
COMPOSITION II

Writing Environmental Change

Your Course

ENGL 1302 — Composition II

MW 3:50 - 5:10

Maes 108

Your Professor

Dr. Starnes

Office: Maes 42

Phone: x8589

email:

adrienne.starnes@lamar.edu

Office Hours:

MW 1pm - 3pm

Tuesday 12 - 4pm

Check the course calendar for additional office times preceding major project deadlines. You may also set up an appointment for times not listed above.

About Me

I am an Assistant Professor in the Department of English and Modern Languages where I teach a range of undergraduate writing courses. My research involves a broad range of avenues, but always returns to a central question: how do I engage students in such a way that they begin writing and researching about their curiosities in my class but continue to research and write about these curiosities long after final grades are issued?

Course Description

Forms of expository and analytical writing. Topics for composition suggested from wide reading in at least two of the three genres: prose fiction, poetry, and drama. Research paper required. Prerequisite: ENGL 1301. (NOTE: ENGL 1301 and one other course from ENGL 1302 or 1374 will satisfy the general degree requirement in composition. A student may receive credit for only one such course in a semester.)

Writing Environmental Change Description

Writing Environmental Change grew out of a student paper in my Composition I class. This course will help you improve information literacy and research writing skills essential to college and professional success. Readings, discussions, blog contributions, research and writing assignments will trace topics related to environmental awareness, individual responsibility, new and innovative ways to recycle and reuse, the social responsibility associated with environmental change, and how we can “think globally and act locally.” As an ACES Fellow (Active and Collaborative Engagement for Students), I know these goals are best met through actively engaging you in hands-on experience that furthers your knowledge of environmental, individual, and social responsibility while simultaneously improving your writing abilities. My teaching philosophy further explains how this course aids you in acquiring these skills.

My Teaching Philosophy

As an educator and ACES fellow, my goal is to engage your desire to improve your writing skills beyond the narrow idea of writing as a rote task comprised of meeting page requirements, word counts, and applying the rules of academic grammar and citation. These tasks are essential to acquiring strong writing skills, but successful writing also comes with a deeper understanding of other skills: critical thinking, critical analysis, information literacy, and composing for both academic society and the larger write-able society. These are terms unfamiliar to you as a student entering the class, but I guarantee by the end of the semester the skills, not just the words, will be an active part of your writing toolbox. These skills are at the root of strong writing and I urge you to continue reading my teaching philosophy to understand how they play key roles in this course.

Knowledge requires critical thinking. I encourage you to seek a critical and logical explanation when you can espouse none. Your quest should include open-minded inquiry: question illogical thinking in a manner that fosters critical dialogue rather than defensive argument; learn to reciprocate open-mindedness with dialogue; challenge closed-mindedness with facts. I model critical thinking for you so you may model critical thinking among your peers.

Critical thinking encourages critical analysis. You will turn your critical thinking skills to everything you read and view. We will conduct scavenger hunts for fallacies in social media, respond to propaganda with factual argument, and explore methods for encouraging critical analysis among peers. We will illustrate how *fallacies*, unreliable sources, and propaganda impact *ethos*. These activities stress the individual's role as both a knowledge producer and consumer and the responsibility to critically analyze each time you produce or consume knowledge.

Critical analysis emphasizes information literacy. You will push Google to the limits of credibility and reliability, delve further than ever before into library resources, share reliable research with peers, and inquire of librarians when confused or unsure in your research. We will delve into the similarities between credible and reliable sources for both academic and write-able society research. Similarities will emphasize differences; differences will spark dialogues about audience needs and expectations. These dialogues will further understanding about when research is necessary, what research is necessary, and where research is conducted so you internalize the power of task-appropriate research in disseminating information.

Academic society requires composing. Without composing, we are stymied in academic society. Rhetorical knowledge atrophies without the ability to present the knowledge intelligibly. Each rhetorical tool and action returns our discussion to composing; each composing act returns our discussions to rhetoric. You will internalize the power of delivering your words to an audience. We will explore diverse audiences, *kairos*, exigency, and *ethos*. Final papers will recognize the language, structure, and citation demanded in academic society. Delivery becomes final and formal as you make your entrance as producer-consumers in academic society.

