

Indiana Tech
ENG 1270 English Composition II
Early Start Course Syllabus

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Course Description

This course is an introduction to the writing of researched essays for a variety of aims and audiences. Students analyze rhetorical style, structure, and argumentation, with an emphasis on building critical thinking skills.

Course Prerequisite

Grade of C or better in ENG 1250

Textbooks

Literature and Its Writers (5th Edition), ed. by Ann Charters and Samuel Charters

A Writer's Reference (7th Edition), Diane Hacker

* Please note that some classes may be assigned the 6th edition of *A Writer's Reference*. For this reason, all readings and assignments are given by chapters, not page numbers.

Primary Learning Objectives

Upon successful completion of this course, a student will be able to:

1. Derive meaning and assess significance in a variety of literary texts.
2. Respond to literary texts with writing that expresses, analyzes, criticizes, and assesses meaning and significance.
3. Support ideas with evidence and proof.
4. Include information, ideas, and opinions from outside sources accurately and consistently.
5. Organize and write a formal research paper using MLA style documentation.
6. Present finished texts conforming to American Standard Written English (SWE).

Grading Events & Grading Criteria

Project #1 – 32 points

Project #2 – 50 points

Project #3 – 50 points

Project #4 – 50 points

Discussion boards/peer reviews – 48 points (3 points each)

Total – 230 points

Unless otherwise specified, all assignments must be submitted via Blackboard.

Project #1 – Rhetorical Analysis

For this assignment, you will be doing a rhetorical analysis of a space. Think about the following: How does the design of the space teach us how to use it? Who is the space intended for? How do we know? You can examine any space, including a classroom at school, an office space, a seat on the bus, a local monument or park, etc. This essay should have a written component (2-3 pages) and should also include a multimodal component (photographs, a video, etc.) that illustrate the space you are discussing. No counterargument/refute paragraph or works cited page is necessary for this project.

Project #2 – Multiple Source Project

Choose and read one of the following short stories:

“The Lone Ranger and Tonto Fistfight in Heaven” by Sherman Alexie (pg. 35 in the textbook)

“A Very Old Man with Enormous Wings” by Gabriel García Márquez (pg. 166 in the textbook)

“Hills Like White Elephants” by Ernest Hemingway (pg. 224 in the textbook)

“Zolaria” by Caitlin Horrocks (Blackboard)

You will write an essay (3-4 pages) in which you make an argument/construct a thesis statement about the short story you chose. (For example: Russell Banks’ short story “Black Man and White Woman in Dark Green Rowboat” acts as a social commentary on the negativity surrounding interracial relationships in modern culture). You will use at least additional three scholarly sources (found using Indiana Tech library resources or Google Scholar) to support your thesis. You will also cite the short story in your works cited page, so you will have a total of four sources. You must use at least one quote per paragraph with properly formatted in-text citations and works cited entries. Refer to the peer review handout on Blackboard to make sure you have all of the elements you need for this essay.

Project #3 – Annotated Bibliography

As we prepare for the final research project, you will choose a research topic and will construct an argument related to that topic that will be the focus of both Projects #3 and #4. You may not choose any of the following topics: abortion, gun control, euthanasia, capital punishment, or legalizing marijuana. You should use the Indiana Tech library resources and other means (like Google Scholar) to find eight credible, scholarly sources that support your argument. Then, you will create an annotated bibliography based on those sources (refer to the sample annotated bibliographies on Blackboard for examples). Avoid creating a simplistic “yes or no” argument (ex. organic food is better than non-organic food) and work toward a complex thesis statement

(ex. organic food works to support the environment by resisting the use of harmful chemicals and pesticides that negatively impact the earth). You will provide a proper citation of the source, followed by two paragraphs (3-4 sentences each). The first paragraph should summarize the source while the second paragraph should explain how the source will help you in your research essay. Remember, you must have at least eight sources in your annotated bibliography.

Project #4 – Research Essay

The final project is built from the annotated bibliography. You will write an argumentative essay (7-8 pages) in which you support your thesis statement with well-developed paragraphs that integrate source material to further your claim. This paper should work toward synthesis where you use two quotes from two different sources per paragraph, connect those quotes, and explain how they work together to further your argument. You should use at least six sources in your essay and have a properly formatted works cited page to give credit to your sources. Refer to the sample research essays provided on Blackboard for guidance. In addition, refer to the peer review handout on Blackboard to make sure you have all of the elements you need for this essay. You will likely need more than three points in your thesis statement for this essay to meet the length requirement.

Discussion Boards & Peer Reviews

Individual discussion board prompts and peer reviews can be found in our Blackboard course shell under the Discussion Board tab. To receive full credit on a discussion board assignment, each discussion board post should be at least 300 words in length. Students must also comment on at least two of their classmates' posts; each comment should be at least 75 words in length.

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is

- in good academic standing (up-to-date on all of the course assignments and has at least an overall passing grade),
- able to complete all of the remaining coursework within a session (5 weeks for an undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
- able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated University authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student’s email within one business day. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within one business day. If you don’t receive a reply within one business day, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note “Please help. It’s been one business day and I have not heard from my instructor” and the University support staff will act on your behalf to contact your course instructor.

