

8-27-2018

# Composition II

Bill Simolaridis  
*Collin College*

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# COLLIN COLLEGE

## COURSE SYLLABUS

Course Information
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**Course Number:** ENGL 1302

**Course Title:** Composition I

**Course Description:** Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

<b>Course Credit Hours:</b>	3
Lecture Hours:	3
Lab Hour:	1

**Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

**Student Learning Outcomes:**

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  5. Use Edited American English in academic essays.
- **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)

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

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

**Americans with Disabilities Act Statement:** 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.

## Course Information

**Section Number:** 1302.S01

**CRN Number:** 10280

**Meeting Times:** MWF 8:00 AM – 8:50 AM

**Dates:** Aug 27, 2018 – Dec 16, 2018

**Meeting Location:** Spring Creek Campus – Room I231

**Instructor's Name:** Bill Simolaridis

**Office Number:** L215

**Office Hours:** By appointment.

**Phone Number:** 972-881-5756 (*a/ways* email me before or in addition to calling)

**Email:** bsimolaridis@collin.edu

**Web:** CougarWeb and Canvas

### Course Repeat Policy:

Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the “Repeating Courses” section of the Registration Guide for more information.

**Minimum Technology Requirement:** Computer with internet access and ability to send emails and login to CougarWeb/Canvas. You *must* check your CougarMail – remember that you can forward it to your preferred email address. Here are instructions “how to do that”: <https://www.youtube.com/watch?v=-MyDJTLEv1s> or you can look for “85 Seconds CougarMail” on YouTube).

**Minimum Student Tech Skills:** Students are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies.

**Netiquette Expectations:** Students are expected to send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

### Course Resources

#### *Textbooks:*

Collin College's book seller is Barnes & Noble College. You may order your books online or at your nearest campus bookstore. Many books assigned in my courses are available at the Spring Creek Campus Library.

The following textbooks are *required* for this course:

- Lunsford, etal. *Everything's an Argument with Readings with 2016 MLA Update* (7<sup>th</sup> Ed.) ISBN: 978-1-319-08574-2

*Any additional readings will be provided in class.*

### Supplies

- Loose composition paper for quizzes and in-class writing assignments.
- Regular and reliable computer access. **All papers must be turned in as a Word file.** If you do not have Word, you need to find a friend who does.

- Flash drive (to save all your classwork, notes, etc.).

## Method of Evaluation

Grade Scale as it appears in Canvas	Grade Scale for Dual Credit Reporting
A= 900 to 1000*	A= 90 to 100*
B= 800 to 890	B= 80 to 89
C= 700 to 790	C= 70 to 79
D= 600 to 690	D= 60 to 69
F= 0 to 590	F= 0 to 59
* This scale applies no matter what the “total number of points possible” shows on Canvas. The total number of points may be higher due to extra credit opportunities. So, if you see that 1300 points are available, and you have 900, you still have an A.	

### Attendance Policy:

Those with the best chance of doing well in this class and of passing this class are the students who attend and participate regularly. This will show in your work. In addition to the college’s requirements for attendance for those receiving financial aid (please refer to your *Collin Student Handbook* and/or your Financial Aid agreement), my attendance policy is pretty straight-forward: You have SIX free absences. Every absence beginning with the seventh absence will bring your grade in the class down by one letter grade (e.g. a C will become a D).

### Holy Day Accommodations:

“Students are required to file a written request with each professor within the first 15 days of the semester to qualify for and excused absence.” (see handbook, p.62-63)

**Every student with nine or more absences will receive an F in the course regardless of other grades.** However, at my sole discretion, extra credit may be used to make up for absences. I strongly advise you to come and talk to me as soon as you get past your six absences. Also, this is college: there is no such thing as an “excused absence”—please do not bring me your doctor’s notes, traffic tickets, notes from your parent, etc.

