthen your argumentative skills,
- strengthen your analytical reading and critical thinking skills,
- strengthen your ability to conduct research, and
- strengthen your oral presentation skills.

CREDIT VALUE

Three semester credit hours

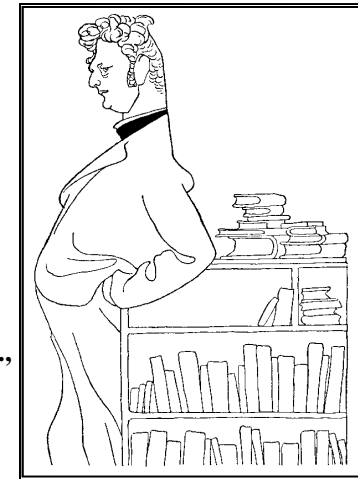
PREREQUISITE

Completion of ENG 164 with a grade of *D* or higher



POLICIES AND REQUIREMENTS

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EXTENSION 4-1412
ENG_PWC@SHSU.EDU
OFFICE HOURS: M T W Th
12:00 A. M. TO 1:00 P.M.,
AND BY APPOINTMENT



I. CLASS MEETING TIME AND LOCATION

English 165.04 M T W Th F 10:00 a.m. to 11:50 a.m. Evans 358

II. TEXTS AND MATERIALS

REQUIRED

Ronald F. Lunsford and Bill Bridges. *The Longwood Guide to Writing*. 2nd custom edition. Pearson Custom Publishing, 2008. ISBN 0-536-51181-0.

Diana Hacker. *A Pocket Style Manual*. 5th edition. Bedford/St. Martin's, 2008. ISBN 978-0-312-45275-9.

You must purchase or otherwise procure the required texts for this class. Get your book right away, before the bookstores return unsold copies to their distributors. You must bring the books to class every day.

To assure me that you have, in fact, procured the books for this class, I ask that you show them to me on or before Thursday, June 5.

RECOMMENDED

A good collegiate dictionary (e.g., one of the Webster's series or *The American Heritage Dictionary of the English Language*).

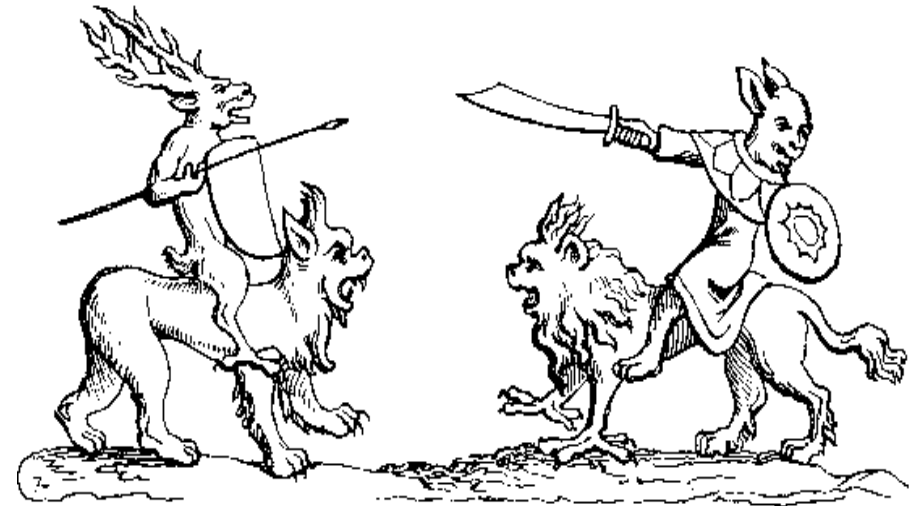
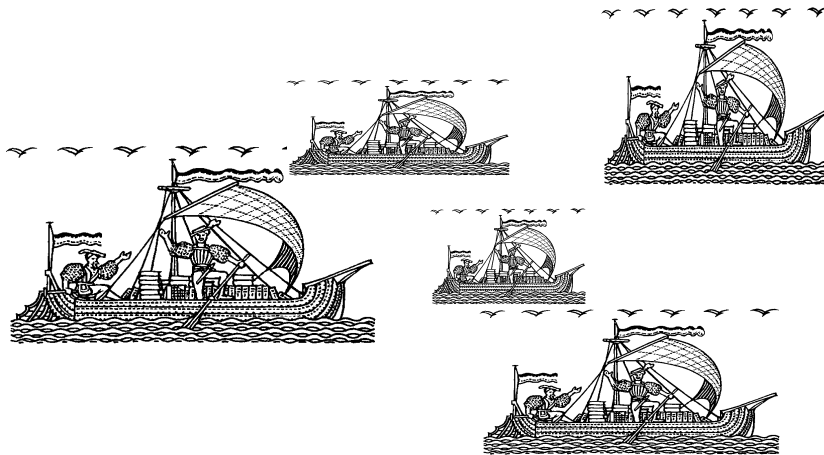
III. COURSE REQUIREMENTS (WITH APPROXIMATE RELATIVE VALUES) *

