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## Composition II

Robert Obert

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**COLLIN COLLEGE  
CENTRAL PARK CAMPUS  
Spring 2019**

**Course Number:** ENGL 1302

**Course Title:** Composition II

**Instructor's Information:**

Instructor's Name: Bob O'Bert

Office Number: B342

Office Hours: By appointment only

Phone Number: 972-548-6830

Email: [BObert@collin.edu](mailto:BObert@collin.edu)

Department office contact in case of emergencies:

Office of Academic Affairs, B122F, 214-491-6270.

**Class Information:**

Section Number: C03

Meeting Times: Mondays, Wednesdays, and Fridays from 9:00 am to 9:50 am

Meeting Location: LA 237

**Course Description:**

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

**Course Credit Hours: 3**

Lecture Hours: 3

Lab Hours: 1

**Prerequisite:** ENGL 1301

## Course Resources:

### Required Textbook:

Barnet and Bedau, *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, 11<sup>th</sup> ed. ISBN: 978-1-319-07588-0

Text is available in the Collin Bookstore.

### Minimum Technology Requirement:

- Access to Canvas
- Active Collin email account
- Word processor to complete and submit papers in a typed format. This word processor must be able to export files as MS Word documents (.doc or .docx file extensions) without changing the formatting of the original document. *PDFs or other formats are not accepted.*
- Access to internet to view materials.
- Access to the Collin library research resources.

### Supplies:

None

## Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
  3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
  5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

## Method of Evaluation:

All assessments (including essays) must be submitted by the established due dates. Essays must be submitted in MLA format.

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60%	F

“I” Grades: I only use the grade of incomplete for cases involving extenuating circumstances.

There is no extra-credit

### Assessment Categories and Percentage Distribution

10%	Essay #1	Persuasive Essay (in-class)
5%	Revision of Essay #1	
10%	Essay #2	Analysis of Visual Information
15%	Essay #3	Evaluation of an Argument
35%	Essay #4	Research-based Argument
10%	Participation	Attendance, active engagement in class activities, and punctuality.
5%	Labs	
10%	Quizzes and Final Exam	
<b>100%</b>	<b>TOTAL</b>	

#### Essays

Students will be asked to use what they are learning in class to construct persuasive academic essays. The first essay will be done in class and will focus on unity and coherence. Subsequent essays will be done out of class and will go beyond these basics to more advanced rhetorical techniques.

#### Participation

The participation grade reflects 1. attendance, 2. punctuality, and 3. constructive engagement in class activities.

##### 1. Attendance:

- Attendance is crucial to success in this class. Students who miss class are missing material that they will be responsible for in their essays. It is the students' responsibility to be in class, and, on those rare occasions when they are legitimately unable to attend, the established procedure is to ask a peer in class to share his or her notes.
- Students will not receive credit for participation on those days they miss, regardless of circumstances. The only exception is an incapacitating illness or the demise of an immediate family member. In such situations, official documentation is required (doctor's note, death certificate, etc.).

##### 2. Punctuality: Late arrival to class is a distraction. To minimize these kinds of disturbances, the late policy is as follows:

- The first tardy will have no penalty. However, each subsequent tardy will result in a deduction in that day's daily participation grade (minus 10% for the 2nd tardy, minus 20% for the 3rd tardy, minus 30% for the fourth tardy, and minus 40% for any tardies thereafter).
- Since classroom computers are synchronized with time on the internet, the clock on the instructor's computer is the reference point for determining punctuality.
- If a student is late and a quiz is taking place, he or she will be asked to wait outside of class until the quiz has been completed.

- Each time a student is late, he or she is asked to explain the reason. This should be done immediately after class.

### 3. Constructive Engagement in Class Activities

- In each class, students will be asked to work together in groups to discuss material presented in readings and lectures. An active engagement in these group discussions, and the whole-class discussions that follow, is necessary to fully understand course concepts and their skillful application. Listening carefully to what one's peers say in these discussions is just as important as contributing one's own ideas and observations. For this reason, students who stay on task and treat each other with respect will earn the maximum points possible.
- It is equally important to treat the educational process with respect. Each lecture and activity is designed to promote the development of the class. Distracting, off-task, or disruptive behavior lowers the energy in the classroom and erodes the quality of learning.

