

1-15-2019

# Composition II

Steven Watkins

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## Recommended Citation

Watkins, Steven, "Composition II" (2019). *Spring 2019*. 13.  
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# Course Syllabus

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Spring 2019

**Course Number:** ENGL 1302. C08

**Course Title:** Composition II

**Professor:** Steven Watkins

**Office Hours:** By appointment

**Department Office Number:** B331

**Phone number:** 972-548-6830

**Email:** SWatkins@collin.edu

**Department** in case of emergencies: Office of Academic Affairs, B122F, 214-491-6270

**Class Information:**

**Section Number:** ENG1302.C08

**Meeting Times:** 12-12:50pm, Monday, Wednesday, Friday

**Meeting Location:** B202

**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 hours per week

Lab Hours: 1 hour per week

**Prerequisite:** Successfully completed English 1301

**Course Resources:** **Textbook:** *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings* 11<sup>th</sup> edition, by Sylvan Barnet and Hugo Bedau, 2014.

**Supplies:** One gig (or larger) flash drive (RECOMMENDED), college ruled notebook, index cards, post-it-notes, colored reference tabs pencils, pens and highlighters.

**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 Outcome:** Students should demonstrate *personal responsibility* through the ethical use of intellectual property.

**Method of Evaluation:** There will be a total of 1000 points available in this class. Your final grade will be determined using the following scale: 1000-900 points = A; 899-800 points = B; 799-700 points = C; 699-600 points = D; 599 and less = F. The overall grade percentage will be Essays = 45%; Service Component Assignment= 35% Daily Work (Readings, Writing Exercises, Lab Work, Oral discussions) = 20%;

**Course Requirements:**

**A Service Learning Component will be part of the requirement for this course. On the final essay of the course, you will engage in a semester long analytical research project designed to bolster your first-hand analytical research skills on a subject. The subject of analysis will be the McKinney-based organization called Community Lifeline Center, an organization that specializes in helping community members with certain needs during a crisis. You will be expected to spend 4-6 hours over the spring semester, helping with different tasks at the center in order to gather first-hand research. The purpose of this component is to develop primary research skills for future use in your life/profession.**

1. **Writing Sample:** In this in-class essay, you will demonstrate your best response to a topic that is given to you. This exercise is intended to help gauge your ability to do the classwork.

2. **Essays:** Students will write three essays that respond to assigned topics that will be given to you in class. Each essay will require that you provide support for the claims you make about the topic. All evidence must be clearly attributed to sources and when specified, documented correctly using MLA format, including in-text citations and a works cited page. Essays must have a clear thesis, clear supporting evidence, and logical analysis and evaluation of evidence. Essays should be well organized and free of errors of grammar, punctuation, and mechanics. Essays must follow guidelines of standard MLA page layout. All essays must be typed and double-spaced with one inch margins, using a standard 12 point font. Topics are TBA. The values of essays are as follows:

Essay #1 (Philosophical Argumentative—5-6 pages): 22.5%

Essay #2 (Enhanced Argument—5-6 pages): 22.5%

Essay #3 (Analytical Project) 30%

- 1) A 300 word description of the Community Lifeline Center- its origin, its purpose, background information about the organization
- 2) A 300-400 word first-hand analysis (based on actual first-hand research spent at the Community Learning Center) that will be guided by discussion and consultation with your instructor

Final Exam- You will compose a 300-400 self-reflective essay on the first-hand process of doing analytical research on this project. 10%

Daily Work- You will do in-class lab work to supplement your composition efforts. Such in-class/outside work will consist of reading assignments, writing assignment, oral discussions, etc. 15%

All essays will be submitted and graded on Canvas, which is connected to Turnitin.com. They must be attached in either Word, Word.doc or Word.docx document format. I typically do not accept late assignments. Use your time wisely and plan ahead.

**GRADING RUBRIC ENGLISH 1302 (See the English Department rubric for details)**

INTRODUCTION AND THESIS STATEMENT (Presenting an Argument) 10%

SUFFICIENT EVIDENCE (Research) 25%

WELL DEVELOPED WRITING/CRITICAL THINKING 30%

EDITING/TECHNICAL ASPECTS 25%

CONCLUSION (Call to action) 10%

3. **Workshop/Participation:** Throughout the semester you will participate in activities including peer reviews, discussions, reading responses, quizzes, and individual writings as part of the preparation for final drafts of your essays. It is important that you be consistent in following this component of your work, in that it can have an impact on your grade.
  
