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# Composition II

Barbara Morgan Dr.  
*Collin College*

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**COLLIN COLLEGE**  
**COURSE SYLLABUS**

Course Information
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**Course Number:** ENGL 1302

**Course Title:** Composition II

**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:** Composition I

**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.



**Collin College**  
**Communication and Humanities Division**  
Spring Creek Campus, B-189, (972) 881-5810

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**COURSE TITLE:** English Composition II

**COURSE NUMBER:** ENGL-1302-10289  
T/R: 8:30 AM - 9:45 AM (Room J-129)

**INSTRUCTOR'S NAME:** Dr. B. Morgan

**OFFICE LOCATION(S):** A-213A (Plano Spring Creek);  
Dual Credit Area (Allen Center)

**EMAIL ADDRESS:** BMorgan@collin.edu

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**Department Supervisor:**

Dr. Kelly Andrews, Associate Dean of Academic Affairs  
Office: Spring Creek Campus (SCC), B-189  
Phone: (972) 881-5640

**Office Hours:**

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Please see the last page of this Course Syllabus for detailed office hours and schedule.</i>				

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NOTE: The instructor reserves the right to change any information contained in this document, when necessary, and with adequate notice given to the student. The student is responsible for obtaining any information missed due to absence, late arrival, emergency, or other situations.

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**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.

**Course Credit Hours:** 3

Lecture Hours: 3

Lab Hour: 1

**Prerequisite:** English Composition I

## **ENGL 1302 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)

**Additional Student Learning Outcomes:** The following Objectives and Guidelines apply to this English 1302 course:

### Objectives:

Upon completing English 1302, students should demonstrate the ability to

1. Write with voice, detail, and clarity to communicate effectively to a chosen audience;
2. Write for a variety of purposes, including to express, to inform, and to convince;
3. Write for a variety of audiences, each chosen with a purpose in mind;
4. Write within different time constraints, such as a single class period or over the course of several days or weeks;
5. Read and critically respond to the writing of others, including professional writers and/or students;
6. Paraphrase, summarize, and quote, using source material.

### Guidelines:

This English 1302 class will require the following:

1. Four (4) to Six (6), closely graded, multi-draft\* essays (or 15-20 minimum polished pages) including but not limited to the following purposes:
  - a. To express (e.g., narration, description, etc.)
  - b. To inform (e.g., explanation, process analysis, cause and effect, etc.)
  - c. To convince (e.g., persuasion, evaluation, problem solution, etc.) – Advanced Level
- d. \*Papers will include writing from sources, such as writing from scholarly journal articles, using formal documentation methods;
2. A minimum of two (2) in-class papers in which students are taught to go through the writing process within time constraints. One, in-class writing will occur during the first week of class for benchmarking purposes;
3. A variety of writing assignments (e.g. free-writes, journal entries, summary-response papers, etc.) which will include self-reflection about the student's own reading and writing processes;
4. A variety of reading assignments to help students understand the connections between reading, writing, and critical thinking;
5. Peer and teacher review of a draft of all out-of-class papers;
6. Group activities, such as cooperative learning exercises or other collaborative activities;
7. Mechanics and grammar taught only as needed as a part of the editing skills in the process of writing;
8. The use of technology as appropriate.

**Withdrawal Policy:** See the current *Collin Registration Guide* for last day to withdraw. It is the student's responsibility to formally withdraw from a course. The instructor cannot initiate the process on behalf of the student.

**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, Spring Creek Campus (SCC), Room D-140, 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*.

### **Help with Writing**

- The Writing Center is located in Room D-203 where students can receive free tutoring by appointment or on a walk-in basis. The phone number is 972-881-5843. Students may schedule 2 appointments per week or take advantage of unlimited, walk-in visits. The walk-in visits are subject to staff availability. Please contact the Writing Center for summer hours of operation.
- The Online Writing Lab (OWL) is also available for Collin College students. More information is available at <http://www.collin.edu/studentresources/writingcenter/onlinetutor.html>.
  - Students may submit their work online and use the “3 Day Turnaround” feature by accessing <https://www.collin.edu/writingcenter/online.htm>.
- Additional help is available online at <http://www.owl.english.purdue.edu>.