#### Distracting Behavior or Ignoring Class Rules

- Getting up in the middle of a lecture or activity – except for emergencies (minus 15%).
- Leaving phone and/or bag on desk (first two times will result in just a warning; after that, subsequent instances result in a minus 10% for that day's participation grade).
- Other behavior that distracts the instructor or class (minus 10%). However, if the distracting behavior becomes chronic or more severe, it falls under the disruptive category (see below).

#### Off-task Behavior

- Not prepared for class i.e. not doing assigned homework (minus 30%).
- Clearly not paying attention during a lecture or discussion e.g. reading something off-task, staring off into space, back turned toward whatever is going on, etc. (minus 20%).
- Texting during a lecture or activity (minus 30%).

#### Disruptive Behavior

- Side-conversations during a lecture (first two times will result in a warning; after that, minus 25% for that day's participation grade). If problem becomes chronic, the student will be asked to meet with the Dean of Students.
- Any behavior that noticeably derails instruction e.g. refusing to comply with class policies, creating a scene, verbal outbursts, confrontational behavior, etc. (zero for the day and will be asked to leave the class; incident reported to the Dean).

### **Quizzes and Final Exam**

Over the course of the semester, students will be introduced to a variety of topics connected to developing skills in critical thinking, rhetoric, and research. In addition, while MLA will be the focus for documenting use of sources and formatting assignments, other styles will be explored and significant differences mentioned. To help ensure that key concepts are understood and retained, students will be asked to complete reading assignments and take quizzes which will test their comprehension and ask them to think critically about a variety of current issues and how authors present their points of view about those issues. At the end of the semester, a final exam will ask students to recall and apply what they have learned. There are no make-ups of the quizzes or the Final Exam under any circumstances.

### **Labs**

Over the course of the semester, students will need to complete a number of labs. This lab work is not the same as regular daily coursework that students must complete to stay on track in the class; it is instead designed to be additional activities focused on improving students' overall writing.

To avoid a rush at the end of the semester, deadlines will be assigned for each lab. In lieu of an assigned lab, students may select from any of the following items in the list below. However, they must email their intention to make a substitution before the deadline of the lab in question.

- Writing Center visit
- Writing Center workshop
- Study skills seminar
- Outside of class peer review

For visits to the Writing Center or attendance at workshops and seminars, proof of attendance must be provided in a timely manner e.g. an email from Writing Center staff or signed slip from the event. For outside of class peer reviews, proof of completion must be uploaded to Canvas. Specific procedures for all items related to completion of labs will be discussed in class.

**Make-Up or Late Work:**

Daily participation grades, quizzes, and the final exam cannot be made up under any circumstances. In-class essays cannot be made up except in extreme circumstances such as hospitalization of the student or a death in the student's immediate family (parent, child, sibling, significant other), with proper documentation. Excused and/or unexcused absences will be determined at the discretion of the instructor.

Late submissions of out-of-class essays are allowed in this class, but there is a penalty. If one of these types of assessments is turned in within seven days of the original deadline, it will be penalized by 10 percent, regardless of the reasons for failing to submit the assessment on time. Late assessments submitted more than seven days after the original deadline will be penalized by 50 percent. No late submissions will be accepted after **May 8<sup>th</sup>**. Failure to turn in all parts of an assignment (including required hard copies of sources) is the same as not submitting the assignment at all. Late submissions will receive minimal – if any – commentary.

**Delivery Method of Feedback and/or Graded Material:**

Feedback and grades will be posted in the Canvas grade book.

**Classroom Etiquette**

Certain behaviors disrupt the educational process of the class and will not be tolerated. These include verbal outbursts, talking during class, text-messaging, arriving after class has begun, leaving before class is dismissed, getting up in the middle of a lecture or discussion to go to the bathroom or to toss something in the trash can or to sharpen a pencil, etc. When a student engages in disruptive behavior, he/she should expect the instructor to:

1. make a note of it,
2. pull him/her aside to discuss the disruptive behavior,
3. ask the student to leave the class, and /or
4. report the disruptive behavior to the Dean of Students who will evaluate the situation and take appropriate disciplinary action.

Note: All cell phones, laptops, and other electronic devices must be turned off and put away in a purse, backpack, or pocket before class begins. These devices should never be in your hand or on your desk during class.

