ENGL 1302 COMMON SYLLABUS

ENGL 1301 and 1302 fulfill part of the communication requirement of the core curriculum. All courses under the communication requirement have the following learning outcomes.

Students should:

- Demonstrate the ability to specify audience and purpose and to make appropriate communication choices.
- Demonstrate the ability to apply appropriate form and content in written, visual, and oral communication.
- Demonstrate the ability to apply basic principles of critical thinking, problem solving and technical proficiency in the development and documentation of exposition and argument.

More specific discussion of outcomes is included in each course overview.

English 1302: Advanced College Rhetoric

English 1302 focuses on persuasive writing and writing from sources. Students will build on the skills learned in English 1301 as they conduct preliminary research and write a literature review, develop claims for argument, compile and evaluate evidence and support for their claims, learn to recognize and avoid fallacious reasoning, and gain a better understanding of the role of language in argument. Students will also conduct academic research using both print and electronic sources, evaluate and incorporate source material into an argument, and practice citing that material appropriately.

1302 Expected Learning Outcomes

By the end of the course, students will be able to:
- Identify, discuss, and analyze various rhetorical strategies and elements of writing arguments
- Construct specific claims, supporting arguments, and rebuttals to opposing arguments
- Evaluate source material for use in a variety of rhetorical situations
- Integrate source material into arguments and cite that material appropriately according to specified style guides

Methods for Assessing the Expected Learning Outcomes

The expected learning outcomes for the course will be assessed through:
- Weekly Writing Assignments
- In-Class Application Activities
- Class Discussions
- Grammar Diagnostics and Activities
Course Requirements

- Complete assigned readings and in-class and out-of-class writing assignments and exercises, including worksheet notes, brief assignments, drafts, peer critiques, writing reviews, and grammar diagnostics and activities
- Participate actively in full-class and small group discussions
- Participate thoughtfully and respectfully online

Required Materials

- *Texas Tech's English 1301/1302 Textbook (Custom Edition 2010-2011)*
- *The St. Martin’s Handbook (TTU E-Custom Edition)*
- Electronic storage media to hold copies of all work completed and submitted for the course
- Access to a computer with Internet capabilities

Assignments

You will have one or more writing assignments due each week. The weight or value of each assignment varies, depending on the type of assignment and where each assignment falls in the curriculum. You will find specific details concerning each assignment prompt and weight online; the types of assignments you will write are described briefly below. Please note that there is no final exam in ENGL 1301 or 1302.

There are five types of assignments in this course:

- Brief assignments
- Essay drafts
- Peer critiques
- Writing reviews
- Grammar activities

Brief Assignments

In both courses, you will complete a number of targeted writing assignments. These brief assignments will enable you to focus on a particular skill, such as identifying an audience or evaluating source material.

Essay Drafts

At different points in the semester, you will write longer essays. Completing these drafts enables you to practice a number of key writing skills, including generating a substantial amount of text, revising that text, and editing the text.

Peer Critiques

To complete a peer critique, you will read another student’s draft and respond to a series of questions about that draft. Peer critiques can benefit both the writer who composes the critique and the writer who receives the critique. When you write a peer critique, you will practice both your critical reading and writing skills. The student who receives your critique will
then practice critical reading, thinking and writing by examining your advice and then deciding whether it should be followed in revising his or her draft.

Writing Reviews
At the end of the course, you will compose a writing review. A writing review is a first-person, reflective narrative that discusses some of the choices you made in composing various texts as well as detailing what you have learned during the course and how you can apply this knowledge in other areas.

Grammar Diagnostics and Activities
At the beginning and the end of the semester, you will complete a grammar diagnostic. Throughout the semester, you will complete a series of online grammar activities that are selected for you based on your demonstrated abilities. These activities will be assigned for completion out of class.

General Scoring Guide
All assignments carry specific value or weights, and your grade for each assignment will be a number of points (on a 0–100 scale) multiplied by the relative weight of the assignment. Each assignment in this course will be evaluated and assigned a numeric grade according to a scoring guide for that particular assignment type. The following scoring guide serves as an example of the type of rubric instructors will use

90–100 (A)
a) This text effectively meets the needs of the rhetorical situation by illustrating a thorough understanding of purpose, audience, and context through the use of appropriate language and tone.
b) The topic is clearly defined and focused. The thesis is clear, supported with specific and appropriate evidence.
c) Sources are used appropriately and cited correctly.
d) The organization is effective. The introduction establishes a context for writing and contains a focused thesis statement; the body paragraphs are well developed and follow logically from the information that precedes them; the conclusion moves beyond restating the thesis to discussing the implications and/or significance of the topic.
e) The language used is clear, readable, and sometimes memorable. It contains few surface errors, none of which impair the readability of the essay. The text demonstrates fluency in style, including the use of subordination, varied paragraph and sentence lengths, and vocabulary.
f) The assignment has been followed and fulfilled.