Write-able society requires composing. Final papers are not final products, but rather the culmination of academic-specific skills. We will make meaning of how a similar message is conveyed beyond the traditional, the academic, the print genre. We will grapple with conveying the same argument orally, nonverbally, visually, and electronically. You will recast language, analyze visuals, record audio, and justify hyperlinks as they transform your written, academic message to a multi-genre product. You will struggle with maintaining power and exigency in a genre that may invoke more complicated audiences than originally addressed. You will confront media specific literacies. The process will frustrate and confuse; the final product will reward and inspire. Delivery will become action as you make your entrance as civic-minded producer-consumers in write-able society.

My teaching content is malleable and highly influenced by serendipity, student input, current events, and popular culture. No class is the same, and no material will work the same for each class. I remain flexible in my teaching to engage my students in learning. As an educator, I fail you if I cannot engage you and instill in you a desire to improve your rhetorical tools and writing skills for purposes beyond academic and professional purposes. I am deeply influenced by the theories and ideas of many studious theorists; however, these theorists only inform my pedagogy. My pedagogy is highly inspired by ambitious students like you who enter my classroom each semester, eager to make a mark in the world. My students inspire me to help them make a mark, both in academic society and the write-able society. I strive to ignite a passion within you that gives you a reason and a desire to think and read critically, to research and to write about your passions.

Required Materials

Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook*. 12th ed. New York: Pearson/Longman, 2012. Print.

Rollins, Brooke and Lee Bauknight. *Green*. Southlake, TX: Fountainhead, 2010. Print.

- **Spiral notebook**
- **Blackboard access**
- **Word processing software**
- **Wordpress account**
- **Backup file option**

Important Course Dates

7Feb Project I: My Green Plan [Research Proposal]

7March Project II: Crowdsourcing Green [Group Bibliography Database]

28March Project III: Progress White Paper [Research Report]

2May Project IV: My Semester Without [Multimodal Project]

DATE Commonplaces books collected for final assessment

DATE Course blog final assessment begins

May 12 2:00 - 4:30PM Final Exam

Student Learning Outcomes

1. **Writing**
 - Using their reading and/or research, students will compose critical/analytical essays with a clear thesis and introduction.
 - Using their reading and/or research, students will compose critical/analytical essays with organized supporting paragraphs.
 - Students will use the standard conventions of English grammar and punctuation and write clear and efficient sentences.
 - Students will maintain a style and persona appropriate for a particular purpose and audience
 - In their essays, students will use research and correct documentation from a variety of sources, to include electronic sources
2. **Oral or visual communication**
 - Students will present clear, salient, and supported oral/visual/ speeches/demonstrations. And/or Students will participate in class or group discussions.
 - Students will demonstrate visual and oral communication through effective organization, narration, use of visuals, and articulation in an oral presentation of their semester research.
3. **Critical Thinking (Note: We measure critical thinking through students' analysis of their reading).**
 - Using their reading and/or research, students will compose essays that analyze literary, rhetorical, or thematic elements in their reading.
 - Students will demonstrate critical analysis of reliable sources through effective use of quotes, paraphrases, and summaries in research assignments.
4. **Personal Responsibility**
 - Any rhetorical act is both personal and social. In written responses (preferably complete essays), presentations, discussions (online or face to face) **based on their reading or research**, students will show an understanding of the complexities and dynamics of personal (the self) and social responsibilities (one's family, culture, country, politics, society, etc.). They will also reveal their consideration through appropriate integrations of audience, purpose, and persona.
5. **Teamwork**
 - In group projects, team presentations, peer reviews/grading/ editing, or in-class discussions; students will actively contribute to the progress of the group or class as a whole.
 - Students will demonstrate teamwork abilities through the coordinating of entries, peer critiques, and final product for the group bibliography.

