Course: ENGL 1320.800/888 (Online/No class mtgs.)
Instructor: Shari M. Childers, Ph.D.
Phone: 940.565-3311 (not the most effective)
E-mail: shari.childers@unt.edu (most effective)
Web page: Blackboard for this course
Ofc. Hours: T 9:00 a.m. – 10:00 a.m., or by appointment
Office: LANG 408H

Course Description:
College Writing II, the second sequence of the Freshman Writing Program, builds on the rhetorical principles of College Writing I by providing students with the opportunity to study, experience, and practice the basic elements of argumentative writing, including thesis statements, claims, support, and counterargument. Beginning with recognition of argument as a rhetorical strategy that opens up ideas for further discussion, the College Writing II course asks students to consider a range of perspectives on important contemporary issues and encourages students to engage the world around them with accommodating and thoughtful, yet well-defined and supported written responses. Because knowledge is meant to be shared, students will also be expected to engage with others’ ideas through efficient research, using all of the search techniques that the twenty-first century has to offer, and to write correctly formatted essays, using MLA style, to foster the accessibility of their own ideas by others.

Required Texts:
- **A Door into Ocean**. Slonczewski/Orb, 2000. ISBN: 0312876521

Course Objectives:
Students can expect to leave this class with a deeper understanding of literature and writing through participation in the following activities/exercises:
- Reading a variety of texts
- Sharing your opinions of texts with your classmates
- Analyzing texts through close reading
- Persuasively arguing for your interpretation of a text
- Learning to use evidence from the text itself to support your interpretation
- Learning to conduct research effectively
- Learning to effectively document a research-based text

Course Requirements:
In order to successfully complete this course, students must meet several requirements:
- Read all of the assigned materials
- Complete ongoing daily assignments (quizzes, discussion posts and responses to peers’ posts, reading responses, assignments, etc.)
- Complete two Short Papers and one Research Portfolio
- Stay informed of course information by engaging with peers through Blackboard and reading emails and announcements on a very regular basis
- Communicate with instructor regarding progress in the course when necessary
- Earn grades commensurate with the final average desired in accordance with grading formula below

Grading:
Your grade will be calculated according to the rubric below:

- **20%** Class Assignments, Discussions, Online posts, Quizzes, and Participation
- **15%** Essay I: Literary Analysis Argument (3-5 pages)
- **15%** Essay II: Research Response Argument (3-5 pages)
- **40%** Essay III: Research-based Literary Analysis (7-8 pages) and Research Portfolio (~10 pages)
- **10%** Peer Revision Exercises

(A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 & below)
General Policies for Students in College Writing II online:

**Departmental Absence Policy**
The departmental absence policy for English must be maintained in all Freshman Writing classes. For this online course your attendance is determined by regular engagement with this course and completion of ongoing daily assignments (quizzes, discussion posts and responses to peers’ posts, reading responses, assignments, etc.).

**Course Schedules and Drops in the First Two Weeks**
Students need to monitor their course schedule every day for the first two weeks of class in order to make sure that they have not been dropped from their courses by the registrar’s office. Students who are dropped from classes for nonpayment of financial aid or other reasons will not be readmitted to the course; it is the student’s responsibility to make sure that all of their financial records are in order so that they are not dropped.

**Plagiarism and Academic Dishonesty**
The UNT Policy Manual defines plagiarism as: “(A) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and (B) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.” (18.1.11). Students in all Freshman Writing courses need to be aware of the strict policies against plagiarism and academic honesty enforced by UNT and by instructors in the Department of English. All writing in Freshman English courses must be original, and all uses of other writer’s material (i.e., for the purposes of research-based argumentation) must be acknowledged and clearly cited in any writing submitted for a grade.

The consequences for plagiarism at UNT are severe, and may include failure for the course, loss of scholarships, and in some cases dismissal from the university. Please talk with your instructor if you are unsure about whether or not something you are doing in your writing might be identified as plagiarism. If your instructor believes that something you have written has been plagiarized, you will be notified of the allegations in writing and asked to meet with your instructor and respond to your instructor’s arguments. After hearing your response, your instructor will decide on a course of action and notify you in writing of any penalties or other consequences. In most cases, your instructor will also send a copy of the allegations and sanctions to the Academic Affairs office. Please note that instructors in the English Department are authorized to fail students for an assignment or for the course if they judge that an assignment is knowingly or negligently plagiarized. Students have the option of appealing the decision of their instructor in writing to the Assistant Chair of the Department of English within 5 days of the instructor’s decision.