## Collin College ENGL 1302: English Composition II

**Resource Textbook:**

Wood, Nancy V., and James S. Miller. *Perspectives on Argument*. Eighth Ed. New York: Longman, 2014. ISBN-13: 978-0321964267 or ISBN-10: 0321964268. Previous editions are also acceptable. For the summer course, it is not necessary to purchase this text.

**Required Textbook:**

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 2010. <https://www.iss.k12.nc.us/cms/lib/NC01000579/Centricity/Domain/2741/They%20Say%20I%20Say%20Full%20Text.pdf>

In addition to the course text, students will need access to a college-level dictionary; likewise, students will need a portable, storage device—such as a USB drive or “thumb” drive—to save and upload papers and assignments onto Canvas. Online storage is also sufficient.

**Prerequisite:** English Composition I

**Course Evaluation:**

Four Major Essay Projects; Research Methods Assignments=	31%
Unit Tests, Quizzes, and Assessments=	15%
Summary-Response Essays and the Writing Journal/Portfolio=	19%
In-Class Assignments, Homework Assignments, and Labs=	15%
Self-Assessment/Reflection/Reading Matrix=	10%
Final Exam=	10%

**Grading Scale:** The following grading scale will be applied precisely and without exception to every student in the class:

If your final overall course average is between **89.5 and 100**, you will receive an **A** for this class.  
If your final overall course average is between **79.5 and 89.4**, you will receive a **B** for this class.  
If your final overall course average is between **69.5 and 79.4**, you will receive a **C** for this class.  
If your final overall course average is between **59.5 and 69.4**, you will receive a **D** for this class.  
If your final overall course average is **below 59.5**, you will receive an **F** for this class.

**Please note that your Course Grade will be based entirely on assignments outlined in the above Course Evaluation. There will be no extra credit assignments. Please note also that there will be no additional “rounding up” whatsoever of final course averages.**

**Class Citizenship:** Students are expected to operate in the classroom in a civil and professional way. Similarly, when working with classmates on projects outside the classroom, students are expected to work with each other in a cooperative manner.

**Attendance:** You are expected to attend class regularly and to arrive on time. If you do not plan to attend regularly and arrive on time, then it is possible that you may not do well in this course.

If you must miss a quiz or other in-class work as a result of an absence or late arrival, no credit (0) will be given for the missed assignment.

**Late Work:**

It will be in your best interest to be in class when in-class assignments are done and to submit out-of-class assignments when they are due. Missed, short quizzes or assignments at the beginning or end of class cannot be made up.

An assignment is late if it is not turned in by its assigned due date and time and in its correct location. With the exception of in-class work, assignments will be submitted through the Canvas environment and will no longer be accessible once the deadline has passed. Assignments may be turned in early but never late. No late assignments will be accepted. It is suggested that assignments be submitted through the Canvas environment a minimum of two hours before the final deadline to avoid technical difficulties. Any assignment that is submitted in an incorrect location in Canvas will receive no credit (0) irrespective of whether or not the assignment were submitted by the due date and time. Canvas provides a confirmation for every submission. Ensure that special attention is paid to the submission location and submission confirmation. Communicate with the instructor in advance regarding extenuating circumstances. Please do not send assignments or Canvas submissions by email. This information will be deleted, and no credit (0) will be assigned. *Consult due dates on the syllabus and also on Canvas to ensure prompt submission of assignments.*

**A score of zero (0) will be assigned to any work that is not submitted by the deadline.**

**Presentations:**

For any assignment which includes a required, presentation element, all students must be present and prepared to deliver information on the presentation, due date. Students are encouraged to save digital information and documents in more than one location and to have the ability to access such information using more than one method. Technical difficulties, lost files, and/or corrupt documents are not viable reasons for not presenting on the specified, due date. If students are absent, irrespective of the reason, or unprepared to present on the due date or initial, presentation date, those individuals may potentially present on the next class date immediately following the initial, due date—only if regular presentations overflow to the next class period. Please be advised that this is a courtesy extended to students—not a right—and should be treated as such since each class is designed for covering precise information during a definitive time frame. Students who fall into this category will receive an automatic, score reduction of 25% of the full assignment. This reduction will be subsequently taken after the final scores for the assignment are available. Students who are absent again on the potential, “make up” class date or who are still not prepared to present will receive a score of zero (0) for the assignment. If all presentations are completed on the due date, this “make-up” option will not be available, and no credit (0) will be assigned. This information only applies to the presentation portion of an assignment.