### *Attendance/Class Participation – 200 points (20% of Final Grade)*

This portion of your grade is based on your showing up for class each day we are scheduled *and* for your active participation. Class discussions will occur in class to check that you have done your readings and/or you have paid attention to the lectures. Points will be taken away from this grade for not being prepared, falling asleep in class, or using your mobile device while I am lecturing (or another student is talking). *Mobile devices may not be used in class (if you need to take care of personal business step out of class).*

### *Diagnostic Essay – 100 points (10% of the Final Grade)*

I will guide you through writing a traditional “assessment essay” avoiding the dreaded five paragraph structure. This will give you a chance to practice answering an essay question in the college setting.

### *Issue Proposal – 200 points (20% of the Final Grade)*

This semester you will be conducting research on an issue that you select. For this paper, you will take stock of what you already know about the issue you select, organize, and develop your thoughts, and sketch a plan for your research.

### *Annotated Bibliography – 200 points (20% of Final Grade)*

For this assignment, you will create a list of at least 10 relevant sources that represent multiple perspectives on your issue. You will include a summary of each source and a discussion of how you might use the source in your next essays.

*Researched Position Paper – 200 points (20% of Final Grade)*

For this paper, you will advocate a position on your issue with a well-supported argument written for an audience that you select.

*Peer Reviews* – Each essay will include mandatory peer review workshops. You will be required to include all peer review materials when submitting the paper's final draft in order to receive full credit. **It is very important that you attend class on peer review days, as you will not be able to make up these points.**

**The Lab**

*Lab – 100 points (10% of the Final Grade)*

Every ENGL 1301 and ENGL 1302 course taught at Collin College requires a “lab assignment.” Here is the official word on that assignment....

*English Department Statement Regarding Lab Unit:*

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of typically 8 selections from a list of activities provided by your professor. This lab is not the same as regular daily course work that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

Your lab for this course has three components:

- Writing Center Visits (3) during semester (25 points)
- Peer Reviews and Research Activities (25 points)
- Reading/Writing Assignments (50 points)

Specifics of Lab assignments will be discussed in class.

**Plagiarism Policy**

My plagiarism policy aligns with the policy laid out in the *Collin Student Handbook* (be sure you check it out). If you turn in work that I suspect to be plagiarized, I will refer you and the paper to the Dean of Students. You will receive a grade on the paper after your situation is resolved with the Dean of Students' office. If it turns out this is not your first instance of plagiarism at the college or if I must refer you to the Dean of Students a second time in the same semester, you will receive an F in the class. I believe most students do not plagiarize intentionally. If you have a question about citation or you just want to make sure you are on the right track, please email me with your concerns. It is *always* better to request more time or lose some points rather than risk a failing grade for plagiarism.

**MLA Format Expected for All Work**

We will discuss MLA format in some detail the first couple of weeks of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get familiar with online resources (Purdue OWL MLA is a great place), YouTube, and/or the Collin College Writing Center for help. “I did not know” will not fly in this class.

The basics: One-inch margins, 12-point font (Times New Roman, Arial, Calibri, and Garamond are

acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

### Extra Credit

At my discretion, I may offer extra credit opportunities throughout the semester. Many of these include attendance at campus events or short write-ups. You should not *expect* to be offered extra credit opportunities, though they are likely.

### Conferences

We have one short one-on-one conference scheduled this semester. If you miss the appointment, ***you are marked absent for the week***. Be sure to save your appointment time and date (all appointment times and locations will be arranged/announced in class).

### Late Work Policy

I understand that things happen. However, **I do not accept late work, period**. Not accepting late work has more to do with *my* time than *your* punishment; late work requires professors to work outside of time he/she had set aside to grade that particular assignment. It is much easier for me to have you turn something else in at another point where I have set aside the time to grade.

### Grading/Return Policy

My policy is generally to return major grades at least two weeks after the assignment has been submitted. On rare occasions, there may be an exception to this return policy, but I will alert you immediately if such an occasion occurs. If you have not received an assignment by the two-week deadline, please contact me. I want you to know how you are doing in the class at all times. A quick email or conversation with me can easily clarify most situations, so please don't hesitate to contact me with your concerns.