This course includes a hands-on learning project that will form the foundation for your major projects, contributions to the course blog, and several of your short writings. The project will explore the impact of some item on the environment (e.g., plastic bottles, paper, clothing) and explore how an individual can reduce, reuse, and recycle the item in a way beneficial to both the environment and the individual. We will brainstorm ideas for these projects in preparation for Project I, but you will need to maintain consistency in your project work through the semester. **A word of caution: this is not a project or a class that allows for procrastination!**

Course Policies

Attendance Policy

Regular attendance is required for success in this course. I take attendance at the beginning of each class meeting either by calling role or through attendance quizzes. You are allowed 3 unexcused absences, and subsequent absences will result in a deduction of 1/2 letter grade per absence. If you must be absent, please get the notes from a peer and make an appointment to meet with me to cover any information you do not understand. An absence does not excuse you from assignments and due dates. The only excused absences I accept are those involving participation in university-sanctioned events and activities. To receive an excused absence, you must present proper documentation prior to the absence and complete all assignments in advance of the absence.

Military Community Members

I recognize the complexities of being a member of the military community and also a student. If you are a member of the military community, please inform me if you are in need of special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you. I encourage veterans to stay in contact with the Veterans Affairs Office (VA@lamar.edu), and active duty military to stay in contact with the Center for Military Services (military@lamar.edu). These offices have Dedicated Military Officers who can further assist you with questions and complications that may arise as you pursue your education.

Do not hesitate to inquire about assignments, grades, or other class related topics. I maintain an open door policy; if I am in my office, please drop in! If I am not, do not hesitate to email me and set up an appointment.

Grading Policy

I use a standard 10-point grading scale. Grades in this course are weighted as follows:

Project I	10%
Project II	10%
Project III	15%
Project IV	25%
Short Writings	10%
Course Blog	15%
Commonplaces Book	15%

Grade Discussions

I am always willing to discuss your grades and ways you can further your learning in the course. If you have a question or concern you wish to discuss, please address this issue in my office, not in the classroom. This policy is for your privacy. I respect concern for grades, but I also expect that this concern begins prior to the last weeks of class. Therefore, if you have not met with me to discuss improving your grades prior to the last 2 weeks of the semester, I will not discuss your grades with you during these two final weeks. You are responsible for keeping up with your grades throughout the semester, and concerns should be addressed soon after the grade is recorded, not at the semester end.

Grade Turnaround: I will return graded writing assignments within three class periods of the submitted due dates.

Project Descriptions

Project I: My Green Plan [Research Proposal] asks you to propose to a research project you wish to complete this semester related to our course theme. The research project will involve both primary research (e.g., your own actions to reduce the use of plastic in your life) and secondary research (e.g., scholarly sources about the impact of plastic on our environment). The proposal details *what* you will study as well as *how* you will conduct the research. [10% of your grade]

Project II: Crowdsourcing Green [Group Bibliography Database] asks you to create annotated bibliographic entries for 3 scholarly, secondary sources on your topic, read and comment on the annotations presented by your peers, and revise your entries based on peer feedback. The bibliography will be housed on the course Wordpress site. [10% of your grade]

Project III: Progress White Paper [Research Report] is a formatted research paper in which you present the findings from your semester project. The paper will include a literature review of scholarly sources, your own experience and findings from your primary research, credible facts from your secondary research, and guidelines, tips, and suggestions for those intending to begin reducing their own use of the product you researched. [15% of your grade]

Project IV: My Semester Without [Multimodal Project] asks you to take the information presented in your white paper and transfer this into a brief 5 minute presentation for your peers and interested members of the campus community. [25% of your grade]

Short Writings will include in-class writings, submissions from class workshops, and homework assignment that assist you in working toward each of the major projects. [10% of your grade]

Course Blog assignments have two components. First, you will be assigned a week in which you will facilitate a discussion on the course Wordpress blog. In this role, you will create one post (500 words approximate) related to your writing and research. You will respond to peer comments throughout the week. Second, you will be read the new posts from peer facilitators each week and comment to the work with feedback, questions, and suggestions for the post author. [15% of your grade]

Commonplaces Book is an assignment that aids your growth as a writer on the sentence level. Each week, you will include two structurally complex sentences you encountered during the week. You will hand copy these sentences into your spiral commonplace book and then write your own, original sentence related to your research in the style of the copied sentence. [15% of your grade]

I do not offer extra credit. It is your responsibility to keep up with grades and assignments.