4. **Lab Assignments:** The lab component, built into class time, designed to support writing as a process and writing improvement, is an integral, required part of the course. Students should complete “lab assignments” throughout the semester, thus the IMPORTANCE of consistent attendance in class.

**Attendance Policy:** Your prompt and regular attendance and a strong work ethic is crucial to your success in this class. If you miss class, you are missing material that you will be responsible for in your essays. It is your responsibility to be in class, and on those rare occasions when you are legitimately unable to attend, it is in your best interest to make a friend in class, someone you know you can trust, who will share their notes with you. Please contact me via email regarding legitimate absences and make sure to catch up. I do understand illness and unavoidable issues. **If you have a contagious illness, such as the flu, please stay at home.**

**Make-Up or Late Work:** Workshop and lab assignments cannot be made up any under circumstances after the due date. Essays will be accepted late, BUT WILL BE, IN THE FINAL JUDGMENT OF THE INSTRUCTOR, BE GIVEN A GRADE AT THE INSTRUCTOR’S DISCRETION. ONLY in extreme circumstances such as hospitalization of the student or a death in the student’s immediate family (parent, child, sibling, significant other or grandparent) with proper documentation will be allowed to forgo this rule. Excused or unexcused absences will be determined at the discretion of the instructor. Other late work may be considered at the discretion of your instructor, and will receive minimal—if any—commentary, and discretionary points will be deducted for it being late if accepted. It is your responsibility to check for assignments and deadline dates on CANVAS. *(One of the honors of earning a college degree is having the ability to meet deadlines.)*

**Revisions:** I rarely accept revisions for assignments and essays after the due date in this class, Exceptions for true emergency situations with proper documentation would be discussed on a case by case basis. Revisions should happen before the due date, during the peer editing and workshop sessions or when you attend required labs. Revising an essay is no guarantee of an improved grade.

**Withdrawal Policy:** See the current Collin Registration Guide for the last day to withdraw.

**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, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Collin College Academic Policies:** See the current *Collin Student Handbook*.

### **Accommodations at Collin College for Equal Support Services (ACCESS) 5.2:**

Specialized services and academic accommodations are available for students with a documented disability. The law requires that students must self-identify to the ACCESS Office and provide required current documentation to that department. Only documentation from a licensed professional (psychologist, diagnostician, or physician) is acceptable. The report must be current; on official letterhead; include the name and title of the person completing the report; their telephone number, address, and signature; the specific diagnosis; current functional limitations related to the educational setting; and the projected duration of the condition. Students seeking accommodations should contact the ACCESS Office at least one (1) month before the services are needed. Services are available for students at all campus locations.

It is the student's responsibility to pick up their accommodations letter each semester to receive requested accommodations. Students should contact their ACCESS advisor immediately if they are having difficulty in their classes or having problems with their requested accommodations. Students must schedule special testing arrangements with ACCESS at least 2-5 days in advance, due to limited space. Students must take exams on campus for which they are enrolled. Assistive technology and software are available on each campus for students with disabilities. Please contact the ACCESS Office for more information.

**Scholastic Dishonesty 7-2.2:** Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a 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 conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

**General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; 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; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research.

**Plagiarism** is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the presentation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "source" includes not only published primary and secondary materials, but all information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student. ***(Plagiarized essay could result in a failing grade, or a zero for the assignment.)***

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, unauthorized copying computer or Internet files, using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty. **See the current *Collin Student Handbook* for additional information on these topics.**

In this class, ignorance of what constitutes academic dishonesty is not an acceptable excuse. Regardless of intent and depending on the severity of the incident, a student who is found responsible for scholastic dishonesty (at any stage of the writing process, including writing, drafting, in-class activities, peer review, conferences, etc.) by the Dean of Student's Office may be required to revise an individual paper, or the student may receive a failing grade (of zero to 50 percent) on the individual assignment, or the student may also earn a failing grade in the course. The penalty for academic dishonesty will be assessed on a case-by-case basis by the professor, depending on the severity of the issue and the findings of the Dean.

**Cougar mail:** All email communication with your instructor must be through your Cougar mail account. Your instructor will not respond to any emails that come from outside e-mail addresses due to FERPA Laws. Please allow approximately 24 hours for

email replies Monday through Thursday and if your email is sent over the weekend, it will receive a reply by Monday.

