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# Composition II

Melinda McBee

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**Central Park Campus  
Spring 2019**

**Course Number:** ENGL 1302

**Course Title:** Composition II

**Instructor's Information:**

**Instructor's Name:** Dr. Melinda McBee

**Office Number:** A307

**Office Hours:** MW 9:00-11:00 a.m.; TR 1:15-2:15 p.m.; other times by appointment

**Phone Number:** 214-491-6243

**Email:** mmcbee@collin.edu

Department contact in case of emergencies: Office of Academic Affairs, B217, 214-491-6270

**Class Information:**

**Section Number:** M01

**Meeting Times:** MW 6:55-8:10 a.m.

**Meeting Location:** B116

**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 Hour: 1

**Prerequisite:** ENGL 1301

**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:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Course Resources:**

**Textbook:** Kirsznier, Laurie G., and Stephen R. Mandell. *Practical Argument: A Text and Anthology*. 3<sup>rd</sup> ed. Bedford/St. Martin's (Macmillan Learning), 2017. ISBN: 9781319028565 (REQUIRED).

**Textbook:** Dawson, Kate Winkler. *Death in the Air*. Hachette Books, 2017. ISBN: 9780316506861 (REQUIRED).

\*\*\*\* These textbooks are available for purchase in the Collin Bookstore.

**Supplies:** flash drive (in order to save work); a folder with pockets for submitting essay-related materials; pen or pencil and paper for taking notes

**Method of Evaluation:** The following is a breakdown of the required work and the relative weight in assessing your final grade:

Rhetorical Analysis essay	100 points
Proposal essay	100 points
Annotated Bibliography	100 points
Mid-term exam	100 points
Collaborative Essay Project	200 points
Final exam	100 points
Daily work, participation, rough drafts, minor presentations	100 points
Poetry presentation	100 points
Lab Component assignments (10 assignments worth 10 points each)	100 points
<b>Total possible points:</b>	<b>1,000 points</b>

Grading Scale: 1,000-900 = A; 899-800 = B; 799-700 = C; 699-600 = D; 599-0 = F

**Note:** Because the method of evaluation for this course is based on a point system, there is no rounding up of grades. For instance, if you make 899.9, your numeric course grade would be 89 and your letter grade would be a B. The same applies to 799.9, 699.9, and 599.9.

**Attendance Policy:** Your prompt and regular attendance in our classroom environment is expected throughout the semester. Repeated absences result in the loss of community within the classroom as well as the growth of critical thinking. I do understand illness and unavoidable issues. If you do need to be absent, please contact me via email prior to the absence. Positive attendance and a strong work ethic in our particular course will yield a rewarding grade. Note that most daily work and Reading Response assignments cannot be made up.

**Withdrawal Policy:** See the current Collin Registration Guide for the last day to withdraw. Last day to withdraw with a "W" is **March 22, 2019**. 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 2017 Registration guide or contact the admissions office for information on how to withdraw.

**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; his/her 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 students' 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.

**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 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:**

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#### **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.

**For our ENGL 1302 course, any assignment deemed scholastically dishonest will result in a grade of zero for the assignment.**

**Submitting/Resubmitting Assignments:** In this course, students are allowed to submit or re-submit an assignment in part for more than (1) class and/or institution with the approval of all instructors to whom the work was originally submitted. Submission and re-submission of assignments in whole are not allowed.

**See the current *Collin Student Handbook* for additional information.**

### **Other Course Requirements:**

**Lab Component:** The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete 10 assigned Lab Component assignments. This lab work is not the same as regular daily coursework that you must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve your writing and critical thinking throughout the term.

**Essays:** Students will write essays that respond to assigned topics that will be given to you in class and posted on Canvas. Written detailed information and directions will be provided for each essay and for major assignments. Essays must have a clear thesis statement when appropriate and should be well-organized and free of errors of grammar, punctuation, and mechanics. Students may be required to turn in all pre-writing, peer reviews, and rough drafts for each essay in a folder with pockets. Format for Assignments: Unless otherwise noted, all assignments are to be typed using the conventions of MLA documentation in all respects (margins, heading, headers, spacing, etc.) Use 12-point font size and Times New Roman font style for all typed work. Assignments submitted that do not adhere to format, size, and style will either be returned for correction or not accepted at my discretion.