Because ENG 165W is a “Writing Enhanced” course, at least fifty percent of the semester’s grade must be based on writing. In this course, at least *sixty* percent of your grade will derive from writing. A breakdown of grades follows:

| | |
|-------------------|------------------|
| Essays | 30% collectively |
| Research Project | 20% collectively |
| Quizzes | 15% collectively |
| Oral Presentation | 15% |
| In-Class Writing | 10% collectively |
| Final Exam | 10% |

IV. OPPORTUNITIES FOR EXTRA CREDIT

None. There are too many other ways to succeed in this class.



V. ATTENDANCE POLICY (NON-NEGOTIABLE)

Since you have decided to take this class at this time, I presume that you *want* to be here. Accordingly, I expect that you attend class *every* day. Life being what it is, however, you are allowed *two* absences before your final grade begins dropping incrementally. After those two, an *A* becomes a *B*, a *B* becomes a *C*, and so forth. The clock begins ticking as soon as your name appears on my roster.

Except in the case of a university-excused absence (for which I should receive formal documentation), I do not distinguish between excused and unexcused absences. Please—no doctor’s notes, hospital vouchers, death certificates, court summons, or long tales of woe!

An extended illness does not excuse you from this policy; my rationale is that if you are too ill to attend all classes, you should withdraw from your courses and try them again when you can attend without distraction or dis-ease.

If you have a job or other extracurricular distractions that will prevent your attending class regularly and submitting all assignments on time, please take another class and try this one again in a later term.

* To receive credit for the course, you must submit/complete all of these major requirements.

VI. LATE ARRIVAL, EARLY DEPARTURE

Arriving late is both disruptive and impractical. So for the protection of your fellow students (and myself), I count every two instances of tardiness as one absence. You are tardy if you arrive after I begin making announcements or lecturing. If you arrive too late to take a quiz, you will not be allowed to take the quiz.

Do not leave class early unless you provide me with a formal note *before class begins* explaining the reason for leaving. If you stay less than half the class, of course, you are absent for the day.

VII. GRADES AND YOUR STANDING IN THE CLASS

Each essay will be graded on a numerical scale, which will translate into standard letter grades *A* through *F*: 90-100 (*A*), 80-89 (*B*), 70-79 (*C*), 60-69 (*D*), 0-59 (*F*).

You may drop this class up until 5:00 p.m. on Monday, June 30. Sometime before then, I will make up a spread sheet with your averages so that you know where you stand in the class to that point. While I would never encourage anyone to drop a class, except in a case in which excessive absences make your passing impossible, the spread sheet average will help you make a better-informed decision about your possibilities for success in the course.

I will post grades confidentially on line no later than 9:00 a.m. on Wednesday, July 2, the deadline set by the Office of the Registrar.

VIII. QUIZZES

To assure me that you have made an honest attempt to read the assigned materials and to attend and take purposeful notes during classes, I will give you a quiz on almost every meeting day. The quiz will cover material from the previous class and any assigned reading. As necessary, I may begin including open-book questions.

The quiz average will count 15% of your final grade. For further information, see the make-up policy, below.

IX. IN-CLASS WRITING

After the first week, during which we will be discussing the research project, you should expect to do about fifteen minutes of in-class writing (almost) every day. Although prompts will vary, the writing will—at least in theory—guide you toward the assigned formal papers.

Each in-class writing assignment will be checked, as follows, with numerical equivalents: check (9.0), check-plus (10), check-minus (6.5), missing assignment (0). In-class writing will count 10% of your final grade. For further information, see the make-up policy, below.

