



## ENGL 1133: Freshman Composition II Fall 2018 (P13)

*To learn is to do. To teach is to learn so others learn.*

**Instructor:**  
Professor Lindsay C.  
Dixon,  
Section # CRN:12156

**Office Location:** Hilliard Hall, Ste. 113  
**Office Phone:** 936-261-3709  
**Email Address:** lcdixon@pvamu.edu  
**Office Hours:** MWF- 9 A.M.-10:30 A.M./ TTH 9 A.M. TO 11:00 A.M  
**Mode of Instruction:** FACE TO FACE

**Course Location:** JJ  
**Class Days & Times:**  
MW/ 2:00- 3:20 p.m.  
**Catalog Description:**

A writing course that emphasizes rhetorical analysis and critical thinking, advanced research and documentation, and writing extended arguments for academic audiences. Students will actively participate in peer workshops and demonstrate an awareness of academic research methods and ethics.

**Prerequisites:** Completion of ENGL 1123 or transfer equivalent with a "C" or better  
**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:** **Goals of this course include continuing to develop skills learned in Composition I, with emphasis on formal academic writing; producing argumentative writing based on close analysis of primary and secondary source material; improving a sense of audience in reading and writing; mastering techniques for research and documentation; and writing at least 3 papers with a research component.**

### Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Compose complex, original, argument-driven thesis statements directed at an appropriate audience.	1, 5	Critical Thinking
2	Synthesize credible, relevant research sources in support of an argument.	1, 2	Critical Thinking
3	Organize writing assignments with consistent, clear logic.	1	Communication
4	Write in skillful, fluent, grammatical prose.	5	Communication
5	Employ effective teamwork skills with emphasis on listening, responding, and creating a positive climate		Teamwork
6	Cite research correctly according to APA format, both in the text and in the bibliography.	1	Personal Responsibility

### Major Course Requirements

## Method of Determining Final Course Grade

Course Grade Requirement		Value
1) Essay #1: Rhetorical Analysis Response (TOPICS TO BE PRESENTED for SELECTION)	10%	100 points
2) Group Assignment {BOOK REVIEW & PowerPoint Presentation 1}: (A) "Sonny's Blues," by James Baldwin; (B) "For Whom the Bell Tolls," by Ernest Hemingway; (C) "The Black Count," by Tom Reiss; (D) "The Alchemist," by Paulo Coelho; (E) "The Miseducation of the Negro," by Carter G. Woodson;	15%	150 points
3) Annotated Bibliography (this is related to your Research Paper: Essay #3)	10%	100 points
4) Essay #2: Literary Analysis "The Harlem Renaissance" {Source Integration Paper: APA Style}	15%	150 points
5) Essay #3: Research-Based Position Paper (TOPICS TO BE DISCUSSED AND SELECTED)	25%	250 points
6) Daily Attendance, Work & Participation (homework, in-class work, scholarly knowledge of verbal responses, and quizzes, etc.)	5%	50 points
7) Midterm Exam	5%	50 points
8) Final Exam: Short Story Narrative w/Dialogue: 3 to 5 Pages (Student Choice w/Title)	15%	150 points
<b>Total:</b>	<b>100%</b>	<b>1000 points</b>

### 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:

Grade Requirement	Description
Exams	Multiple choice, and written examinations demonstrating mastery of course content will be given;
Annotated Bibliography	Assignment requiring student to locate, cite, summarize, and discuss a range of academic and non-academic sources related to a <u>particular</u> topic.
Essays	Each Written essay will require the student to demonstrate the ability to produce college-level, research-based analytical writing. Essay #2 requires students place multiple academic sources into conversation with each other to develop insight into a specific topic. Essay #3 requires students to develop a complex, evidence-based argument using a variety of academic and non-academic sources.
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

### Taskstream

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.

Arrive on time for instruction. Please avoid being tardy to class. Please silence your cell phones in class in order to avoid class disruptions.

