English 102 is the second course in the two-course composition sequence required of all students attending SIU. Using culturally diverse reading materials, English 102 builds on strategies and skills learned in English 101, focusing more specifically on structuring arguments for specialized audiences and on conducting and reporting formal research. You can expect to compose several essays, typically longer and more complex than those written in English 101. As in English 101, English 102 will encourage you to capitalize on opportunities for revision based on feedback from both your instructor and your peers. Additional class work will include a research journal, reading assignments, informal exercises in preparation for major writing projects, independent research, and participation in small-group activities and whole-class discussions.

PLACEMENT IN ENGLISH 102

To enroll in English 102, you must have earned a “C” or better in English 101, or have passed the English 101 proficiency exam.

COURSE GOALS

English 102 reinforces rhetorical foundations acquired in English 101 and uses these foundations to improve your academic writing. After taking English 102, you should be able to:

- apply an understanding of ethos, audience, subject matter, process, and context to identify and achieve complex rhetorical goals;
- engage in critical reading by applying various analytical techniques;
- conduct attentive and inquisitive library research;
- explain and employ the methods of argumentation and analysis valued in specialized rhetorical contexts;
- understand and use Standard American English and appropriate forms of documentation.

COURSE MATERIALS

Required Materials

- A standard file folder.
- A composition notebook.

Technical Requirements and Recommended Materials

- Access to a computer with an internet connection
- An SIU email address (so that your instructor can contact you)
- A USB storage drive, OneDrive, Evernote, Dropbox, or other means of storing and retrieving class work

COURSEWORK

English 102 is divided into four major essay projects and a final exam essay. For each course unit, you will produce a significant formal composition. To document your work during a particular unit, you will submit that formal composition, as well as instructor-selected preliminary exercises involved in writing it. Essay projects will require you to write both a working draft and a final draft, which you will submit successively for the instructor to assess. In addition to the essay projects, you will be required to keep a research journal that documents your research throughout the semester. For each essay project, the research journal, and the final exam essay, your instructor will distribute detailed assignment guidelines.
Unit Essays

For each of the five formal essays, you will engage in a process through which you will implement invention and planning strategies, draft rough material, review peers' work, have peers review your work, and then revise and edit your texts for submission to the instructor.

Essay One—Review: For an audience of your peers, you will review a product, performance, or place relevant to the class theme. Through research, you will establish evaluative criteria by which to judge the object under review.

Essay Two—Letter to the Editor: For a specific newspaper readership, you will respond to an editorial or article pertaining in some way to the class theme. Research into the conversation surrounding the topic will help you support your own position within that conversation.

Essay Three—Proposal: For Essay 3, you will identify a topic relevant to the course theme (i.e., an issue raised in Unit 1 or 2) that you would like to investigate further through library and internet research. You will argue for the importance of exploring that topic in the context of the larger Unit 4 assignment.

Essay Four—Source-Based Argument: For a specialized audience you will argue your own position concerning the topic you addressed in your Unit 3 proposal. In this extended essay (nine-to-ten-pages), you will define the issue at hand, including the sources of controversy surrounding it, and will then argue your own stance in response to it.

Essay Five—Reflective/Final Exam Essay: In order to gauge the progression of your reading, thinking, and writing practices across the semester, you will compose a handwritten, timed Reflective Essay for the final exam. More specifically, you will reveal some aspect of your development as a writer in the context of English 102 and will back these observations with evidence from the essays and informal exercises you have completed in the course. You will be able to prepare for the exam ahead of time and may bring an outline for the essay to the exam period. The Reflective Essay is intended for an audience of your 102 class.

Research Journal

You will compose a journal that documents and analyzes your research processes, as well as the sources you plan to cite in your papers. This journal should record a variety of writing, such as your initial thoughts on the course theme, summaries of the sources you read, your reactions to your sources and course readings, analyses of your research findings, and ideas for future research. Your instructor will collect your journal at least twice during the semester.

COURSE GRADING

See the attached addendum for a detailed explanation of the percentage of the course grade attributed to major essay assignments and other course components.

COURSE POLICIES

Late Work Policy

• Informal Assignments—Informal assignments that are late for unexcused reasons will not be accepted and cannot be made up. If your reason for missing an exercise is excused (see attendance policy below), you may be allowed to make it up; however, you will be asked to provide documentation of the reason for the absence. Planned excused absences will require prior arrangements with and written approval from your instructor. Unplanned excused absences will require after-the-fact, official documentation of the reason for the absence before you will be allowed to make up missed work.

