ENGL 113: Freshman Composition II  
Spring 2016

Instructor: J. Patterson  
Section # and CRN: P12: 23470  
Office Location: Hilliard Hall 118  
Office Phone: (936) 261-3725  
Email Address: jnpatterson@pvamu.edu  
Office Hours: MWF 12 PM-1PM  
Mode of Instruction: Face to Face  

Course Location: Hilliard Hall 124  
Class Days & Times: 1-1:50 PM  
Catalog Description: A writing course focused on composing strong arguments through critical thinking and analysis of primary and secondary source material. The course emphasizes rhetorical awareness in writing essays for a variety of audiences and purposes. Students will actively participate in peer workshops and demonstrate awareness of general research methods and ethics.

Prerequisites: Unconditional admission to PVAMU or satisfactory completion of ENGL 0112 or 0101.  
NOTE: You must pass this course with a C or better in order to advance to ENGL 1133.

Co-requisites: N/A

Required Texts: Everything’s an Argument, With Readings, Bedford/St. Martin’s. Other course materials are posted on eCourses

Course Goals: The goals of this course are to practice critical thinking, writing, and reading skills; refine awareness of different rhetorical modes; practice writing as a recursive process; produce essays with strong purpose, content, and organization; improve proofreading and editing skills; produce critical writing based on analysis of primary and secondary source material; improve sense of audience in reading and writing; start learning techniques for research and documentation in MLA format; write at least 1 paper with a research component

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Compose solid, argument-driven thesis statements directed at a specific audience.</td>
<td>1,5</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>2 Provide logical, appropriate evidence to support an argument.</td>
<td>1,2</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>3 Write in clear, correct, grammatical prose.</td>
<td>1</td>
<td>Communication</td>
</tr>
<tr>
<td>4 Organize writing assignments clearly.</td>
<td>5</td>
<td>Communication</td>
</tr>
<tr>
<td>5 Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate.</td>
<td></td>
<td>Team Work</td>
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<tr>
<td>6 Cite research correctly according to MLA format, both in the text and in the bibliography.</td>
<td>1</td>
<td>Personal Responsibility</td>
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Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
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<tbody>
<tr>
<td>1) Essay #1: Analytical Summary (750-1000 words)</td>
<td>10%</td>
<td>100 points</td>
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<tr>
<td>2) Group Assignment</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>3) Essay #2: Rhetorical Analysis (1000-1200 words)</td>
<td>15%</td>
<td>150 points</td>
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<tr>
<td>4) Essay #3: Research-Based Argument (1200-1500 words)</td>
<td>20%</td>
<td>200 points</td>
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<tr>
<td>5) Prewriting (scaffolding assignments, drafts, peer reviews)</td>
<td>25%</td>
<td>250 points</td>
</tr>
<tr>
<td>6) Daily Work &amp; Participation (homework, in-class work, quizzes, etc.)</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>7) Midterm Exam</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>8) Final Exam</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
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Grading Criteria and Conversion:
A = 90-100% (895 to 1000 points)
B = 80-89% (795 to 894 points)
C = 70-79% (695 to 794 points)
D = 60-69% (595 to 694 points)
F = 0-59% (0 to 594 points)

Detailed Description of Major Assignments:
Assignment Title or Grade Requirement | Description
--- | ---
Exams | Multiple choice examinations demonstrating mastery of course content.
Essays | Formal essays demonstrating ability to produce college-level, research-based analytical writing. Essay #2: Rhetorical Analysis requires student to closely analyze the argumentative strategies employed within a substantial piece of writing. Essay #3: Research-Based Writing requires students to develop an evidence-based argument using academic and non-academic source material.
Prewriting Assignments | Assignments demonstrating engagement in writing as a recursive process.
Group Assignment | Project demonstrating effective teamwork and critical thinking.
Daily Work & Participation | Minor homework assignments, quizzes, and participation in class activities.

Course Procedures or Additional Instructor Policies

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Turnitin.com: Students will submit all essays through turnitin.com. Enrollment ID/Password on eCourses. Formatting: Microsoft Word is the standard word processing tool used at PVAMU. All essays must adhere to MLA formatting style (including 1-inch margins and 12-point Times New Roman font). MLA formatting guidelines are in your textbook and online at: http://owl.english.purdue.edu/owl/resource/747/01/

Please refer to eCourses for a full list of important policies. An abbreviated version:

**Essay Policy:** Late essays are accepted at minus five points per day late for up to four days, after which the grade becomes zero.

**Exam Policy:** All exams should be taken as scheduled. No make-up examinations. Arrange to take early.

**Daily Work and Quiz Policy:** Quizzes and other graded in- and out-of-class work are given throughout the semester over readings and course concepts. If you are late or have an unexcused absence, you cannot make up the missed work. With an excused, documented absence, you may make up an in-class assignment within a week of your absence and on the instructor's schedule. Go to the third floor of Evans Hall to obtain a university excused absence from the Office of Student Affairs and bring it to class immediately after your absence to be able to make up any missed in-class work.
Semester Calendar

Week One (1/18-1/22): Course Introduction

Readings:
- M – University is closed for MLK Day
- W – No assigned readings; course introduction
- F – Read “Chapter 1: Everything is an Argument” (pp. 2-29) and “Strategies for Active Reading: Annotating a Text” (eCourses)

Assignment(s):
- F – Register for Turnitin account, download and print syllabus

Notes:
- Late Registration period ends Friday, 1/22

Week Two (1/25-1/29): Rhetorical Analysis

Readings:
- M – Read “Violent Media is Good for Kids” (eCourses)
- W – Read “Chapter 6: Rhetorical Analysis” (90-107)
- F – No assigned reading; work on Essay #1 Prewriting Exercise in class

Assignment(s):
- F – Essay #1 Prewriting Exercise

Week Three (2/1-2/5): Using Sources Responsibly

Readings:
- M – Read “Chapter 20: Plagiarism and Academic Integrity” (436-44) and “Acknowledging, Paraphrasing, and Quoting Sources” (eCourses)
- W – Complete the Plagiarism Worksheet (eCourses)
- F – No assigned reading; Workshop Essay #1 in class

Assignment(s):
- F – Plagiarism Worksheet due in class

Notes:
- Wednesday, 2/3 is the last day to drop classes without record. It is also the last day to apply for May 2016 graduation.