X. MAKE-UP POLICY

Because of the difficulties for me in keeping track of the daily performance of many, many students, there are no make-ups for quizzes or in-class writing assignments. If you miss a quiz because of an absence, you will receive a “0.” But you will be allowed to drop one reading quiz grade at the end of the term; similarly, if you miss an in-class writing assignment, you will receive a “0” for the assignment but will be allowed to drop one grade

You should try always to avoid missing an examination date, of course. In the rare case that you must miss such a day, however, give me substantial notice; I’d rather not hear about your absence after the fact. We will arrange for you to make up the examination before the next class period of attendance.



XI. PLAGIARISM AND ACADEMIC MISCONDUCT

It is academically dishonest, and often illegal, to present someone else's ideas or writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources unless you properly document those sources. Documentation includes marking quotations as well as providing notes, citations, and a reference list. If you receive assistance from a source other than your instructor, your colleagues in the class, or The Writing Center, then you must acknowledge that assistance. Identify the source and the nature of the assistance in an acknowledgments note at the end of the assignment. Failure to acknowledge constitutes academic misconduct. In addition, it is academically dishonest to submit your own previously written work for a current assignment or to submit an assignment in more than one class without the prior permission of the instructors.

You will be held responsible for furnishing upon request all the sources and preliminary work (notes, rough drafts, etc.) that you used to prepare written assignments. If you cannot produce those materials upon request, the assignment will be considered incomplete and so will not fulfill the requirements. You will be given the opportunity to redo the assignment on a different topic, one you negotiate with your instructor.

You are responsible for protecting your own work. It is your responsibility to ensure that other students do not copy your work or submit it as their own. Allowing your work to be used in this manner constitutes academic misconduct.

Plagiarism and academic misconduct of any kind may constitute grounds for failing this course and may result in further disciplinary action according to university policy. Consult the *SHSU Student Handbook* regarding your responsibilities and rights concerning plagiarism and academic dishonesty. (In addition, writing textbooks often contain useful discussion of plagiarism.)

Your instructor may require that you submit all of your essays to a plagiarism detecting service such as turnitin.com. Your enrolling in the course and electing to stay in that section constitutes your agreeing to submit your work as your instructor requires.



XII. CLASSROOM COMPORTMENT

Please observe the customary classroom courtesies. I will merely paraphrase the University's policy statement here: Students will avoid any classroom conduct that intentionally or unintentionally disrupts the learning process and thus impedes the missions of the University. Please turn off or mute your cellular phone before class begins, and do not check phone messages or text-message during the class session. Remove iPod buds from your ears before class begins: **PUT ALL ELECTRONIC GEAR OUT OF SIGHT AT THE BEGINNING OF CLASS; KEEP IT OUT OF SIGHT.**

You should not eat in class; use tobacco products; make offensive remarks; belittle other students; make remarks about fellow students or class under one's breath (your professor has a remarkably good sense for hearing whispers); read newspapers or do work for other classes; sleep (ouch); talk with fellow students (or to yourself!) at inappropriate times; wear inappropriate clothing; or engage in any other form of distraction.

If you engage in disruptive or otherwise inappropriate behavior in the classroom, I will ask that you leave the room. Continued behavior of this sort will result in dismissal from the class and referral to the Dean of Students for disciplinary action.

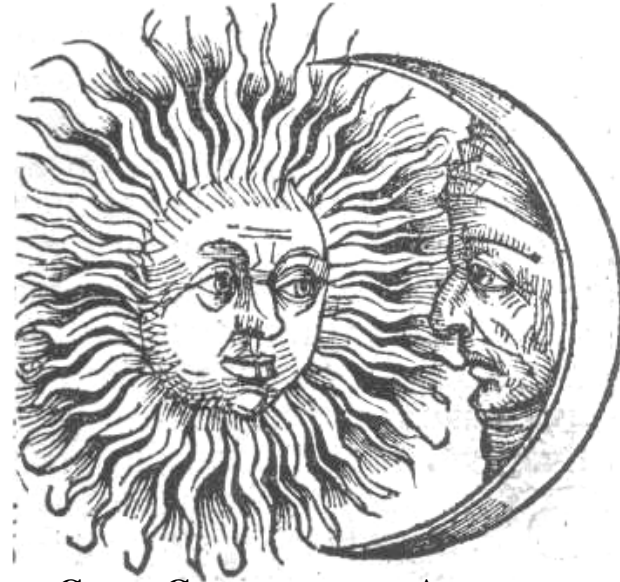
XIII. ADDENDA

Students with Disabilities: Sam Houston State University responsibly observes the Americans with Disabilities Act. If you have a disability that may adversely affect your work in this class, please register with the SHSU Counseling Center and talk with your professor about how he can best help you. All disclosures of disabilities will be kept strictly confidential. No accommodation can be made until you register with the Counseling Center, however. Contact the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, by calling (936) 294-1720.