80–89 (B)
a) This text has a clear sense of purpose and audience.
b) The topic is adequately defined and focused. The thesis is adequate, but could be focused more, especially given the quality of evidence the writer has used.
c) Sources are used appropriately and cited correctly.
d) The text has an effective introduction and conclusion. The order of information is logical, and the reader can follow the line of argument because of the transitions and topic sentences used. Paragraphs contain sufficient detail to assist the reader in understanding the argument.
e) The language used is clear and readable. Sentence structure is appropriate for educated readers, and the writer has used subordination, emphasis, and varied sentences. Vocabulary is appropriate. The text contains few surface errors, few, if any, of which impair the readability of the assignment.
f) The assignment has been followed and fulfilled.

70–79 (C)
a) This text demonstrates some sense of purpose and audience.
b) The topic is generally defined, and the thesis is general. It is supported with evidence; however, the essay doesn’t demonstrate an understanding of the complexity of the topic or of alternative points of view.
c) Sources are used, although there may be some minor mistakes in the in-text citation or works cited list.
d) The organization is fairly clear; the reader can understand the structure of the text although the lack of some transitions and/or topic sentences may make the task more difficult. Paragraphs are adequately developed and divided appropriately.
e) The language is competent. Sentence structure is simple, but generally correct, and word choice is correct, but limited. The text contains errors in spelling, usage, and punctuation.
f) The assignment description has been followed throughout.

60–69 (D)
a) This text demonstrates little awareness of the rhetorical situation. It might, for example, over- or underestimate or ignore the audience’s prior knowledge, assumptions, or beliefs. The text may have little sense of purpose.
b) The thesis statement may be flawed or missing, and the evidence presented irrelevant, inadequately interpreted or understood.
c) The text might rely too much on outside sources with little or no original analysis, and the essay may contain incorrect in-text or works cited.
d) The organization is problematic. Introductions or conclusions are not functional; paragraphs are inadequately developed, and transitions and topic sentences are dysfunctional or missing.
e) The text has numerous and consistent errors in spelling, usage, punctuation, and sentence structure, many of which may hinder communication.
f) The writer has attempted to follow the assignment description.

0–59 (F)
a) This text is inappropriate in terms of the rhetorical situation. The text has no purpose or direction.
b) The text is insufficiently developed, states the obvious about the topic, and falls short of the minimum length requirements because of this.
c) The text has multiple problems with organization
d) The text contains numerous and consistent errors at the sentence level that seriously hinder communication.
e) The text may be borrowed or purchased from elsewhere, recycled from another course (including a previous iteration of this course), or use sources improperly or without documentation. It may be plagiarized.
f) The writer makes no attempt to follow the assignment description.

Your final grade for the course will be calculated by dividing the number of points you have earned by the total weights of all assignments. You may check online throughout the course to see your accumulated grade totals.

If your instructor chooses to use class participation grades, he or she will provide you with a written description of those policies on the first day of class.

Attendance
All sections meet once weekly; it is expected that you will arrive on time and attend all scheduled classes. If you must miss class because of an official university activity, you must notify your instructor at least one week in advance, provide documentation in the form of a letter from the sponsoring department or unit, and arrange to turn in work either before your departure or immediately upon your return.

Your instructor will take attendance each week. After your second absence, 5% of your final grade may be deducted for each additional absence. Your Dean may also be notified in accordance with University policies. Chronic attendance problems, such as tardiness, will be dealt with at the discretion of the classroom instructor.

Regular attendance is essential to your success in this course.

Due Dates and Late Penalties
All assignments must be turned in online by 11:59.59 p.m. (Central Standard or Central Daylight Time) on the date stipulated in the online syllabus. After you turn in an assignment, confirm that it has been received by checking your list of submitted assignments. Be sure you keep an electronic copy of your work.

If you have trouble submitting your work online for any reason, email your instructor and include a copy of your completed assignment, along with an explanation of the technical problem, prior to the deadline for the assignment. As soon as the technical problem has been resolved, you must submit your assignment as usual. Your instructor reserves the right to remove the late penalty if he or she has proof that you completed the assignment on time. Any assignment(s) submitted late will receive a 10-point deduction per day late.
Penalties for late assignments are assessed after the assignment has been evaluated. For example, if a draft is two days late and receives an initial grade of 88, the 20 point penalty assessed will make the final grade for that draft a 68. Any exceptions to the above policies must be arranged with the instructor prior to the due date.

Turning assignments in on time is essential to your success in this course.