• Submission of Rough Drafts and Final Drafts—Late submission of rough and final drafts will accrue a 5% deduction for
each day that the essay is late. If you know you will not be able to attend class on the day an essay is due, make
arrangements for submitting it in advance with your instructor. If you need to miss class suddenly, email your instructor
with the essay in the correct format before the end of class and bring a hard copy of the essay upon your return.

• Working Folders [for portfolio courses only]—If you know you will not be able to attend class on the day a working
folder is due, you should make arrangements in advance with your instructor for a revised deadline and receive written
approval of this deadline (which you must include in the folder). If the need to miss class is sudden, you should e-mail the
major essay assignment to the instructor in the specified format before the assignment is due. Late submissions of working
folders without prior approval will be accepted, but submissions under these circumstances will result in a deduction to
the unit grade. Any submission after the deadline on the same day will receive a 5% deduction of possible points to be
earned. For each day following (with a day starting at midnight), the folder will receive a 5% deduction.

(Please Note: You should never submit an assignment by leaving it on your instructor’s desk, giving it to your instructor’s
officemate, or slipping it under your instructor’s door, as your instructor cannot be responsible for receiving such indirect
submissions.)

Attendance Policy

Excessive unexcused absences will prevent students from passing this course. One day over three weeks of unexcused
absences (consecutive or not) will result in automatic failure of the course. That’s nine class periods for a MWF schedule;
six class periods for a T/R schedule. Additionally, some substantial negative effects of total unexcused absences under the
three-week mark are listed immediately below:

• No in-class work can be made up without providing official documentation of the reason for the absence.
  Unexcused absences will result in a zero for work that took place during the missed class period.
• Work that comes in after the due date as a result of an unexcused absence will receive a deduction in accordance
  with the English 102 late work policy.
• Lack of participation in classroom activities will negatively impact your level of preparedness for succeeding on
  the unit assignments.

If you miss over three weeks of class as a result of excused absences (e.g., those resulting from extended illness), you
must obtain official documentation (e.g., a letter from a medical doctor) that establishes:
  (1) the cause of the excessive absence and (2) the necessity for having to miss so many class periods.

If you are absent for an extended period of time as a result of illness or other personal crises, you should seek the
assistance of SIUC’s Transitional Services Office at (618) 453-7041. Furthermore, please note that early departures for
holidays will not count as excused absences. Excused absences for weddings, funerals, court dates, and other clearly
compelling matters must be pre-approved by your instructor. Procedures for making up missed work as a result of these
absences must be pre-arranged with your instructor.

All absences that you wish to be designated as excused as a result of illness or an emergency must be officially
documented. This documentation must be provided to your instructor no later than two weeks after the absence in order
for the absence to be excused. If you are not feeling well enough to come to class and wish the absence to be excused, you
will need to provide evidence/documentation from a health care professional.

Tardiness

An unexcused tardy or early departure that exceeds ten minutes of class time, as well as chronic instances of tardiness or
early departure, will count as disruptive behavior (see below). You will not be allowed to complete in-class assignments
missed partially or in full as a result of being tardy or leaving early from class unless the tardiness or early departure is
excused and approved by your instructor.

Disruptive Behavior Policy

Behavior that disrupts the educational environment in English 102 and that interferes with others’ learning opportunities
will not be tolerated. Disruptive behavior in the English 102 class includes, but may not be limited to:
• disrespectful treatment of your instructor or peers;
• patterns of tardiness or early departure;
• violations of the policy for responsible and considerate use of technology.

If it is determined that you are disrupting class, you will be referred to the Writing Studies Office. You will not be allowed to return to class until the behavior has been identified and the consequences of repeating the behavior clarified. This discussion will take place in a meeting with a Writing Studies Assistant or the Director of Writing Studies and, in certain cases, with the instructor of the class.

If repeated acts of disruptive behavior are observed after this meeting, you will be referred to the Chair of the English Department, the Director of Student Judicial Affairs, and/or the Dean of the College of Liberal Arts. Consequences for repeated disruptive behavior could include suspension or expulsion from the course.

Technology Policy

The considerate use of cell phones and technological devices is expected in the classroom at all times. Although technological devices (i.e., cell phones, headphones, laptops, tablets, etc.) can be distracting and disruptive, they can be used as legitimate educational tools in the composition classroom. Therefore, devices should always be turned off or set to “silent” prior to the start of class. If students are allowed to use headphones during work periods, then the volume should be set low enough to ensure that they are not disturbing others. If a student is in the midst of some family crisis that requires him/her to keep a cell phone turned on, he/she must keep the ringer set to “silent” and alert the instructor before class about the situation. If students need to take an emergency call, they should quietly leave the classroom and find a place where their conversation will not disturb others. Students should also avoid using their cell phone or other device during class time for anything other than approved educational purposes related to the course content. Being mindful and considerate of other students and the instructor by adhering to these policies will minimize potential disruption to the rest of the class.