**Daily Work/Participation, Minor Presentations, and Major Presentations:** Throughout the semester you will participate in activities including peer reviews, quizzes, group projects, and individual writings as part of the preparation for final drafts of your essays. If you arrive to class after an activity has started, you may not have the opportunity to participate in that activity, or you may only receive partial credit for the activity, depending on how late you show up. If you leave and return during an activity or if you leave early during an activity and do not return, you may not receive full credit for the activity. In general, in-class activities cannot be made up, regardless of the circumstances. Class participation requires that you be present in class in order to receive credit for participation. Arriving late to class or leaving early will result in a participation grade of 50 for the day. Extreme lateness and extreme instances of leaving early will result in a participation grade of zero. I will call the roll each class period and will also have an attendance sheet for you to sign. It is your responsibility to sign the roll sheet at the end of class if you arrive after the sheet has been passed around. Do not interrupt class to sign the roll if you come in late—sign the roll after class ends for the day. You cannot sign the roll sheet or receive credit for class participation once the class period has ended. If you are absent from class or do not have rough drafts prepared on the days they are due, you will receive a grade of 0 for participation, regardless of the circumstances. Specific detailed written and verbal instructions will be provided for quizzes, presentations, and homework. Multiple daily assignments will be completed in response to reading assignments and class discussions. Students will also read and analyze texts, collaborate with peers, participate in class discussions, give oral presentations, design visual aids, and complete in-class assignments/quizzes.

**Rough Drafts and Peer Reviews:** If you are assigned to bring a rough draft to class or to a scheduled conference and you fail to do so, ten points will be deducted from the essay for which the rough draft is required. In order to receive full in-class credit for all assigned rough drafts, the drafts must meet the length

requirement for each respective essay. If you do not have a rough draft prepared on the day it is due, you will not be able to participate in peer reviews, and you will receive a participation grade of 0. No extensions are given for assigned rough drafts or in-class peer reviews, regardless of the situation. If you are unable to come to class the day a rough draft is due, to avoid the ten-point deduction e-mail the draft to me prior to class time following the directions for submitting assignments electronically as stated in this syllabus. To receive the best possible feedback on your rough draft during peer reviews, have the rough draft as close to the final product you plan to turn in as the completed essay. NOTE: You cannot submit assignments previously completed in the course as rough drafts; if you leave class without obtaining your completed peer reviews and the rough drafts you submitted for review, you will not receive credit for the assignments, and 10 points will be deducted from the completed essay grade.

### **Additional Information:**

**Grading, “Giving Grades,” and Extra Credit:** Grading priority is given to work turned in on time. Late work goes to the bottom of the grading pile for all the classes I am teaching and is graded as my schedule allows. I do not “give” grades to students—students make grades based on the criteria outlined for the assignments and on the averages and percentages for the assignments. I also do not give extra credit work. My philosophy is this: if you cannot do the work that is assigned for the course, why would I give you additional work to complete?

**E-mails, Canvas, and Submitting Assignments Electronically:** I will always respond to your e-mails within 24 hours during the week and 48 hours over the weekend, unless I am attending a conference and do not have Internet access. Check your e-mail regularly for my response. Be sure to check your Canvas account frequently—you are responsible for all information that is posted. You are required to upload many of your assignments through the Canvas. Assignments that are not submitted in the required manner will not be accepted and will not receive credit. If you are unable to attend class the day an unlinked assignment is due (that is, an assignment that requires you to submit a typed copy to me at the beginning of the class period for which it’s due), you can e-mail the assignment to me prior to the beginning of class by the due date. Do not send assignments in the text of your e-mail; save assignments in rich text format if possible and always include them as e-mail attachments. Assignments sent as attachments that I am unable to open, e-mails that do not include assignments because you forgot to attach them, and/or assignments that are included in the text of the e-mail will not be accepted and will receive either a grade of zero or late penalties, depending on the type of assignment.

**Late Assignments Policy:** All assignments are to be turned in/posted to Canvas at the first of the class period on the day that they are due. Late work for many assignments (i.e., rough drafts, reading responses, daily work, quizzes, class discussion, participation) is generally not accepted and cannot be submitted. For an assignment that is eligible for late submission, ten points will be deducted from the assignment for **each 24-hour period** that it is late up until the end of the class period of the fifth day. **Note: I do not accept or grade work that is over 5 days late unless arrangements prior to the due date have been made.** The 24-hour late assignment policy applies to all days, i.e., weekends, holidays, out-of-class days, missed days due to approved school functions, etc. If you are absent the day an assignment is due, find a way to turn it in by the first of the class period that it is due. Otherwise, the work will be considered late. Students with excused absences for attendance at Collin or school extracurricular events should submit work before, not after, a due date. If you do not understand an assignment, do not wait until it is due to say so! Contact me as soon as possible, and allow yourself enough time to talk to me for clarification before the due date. I will always refer you to class discussions, your class notes, reading assignments, and written instructions to determine where you are experiencing problems. If you have not completed the assigned requirements, I will ask you to do so before we discuss specific problems you are having. I realize emergencies arise, and I am willing to help you as individual situations occur. The key is to contact me immediately so that we can discuss your problem and reach an agreement concerning the work.

