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Composition II

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COLLIN COLLEGE

COURSE SYLLABUS

Fall 2018

Course Information

Course Number & Sections: ENGL 1302-S03

Course Title: Composition II

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)

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.

INSTRUCTOR INFORMATION

Instructor's Name: Professor Young

Email: LYoung@collin.edu

Class Information:

Section Numbers: S03

Meeting Times: 9:00-9:50 MWF

Meeting Location: L203

Textbook & Software Requirements: Registering for Eli Review (Cost \$25) www.elireview.com

Netiquette Expectations:

- Use standard American English and proper grammar, punctuation, and spelling.
- Do not type in all upper case letters.
- All subject lines for emails for this class should read: John Smith ENGL 1302-XXX (your name instead of John Smith, of course, and your section number)
- Use courteous language and tone; write professionally—all college writing is business formal, not something you send to friends or family.
- Never use email for criticizing people or their work.
- Do not post messages that may be offensive to others; do not refer to personal homepages; your messages need to be course-related without offensive material, especially in a message that goes to the entire class.
- Remember email messages/postings may be viewed by classmates or even minor children, so do not post offensive material or material that might be considered offensive by minors, other adults, or parents.
- Never use email/postings to communicate if you are angry or frustrated with a person.
- Standards of courtesy and respect must be maintained at all times in our online classroom. Join in to the discussion, but remember that this is still an academic setting and respect and consideration are crucial for any intellectual discussion. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.
- Emails not adhering to the email expectations outlined in the syllabus will be returned with the requirement that they are revised to meet email communications guidelines before a response is given. Email etiquette is an important part of the professional world—follow instructions the first time and get your answer more quickly! Again, emails regarding grades will NOT be responded to if they do not come from a Collin College student email account.
- **Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts.** All communication should be conducted through your official student email account.

Technology Expectations:

- **Minimum Technology Requirement:** Access to Canvas via Collin College, access to your Collin email, access to a word processor to complete and submit papers in a typed format on Canvas, access to reliable internet to view videos and labs, access to the peer review platform via the internet.
- **Minimum Student Skills:** Ability to type, edit, and submit a word document. Understanding of Canvas in terms of locating assignments, posting assignments, posting to the discussion board/Tweet(s), and accessing the grade book is vital to success.
- **Requirements for Participation in Online Discussion of Collaborative Activities:** Timely participation in all discussion boards and collaborative assignments-due dates will be announced for each assignment. Please be respectful and treat our online environment as a scholarly environment. Slang and foul language is not

acceptable. Critical thinking concerning the topic and expression of such in posted comments is expected. Cite all outside sources used in each posting if needed.

- **Criteria Used to Evaluate Participation in Such Activities:** Evidence or critical thinking as applied to the topic, responses of the minimum word length established for each posting, on time posting, and knowledge of the subject matter.
- **Additional Information about Technology:** Technological issues, to include internet issues, are not an excuse for turning in work late or not turning in work at all.

Supplies: Pens (black or blue), lined loose-leaf notebook paper, USB flash drive, a laptop, iPad, or phone, and reliable internet access.

Repeat Policy: 6.24 Repeating Courses: Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before Fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Student Handbook, p. 69

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

Collin College Academic, Cell Phone, Classroom Behaviors, Plagiarism Policies: See the current (2017-2018) *Collin Student Handbook*. You will be held to the rules and regulations of this handbook; please be familiar with it.

Specifics of Behavioral Policy for this Course:

Disruptions in class are strictly prohibited per the Collin College Student Handbook. Disruptions include any behavior that is inappropriate and/or disrupts the classroom setting or interferes with the teaching and learning process. Such behavior includes, but is not limited to, speaking at inappropriate times, using an electronic device when prohibited by the instructor, generating distracting or disrespectful noises or sounds, and acting or speaking disrespectfully to classmates or instructor. Per the Student Handbook, an instructor may dismiss a student from class if the student engages in any of the behaviors included above; thus, the following consequences will be implemented:

- Student will be dismissed from class for the class period
- Student will be counted absent for the class period, no matter the time of the dismissal
- Student will receive no credit for any completed in class that day whether the activity/assignment was completed prior to or after the dismissal
- Documentation of the behavior will be submitted to the academic dean and/or the dean of students' office
- Calling campus police if the need warrants it

Specifics of Plagiarism Policy (All Verbiage in this Section Taken Directly from *Collin Student Handbook*): 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 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; and/or failing to secure test materials. 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 or patchwriting, even when a source is cited. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also 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.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; 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 of 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.