Deadlines and Late Work

You should come to class prepared for discussion and class activities. **Quizzes and in-class assignments may not be made up.** In cases of excused absences, you may make arrangements to take quizzes and submit in-class assignments prior to your absence. All assignments are due on the date specified and should be submitted on time. Assignments due in class are turned in at the beginning of the class period. Assignments submitted via Blackboard must be complete and submitted before the submission folder closes. **I do not accept late assignments or assignments via email.**

I do not accept late work unless approved on an individual basis, and then, only in extreme situations. To request a late submission, you must notify me via email that you did not submit your assignment on time and explain the circumstances. You must notify me within 24 hours of the assignment deadline. After 24 hours, you will not receive an extension and your grade will be recorded as a zero. Approved late assignments may be docked one letter grade per day.

Semester Planning

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In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

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The following page contains a visual course calendar detailing course discussions and major projects. This calendar demonstrates how the semester work ties in together. For each project, you will receive an assignment handout that contains the specific readings, short writing assignments, and specific deadlines for the weeks encompassing the assignment.

You must also continue to keep up with ongoing project deadlines, contributions to the course blog, and your commonplace book entries. You are responsible for maintaining and contributing to these works. So they do not get lost or forgotten, use the space below to keep track of your own progress toward completion of these tasks.

Important University Dates

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Census Date (Six Drop Rule does not apply)
29 January Census Date/12th Class Day. Students may drop or withdraw without consulting with their Instructor, Department Chair or the Records Office. The Six Drop Rule does not apply to students who drop before 5:00p.m. on **29 January**

Drop Dates (Six Drop Rule applies)
11 February Last day to drop or withdraw from the course without academic penalty and receive a Q. Six Drop Rule applies beginning on February 5. Students should consult with Instructor and the Records Office to initiate a drop between the dates of 2/5-2/19.
27 March Last day to drop or withdraw with academic penalty. Student must be passing the course at the time of the requested drop in order to receive a Q. The drop form, including all required signatures, must arrive in the Records Office by no later than 4:00p.m. on **27 March** Six Drop Rule applies.
Note:* Any student seeking to drop after **27 March must submit a fairly thorough written explanation, including supporting documents if applicable, of the extenuating circumstances for which the action is being requested. The explanation must be shared with and approved by the Instructor, the Department Chair, and the Dean of the college before the drop form will be sent to the Senior Associate Provost for a final review and decision.

Individual Deadlines

My course blog facilitator week is_____. My post is due to the course blog by **5pm Wednesday**.

There are no course blog facilitators for weeks 1-4, week 8, and week 10. The course blog closes for posts and comments on **28 April 2014**.

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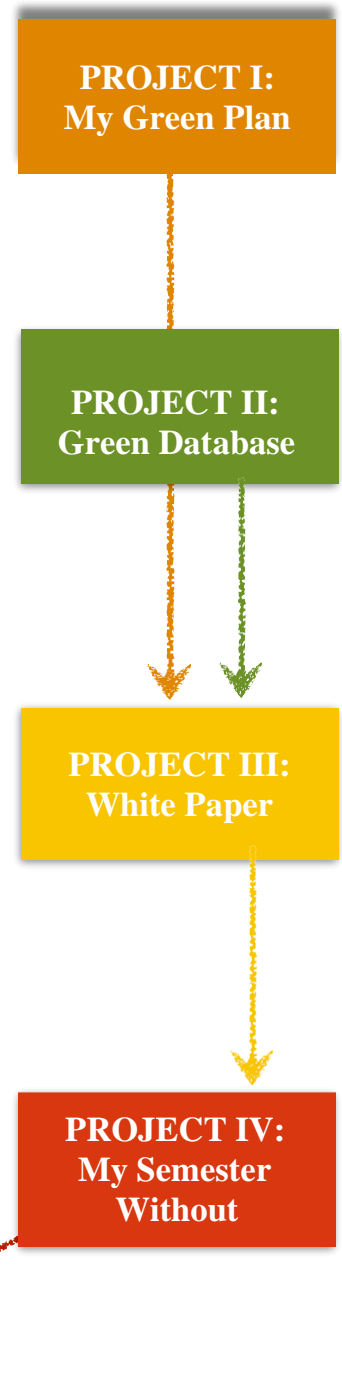
Turn-in dates for my commonplace book are:_____, _____, and **28 April 2014**. **Submissions are due at the beginning of Monday's class.**