**Accommodating Students with Disabilities**
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all instructors in the English Department will work with the Office of Disability Accommodations (ODA) to make reasonable accommodations for qualified students with disabilities. If you have such a disability, please inform your instructor within the first week of the semester and provide your instructor with a Special Accommodation Request Form (available from the ODA). Students needing assistance must be registered with the ODA; if you need to register with the ODA or otherwise contact that office, the ODA phone number is (940) 565-4323, and the office is located in the Union, suite 321.

**Services Available for Additional Help**
A common misconception is that an online course is “easier”—please do not fall prey to this incorrect assumption. Particularly in a composition course, being an online student means that you have accepted the responsibility to complete all of the assignments and get the help you need when and if you need it, according to your own schedule. Please be aware of the following services available to you:

- **The UNT Writing Lab**: Qualified tutors will work with you one-on-one to improve your writing and overall performance on a given assignment, either in person or via electronic submission. Audb 105/ (940) 565-2563.
- **The CITC Helpdesk**: For all technology issues! ISB 119/ (940) 565-2324/ vista@unt.edu.
- **The UNT Library/Librarians**: An excellent source for all research needs. www.library.unt.edu/ris/ask-us
- **My office hours**: I am available both in person and by phone and/or chat; remember that I am a real person!
More Specifics for Students in this section of College Writing II online:

Course Schedule:
This is NOT a self-paced course. This course is divided into Learning Modules. A learning module is a series of tasks and assignments that students must complete over a set period of time. As such, students will have ongoing weekly assignments with due dates, and must complete these according to the schedule provided. Organization and discipline are extremely important for success.

Course Communication:
Because this is an interned class, most communication will take place online. It is the responsibility of the student to regularly check email and the announcements in Blackboard. Other forms of ongoing communication include:

• “Questions for the Professor”: This asynchronous communication space is available on the discussion board, and it allows students to post questions in a public space so that I can answer them publicly. Chances are good that if you have a question, others are confused as well. Even if you are not posting a question, PLEASE CHECK THIS SPACE REGULARLY FOR GOOD INFORMATION AND CLARIFICATION—PARTICULARLY BEFORE you email a question to me.

• “Assignment Help”: This asynchronous communication space is available on the discussion board, and it allows students to post questions in a public space so that other students can answer them publicly. Students often find this very useful, sharing excellent research resources, shortcut keys, places to find cheap books, and citation tips for essays. Even if you are not posting a question, PLEASE CHECK THIS SPACE REGULARLY FOR GOOD INFORMATION AND CLARIFICATION—PARTICULARLY BEFORE you email a question to me.

Course Postings/Online Participation:
In addition to readings from the text, this course includes online lectures, assignments, discussions, peer revisions, replying to peers’ postings, and various other “posting” requirements. All postings are required class participation (attendance) and carry a grade. As such, missing a posting results in both an “absence” and a zero.

Netiquette:
Anything a learner types in the discussion area is PUBLIC—this means that all students and the instructor will see what is written. REMEMBER THAT THIS IS A COMPOSITION COURSE; I AM ASSESSING YOUR FACILITY WITH WRITTEN COMMUNICATION, INCLUDING THE LENGTH, SUBSTANTIVE NATURE, AND MECHANICS OF ALL WORK SUBMITTED. AS SUCH, PLEASE ADHERE TO THE FOLLOWING GUIDELINES:

• Do not post information of a sensitive nature.
• Do not use inappropriate language for a classroom.
• Do not use inflammatory or prejudicial language.
• Do not post in all caps.
• Do not use “text messaging” abbreviations.
• Do use grammar and punctuation conventions appropriate for Standard Written English.
• Do write in complete sentences.

Written Work/Essays:
All papers and essays should illustrate and appropriate level of CRITICAL THINKING, RELEVANCE, INDEPENDENT THOUGHT, INTELLECTUAL CURIOSITY, AND ACADEMIC INTEGRITY. Essays will be submitted in accordance with standard MLA guidelines for formatting and documentation. Major essays will be submitted using Turnitin through Vista.