Observance of Religious Holy Days: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself or herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s) no later than Friday, June 6. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

E-Mail Policy: I am always happy to answer questions or address concerns by e-mail (eng_pwc@shsu.edu). But in e-mailing, please address me ("Dear Professor Child"), and identify yourself clearly. (Thank you.)

And Finally: I reserve the right to make minor changes in the syllabus.



CLASS CALENDAR AND ASSIGNMENT SCHEDULE

Unless indicated otherwise, we meet for class on all of the days listed below. Complete the reading and writing assignment for the indicated date. You should expect a daily quiz covering both any assigned reading and lecture material from the previous class.

For reading assignments from Lunsford and Bridges (L & B), read all instructional text, sample essays, and questions for review in the assigned pages. You may skip the writing opportunity sections.

TUESDAY, JUNE 3
Course Introduction

WEDNESDAY, JUNE 4

THURSDAY, JUNE 5
Reading Assignment: L & B: 577-603
Deadline for Presenting Texts

FRIDAY, JUNE 6

MONDAY, JUNE 9
Reading Assignment: L & B: 347-78
Research Assignment: Submit Preliminary Bibliography

TUESDAY, JUNE 10

Reading Assignment: L & B: 386-95

WEDNESDAY, JUNE 11

THURSDAY, JUNE 12

Research Assignment: Present Sources in Physical Form

FRIDAY, JUNE 13

No Class

MONDAY, JUNE 16

Writing Assignment: Evaluation Essay Due

Reading Assignment: L & B 413-25

TUESDAY, JUNE 17

Reading Assignment: L & B 440-73

WEDNESDAY, JUNE 18

Reading Assignment: L & B 485-96



THURSDAY, JUNE 19

Reading Assignment: L & B 507-19

FRIDAY, JUNE 20

No Class

MONDAY, JUNE 23

Writing Assignment: Position Essay Due

Reading Assignment: Jessica Mitford, "Behind the Formaldehyde Curtain" (handout), Judy Syfers, "I Want a Wife" (handout)

TUESDAY, JUNE 24

Reading Assignment: John Lempesis, "Murder in a Bottle" (handout), William F. Buckley, Jr., "Why Don't We Complain?" (handout), A.M. Rosenthal, "No News from Auschwitz" (handout)

WEDNESDAY, JUNE 25

Research Assignment: Submit Annotated Bibliography

THURSDAY, JUNE 26

Oral Presentations

FRIDAY, JUNE 27

Oral Presentations

MONDAY, JUNE 30

Oral Presentations

TUESDAY, JULY 1

Writing Assignment: Persuasion Essay Due

Final Examination

PAPER ASSIGNMENT ONE: EVALUATION ESSAY (10%)

ASSIGNMENT:

Write an essay of no fewer than three *full* typed pages in which you evaluate what you see as the ideal career or job for you. After an arresting and informative introduction, the paper should establish three prominent criteria upon which you base your evaluation of the career or job. Support each criterion with detail, examples, and reasons. Having established the criteria, then make an argument about how the career or job that *you* have in mind satisfies them. (And make this paper interesting.)

DUE DATE:

Submit the essay in physical form no later than the beginning of class on Monday, June 16. No electronic submissions. Give yourself time to finish, polish, print, and negotiate any computer disasters well before the submission deadline.

NOTE ON DOCUMENTATION:

While this is not a research paper per se, you may use either print or electronic sources for the paper. *But* be sure to document these sources conscientiously, so as to avoid plagiarism. For guidelines on documentation formats, see Lunsford and Bridges, pages 598-618, and Hacker, pages 107-27.

NOTE ON MANUSCRIPT FORMAT:

This essay, like all others submitted for credit in the class, should follow MLA manuscript format strictly. Hacker outlines this format on pages 148-50. Follow the guidelines on those pages and the models on pages 151-54 *exactly*.

