Instructor:

Days/Time:

Section Number:

Room(s):

Note: This is an abridged copy of the syllabus. You will find a complete copy in your Bedford 102 Reader and on MyCompLab.

Spring 2013 English 102: Composition II
Course Objectives, Requirements, and Policies

DESCRIPTIVE OVERVIEW

English Composition II prepares students to become better writers and readers at the college level. The course introduces students to the complex demands of academic literacy and trains students to respond to those demands successfully. Successful academic reading and writing requires the critical observation and production of personal and public knowledge. Students will study and perform such observation and production through (1) inquisitive reading and research, (2) the formulation of hypotheses and research designs and the use of these designs to test hypotheses, (3) the identification of new approaches to inquiry, and (4) the persuasive communication of discoveries. To ensure that students can contribute to this kind of academic discourse, English Composition II teaches students approaches to summary, paraphrase, analysis, interpretation, critical thinking, and documentation. Some class discussion and readings focus on the function and scope of language and communication in a variety of academic contexts.

PLACEMENT IN ENGLISH 102

While reinforcing the composing skills and strategies addressed in English 101, English 102 focuses more specifically on structuring formal arguments and on research strategies. Students enrolled in this course can expect to compose several essays, typically longer and more complex than those written in either English 100 or English 101. As in English 100 and English 101, however, this course will encourage students to capitalize on opportunities for revision based on feedback from both their instructors and their peers. Additional class work will include completion of informal preparatory writing for the major essays, independent research, reading in the course rhetorics, participation in small group activities and peer review, and whole class discussions. To enroll in English 102, students must have earned a “C” or better in English 101. English 102 is the second course in the required Core Curriculum composition sequence.

COURSE GOALS

English Composition II reinforces the rhetorical foundations that students acquired in English Composition I and uses these foundations to improve students’ academic discourse. After taking English Composition II, students will be able to use an understanding of ethos, audience, subject matter, process, and context to identify and achieve complex rhetorical goals; engage in critical reading by applying various analytical techniques; conduct attentive and inquisitive library and field research; explain and employ the methods of argumentation and analysis valued in academic contexts; and understand and use Edited American English and appropriate forms of documentation.

COURSE MATERIALS

Required Texts and Materials


*SIU, Carbondale English 102 Reader* (custom ed.). Bedford/St. Martin’s, 2013.
A MyCompLab access code:

**Instructions for students who did not take English 101 at SIU in the Fall of 2012:** You will need to purchase an access code from the Pearson website for this course. To register for MyCompLab and create your account, please see the following website: mycomplab.com. Your instructor will be able to provide you with the course ID for your section's MyCompLab module. Please note that you should have access to MyCompLab for any English 101 and 102 courses you take during the Spring of 2013 through the Fall of 2013. If you need help creating or utilizing your account, please see your instructor. Finally, within the MyCompLab platform, note that you will have access to the entire e-text of the Penguin Handbook. **Please note that this MyCompLab code is required in all English 102 courses.**

**Instructions for students who did take English 101 at SIU in the Fall of 2012:** If you have purchased SIUC’s Combined Allyn and Bacon Guide to Writing and Penguin Handbook in the Fall of 2012, you will have continued access to MyCompLab for English 102 in the spring of 2013 (at no extra cost). **In other word, you do not need to purchase another code if you had purchased one for English 101 during the fall semester.** You should log into your original Fall of 2012 MyCompLab account and select the “Enroll in Another Course” button located above the list of courses in your Pearson Education account. Here you will enter your new Class ID provided by your English 102 instructor. In order to do so, please see the following website: mycomplab.com. If you need help accessing your account, please see your instructor. Finally, within the MyCompLab platform, note that you will have continued access to the entire e-text of the *Penguin Handbook*. **Please note that this MyCompLab code is required in all English 102 courses.**

Access to a computer connected to the Internet

**Recommended Materials**

- A portable or desktop file case or an accordion folder
- A portable USB storage device
- A college-level dictionary for in-class writings
- White-out for in-class writings

**COURSEWORK**

English 102 is divided into four essay projects and an essay final exam. With the completion of each essay, students will produce a significant “formal” composition. While some essays will be shorter in length, such as Essay 1, beginning at three to four double-spaced pages, Essay 4, the Argumentative Research Paper, will require nine to ten pages. Students will submit, usually in a folder, the formal composition for each essay project and the materials used to write that composition in order to document their work during a particular unit. Most essay projects will require students to write both a working draft and a final draft, which students will submit successively in a folder for the instructor to formally grade. For each essay project and the essay final exam, the instructor will distribute detailed assignment guidelines for the major composition associated with it.