### Emails

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. "Grade on Midterm"]

Dear/Hello Prof. Simolaridis:

I wanted to ask/tell you.... [Be specific and brief]

Sincerely/Thank you/All the best/ Etc.

[Write your full name and class section—sometimes I have two or more students with the same name]

### Lesson Plan - Fall 2018

This Lesson Plan is subject to change with notice. Any changes will always be in an effort to better serve students. To this end, changes will only include moving or eliminating readings/assignments as necessary.

Week 1 8/27 – 8/31	Introduction - Review of Writing Basics Review of MLA Format Lab Project (discussion)
Week 2 9/3 -9/7	<b>No classes on Monday 9/3 – Labor Day</b> Writing Center Presentation & Resource Librarian Presentation Diagnostic Essay
Week 3 9/10 – 9/14	Argumentation (Review) Readings from text ( <i>Everything's an Argument</i> ): <i>Everything Is an Argument</i> , pp 3-27 <i>Arguments Based on Emotion: Pathos</i> , pp 28-39 <i>Arguments Based on Character: Ethos</i> , pp 40-50 <i>Arguments based on Facts and Reason: Logos</i> , pp 51-70
Week 4 9/17 – 9/21	<b>Plano Balloon Festival –Spring Creek Campus Closes from 3PM on Sept. 21–23</b> Writing a Proposal (Review) Readings from text ( <i>Everything's an Argument</i> ): <i>Understanding and Categorizing Proposals</i> , pp 273-278 <i>Developing Proposals</i> , pp 279-287 <b>Lab Writing Assignment #1</b>
Week 5 9/24 – 9/28	Readings from text ( <i>Everything's an Argument</i> ): <i>Guide to Writing a Proposal</i> , pp 288-293 <i>Review Sample Proposals</i> , pp 295-304 Lab Project Assignment: Peer Review <b>Issue Proposal Due</b>
Week 6 10/1 – 10/5	Annotated Bibliography (Review) Readings from text ( <i>Everything's an Argument</i> ): <i>Finding Evidence</i> , pp 412-426 <i>Evaluating Sources</i> , pp 427-436 <b>Lab Writing Assignment #2</b>
Week 7 10/8 – 10/12	Annotated Bibliography – Class Assignment Readings from text ( <i>Everything's an Argument</i> ): <i>Using Sources and Plagiarism and Academic Integrity</i> , pp 436-464 <i>Documenting Sources (Just MLA)</i> , pp 465-486
Week 8 10/15-10/19	<b>Last Day to Withdraw – Friday, 10/19</b> Annotated Bibliography – Class Assignment Lab Project Assignment: Peer Review <b>Annotated Bibliography Due</b>
Week 9 10/22-10/26	Mapping the Issue (Review) Readings from text ( <i>Everything's an Argument</i> ): <i>Style in Arguments</i> , pp 307-329 <i>Academic Arguments</i> , pp 379-411
Week 10 10/29-11/2	Readings: <i>They Say</i> , Chapter 1 <i>So What? Who Cares?</i> Chapter 7 <i>Ain't So/Is Not</i> , Chapter 9 Mapping the Issue – Class Assignment
Week 11 11/5-11/9	Lab Project Assignment: Peer Review <b>Mapping the Issue Due</b>
Week 12 11/12-11/16	Researched Position Paper (Review) Review Readings from both texts: Review previous chapter 17: <i>Academic Arguments</i> , pp 379-411 Also review the PDFs for the <i>They Say, I Say</i> chapters
Week 13 11/19-11/23	<b>No Classes/Campus Closed on Wednesday 11/21 – Sunday 11/25 - Thanksgiving</b> Thesis Review Lab Project Assignment #3 Review
Week 14 11/26-11/30	Proofreading (Review) Argument Papers (Review) <b>Lab Writing Assignment #3</b>
Week 15 12/3-12/7	Lab Project Assignment – Peer Review <b>Researched Position Paper Due</b>
Finals Week 12/10-12/14	<b>FINAL dates and times will be provided in class</b>