Classroom Behavior
As college students you are expected to behave in a courteous and respectful manner toward your instructor and the other students enrolled in the course. The following behaviors are among those viewed as unacceptable:

- Reading newspapers in class
- Using electronic devices, including but not limited to cell phones, iPods, and laptops without the instructor’s permission
- Talking while others have the floor
- Interrupting others
- Acting belligerently or in a belittling manner
- Challenging the instructor’s authority
- Displaying disruptive behavior

An additional note concerning correspondence: Students are expected to behave in civil and appropriate ways both in the classroom and online. Verbal harassment of instructors or fellow students orally, through email, through the writing concern box, or through the comment evaluation function will not be tolerated. Students should be especially careful of their online communication in this regard, for it sometimes encourages aggressive language (flaming) or even inappropriately informal language. Language that might be appropriate for friends is not always appropriate for academic discourse. Students must maintain a professional and courteous tone in all online correspondence.

Individual instructors may have additional policies concerning classroom behavior; these will be distributed to students in writing at the beginning of the course and kept on file in the Composition Program office.

Students who repeatedly disturb the progress of the class may be asked to leave the class and discuss their behavior with a writing program director and/or a representative from Student Judicial Programs as a result of an instructor-initiated Campus Incident Report.

Verbal harassment of instructors or fellow students orally or through email will not be tolerated. Instructors reserve the right to count absent or to drop from the course those students who repeatedly disrupt the class in ways that are unacceptable.
Academic Integrity and Plagiarism

Texas Tech University aims “to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension” (Undergraduate Handbook 49). The university defines several types of dishonesty. “Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. More detailed information concerning each form of dishonesty can be viewed at the official university academic integrity website:

http://www.depts.ttu.edu/studentjudicialprograms/AcademicIntegrity.htm

In writing courses, plagiarism is the most common form of academic dishonesty. For the purposes of this course, “plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow student is guilty of plagiarism.

The instructor or Writing Program Director is responsible for initiating action against academic dishonesty or plagiarism. In the case of convincing evidence, the instructor should and will take appropriate action. A Campus Incident Report will be filed with Student Judicial Programs.  

Note: Except on assignments where revision of past text is called for, the re-submission, or recycling, of text that has been used on previous assignments—in this course or in any other course—will result in a “0” for the assignment.

Incompletes

A final grade of “Incomplete,” according to the Undergraduate Catalog, “is given only when a student’s work is satisfactory in quality but, due to reasons beyond his or her control, has not been completed. It is not given instead of an F. The instructor assigning the grade will stipulate, in writing, at the time the grade is given the conditions under which the ‘I’ may be removed” (50). To qualify for an Incomplete, students must have completed at least 60% of the work for the class with a grade of C or better. Students seeking an Incomplete must work with both the instructor and a writing program administrator to determine a proposed completion date. The Incomplete becomes an F if the proposed completion date (up to one year from the date filed) passes without the work being submitted.

Getting Help with the Course

To get help with assignments, or grammar and mechanics, you can meet with your instructor during office hours. Some instructors prefer to meet with you during office hours to discuss
your question rather than conducting the discussion via email; instructors will let you know their preferences during the first week of class. You may also meet with a tutor at the University Writing Center (UWC). The UWC is located in room 175 of the EN/PH Building. You may also access tutors and writing resources via the UWC website at [http://english.ttu.edu/uwc01/](http://english.ttu.edu/uwc01/).

When you do meet with your instructor or a tutor, make sure you come prepared with specific questions, having reviewed the assignment, the supporting material in the textbook, and the assignment description.

For assistance with other course-related issues, please visit a writing program director in room 211D in the EN/PH Building. Directors can answer questions about the program, the instruction, the assignments, and our online tools.

Software for the Course
The first-year writing program uses the RaiderWriter course-management software for submission and grading of documents. Key features for student use include the following:

- 24/7 access to your essays, assignments, due dates, commentary, grades, and attendance records
• A submission box for you to turn in writing assignments online, including brief assignments, drafts, peer critiques, and writing reviews
• A page in which you examine grades and comments on all assignments, as well as see your cumulative grade in the course
• A comment/rating feature where you can provide your instructors with feedback on their commentary to you.

To begin using RaiderWriter, look for an activation email, which will be sent to your ttu.edu email account within 24 hours of your first day of class. When you receive the email, follow the instructions in it to reset your password and begin using RaiderWriter. If you do not receive this email, or if you have any other problems resetting your password and logging in, it is your responsibility to notify your instructor immediately in order to resolve the problem. All students must successfully login to RaiderWriter no later than the last day of the add/drop period. Failure to do so will jeopardize your progress in the course.

Also, please keep your account and password confidential. The enrolled student is responsible for all content posted under his or her name throughout the semester. Do not share your account information with anyone.

Disabilities
“Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.” (TTU OP 34.22, p. 2).

Religious Holy Days
Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel.
An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.
If the work is not made up in a timely fashion, the instructor may respond appropriately.
Due dates for each meeting day are listed in the following table.

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<tr>
<th>Assignment</th>
<th>Type</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>Reading 1</td>
<td>Reading</td>
<td>1/24/2011</td>
<td>1/18/2011</td>
<td>1/12/2011</td>
<td>1/13/2011</td>
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