**Essay Writing Projects**

For each of the five essay-writing projects, students will engage in a composition process in which they may implement invention and planning strategies, draft rough material, review their peers' work, and revise and edit their own compositions.

**Essay One—Investigative:** For a general, academic audience, the student writer will investigate a controversial topic stemming from the class theme and will utilize two to four sources, one of which must come from either *Everything’s an Argument* or *The Aims of Argument*, in composing the essay text. The investigative essay encourages a student to both understand the current debate surrounding a given topic and focus on one to two issues the student locates as special areas
of interest to himself or herself within this larger debate. In relation to the 102 essay sequence, the Investigative Essay of three to four pages acts as a staging ground, the first of many pieces of writing that will eventually lead to Essay 4, the Extended, Source-based, Argumentative Research Paper.

The Essay Writing Process

Format of Essays: The first page of a draft should be labeled with the student's name, the course and section number, the date, and the unit number; subsequent pages should be numbered and labeled with the student's last name. The pages should have one-inch margins. The text should appear in 12-point Times New Roman font. Multiple pages should be connected with a staple or a paper clip. Students must submit all drafts of major essays one through four to the instructor as computer-generated documents. Students should give instructors both an electronic document (in the file format that the instructor requests) and a hard copy. Students who fail to turn in an electronic copy with the hard copy will be issued one warning per draft. If the student fails to turn in an electronic copy after being advised to do so within a given time frame, the instructor may apply the late policy from that day forward, which will result in a lowering of a draft's final grade.

Grade Percentages

| Essay 1 Working Folder (including rough draft) | 5 |
| Essay 1 Final Draft | 10 |
| Essay 2A Working Folder (including rough draft) | 5 |
| Essay 2A Final Draft | 15 |
| Essay 2B Final Draft | 5 |
| Essay 3 Working Folder (including rough draft) | 5 |
| Essay 3 Final Draft | 15 |
| Essay 4 Working Folder (including rough draft) | 5 |
| Essay 4 Final Draft | 25 |
| Essay 5 Final Exam | 10 |

COURSE POLICIES

Plagiarism

Plagiarism is the intentional use of another author’s material and/or words in your own text without acknowledging that author’s contribution. In academic environments, plagiarism is a serious ethical violation that carries serious consequences. Please read the sections on plagiarism in the Allyn and Bacon Guide and in A Writer’s Resource.

In addition to the standards regarding plagiarism addressed in this book, your instructor will hold you to some other standards.

- First, as you are responsible for learning how to write effectively at the college level, unintentional use of another author’s material will still constitute plagiarism. You are responsible for understanding the standards that will be taught in this class and abiding by them. If you are in doubt about a potential plagiarism problem, ask your instructor about the material before the assignment is due.
• Second, make no mistake about the fact that presenting even “unpublished” material written by someone else (e.g., a paper written by a friend for English 102 or another course) as if it were your own work is an act of plagiarism.

• Third, the use of texts in this class that you have written in the past or are writing during this semester for another course (the idea being to expand or rework them for submission in English 102) must receive written approval from your instructor. You should submit a copy of the text (or the assignment) to the instructor when you request the permission. In the case of an assignment that is being composed in another class during this semester, your instructor will request permission from the other instructor.

Ostensible violations of the plagiarism standards will be referred to the Assistant Director of Writing Studies. She will select an appropriate response in consultation with the instructor of record. Substantiated accusations of plagiarism could result in either a failing grade on the assignment, a failing grade for the class, or a referral to the Chair of the English Department or Dean of the College of Liberal Arts for possibly more severe disciplinary action. In addition, such cases will also be reported to the Office of Students' Rights and Responsibilities, where the information will be placed on file for reference relevant to any future violations of the Student Conduct Code.

Please also note that assisting others in the act of plagiarizing by providing them with your own work to turn in as their own—and/or submitting your work to on-line data bases from which students can purchase papers to turn in as their own—could be interpreted as an act of academic dishonesty and may be subject to disciplinary action under the Student Conduct Code.

Use of SIU Online

Students are required to submit each working folder draft to the course’s SIU Online page when the working folder draft for a particular unit is due in class. The instructor will not grade or return the working folder until the essay for the unit has been successfully uploaded to SIU Online. A failure to upload the essay to SIU Online will result in the working draft receiving a late penalty for each day it is late.

Course Attendance Policy

Students should keep a record of their absences and tardies and should communicate with their instructor if a question as to the number of absences acquired arises. Students should also attend class even if they have neglected to complete an assignment, so that they will not be further penalized by being counted absent.