I WILL NOT GRADE ESSAYS THAT DO NOT MEET THE FOLLOWING, MOST BASIC GUIDELINES:

• Submit all essays using Turnitin through Vista with the proper file extension of (.doc). Do NOT cut and paste!
• Have an original title. This is something relevant, concise, and appropriate. It is not the title of a short story or poem that you did not write.
• Use MLA format: include your name and the page number on the top right of each page (i.e. : Lastname 1). Also include a date and the course number and section (i.e. ENGL 1310.801). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, and no cover sheet. See The Concise Wadsworth (52-58) for an excellent example
• Double space throughout—even the Work Cited page.
• Run spell check.

AGAIN, I WILL NOT GRADE ESSAYS THAT DO NOT MEET THESE CRITERIA.
TROUBLESHOOTING/FAQ:

What if I need to drop the course?
It is a good idea to contact the instructor first. Many students are surprised to find that they can still pass the course if they can locate the right help/services.

It is the student’s responsibility to drop the course if he/she plans to discontinue the coursework. Please inform the instructor and contact the Registrar’s office. If you remain on the class roster and have not completed the coursework, you will receive an “F.”

What if I fall behind in my work?
Many students choose web-based courses because they can work when they want and where they want. This is both a blessing and a curse. Others believe that an online course is “easier.” This is simply untrue, at least for composition courses. Get involved from day one, make yourself a schedule, contact your instructor and classmates regularly, and you should be fine.

If you do not discipline yourself, you may find yourself so far behind that you cannot catch up. Contact your instructor, who will help you honestly assess your situation.

What if my computer crashes?
Not having a working computer or a crashed computer will NOT be considered as an acceptable reason for not completing course activities according to the schedule. It is the responsibility of the student to identify in advance a second computer that can be used in the event that your computer crashes. Computers are available for public use at libraries, the university, internet cafes, and any FedEx location, among others. Regularly backup your work to a memory stick so that it is not lost.

What if Blackboard is down?
Blackboard is down weekly for routine maintenance. Please be aware of this weekly outage so that you do not unintentionally put off an assignment, expecting to access the system at that time. In the event that Blackboard experiences an unforeseen outage that threatens to disrupt coursework or a scheduled due date, I will post an announcement detailing what changes, if any, have been made to the requirements and deadlines.

What if I submit something and it disappears into cyberspace?
It is the student’s responsibility to keep/save a copy of every project/assignment on an external memory drive and/or personal computer. In the event of any kind of failure or any contradictions/problems, I may request that you resubmit the files. In other words, if I do not receive a file or it is corrupted when I open it, it is incumbent upon you to resend it to me with little or no “downtime” or wait.

What if I am having trouble with technology?
If you experience technological problems of any kind during the semester, don’t wait until you are hopelessly behind to seek help. If this is the first time that you are taking an internet course, don’t wait until the last minute to submit your assignments.

First, carefully read the “Ticket to Vista” orientation module. If you are still experiencing problems, contact the CITC Helpdesk: Vista@unt.edu /ISB 119/ 940-565-2324. This information is posted in greater detail in our course.

What if I lose all online contact?
If you lose contact completely, you need to contact me directly at 469-734-7861. Explain the reason that you cannot contact me and leave a phone number so that I can contact you. Speak clearly. Repeat the phone number twice.

What if I am unhappy with my grades?
If you are receiving lower grades that you like on your work, you have several options:
• Speak with your instructor—real person! Here to help!
• Speak with your classmates—you will find that peers can offer great advice. Writing is not a solitary activity.
• Go to the UNT Writing Lab—having a qualified tutor look over your work (FOR FREE) before submitting assignments can be an excellent way to improve your grades.

College Writing II Syllabus, p. 4 of 6
Course Schedule:
(Notes: Schedule is provisional and may change; all assignments are due on the date period listed below; “L” indicates readings from Legacies; “W” indicates readings from the Concise Wadsworth Handbook)

First Week (Jan 18-Jan 24)
• Introduction to Course
  • Jan 18: Classes begin; begin intro module
  • Jan 21:
    • Post your biography to discussion board
    • Submit course Pre-assessment
  • Jan 24:
    • Complete the Blackboard tutorial
    • Read (W Chs 1, 3, 5A-c, 7, and 45)
    • Complete the Course Policies Quiz (covers readings and all of intro)
    • Complete “Getting to Know You Quiz”