**Standards for Instructor Response and Availability:**

Assessments will be graded within two weeks of submission (if I need more time, I will send an email). Feedback will be given in the comments section of the Canvas grade book and through annotations made directly on student submissions. Directions on how to access these comments will be provided. Emails to me will be answered in 24 hours during the work week and by Monday evening if sent during the weekend.

**Withdrawal Policy:**

“See the current Collin Registration Guide for the last day to withdraw.”

Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official transcript. You may now drop online up to the census date. The last date to drop this class is **February 4, 2019**.

Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Withdrawals are not permitted online. Please read the **Spring 2019** Registration guide or contact the admissions office for information on how to withdraw. The last date to withdraw from this class is **March 22, 2019**.

### **Americans with Disabilities Act:**

Collin College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

### **Scholastic Dishonesty**

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

*Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.*

**1. Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

**2. Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

**3. General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

**4. Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA)

*Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.*

In this course, patchwriting is considered plagiarism. Information about patchwriting and how to avoid it will be covered in class and in the assigned readings.

**In this course, should the Dean of Students rule that a student is responsible for scholastic dishonesty, the academic penalty is most likely a zero for the paper in question. In particularly serious cases, it could be a zero for the course.**

In this course, students are allowed to submit a previous topic **idea** or **research resources**. **However**, students are **NOT** allowed to submit or re-submit an essay, project, journal, lab, general assignment (in whole or in part) from another course or institution. The academic penalty for doing so will result in a failing grade for that particular assignment.

### **Cougarmail**

All e-mail communication with me must be through your Collin email account. Instructors are not allowed to respond to any e-mails that come from external e-mail addresses.

### **Class Cancellation**

In case of class cancellation (due to weather, illness, or any other reason), keep up with the assigned reading and check the Canvas course page for announcements about assignments.

### **Writing Center**

All students are encouraged to visit the Writing Center on campus for assistance with writing assignments. The Writing Center is located in Room A-104; its phone number is 972-548-6857.

### **Course Calendar**

This course calendar is for proposed due dates of assessments. Note that this syllabus and course schedule may change to meet the needs of the class. When changes occur, I will announce them in class and display them via Canvas.

1	1/21 – 1/25	No class on January 21 <sup>st</sup> . Getting Acquainted / Introduction to Course and Syllabus / Canvas Basic Moves of Academic Writing Unity and Coherence
2	1/28 – 2/1	Paragraph Basics Essay Basics
3	2/4 – 2/8	MLA Page Formatting In-text Citations and Works Cited Lists <b>In-class essay</b>
4	2/11 – 2/15	Introduce Research-based Argument Essay Research Fundamentals

		Turnitin / Defining Plagiarism and Avoiding It How to Summarize Sources, Create In-text Citations from Them, and Use as Evidence in Body Paragraphs Quiz over Chapter 2
5	2/18 – 2/22	How to Summarize Sources, Create In-text Citations from Them, and Use as Evidence in Body Paragraphs (continued)
6	2/25 – 3/1	Writing Process Sentence Outlines (in general and for research project) Assigns Labs 1- 3 Feedback on In-class Essay / Assign Revision <b>Revision due 3/8</b>
7	3/4 – 3/8	Critical Thinking Quiz over Chapter 1
	3/11 – 3/15	No classes – Spring Break
8	3/18 – 3/22	Labs 1-3 are due. Sentence Outlines for Research-based Argument.
9	3/25 – 3/29	Common Features of Effective Arguments Quiz over Chapter 3
10	4/1 – 4/5	Analysis of Images in an Argument
11	4/8 – 4/12	Analysis of Images in an Argument (continued) <b>Essay #2 is due.</b>
12	4/15 – 4/19	No class on Friday – Spring Holiday Labs 4-6 are due. SEE Body Paragraphs for Research-based Argument
13	4/22 – 4/26	Analysis of an Argument SEE Paragraphs (quoting and summarizing)
14	4/29 – 5/3	Analysis of an Argument. Teamwork and Collaboration
15	5/6 – 5/10	<b>Research-based Essay is due.</b> Semester Review
16	5/13 – 5/17	<b>Final Exam Week – no classes except for day of Final Exam</b> <b>Essay #3 is due.</b> <b>Final Exam (tba)</b>

**For many classes, a reading assignment will be given as homework and will draw heavily from the required textbook. Details will be announced in class. Remember to check your Collin email regularly and stay on top of the deadlines.**