Excessive unexcused absences will prevent students from passing this course. Students who miss more than a total of three weeks of class (9 class periods of a MWF schedule; 6 class periods of a T/TR schedule) as a result of unexcused absences will be assigned an “F” automatically for the course. In addition, students who miss more than 7 periods of a MWF schedule or more than 4 periods for a T/TR schedule as a result of unexcused absences will be penalized based on a graduated scale:

M/W/F: 8 absences = -5%, 9 = -10%, 10 = failure of the course.

T/TR: 5 absences = -5%, 6 = -10%, 7 = failure of the course.

While an accumulation of unexcused absences will contribute to a lowered grade or even failure of the course itself, the negative effect of generating numerous unexcused absences will also be substantial in that

• no in-class work can be made up without providing official documentation of the reason for the absence and having the absence excused (unexcused absences will result in a “zero” for work completed during the missed class period);
• out-of-class work that comes in after the due date as a result of an unexcused absence will receive a deduction in accordance with the late work policy outlined in the English 102 course description;
• lack of participation in classroom activities will negatively impact one’s level of preparedness for succeeding in the essay assignments and, ultimately, the class.
Students who miss over three weeks of class as a result of **excused** absences (e.g., those resulting from extended illness) must obtain official documentation (e.g., a letter from a medical doctor) that establishes 1) the cause of the excessive absences and 2) the necessity for having to miss so many class periods. In the interest of organizing and expediting the documentation process, students who are absent for an extended period of time as a result of illness or other personal crises should seek the assistance of SIUC’s Transitional Services Office (453-7041).

Please note that neither early departures for holidays nor missing classes due to a work schedule will count as excused absences. Excused absences for weddings, funerals, court dates, and other such obviously compelling matters must be approved as such ahead of time by your instructor, and procedures for making up missed work must be formally arranged with the instructor. All absences that you wish to be designated as “excused” as a result of illness or an emergency must be officially documented. Therefore, if you are not feeling well enough to come to class and wish the absence to be excused, you will need to provide evidence of a visit with a health care professional. All documentation must be provided to the instructor no later than two weeks after the absence in order for the absence to be marked as “excused.”

**Tardiness**

Unless excused by the instructor, an instance of tardiness or an early departure from class exceeding ten minutes will count as an unexcused absence. Unless approved by the instructor in the case of valid excuses, students will not be allowed to complete in-class assignments missed partially or in full as a result of being tardy or departing early from class. Chronic tardiness may be regarded as disruptive behavior (see below).

**Policy Regarding Cell Phone Use**

The increased prevalence of cell phone use in our society has necessitated articulation of a policy for using phones responsibly in classroom settings. Any student who brings a cell phone—or other mobile communication device—to class is responsible for turning it off **before the beginning of the official start time.** If you are in the midst of some family crisis that requires you to keep your cell phone turned on, you must keep the ringer set to "manner mode" or "silent mode" and must alert your instructor before class about the situation. Doing so will minimize potential disruption as you prepare the instructor up front that you might need to take a call. If you need to take an emergency call, quietly leave the classroom and find a place where your conversation will not disturb others. Lack of compliance with this policy will be regarded as disruptive behavior, and violators will be subject to the consequences for disruptive behavior outlined in the following section.

**Disruptive Behavior Policy**

Behavior that disrupts the educational environment in English 102 and that, therefore, interferes with others’ learning opportunities will not be tolerated. Disruptive behavior in the context of the English 102 classroom includes (but may not be limited to)

- disrespectful treatment of your instructor or peers
- patterns of tardiness
- violations of the policy for responsible cell phone use

A student determined by his or her instructor to be “disruptive” will be referred—along with a report describing the offending behavior—to the Assistant Director of Writing Studies or her Administrative Assistants. A student in this situation will not be allowed to return to class until the offending behavior has been specifically identified and the consequences of repeating the behavior clarified in the context of a meeting between the student, the Assistant Director of Writing Studies, and, in certain cases, the instructor reporting the behavior. Following this meeting, repeated acts of disruptive behavior as identified by the instructor will result in referral to the Chair of the English Department, the Director of Students' Rights and Responsibilities and/or the Dean of the College of Liberal Arts. Consequences could include suspension or expulsion from the course.
Use of Email

Students are required to check their official email address provided by the University on a regular basis and to respond to messages in a timely manner. This email address will be an official mechanism for instructors to correspond with students. Students should familiarize themselves with the complete Official SIUC Student Email Policy by visiting the website at http://policies.siu.edu/policies/email.htm.

Incompletes

An “Incomplete” is a special end-of-course designation granted only to those students who have regularly attended class and who are in good standing relevant to course work completed but who, for catastrophic, officially documented reasons outside their control, are unable to finish a large portion of the required course work. “Incompletes” will be granted by the instructor of record in consultation with the Assistant Director of Writing Studies, and subsequent completion of the course will be governed by a contract signed by the instructor and student to be approved by the Assistant Director of Writing Studies.