**Social Media:**

Presentations and other academic performances will be video recorded for assessment purposes only. Posting course videos or other course-related information on the internet is prohibited. This includes but is not limited to all

forms of social media. Some students have confidentiality requests with the institution, and it is important to avoid any potential confidentiality breaches.

**Course Handouts:** I distribute course handouts of any type one time only. I do not bring to class handouts from previous classes. If you are absent and do not receive the handouts and/or assignment sheets for that class period, it is your responsibility to obtain the handouts/assignment sheets you missed by copying a colleague's handouts or by accessing available information from the Canvas environment. The majority of course documents and handouts will be available on Canvas.

**Email and FERPA:** Email is not the environment for specific concerns. Email should be used as a brief form of communication to request a conference, for example, or to send general information. Again, please do not send assignments or Canvas submissions by email. Such information will be deleted, and no credit (0) will be assigned. Email messages must include the course and section number, last and first name, and topic in the subject line. Messages missing the aforementioned subject line information will receive no response. Please allow 48 hours response time for any message sent during regular business hours. If your message is sent outside of business hours or during the weekend, it will be read on the next available business day. Again, please allow 48 hours response time beginning on the next available business day. Likewise, avoid sending any inquiries about specific grades or scores by email. FERPA guidelines disallow this practice. Please make an appointment or visit during office hours if you wish to discuss scores, grades, or any other concerns. Email messages containing grades or scores will also be deleted without a response. Be advised that although "FERPA waivers" are available, Dr. Morgan does not honor such waivers and will only communicate with students enrolled in the course. Feel free to review information on FERPA guidelines using the following link: <http://www.collin.edu/hr/profdev/ferpa.html>

**Plagiarism:** Students are responsible for consulting the *Collin Student Handbook* as well as the MLA website and other necessary resources for proper documentation. Ignorance of documentation formats is not accepted as an excuse for plagiarism. Assignments containing plagiarized work will not be graded and will receive no credit (0). Avoid "recycling" any previously submitted information or assignments. Students who incorporate plagiarized work into an assignment may fail the course for the semester irrespective of the previous grade/average prior to submission of the alleged, inauthentic work.

**Intellectual Property:** Please be advised that intellectual property is a major concern in academics, business, and research. All assignments for this class are processed through Turn It In. This software allows both students and faculty members to review document authentication as well as discrepancies in citations. Keen knowledge and awareness regarding plagiarism and intellectual property are standard expectations for this course. As a rule of thumb, any document that returns more than a 10% similarity index or match from Turn It In is a red flag and should immediately be reviewed and revised. The similarity index is visible to students and should be thoroughly reviewed after each submission. Students will receive no credit (0) for similarity indexes above the threshold and will not have the option to resubmit.



This includes reference lists, works cited, and bibliography pages. Subsequently, students are encouraged to self-generate reference lists and avoid copying and pasting any information as doing so raises the similarity index. Please visit the Writing Center for more assistance regarding intellectual property, correct citations, quantity of others' work utilized in your work, and acceptable forms of usage.

**Labs:**

The lab component is an integral part of the course and is designed to support writing improvement. Labs cannot be completed during regular class; instead, they must be completed outside of class. The requirements for written lab entries are as follows: 1.5 pages minimum in length, typed, double-spaced, MLA format, Times New Roman, 1" margins, size 12. The following are acceptable, lab activities:

Written Response: Collin-sponsored Event	Writing Center Tutoring Sessions
Writing Center Workshops	Library Workshops
Online Grammar and Writing Exercises	ACCESS Tutoring
Online Student Tutorials/Library Tutorials	Study Skills Seminars
Article Annotation or Exposition	Journal Writing
Formal Conferences with Professor	Grammar Quizzes

**Journaling:**

Students are responsible for maintaining a Writing Journal/Portfolio which corresponds to the writing prompts, reading assignments, and additional course readings. The requirements for journal entries are as follows: 1 (full) page minimum in length, typed, double-spaced, MLA format, Times New Roman, 1" margins, size 12.