## Semester Calendar

### Week One (1/16 – 1/20): Course Introduction

Readings: M – No class; Martin Luther King, Jr. Day  
W – No assigned readings; course introduction  
F – Read "Chapter 1: Everything's an Argument" (pp. 2-29) and "Strategies for Active Reading: Annotating a Text" (eCourses)

Notes: F – Late Registration period ends

### Week Two (1/23 – 1/27): Rhetorical Analysis

Readings: M – Read "Is Junk Food Really Cheaper" (660-65) practicing annotation strategies; choose source article for E1  
W – Read "Chapter 6: Rhetorical Analysis" (90-107)  
F – No assigned reading; Complete Prewriting Exercise in class.

Assignment (s): F – Essay 1 Due 1/27/17

### Week Three (1/30 – 2/3): 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 E1 in class

Assignment (s): W – Plagiarism Worksheet due

Notes: W – Last day to drop classes without record and last day to apply for May 2017 graduation.

### Week Four (2/6 – 2/10): Global Issues

Readings: M – Read "Ten Qualities of an Effective Team Player" (eCourses) and "Migration on Ice" (708-713)  
W – Read "What Ever Happened to Upward Mobility?" (901-908)  
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 (2/13 – 2/17): 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 (2/20 – 2/24): Academic Arguments**

Readings: M – Read “Chapter 16: Academic Arguments” (367-82)  
W – Read “China: The Prizes and Pitfalls of Progress” (389-94)  
F – Read “Chapter 17: Finding Evidence” (395-402)

Assignment (s): F – Group Assignment

### **Week Seven (2/27 – 3/3): 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

### **Week Eight (3/6 – 3/10): 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 (3/13 – 3/17)**

### **Week Nine (3/20 – 3/24): Source Integration**

Readings: M – No assigned reading; work on Essay 2 Prewriting Assignment in class  
W – Read “Chapter 19: Using Sources” (418-33) and “Education Pays, but Perhaps Less Than You Thought” (854-56)  
F – Read “What’s Lurking in Your Stadium Food” (eCourses)

Assignment (s): W – E2 Prewriting Assignment

### **Week Ten (3/27 – 3/31): Structuring Arguments**

Readings: M – Read “Chapter 8: Arguments of Fact” (152-66) and “Democrats Deny Social Security’s Red Ink” (180-86)  
W – Read “Chapter 9: Arguments of Definition” (187-99) and “The Meaning of Friendship in a Social-Networked World” (210-13)  
F – Read “Chapter 10: Evaluations” (214-27) and “Education Pays” (854-56)

Assignment (s): F – E2 due through Turnitin by 11:59pm

### **Week Eleven (4/3 – 4/7): Structuring Arguments**

Readings: M – Read “Chapter 11: Causal Arguments” (242-58) and “Can a Playground be Too Safe?” (269-72)  
W – Read “Chapter 12: Proposals” (273-89) and “A Call to Improve Campus Accessibility for the Mobility Impaired” (296-303)  
F – No assigned reading; work on E3 Prewriting Assignment in class

Notes: M – Withdrawal Period ends

### **Week Twelve (4/10 – 4/14): 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); workshop E3 draft in class  
F – No class; University closed for Good Friday

Assignment (s): M – Essay 3 Prewriting Assignment

### **Week Thirteen (4/17 – 4/21): Drafting Arguments**

Readings: M – Read “Sample APA Position Paper” (eCourses)  
W – Read “Cultural Stress Linked to Suicide” (265-69)  
F – No assigned reading; workshop E3 draft in class

Assignment (s): F – Draft of E3 due through Turnitin by 11:59pm

### **Week Fourteen (4/24 – 4/28): Revision Workshop**

Readings: M – Review “Revising Drafts” (eCourses)  
W – No assigned reading; workshop E3 revisions in class  
F – No assigned reading; workshop E3 revisions in class

### **Week Fifteen (5/1 – 5/5): Final Exam**

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

Assignment (s): T – Final draft of E3 due through Turnitin by 11:59pm

Notes: Tuesday (5/2) is the last day of classes and the last day to withdraw from the university. The final exam period extends from Wednesday (5/3) to the following Tuesday (5/9). Final grades for graduating seniors will be posted in PantherTracks by Tuesday, 5/9 (commencement is Saturday, 5/13). Final grades for all other students will be posted in PantherTracks by Tuesday, 5/16.

## **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.