There are no commonplace book submissions for weeks 1-3, or week 9. The commonplace books will all be collected for final assessment on **28 April 2014**.

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Short Writing assignments are due before class Wednesday. There are no short writing assignments for week 1, week 4, week 8, week 15.

Week 1: 13 January	What is Green Awareness?
Week 2: 20 January	Greening Identities
Week 3: 27 January	Greening the Self
Week 4: 3 February	Planning Green Projects
Week 5: 10 February	Locating Reliable Green Facts
Week 6: 17 February	
Week 7: 24 February	Rhetoric of Green Facts
Week 8: 3 March	Green Progress Report
Spring Break 10 March	
Week 9: 17 March	Narrating Green Identities
Week 10: 24 March	Writing Green Exigency
Week 11: 31 March	Analyzing Green Lives
Week 12: 7 April	Demonstrating Change
Week 13: 14 April	Composing Interactive Green
Week 14: 21 April	
Week 15: 28 April	Crediting Green Pioneers
May 12 2:00 - 4:30PM	
Symposium in Green Futures	



UNIVERSITY POLICIES

Disability Accommodation

It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law and to the University's commitment to equal educational opportunities. Students with a documented disability should contact the Director of the Office of Services for Students with Disabilities (SFSWD) which is located in 105 Communication Building. Students may write to P.O. Box 10087, Beaumont, Texas 77710, call 409.880.8347, fax 409.880.2225 or e-mail SFSWD@lamar.edu. The Director will arrange to meet with the student to determine reasonable academic adjustments and/or accommodations. Additional information is available at dept.lamar.edu/sfswd.

Handbook

The English department intends for the *Little Brown Handbook* to be a reference book **for students' entire college career**. Students will need these sorts of grammar, mechanics, punctuation, and documentation references in 1302, sophomore literature, and courses outside of the English Department. Further, as students should know, they get nowhere near what they paid for the textbook if they resell it. And if they sell it, odds are that they will have to buy this text—or one just like it—in the future.

C in English 1301

The English Department, Developmental Studies, The College of Arts and Sciences, STARS, ACES, and Lamar University's Curriculum Council have noticed that students are more likely to progress through the core more quickly and to complete their composition courses more quickly if they earn at least a C in English 1301 before enrolling in English 1302. Therefore, the English Department, STARS, Developmental Studies, ACES, and many majors RECOMMEND that students earn a C in English 1301 before enrolling in English 1302. Some colleges and departments in the university require a C to receive credit for 1301, and some colleges and departments require a C to receive credit for both 1301 and 1302. Students should see their departmental or college advisors for specific requirements.

Academic Honesty

Students are specifically warned against all forms of cheating and plagiarism. The *Lamar University Student Handbook* clearly reads: "Any student found guilty of academic dishonesty in any phase of academic work will be subjected to disciplinary action. Punishable offenses include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of source materials." One aspect of the *Handbook's* definition of cheating includes "purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own and submitted for credit." Faculty members in the College of arts and Sciences investigate all cases of suspected plagiarism. Any student who is found guilty of academic dishonesty in this course may *receive an "F" in the course, a O or an F on the assignment, and/or will be reported to his College Dean and the Dean of Students.*

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

Severe Weather

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD)

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/ or defend yourself and others from attack.