**Two-error Rule:**

In the classroom and in career environments, written information that is submitted for review must be correct, error-free, and must communicate the author's intended purpose. The professor is not your editor. The supervisor is not your editor. It is imperative to practice submission of error-free documents and information. For this course, a rubric is associated with each assignment. A certain percentage of the score is designated for error-free writing which includes but is not limited to mechanics, usage, grammar, spelling, and structure. Any submitted document that contains two or more errors will receive no credit (0) for that portion of the rubric. Subsequently, students are encouraged to obtain assistance with their writing before submission of assignments and documents using resources as outlined below.

**Writing Assistance:**

Students have the opportunity to increase their essay and assignment scores by taking advantage of writing assistance offered through the Writing Center. The Writing Center is located in Room D-203 where students can receive free tutoring by appointment or on a walk-in basis. The phone number is 972-881-5843. Students may schedule appointments using the online system or take advantage of walk-in visits. The walk-in visits are subject to staff availability. Appointments are highly recommended and may be scheduled by accessing the following link: <https://collin.mywconline.com/>

Please note that students may also utilize any of Collin College's writing centers, irrespective of the location.

Students may submit their work online and use the “3 Day Turnaround” feature by accessing <https://www.collin.edu/writingcenter/online.htm>.

VirtualTutor is also available for students: It is our new online, real-time tutoring session. More information is available about VirtualTutor on the Writing Center website.

Please make note of the following:

- 1) The Writing Center at Spring Creek offers a maximum of two (2), face-to-face visits per student each week. A "face-to-face visit" is defined as a scheduled appointment, a walk-in visit, or a combination of the two types. (For "Writing Incentives" regarding this class, it would be beneficial for students to work and plan in advance to attend the face-to-face visits.)
- 2) The Writing Center at Spring Creek also offers a maximum of two (2), virtual tutoring appointments through VirtualMuse which is similar to tutoring in a "Skype" environment. (For "Writing Incentives" regarding this class, one (1) VirtualMuse session is equivalent to one (1) face-to-face, Writing Center visit. VirtualMuse sessions are one hour in length. Students must obtain confirmation of completion of the VirtualMuse session to receive credit. The length of the session must also be included.
- 3) The Online Writing Lab (OWL) service may only be used one time per assignment and must be accompanied by two additional, "face-to-face" visits to be eligible for quality points. This service may never be utilized for the Grade-saver Option. Access: <https://www.collin.edu/writingcenter/online.htm>. (See Course Syllabus for details regarding the Grade-saver Option.)
- 4) As previously stated, students may also utilize any of Collin College's writing centers, irrespective of the location:

Spring Creek Writing Center, 972.881.5843  
Preston Ridge Writing Center, 972.377.1576  
Central Park Writing Center, 972.548.6857

Please note that the appointment systems are not "linked" among the campus locations. As a result, a student could potentially have two (2), face-to-face visits per week at each campus for a total of six (6) visits each week. Students are encouraged to visit the additional campus websites to schedule Writing Center visits for those specific locations.

Additional help is available online at <http://www.owl.english.purdue.edu>.

**Writing Incentives:** Students may earn quality points toward essays and assignments by utilizing the following guidelines:

- A) Students must arrive with a full draft, the assignment guidelines, and substantial evidence of having followed the guidelines. The requirements for all drafts and subsequent submissions are as follows: At least the minimum number of pages for the assignment, typed, double-spaced, MLA format, Times New Roman, 1" margins, size 12.
- B) Students must demonstrate substantial adherence to suggestions and must incorporate significant improvements from one draft to the next. Making "minor" revisions will not result in obtaining quality points.
- C) All drafts, revisions, notes, and proof of assistance received must be submitted before the assignment's due date to receive the quality points.
- D) Quality points may be assigned per essay or assignment as follows:
  - a. First visit to the Writing Center with full draft and considerable evidence of following all guidelines: +10
  - b. Second visit to the Writing Center with substantial incorporation of suggestions and additions: +10
  - c. Third visit to the Writing Center with significant improvements and personal enhancements: +10
  - d. Fourth visit to the Writing Center with considerable development, correction, and revision: +15
- E) Students must bring previously reviewed drafts to each visit in order to obtain subsequent quality points. "Brainstorming" sessions or sessions without a pre-written draft are not eligible for quality points.
- F) The instructor reserves the right to assign or to decline the assignment of quality points.
- G) The Online Writing Lab (OWL) service may only be used one time per assignment and must be accompanied by two, additional visits to be eligible for quality points.