PENALTIES:

Late paper: Minus ten points each calendar day
Failure to follow MLA manuscript format *exactly*: Minus five points

PAPER ASSIGNMENT TWO: POSITION ESSAY (10%)

ASSIGNMENT:

Write an essay of no fewer than three *full* typed pages in which you show where you stand on the following proposal: University students should be allowed to carry guns into the classroom for their own protection. Remember that, in demonstrating that you are well-informed about the issue, you should acknowledge that there is another side. While a position paper may not attempt to persuade an opponent to change his or her stand on the issue, it *does* present the writer as well-informed, reasonable, and responsible. Avoid mere opinion and emotional appeal in making your case. (And make the paper worth reading.)

DUE DATE:

Submit the essay in physical form no later than the beginning of class on Monday, June 23. No electronic submissions. Give yourself time to finish, polish, print, and negotiate any computer disasters well before the submission deadline.

NOTE ON DOCUMENTATION:

While this is not a research paper per se, you may use either print or electronic sources for the paper. *But* be sure to document these sources conscientiously, so as to avoid plagiarism. For guidelines on documentation formats, see Lunsford and Bridges, pages 598-618, and Hacker, pages 107-27.

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Failure to follow MLA manuscript format *exactly*: Minus five points



PAPER ASSIGNMENT THREE: PERSUASION ESSAY (10%)

ASSIGNMENT:

Write a persuasive essay of no fewer than three *full* typed pages in which you take up one of the following controversial prompts:

If you are religious, try to persuade an atheist about the value of religion.

OR

If you are atheist (or agnostic), try to persuade a religious person of the folly (or uncertainty) of religion.

In attempting to persuade, you may use emotional appeals. But carefully consider the audience that you are addressing and what sorts of appeals and evidence she or he will expect in order to be persuaded.

DUE DATE:

Submit the essay in physical form no later than the beginning of class on Tuesday, July 1. No electronic submissions. Give yourself time to finish, polish, print, and negotiate any computer disasters well before the submission deadline.

NOTE ON DOCUMENTATION:

While this is not a research paper per se, you may use either print or electronic sources for the paper. *But* be sure to document these sources conscientiously, so as to avoid plagiarism. For guidelines on documentation formats, see Lunsford and Bridges, pages 598-618, and Hacker, pages 107-27.

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PENALTIES:

Late paper: Minus ten points each calendar day

Failure to follow MLA manuscript format *exactly*: Minus five points

THE RESEARCH PROJECT (20%)

Given the short amount of time that we have in this term, I have tried to make your required research project as manageable as possible: You will be assigned a random year and asked to find information on what (you will argue) are the three most important or interesting events in that year.

The purpose of the assignment will be to gather information, which you can then convey to your classmates in the oral presentation. While the aim is expository, you should try also to reach some sort of conclusions about why the events are important and what their causes and effects were. See also if you can reach some sort of critical conclusion about what the events have in common.

You will not write a full-length research paper. However, you will gather a preliminary bibliography of twelve titles, present nine of those in physical form for documentary purposes, and annotate seven of them. The idea is to familiarize you with research processes and presentation.

THE PRELIMINARY BIBLIOGRAPHY (5%): DUE MONDAY, JUNE 9

Submit a preliminary bibliography of at least twelve sources that sound promising for your research topic. Only three of these may be Internet sources. Restrict yourself to print sources that are immediately available in the Newton Gresham Library: magazine, journal, and book titles. At this point, your task is merely to gather a list of promising titles and to determine if they are immediately available in our library.

Because you are looking at three important events, be sure to balance the sources among those three.

In gathering the titles, be sure to get all of the information that you will need to present the bibliography formally, in exact MLA format. We will discuss this in class. But for further guidance and examples, see Lunsford and Bridges, pages 602-613, and, for examples, page 623. See also Hacker, pages 127-47 and, for examples, pages 152 and 154.

Having submitted the preliminary bibliography for credit, *get* the sources immediately.

PRESENT SOURCES IN PHYSICAL FORM: THURSDAY, JUNE 12

Select nine of the sources from your preliminary bibliography and present them to your professor in physical form: Photocopy magazine and journal articles; download and print off Internet sources, and bring books that you have checked out from the Newton Gresham Library. Restrict yourself to two Internet sources.

ANNOTATED BIBLIOGRAPHY (15%): DUE WEDNESDAY, JUNE 25

Submit well-developed annotations for seven of the works from your working bibliography. Balance out sources for the three events evenly.