Certain instructors may choose to further restrict the use of devices in their classroom. In these instances, the instructor will provide an addendum to this syllabus that clearly communicates to students their cell phone and/or device policy. The Writing Studies Office will support individual instructor’s decisions regarding technological devices in the classroom.

Lack of compliance with this or the instructor’s policy will be regarded as disruptive behavior.

Plagiarism

Plagiarism is the use of another author’s material and/or words in your own text without acknowledging that author’s contribution. In academic environments, plagiarism is an ethical violation that carries serious consequences. Please read the sections on plagiarism in Read, Reason, Write. In addition to the standards regarding plagiarism addressed in this book, the instructor will hold you to the standards immediately following:

• First, you are responsible for learning how to write effectively at the college level; therefore, even unintentional use of another author’s material will constitute plagiarism. You are responsible for understanding the standards taught in this class and abiding by them. If you are in doubt about a potential plagiarism problem, you should ask your instructor about the material before the assignment is due.

• Second, make no mistake about the fact that presenting even “unpublished” material written by someone else (e.g., a paper written by a friend for English 102 or another course) as if it were your own work is an act of plagiarism.

• Third, the use of texts in this class that you have written in the past or are writing during this semester for another course (the idea being to expand or rework them for submission in English 102) must receive written approval from your instructor. You should submit a copy of the text (or the assignment) to your instructor when you request permission. In the case of an assignment that is being composed in another class during this semester, your instructor will request permission from the other instructor.

As per the Student Conduct Code, violations of plagiarism standards will be referred by the instructor of record to the Office of Students’ Rights and Responsibilities (SRR), the Writing Studies Director, the English Department Chair, and
the Dean of Liberal Arts. The student will also be notified when such a referral is made, and he or she will have “five days to respond to the charges.” Depending on the outcome of this exchange, a hearing may be scheduled. If so, “the Dean or designee will contact involved parties to arrange for a mutually convenient meeting time. The results of the hearing will be communicated to the student, instructor, [Writing Studies Director,] Department Chair, and SRR within five days of the date of that hearing.”

Substantiated accusations of plagiarism may result in a failing grade on the assignment; a failing grade for the class; or, for repeated violations, more severe disciplinary action. All cases of plagiarism—intentional or unintentional—once reported to SRR will be placed on file for reference relevant to any future violations of the Student Conduct Code.

Please also note that assisting others in the act of plagiarizing by providing them with your own work to turn in as their own—and/or submitting your work to online databases from which students can purchase papers to turn in as their own—could be interpreted as an act of academic dishonesty and may be subject to disciplinary action under the Student Conduct Code.

Proficiency Examination

In accordance with the University’s policy regarding “academically talented students,” the Writing Studies Program in the Department of English offers proficiency credit for English 102. The Writing Studies Program offers this credit to students who pass a three-hour examination designed to reveal whether or not they have developed proficiency in the areas of written communication addressed in English 102. To be eligible for this test, a student can never have enrolled in English 102 and received a grade (including a W or an INC). Students interested in more details about proficiency examinations should consult the Undergraduate Catalog.

Students who wish to take the 102 proficiency exam should contact the Writing Studies Office Manager, Joyce Schemonia, at the following number: (618) 453-6811. She will schedule a specific time and place for the test to be administered during the first week of a current 102 course (or near the end of the semester in preparation for projected enrollment during a subsequent semester). To the exam, students should bring a pen and their SIUC identification card. Students are allowed to use a grammar handbook and a dictionary that meet the approval of the exam proctor. (Recommended texts are the Penguin Handbook and Webster’s Collegiate Dictionary.)

Disability Support

Students who require accommodations for physical or learning disabilities should contact the Disability Support Services office (618-453-5738). The Disability Support Services office will provide Accommodations Agreements that students with differing needs may submit to their instructors.

Policy on Accommodating Religious Observances of Students

Students absent from classes because of observances of major religious holidays will be excused. Students must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday and must take the responsibility for making up work missed ahead of time. Students should familiarize themselves with the complete Policy on Accommodating Religious Observances of Students in the Undergraduate Catalog.

Emergency Procedures

SIUC is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at www.bert.siu.edu and on the Department of Safety’s website www.dps.siu.edu.
Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting their location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.