**Cell Phone Policy:** Please turn your cell phones off before you enter class. If you have an emergency call to make or take, leave the classroom and return promptly. As a rule, cell-phone usage is not allowed in class. If you have an e-text that requires the use of your phone or another electronic device, let me know so that accommodations can be made. **It is a FERPA violation to record and/or take pictures in class. Don't do it!**

**Cougarmail:** All e-mail communication with me must be through your Cougarmail account. I cannot respond to any e-mails that come from outside 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 Canvas and your Cougarmail e-mail for assignments so that you do not fall behind. You are responsible for keeping up with the required work regardless of class cancellation.

**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 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.

**Writing Center:** 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. The Writing Center is located in Room A-104; the Writing Center phone number is 972-548-6857.

**FINAL NOTE:** Save everything until the semester is over and you have received your final grade!

**ENGL 1302.M01 Composition II Reading & Assignment Schedule**  
**M W 6:55-8:10 a.m., B116**  
**Spring 2019 (CRN# 20039)**

**Note:** This schedule is subject to change; students are responsible for changes announced in class/posted on Canvas. All assignments reflect the day on which work is due and/or reading is required for discussion. The majority of daily work will be announced in class. Skip over the exercises in the texts unless specifically instructed to complete them. Be prepared for quizzes and in-class assignments based on the assigned readings. Be sure to check Cougarmail and Canvas for this class daily! Remember: **There are no extensions/late submissions for Lab Component assignments and rough drafts. Unless otherwise noted, all assignments are due through Canvas by the beginning of the class period on their due dates.**

- 1/23** Introduction to the course; polices and agreements; discussion of syllabus and schedule
- 1/28** **Quiz/discussion** of Introduction: An Introduction to Argument 3-21; **print “Letter from a Birmingham Jail at [https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)**; number the paragraphs, read the printout, and bring it to class
- 1/30** **Quiz/discussion** of Chapter 4: Writing a Rhetorical Analysis 99-113; continue discuss of “Letter from a Birmingham Jail”; discussion of Essay #1: Rhetorical Analysis
- \*\*\*\*** **Census date, 2/4**
- 2/4** **Quiz/discussion** of “Sweatshop Oppression” 117-118 **and** “Where Sweatshops are a Dream” 120-121; discussion of Lab Template assignments; class time to work on Lab Template #1 and #2; **Lab**

**Component #1 (Exercise 4.1 page 117) and Lab Component #2 (Exercise 4.2 page 119) due through Canvas by end of class period/no later than 11:59 p.m.**

- 2/6 Rough draft due through Canvas** for Essay #1: Rhetorical Analysis; peer reviews; **quiz/discussion** of Chapter 1: The Four Pillars of Argument 23-29
- 2/11 Essay #1: Rhetorical Analysis due through Canvas;** discussion of Essay #2: Proposal; discussion of Annotated Bibliography assignment; **quiz/discussion** of Chapter 15: Proposal Arguments 551-557
- 2/13 Topic for Essay #2: Proposal due;** in-class time to search for sources for Annotated Bibliography and Essay #2; **quiz/discussion** of Chapter 6: Rogerian Argument, Toulmin Logic, and Oral Arguments 191-199
- 2/18 Quiz/discussion** of Chapter 9: Summarizing, Paraphrasing, Quoting, and Synthesizing Sources 329-335, 338-343 **and** Chapter 10: Documenting Sources: MLA 345-367 (look over/scan these pages on documenting); **quiz/discussion** of “Why Cell Phones do not Belong in the Classroom” 196-199 **and** “Teach Your Teachers Well” 559-560; **Lab Component #3 (Exercise 6.2 page 196—answer questions 1-4 page 199) and Lab Component #4 (Exercise 15.5 page 561) due through Canvas**
- 2/20 Quiz/discussion** of Chapter 5: Understanding Logic and Recognizing Logical Fallacies 123-160; **Annotated Bibliography due through Canvas**
- 2/25 Rough draft due through Canvas** for Essay #2 Proposal; peer reviews; discussion of Lab Reading Response assignments; distribution of review sheet for mid-term exam
- 2/27 Out of class time to work on Essay #2: Proposal**
- 3/4 Essay #2: Proposal due through Canvas;** review for mid-term exam
- 3/6 Mid-term exam**
- 3/11 Spring Break**
- 3/13 Spring Break**
- 3/18 Quiz/discussion of *Death in the Air* Prologue-Chapter One: Pressure pages 1-23; Lab Component #5 (Reading Response on Prologue-Chapter One) due through Canvas**
- 3/20 Quiz/discussion of *Death in the Air* Chapter Two: Blackout-Chapter Three: Restrained pages 24-72; Lab Component #6 (Reading Response on Chapters Two-Three) due through Canvas**
- \*\*\*\* Last Day to Withdraw, 3/22**
- \*\*\*\* Book-in-Common author presentation of *Death in the Air*, Monday, 3/25, 7:00 p.m., Conference Center, Frisco Campus**
- 3/25 Quiz/discussion of *Death in the Air* Chapter Four: Trapped-Chapter Five: Bodies in the Mist pages 73-95; Lab Component #7 (Reading Response on Chapters Four-Five) due through Canvas**
- \*\*\*\* Book-in-Common author writing workshop, Tuesday, 3/26, 10:00 a.m., Living Legends Center, Plano campus**