Depending on the severity of the plagiarism offense, the student may receive a course penalty of the following: 1.) An F on that particular assignment AND/OR 2.) An F in the course. The severity of the plagiarism will be determined by the depth of the plagiarism and the breadth of the severity within the document.

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Method of Evaluation:

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59.

Evaluations Procedures: Your grade will be based on the following weighted categories:

Instrument	Total
Project 1: Problem Multimedia Video over Poverty (Script to be Turned in)	15%
Project 2: Annotated Bibliography for Research Paper	10%
Project 3: Problem & Solution Research Paper	20%
Project 4: Primary Research & Overall Findings Presentation	20%
Peer Reviews	10%
Daily Work Activities: Quizzes	15%
Labs	10%
TOTAL:	100%

Category Specifications:

Projects/Essays: Projects/Essays include in and out of class papers, prewriting, drafts, peer reviews, and rewrites. Unless otherwise directed, all essays must be in MLA format, typed, and double-spaced. Only Times New Roman, 12 point font will be accepted. Essay grades will be affected by missing outlines, drafts, or sources, and being absent on peer review days. *****All essays must be submitted digitally to turnitin.com under the appropriate folder as well as in a paper copy; failure to adhere both of these steps at the specified due time will result in a 0.*****

Peer Reviews: You will use a software program called Eli Review to complete peer reviews in this course. You will be assigned 1-2 other students' work to review. If you follow the directions as specified in Eli Review, then this will end up being a completion grade of 100%. If you do not, then I will deduct points based on what you did not complete.

Daily Grades: Students will complete in-class and homework assignments, not limited to but including class discussions, grammar work, and reading comprehension quizzes. Daily grades will cover material related to the coursework; **deadlines will be announced and strictly enforced.**

Final exam: Students will present a comprehensive final exam that consists of a presentation of their findings of the project worked on throughout the semester.

Lab Requirement: 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 the list below. 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.

- Online library tutorials
- NetTutor Submissions

Attendance Policy: ENGL 1302 students are expected to regularly attend class and to be on time and stay in class for the entire class meeting. The following attendance policy will be adhered to:

Attendance Policy: Students are expected to regularly attend class and to be on time and stay in class for the entire class meeting. The following attendance policy will be adhered to:

- You are allowed to miss SIX classes.
- After the SIX classes, then 3 points for every additional day missed will be deducted off of your course average at the end of the session.
- After NINE absences, the student will receive an F as his/her course average.
- Three tardies = 1 absence
- Leaving early three times = 1 absence
- Any combination of tardies and leaving early that equals three = 1 absence
- **Nota Bene: 1-10 minutes = tardy, and 11+ minutes = absence**

Additional Information about Attendance:

UNDERSTAND THAT AN ABSENCE FROM CLASS DOES NOT ABSOLVE YOU OF THE RESPONSIBILITY FOR BEING PREPARED FOR THE NEXT CLASS SESSION INCLUDING TURNING IN WORK THE DAY SOMETHING IS DUE EVEN IF YOU ARE ABSENT!

Standards for Instructor Response and Availability: I check my email frequently (3 to 4 times a day) throughout the day; however, I typically do not check it after 4:00-4:30 pm on weekdays. Emails should include a salutation (i.e. Dear Professor Young). On weekends, I do not check email. Your grades will be posted within about 10 days of your submission barring any pressing issues on my end; I will let you know if this is the case.

LATE WORK POLICY: No late work will be accepted for this course. Deadlines are a part of the professional world and of life.

Important Dates:

Aug. 27 Fall Classes Begin

Sept. 3 Labor Day Holiday (All Campuses Closed)

Oct. 19 Fall Last Day to Withdraw

Nov. 22-25 Thanksgiving Holiday (All Campuses Closed)

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE:

The instructor reserves the right to amend this syllabus as necessary.