Week Four (2/8-2/12): Global Issues

Readings:
- M – Read “Ten Qualities of an Effective Team Player” and “Coca-Cola’s Multilingual “America” Ad Didn’t Hit Any Wrong Notes” (eCourses)
- W – Read “A Discussion of Limitations and Issues for a Global Language” (eCourses)
- F – No assigned reading; discuss exploratory research strategies for Group Assignment in class

Assignment(s):
- M – Essay #1 due through Turnitin by 11:59pm

Week Five (2/15-2/19): Group Work

Readings:
- M – Read “Chapter 4: Visual & Multimedia Arguments” (326-43)
- W – No assigned readings; workshop Group Assignment in class
- F – No assigned readings; workshop Group Assignment in class

Week Six (2/22-2/26): Academic Arguments

Readings:
- M – Read “Chapter 16: Academic Arguments” (367-82)
- W – Read “Yes, a College Education is Worth the Costs” (eCourses)
- F – Read “Chapter 17: Finding Evidence” (395-402)

Assignment(s):
- F – Group Assignment
Week Seven (2/29-3/4): The Research Process

Readings: M – Read “Chapter 18: Evaluating Sources” (410-17)
W – Read “Chapter 21: Documenting Sources” (465-75)
F – No assigned reading; class may meet in alternative location for research workshop

Assignment (s): F – Group Assignment

Week Eight (3/7-3/11): Midterm Exam

Readings: M – No assigned reading; review for Midterm Exam
W – No assigned reading; workshop Annotated Bibliography in class
F – No assigned reading; workshop Annotated Bibliography in class

Assignment (s): F – Annotated Bibliography due through Turnitin by 11:59pm; online Midterm Exam due through eCourses

SPRING BREAK: 3/14-3/19


Readings: M – Read “Chapter 19: Using Sources” (418-33) and “Things you Wouldn’t Tell Your Mother” (eCourses)
W – Read “The Ethical Epicure: Another Look at Meat” (eCourses); work on Essay #2 Prewriting Assignment in class
F – No class; university closed for Good Friday

Assignment (s): W – Essay #2 Prewriting Assignment

Notes: The Honors Convocation will be held Wednesday (3/30)

Week Ten (3/28-4/1): Structuring Arguments

Readings: M – Read “Chapter 8: Arguments of Fact” (152-66) and “Five Myths about Student Loans” (eCourses)
W – Read “Chapter 9: Arguments of Definition” (187-99) and “They’re Not Role Models” (eCourses)
F – Read “Chapter 10: Evaluations” (214-27) and “In Tough Economic Times Internships Provide More Than Money” (eCourses)

Assignment (s): F – Essay #2 due through Turnitin by 11:59pm

Notes: The Honors Convocation will be held Wednesday (3/30)

Week Eleven (4/4-4/8): Structuring Arguments

Readings: M – Read “Chapter 11: Causal Arguments” (242-58) and “Should the World of Toys Be Gender-Free” (eCourses)
W – Read “Chapter 12: Proposal” (271-89) and “Teach Your Teachers Well” (eCourses)
F – No assigned reading; work on Essay #3 Prewriting Assignment

Notes: Withdrawal Period ends Monday, 4/4

Week Twelve (4/11-4/15): Recursive Writing

Readings: M – Decide on an argument type for your research paper; read the yellow portion of the corresponding argument type chapter; and develop a draft plan
W – Read “Revising Drafts” (eCourses)
F – No assigned reading; review APA formatting guidelines and workshop Essay #3 draft in class
Assignment (s): M – Essay #3 Prewriting Assignment

**Week Thirteen (4/18-4/22): Drafting Arguments**

Readings: M – Read “Sample APA Position Paper” (eCourses)
W – Read “Cheaters Never Win” (eCourses)
F – No assigned reading; workshop Essay #3 draft in class

Assignment (s): F – Draft of Essay #3 due through Turnitin by 11:59pm

**Week Fourteen (4/25-4/29): Revision Workshop**

Readings: M – Review “Revising Drafts” (eCourses)
W – No assigned reading; workshop Essay #3 revisions in class
F – No assigned reading; workshop Essay #3 revisions in class

**Week Fifteen (5/2-5/6): Final Exam**

Readings: M – No assigned reading; review for final exam in class

Assignment (s): T – Final draft of Essay #3 due through Turnitin by 11:59pm

Notes: Tuesday (5/3) is the last day of classes and the last day to withdraw from the university. The final exam period extends from Wednesday (5/4) to the following Tuesday (5/11). Final grades for graduating seniors will be posted in PantherTracks by Tuesday, 5/11 (commencement is Saturday, 5/15). Final grades for all other students will be posted in PantherTracks by Tuesday, 5/18.
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational,
community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.
Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.