An annotation of a secondary work, as I conceive it, is a kind of essay in miniature that demonstrates not only that you have understood the subject of the source and the approach that the writer takes, but also that you have considered how the source might fit into your own developing understanding of the topic.

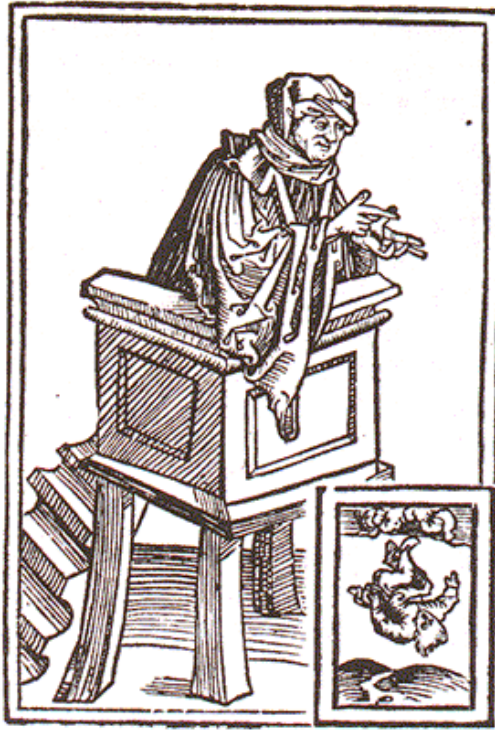
While I am not stubbornly committed to a single method for annotating the works, I do expect the following:

The usual pertinent bibliographic information about the source, in exact MLA form. (This should be no problem: Copy and paste the entry from your preliminary bibliography.)

As many paragraphs as you need to summarize the information that the source provides and the way that the author handles the subject. For example, is it a purely objective report? An impressionistic response to events? An editorial or critical treatment of the subject?

As many paragraphs as you need to evaluate the source: Consider how comprehensive or narrow it is; how credible it seems; how critically sharp it is in handling the topic; and how it will fit into your own evolving understanding of the topic.

Begin a new page with every new source. In other words, the bibliography should be no fewer than seven pages. Put the standard MLA heading on the first page (only).



THE ORAL PRESENTATION (15%)

In place of a research paper (and in order to satisfy the oral component of ENG 165), you will present the findings of your research to your peers in class.

The oral presentation should last no fewer than ten and no more than fifteen minutes. It should be extremely well-organized and absolutely well-rehearsed: You must demonstrate that you know your subject well and that you have considered the best way to present it to others, who will have a single opportunity to get the information.

The emphasis here is on professionalism: Dress professionally; present your information confidently and articulately (avoid the rhetorical ploy of being cute or hemming and hawing), maintaining appropriate eye contact; and show that you are master of your topic.

Provide your audience with some sort of handout, which may include text and graphics.

GUIDELINES FOR RECOMMENDATION LETTERS

I am always happy to write recommendation letters for qualified students who are applying for employment, scholarships and grants, or further schooling. A few guidelines, however:

1. I cannot fairly write a recommendation for you without proper acquaintance. In order for me to write a letter, you must have completed a course with me and earned a grade of at least a *B* or have been acquainted with me in some other capacity for at least a full semester.
2. Please make the request formally, letting me know very clearly what you are applying for (a particular scholarship or a particular field of study at a particular institution). Provide the names and addresses of the contact(s) to whom I should send the letter.
3. You must give me at least a couple of weeks and preferably more time to complete the letter. Often I am working under pressures of class or professional deadlines, so it is not possible for me to get letters out at the last minute. Plan your applications well in advance.
4. I can write a very good letter based on your performance in my class or my observation of you in some other capacity. But the more that I know about your other accomplishments and interests, the better the letter. Please send me a current curriculum vitae (note the spelling of that document) or, at least, a list of such accomplishments and interests, especially those that suit you well for the job, scholarship, or educational program for which you are applying.
5. If the institution or organization to which you are applying requires a cover sheet, please get that to me in due time. As a matter of form (yes, that's a pun), sign the waiver that insures confidentiality. If I agree to write you a letter, it will be a good one, and I will e-mail you a copy of the letter. So you need not worry about my sabotaging your application with a damaging or less-than-enthusiastic recommendation. However, if you do not sign the confidentiality waiver, those on the receiving end might think that your referees have been less than honest.
6. If the letter requires postage, it would be decent of you to include a stamped envelope.