Weeks 2-5 (Jan 25-Feb 22)
• Module 1: Literary Analysis
  • Jan 25: Begin Learning Module 1
  • Jan 26:
    • Complete assignment for Ch 1-2 in Legacies
    • Respond to Legacies Ch 1-2 Discussion topic
  • Jan 28: Complete reading responses for
    • “Everyday Use” (L 370+)
    • “The Shawl” (L 381+)
  • Jan 31: Complete reading responses for
    • “Persimmons” (L 430+)
    • “I Stand Here Ironing” (L 340+)
  • Feb 3: Complete reading responses for
    • “A Rose for Emily” (L 404+)
    • “Scar” from The Joy Luck Club (L 376+)
  • Feb 4: Respond to Mod. 1 prompt on Discussion board
  • Feb 7: Respond to two classmates’ posts:
    • One on the Mod 1 Discussion board topic
    • One on the Legacies Discussion board topic
  • Feb 10:
    • Complete Apostrophe Quiz
    • Complete Comma Quiz
    • Post thesis for Short Paper 1 to discussion board

Week 5 (Feb 15-Feb 22)
• Continue Module 1: Literary Analysis
  • Feb 15:
    • Complete quiz over Ch 4 in Wadsworth
    • Submit rough draft of Short Paper 1
  • Feb 17: Complete SP1 Peer Reviews--assigned
    • Review two assigned peer drafts
  • Feb 22: Submit Short Paper 1: Literary Analysis

Week 6-9 (Feb 23-March 30)
• Module 2: Responding to Other Voices
  • Feb 23: Begin Learning Module 2
  • Feb 26:
    • Read “A Good Man is Hard to Find” (L 1235+)
    • Read critical essays on “Good Man” (E-reserves)
  • Feb 28: Begin “Prufrock” readings
    • Read “Love Song of J. Alfred Prufrock” (L 740+)
    • Read critical essays on “Prufrock” (E-reserves)
  • Mar 3: Discussion board posts
    • Respond to Discussion Topic II (“Prufrock”)
    • Respond to two peers’ posts (Discussion topic I)
  • Mar 4: Begin M. Butterfly readings
    • Read M. Butterfly (L 590+)
    • Read cultural contexts of M. Butterfly (E-reserves)
  • Mar 7: Discussion board posts
    • Respond to Discussion Topic III (M. Butterfly)
    • Respond to two peers’ posts (Discussion topic II)
  • Mar 9: Discussion board posts
    • Respond to Discussion Topic IV
    • Respond to two peers’ posts (Discussion topic III)
  • Mar 11: Discussion board posts
    • Respond to two peers’ posts (Discussion topic IV)

Spring Break (March 14-18)

Friendly Reminder: you must finish reading A Door into Ocean by April 1.
**Week 9 (Mar 21-Mar 31)**

- **Continue Module II: Responding to Other Voices**
  - **Mar 21:** Begin serious, engaged work on SP2
    - Complete Quiz on “There, Their, and They’re”
    - Post your Thesis on the Discussion Board
  - **Mar 24:** Submit Rough Draft of SP2
  - **Mar 26:** Complete SP2 Peer Reviews--assigned
    - Review Two assigned peer drafts
  - **Mar 31:** *Submit Short Paper 2: Response Argument*

**Week 10-15 (Apr 1-May 9)**

- **Module 3: Research-based Literary Analysis**
  - **Apr 1:** Begin Module 3/ Finish A Door into Ocean
  - **Apr 4:**
    - Complete Ocean reading quiz 1
    - Respond to Discussion topic I
  - **Apr 6:**
    - Respond to two peers’ posts (Disc topic I)
    - Post questions for Librarian on Disc. board*
  - **Apr 8:**
    - Complete Ocean reading quiz 2
    - Respond to Discussion topic II
  - **Apr 11:** Respond to two peers’ posts (Disc topic II)
  - **Apr 14:** Respond to Discussion topic III
  - **Apr 18:** Respond to two peers’ posts (Disc topic III)
  - **Apr 19:** MLA Quiz Due
  - **Apr 25:** Submit “Research-Based Writing Briefs”-- includes:
    - Abstract
    - Outline (includes tentative thesis statement)
    - Annotated Bibliography
  - **May 3:** Submit Rough Draft of Essay
  - **May 5:** Respond to posted Peer Review questions
    - Review two assigned peer drafts
  - **May 9:** *Submit Final Draft of Research Portfolio*

*This is an optional assignment for our synchronous chat with the Librarian. A librarian will be available to answer questions via chat for one hour. At that time, she will also post responses for everyone to any questions that have been posted to the discussion board. Date TBA.*