**Class Cancellation:** In case of class cancellation (due to weather, illness, or any other reason) keep up with the assigned reading and check our CANVAS course page for ASSIGNMENTS AND ANNOUNCEMENTS CONCERNING CLASS CANCELLATIONS/SITUATIONS. THIS PROCEDURE is how I will communicate in such situations!! You will be responsible for keeping up with the required work regardless of class cancellation. \_

**Cell Phone Policy and Disruptive Behavior:** 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 use the restroom, tossing 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 or 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. **Students will be expected to use courtesy and common sense as a guide in using cell phones, laptops and other electronic devices. If one cannot use courtesy and common sense in the use of such devices, then appropriate action will be taken on the situation.** Water bottles are allowed with screw tops, and must be kept on the floor, no food is allowed in the computer rooms.

**Writing Center:** You are encouraged to make use of the services, which is located in Room A-104, and the phone number is 972-548-6857. All students are encouraged to visit the Writing Center on campus for assistance with writing assignments. In addition, the Writing Center will periodically offer Writing Workshops that will address various areas of the writing and research process.

**Tutoring:** Group or online tutoring is available for ENGL 1302. To participate in group tutoring, fill out a Tutor Request Form which is available in Room D-117 or online at <http://www.collin.edu/studentresources/tutoring/index.html> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.. Tutoring is free of charge to all Collin College students, and you may begin attending group tutoring at any point in the semester.

**COURSE CALENDAR:** This course calendar is for proposed due dates of major assignments, exam dates, group presentations, etc. Note that this syllabus and course schedule may change to meet the needs of the class. When changes occur, I will let you know in class or via e-mail. **Other assignments, essay topics, guidelines and announcements will be announced in class and posted on Blackboard, please check it and your Collin.edu email regularly for updates. Please read the book chapters prior to class, and take notes of your thoughts and connections.** It will generally take me about a week to grade essays once they have been submitted. I will let you know if there is a delay. Please allow extra time for grading during the finals grading period.

**Week of January 22-25-** Introduction to Course, Syllabus, Introductions; begin work on the Elements of Argumentation essay

**Week of January-February 1-** Begin discussion on Elements of Argumentation essay; begin reading Chapters 6 and 7; reading and writing exercises assigned

**Week of February 4-8-** Discuss Chapter 7, read Chapter 8: "A Philosopher's View: The Toulmin Model"; reading and writing exercises assigned

**Week of February 11-15-** Discuss Chapter 8; work on Elements of Argumentation rough draft; reading and writing exercises assigned

**Week of February 18-22-** Work on Elements of Argumentation final draft through peer review exercises; Elements of Argumentation Essay due at the end of the week.

**Week of February 25-March 1-** Begin discussion on Enhanced Argumentative Essay; look at Chapter Six and reading assignments associated with argumentative essay development

**Week of March 4-8-** Begin work on Essay 2; reading and writing exercises assigned; re-read Chapter 6 for guidance on the enhanced argumentative essay. Read Chapter 14 for examples of developed arguments.

### **Week of March 11-15- SPRING BREAK**

**Week of March 18-22-** Continue working on Enhanced Argumentative essay; look at Chapter Fifteen for additional insight on the situation; reading and writing exercises assigned

**Week of March 25-29-** Work on final draft through peer review process; rough draft peer reviews will be completed this week; additional reading and writing exercises assigned.

**Week of April 1-5- Enhanced Argumentative Essay due at the end of the week;** upon discretion of instructor, specific date will be assigned; reading and writing exercises assigned.

**Week of April 8- 12-** Reading and writing exercises assigned from Chapter 11; this week will be the beginning of the Service Learning Analytical Essay assignment; IT IS IMPORTANT THAT YOU FOCUS ON SUCCESSFULLY DO THIS ASSIGNMENT!!

**Week of April 15-19-** Read Chapter 1 and Chapter 2. Reading and Writing Exercises assigned. Diagnostic Writing Sample completed in class. Read Chapter 3 and Chapter 5; Reading and Writing Exercises assigned

**Week of April 22-26-** Work on Service Learning Analytical Essay assignment; rough drafts will be developed through lecture, written exercises and peer reviews.

**Week of April 29-May 3-** Work on Service Learning Analytical Essay assignment ; final drafts will be developed through peer reviews; Service Learning Analytical essay assignment due at the end of this week or at the instructor's discretion.

**Week of May 6-10-** Review for Final Test; completing ENG1302 content and objectives and taking the final exam

**Week 16-** Final grades turned in and student conferencing

**Note: Inclement Weather Plan or Professor out sick:** *Please read the upcoming textbook chapters, work on your major essays, and/or labs.* Be sure to check for weather alerts and Collin College closures on the local news, radio and Cougar Web. Make sure your active phone number is connected to Cougar Web for updates from Tech Services.

**Please follow Collin College's Core Values:** Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity, Respect and Integrity.