Course Schedule:

Timeline	Readings/Activities/Assignments
Week 1: 8/27-8/31	<ul style="list-style-type: none">- Syllabus Guidelines- Reading 1 (in class): http://prospect.org/article/mismeasuring-poverty- Reading 2 (at home): Kafka pg 450 http://www.vanderbilt.edu/olli/classmaterials/Franz_Kafka.pdf- Class Discussion of Reading- Poverty Simulation: http://www.gamesforchange.org/play/spent/ (In Class-First Day)
Week 2: 9/3-9/6 No Classes 9/3 Labor Day	<ul style="list-style-type: none">- Project 1 Explanation-What is Argument (Videos, PPs) Lecture (in class): Chapter 1 PP, Chapter 2 PP, Chapters 5-7 PP-Take Quiz over PPs (at home) due Thursday at 5 pm-Work on script/research
Week 3: 9/10-9/14	<ul style="list-style-type: none">-Readings:<ul style="list-style-type: none">~Poverty in America (Consequences in Economy, etc Article) (Read in class): http://www.gao.gov/assets/120/115212.pdf~“Home” (Read at home): http://genius.com/Gwendolyn-brooks-home-annotated~ “Rules of the Game” (Read at home): https://jg019.k12.sd.us/eng1/Assignment%20Documents/Rules%20of%20the%20Game.pdf

Week 4: 9/17-9/21	<p>-Reading:</p> <p>~ “Creating Countercyclical Welfare System” (Read in class):</p> <p>http://prospect.org/article/creating-countercyclicalwelfare-system</p> <p>-Class discussion over reading</p> <p>-Work on videos if time allots</p>
Week 5: 9/24-9/28	<p>-Meetings with Professor over Video</p> <p>-Peer Edits of Video</p> <p>-Turn in Multimedia Video and Script over Poverty on Friday at end of class</p>
Week 6: 10/1-10/5	<p>-Watch Asking Survey Questions Video (in class) https://www.qualtrics.com/blog/writing-surveyquestions/</p> <p>-Quiz on Asking Survey Questions Video (at home)</p> <p>-View Qualtrics</p> <p>-Group up to Work on Individual Survey Questions</p> <p>-Whole Class Discussion & Edit of Survey Questions</p>
Week 7: 10/8-10/12	<p>-Finalize survey questions</p> <p>-Discuss what expectations of results will be and how to incorporate into research paper</p> <p>-Complete surveys during class time</p> <p>-Tabulate results during class time</p>

Week 8: 10/15-10/19	<p>-Reading: “Changing the Face of Poverty” (Read in class)</p> <p>http://www.progressive.org/news/2004/06/718/homel+ess-campus</p>
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	<p>-Discuss MLA Format</p> <p>-Discuss Annotated Bibliographies</p>
<p>Week 9:</p> <p>10/22-10/26</p>	<p>-Continue research and work on bibliography</p> <p>-Annotated Bibliography due on Friday at end of class</p>
<p>Week 10:</p> <p>10/29-11/2</p>	<p>-Watch Basic Writing Videos (at home)</p> <p>-Take quiz over Basic Writing videos (at home)</p> <p>-Readings:</p> <p>~ “The Gift of the Magi” (Read in class)</p> <p>https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf</p> <p>~ “The Overcoat” (Read at home) http://sharepoint.snoqualmie.k12.wa.us/mshs/meserveb/Language%20Arts/World%20Literature%20full%20texts/gogol1.pdf</p> <p>~ “The Lesson” (Read at home) http://www.iupui.edu/~l105onln/docs/The_Lesson.pdf</p>
<p>Week 11:</p> <p>11/5-11/9</p>	<p>-Work on Problem & Solution Research Paper</p>
<p>Week 12:</p> <p>11/12-11/16</p>	<p>-Peer and Professor Edits of Problem & Solution Paper</p>
<p>Week 13:</p> <p>11/19-11/23</p> <p>Nov. 22-25 Thanksgiving Holiday</p>	<p>-Turn in Problem & Solution Paper on Monday at the end of class</p>

<p>Week 14:</p> <p>11/26-11/30</p>	<p>-How to Give a Good Presentation PP</p> <p>-Work on presentation for primary research</p> <p>-Turn in presentations (ALL students) to BB by Friday at beginning of class</p> <p>-Presentations of research</p>
<p>Week 15:</p> <p>12/3-12/7</p>	<p>-Presentations of research</p>
<p>Week 16</p>	<p>-Presentations of research</p>