Emergency Procedures

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at www.bert.siu.edu and on the Department of Safety’s website www.dps.siu.edu.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Disability Support

Students who require accommodations for physical or learning disabilities should contact the Disability Support Services office (453-5738). The Disability Support Services office will provide Accommodations Agreements that students with differing needs may submit to their instructors.

Policy on Accommodating Religious Observances of Students

Students absent from classes because of observances of major religious holidays will be excused. Students must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday and must take the responsibility for making up work missed ahead of time. Students should familiarize themselves with the complete Policy on Accommodating Religious Observances of Students in the Undergraduate Catalog.

Proficiency Examination

Proficiency exams for English 102 are available at the start of each semester for eligible students who believe they have already mastered the learning objectives associated with the course. To be eligible to take the exam:

- you must not have taken or been enrolled in an equivalent course (either at SIUC or elsewhere);
- you must put your request in writing, in a letter addressed to the following:
  Assistant Director of Writing Studies, Department of English
  1000 Faner Drive, Mail code 4503, SIU-C
  Carbondale, IL 62901
• Your letter should explain why you believe you would do well on the exam, may include some mention of your writing background, and should be well written;

• you must provide 1 or 2 research-based writings when requesting ENGL 102 proficiency;

• you must submit your request no later than a week and a half prior to the exam time.

The Assistant Director will determine eligibility once the request to take an exam has been reviewed. If students took the English 101 exam and received a low pass, they will not be allowed to take the English 102 exam.

NOTE: Students will not be allowed to take both the English 101 and English 102 Proficiency Exams at the start of a given semester.

The Examination
To pass the English 102 exam (3 hours), students must convincingly demonstrate that they can apply the practical and productive knowledge of ethos, audience, subject matter, process, and context for a complex purpose; that they can read and analyze texts carefully; that they know how to integrate written research into a well-argued, analytical essay; that they have mastered the appropriate use of standard written English; and that they know how to document their sources.

During either exam, students may use a dictionary and any handbook, such as the *A Writer’s Resource: A Handbook for Writing and Research* by Elaine P. Maimon or the *Brief Penguin Handbook* by Lester Faigley. No pre-prepared notes may be used during the exam. Further directions and criteria are provided when the exam is given.

Examination Dates and Times
Students who wish to take the 102 exam, with the potential to drop the section in which they are currently enrolled, MUST have their letter and supporting documentation turned in to the Writing Studies office by NOON on Wednesday the first week of class. Students who do not meet the due date/time should drop ENGL 102 and schedule the exam for later in the semester, because they cannot attend class past the first week and still take the proficiency exam. If they do not pass the exam then, they may enroll in 102 the following semester.

The 102 exam is given at a time that is convenient for the Writing Studies Secretary (who serves as the proctor) and the student. All students should arrive fifteen minutes prior to the start of the exam to complete necessary paperwork. Students who arrive more than ten minutes after the exam’s scheduled start time will not be permitted to take it.

Saluki Cares

Saluki Cares is an early alert initiative that seeks to develop, facilitate, and coordinate a university-wide program of care and support for students in distress. By working closely with faculty, staff, students and their families, SIUC will continue to display a culture of care and demonstrate to students and their families that they are an important part of the community. All concerns remain confidential. Referrals are made from faculty, staff, parents, other students, or by the student him/herself.

The Saluki Cares team can help students with issues surrounding, but not limited, to the following:
• deaths (other students/family members)
• extended illnesses
• financial stress
• adjustment issues
• class attendance problems
• homesickness
• and other general signs of stress

For more Information about the Saluki Cares program, please visit the website at [http://salukicares.siu.edu/](http://salukicares.siu.edu/).
Writing Center

The Writing Center offers free tutoring services at the following locations to all SIUC undergraduate and graduate students and faculty.

**Morris Writing Center** 453-1231
Morris Library Room 236
Monday through Thursday 9 a.m. to 4 p.m. and 6 p.m. to 8 p.m.
Friday 9 a.m. to 2 p.m.

**Trueblood Writing Center** 453-2927
Trueblood Hall Lower Level
Sunday through Thursday 6 p.m. to 8 p.m.

For more information about the Writing Center and to make an appointment online, please visit its website at [http://write.siu.edu/](http://write.siu.edu/).

**INSTRUCTOR INFORMATION**

Name

Office

Phone/E-mail

Office Hours

**Last Day to Drop the Class to be Eligible for a Credit/Refund for Spring 2012:** Sunday, January 27, 2013

**Last Day to Drop the Class Online Using SalukiNet (for students) for Spring 2012:** Sunday, March 10, 2013

**Final Exam Date:** Tuesday, May 7, 2013 from 10:10-12:10 a.m.