Learning Objective-Driven Web Links

#	Objective	Readings	Critical Topic Areas	Internet Links
1		L&W		

	<p>Derive meaning and assess significance in a variety of literary texts.</p>	<p>Intro; Pt. 1 (Sections 1-3); Pt. 2 (Sections 7 and 13); Pt. 3 (Sections 19 and 21)</p>	<p>This objective is one that spans the course. All the critical topic areas listed will contribute to meeting this objective.</p> <p>Each part of the book has a chapter devoted to reading, thinking, and writing about the particular genre.</p>	<p><i>Responding to writing assignments about various types of literature is the topic of this web resource:</i></p> <p>http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/02fb034a660c516785256a0100738b1a?OpenDocument</p> <p><i>Purdue's OWL page on Writing about Literature:</i></p> <p>http://owl.english.purdue.edu/owl/resource/618/01/</p> <p><i>Hacker's Writer's Reference:</i></p> <p>http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx</p> <p><i>An excellent general source of help with all aspects of writing is Purdue University's Online Writing Lab (OWL):</i></p> <p>http://owl.english.purdue.edu/</p> <p><i>Another excellent source is University of Illinois' writing lab (especially for help with MLA format):</i></p> <p>http://www.cws.illinois.edu/workshop/writers/citation/mla/index.html</p>
<p>2</p>	<p>Respond to literary texts with writing that expresses, analyzes, criticizes, and assesses meaning and significance.</p>	<p><u>L&W</u> Intro; Pt. 1 (Sections 1-2); Pt. 2 (Sections 7 and 13); Pt. 3 (Sections 19 and 21); Pt. 4 (Sections 26 and 27)</p>	<p>This objective is also one that spans the course. All the critical topic areas listed will contribute to meeting this objective.</p> <p>Each part of the book has a chapter devoted to reading, thinking, and writing about the particular genre.</p>	<p><i>The following sites all have excellent information on developing critical reading skills:</i></p> <p>http://www.criticalreading.com/</p> <p>http://www.csuohio.edu/academic/writingcenter/critread.html</p> <p>http://www.studygs.net/crtread.htm</p>

			<p>Developing and organizing ideas in clear, coherent, and persuasive language</p> <p>Developing stylistic maturity, including the following skills: wide-ranging vocabulary; variety of sentence structures; logical organization, enhanced by techniques of coherence such as repetition, transitions, and emphasis; balance of generalization with specific illustrative detail; effective use of rhetoric, including controlling tone, maintaining a consistent voice.</p>	<p><i>An excellent source for critical thinking:</i></p> <p>http://www.austhink.org/critical</p> <p><i>Great site for effective use of language:</i></p> <p>http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/336aa1a4426e652a852569c3006c815d?OpenDocument#denandcon</p>
3	Support ideas with evidence and proof.	<p><u>L&W</u> Pt. 4 (Sections 26-28)</p> <p><u>WR</u> Chs. C, R, & MLA</p>	<p>Basic types of literary papers. Using evidence from the text (primary) and from critics (secondary).</p> <p>Finding, evaluating, and integrating sources.</p>	<p><i>Excellent source for evaluating sources:</i></p> <p>http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/2a9ff6043c0db0b2852569c300674fc8?OpenDocument</p>
4	Include information, ideas, and opinions from outside sources accurately and consistently.	<p><u>L&W</u> Part 4 (Sections 26-28)</p> <p><u>WR</u> Chs. R & MLA</p>	<p>Quoting, paraphrasing, and incorporating quoted material into text.</p> <p>Works cited, parenthetical documentation</p>	<p><i>University of Wisconsin-Madison's Writing Center:</i></p> <p>http://www.wisc.edu/writing/Handbook/QuotingSources.html</p> <p><i>Excellent source for designing writing assignments (MIT):</i></p>

			<p>Finding and using sources</p> <p>Evaluating sources</p> <p>Documenting sources</p>	<p>http://writing.mit.edu/wcc/resources/teachers</p>
5	<p>Organize and write a formal research paper using MLA style documentation.</p>	<p><u>LW</u> Pt. 4 – Ch. 26</p> <p><u>WR</u> Chs. C, R, & MLA</p>	<p>Finding and focusing a topic.</p> <p>Finding and using sources.</p> <p>Drafting.</p> <p>Documenting sources.</p> <p>Revising.</p>	<p><i>Using quotations in various ways:</i></p> <p>http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/70dd75235e3f99e9852569c30068b6ab?OpenDocument</p> <p>http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/70dd75235e3f99e9852569c30068b6ab?OpenDocument#usingquotes</p>
6	<p>Present finished texts conforming to American Standard Written English (SWE).</p>	<p><u>WR</u> Chs. C & R; Ch. G (as necessary)</p>	<p>Revising researched essay.</p> <p>Peer editing.</p> <p>Final preparation: Proofreading.</p>	<p><i>Critical Writing:</i></p> <p>http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/00f2b8c21a4c762e852569c3006a3fe9?OpenDocument</p> <p><i>Excellent source to show how reading, writing, and thinking are recursive:</i></p> <p>http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/3cc42a422514347a8525671d0049f395/14718f8a55d1f41e852569c30074dbf7?OpenDocument</p> <p><i>Tips on proofreading:</i></p> <p>http://www.wisc.edu/writing/Handbook/Proofreading.html#before</p>

				<p><i>Excellent site for outstanding hand-outs on every aspect of writing:</i></p> <p>http://www.write.armstrong.edu/handouts. html</p>
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