- \*\*\*\* **Book-in-Common author presentation of *Death in the Air*, Tuesday, 3/26, 7:00 p.m., Living Legends Center, Plano campus**
- \*\*\*\* **Book-in-Common author presentation of *Death in the Air*, Wednesday, 3/27, 1:00 p.m., Conference Center, McKinney campus**
- 3/27 **Quiz/discussion of *Death in the Air* Chapter Six: Postmortem-Chapter Seven: Smothered pages 116-163; Lab Component #8 (Reading Response on Chapters Six-Seven) due through Canvas**
- 4/1 **Quiz/discussion of *Death in the Air* Chapter Eight: Hearth and Home-Chapter Nine: Squeezed pages 164-205; Lab Component #9 (Reading Response on Chapters Eight-Nine) due through Canvas**
- 4/3 **Quiz/discussion of *Death in the Air* Chapter Ten: Buried-Chapter Eleven: Illumination pages 206-251; Lab Component #10 (Reading Response on Chapter Ten-Eleven) due through Canvas; discussion of Essay Project #3: Collaborative Portfolio; establish groups for Essay Project #3: Collaborative Portfolio**
- 4/8 **Quiz/discussion of *Death in the Air* Chapter Twelve: Infamous, Chapter Thirteen: Legacy, and Epilogue, pages 252-298; in-class writing assignment**
- 4/10 **Quiz/discussion of Chapter 14: Evaluation Arguments 518-526; quiz/discussion of Chapter 3: Decoding Visual Arguments 83-96; discussion of evaluation argument component and visual argument component for Essay Project #3: Collaborative Portfolio**
- 4/15 **Workshop on evaluation argument component for Essay Project #3: Collaborative Portfolio (bring hard copies of sources to class)**
- 4/17 **Workshop on visual argument component for Essay Project #3: Collaborative Portfolio (bring hard copy of ad/visual to class)**
- \*\*\*\* **Spring holiday, 4/19-4/21**
- 4/22 **Workshop on Essay Project #3: Collaborative Portfolio (bring portfolio materials to class); discussion of Poetry Presentation with Visual; distribution of poetry list**
- 4/24 **Rough drafts of Evaluation Argument component and Visual Argument component due through Canvas for Essay Project #3: Collaborative Portfolio; peer reviews**
- \*\*\*\* **E-mail top three poem choices to mmcbee@collin.edu by Saturday, 4/27, no later than 5:00 p.m.; assigned poems will be e-mailed to students and posted on Canvas within 24 hours**
- 4/29 **Essay Project #3: Collaborative Portfolio due by beginning of class period (bring hard copy of completed Essay Project #3 and Essay Project #3 materials to class and submit in a folder; workshop on Poetry Presentation with Visual (bring hard copy of assigned poem to class)**
- 5/1 **Review for final exam; last day to turn in eligible revisions and eligible make-up Reading Responses no later than the end of the class period**
- 5/6 **Poetry Presentations with Visuals**
- 5/8 **Poetry Presentations with Visuals**

**\*\*\*\* Final Exam, Monday, May 13, 2019, from 7:00-9:00 a.m.**