**Grade-saver Option:** I do not accept late work. Since unforeseen circumstances do emerge, students will have a one-time, opportunity to exercise the Grade-saver Option. In essence, a student will have the opportunity to rescue or "save" a grade from a Major Essay Project, Summary-Response Essay, or Journal Entry. If the student misses the deadline or window to turn in the assignment, that individual will have an opportunity to submit the assignment at a future, designated date. The student, however, must receive and submit confirmation of having visited the Writing Center four times for the assignment. The four, Writing Center visits are required in order to exercise this option. None of the visits may occur within the same, 24-hour period. The Online Writing Lab (OWL) does not count as a "visit" for this option. The guidelines listed above for obtaining "quality points" are in effect for the Grade-saver option. The student, however, will not receive the corresponding, quality points. Instead, that student receives the opportunity to rescue a grade.

Similarly, if a student has submitted all assignments but wishes to increase a score on a previous, Major Essay Project, Summary-Response Essay, or Journal Entry, that individual will also have a one-time, opportunity to exercise the Grade-saver Option. This student is required to Visit the Writing Center three times for the assignment. Again, none of the visits may occur within the same, 24-hour period, and the Online Writing Lab (OWL) does not count as a "visit."

More information about the Grade-saver Option will be disseminated during class.

**Classroom Etiquette:** Please show the necessary maturity and respect for your colleagues, your instructor, and yourselves by always adhering to the following Classroom Environment Guidelines:

1. Class will begin promptly at the scheduled time.
2. Please be courteous and pay attention when another student is speaking or when I am speaking to the class. Please refrain from carrying on outside conversations—spoken, written, or by text—during class.
3. Please focus on the task at hand during in-class assignments and activities. Please avoid working on assignments for other classes during this class.
4. Please do not bring any food or drink into the classroom—except for water in a sealed container—if you cannot clean up after yourself. Food or drink in the computer lab is not permitted.
5. Please **silence and put away** your phones. Please do not leave class to make or receive calls and/or texts during exams. Texting is not acceptable during class.
6. Please **turn off and put away** electronic devices, including walkman-type devices. Laptop computers, iPads, tablets, and internet-accessible devices for research and course work are permissible.
7. Please do not sleep during class. If you are unable to keep your head up and eyes open during class, then please feel free to quietly excuse yourself for a stretch break.
8. Please do not anticipate the end of class by prematurely packing up books or by starting conversations. Such behavior is discourteous and may cause you or your colleagues to miss important assignments or information addressed at the end of class.
9. In general, please avoid any behaviors in class that will be distracting to your colleagues or to your instructor.

**Special Notes:**

1. You will need access to word processing software for assignments for this class. I do not accept handwritten papers, assignments, or Major Essay Projects. (There are places on campus where you can access computers with word processing capabilities.) The only exception is for in-class, writing assignments or in-class essays.
2. When you submit a Major Essay, you will be required to have completed accompanying activities such as peer critiques and drafts. *Unless otherwise instructed, all final assignments will be submitted in Canvas by the appropriate due dates and times.*
3. Summary-Response papers for the assigned readings will also be submitted in the Canvas environment. Assignments that are not submitted by the due date and time are considered late. All papers, including Major Essays, must be: typed, double-spaced, MLA format, Times New Roman, 1” margins, size 12.

4. Students are encouraged to access the Writing Center (D-203) and the Online Writing Lab (OWL) for assistance with all assignments.
5. All assignments, including reading assignments, are due on the date under which they are written on the Schedule of Assignments. Students must come to class already prepared for and already having read the assignment listed for that day.
6. Students working in partnerships, groups, and/or teams are responsible for individually submitting all assignments or work despite working in collaboration with others. Assignments requiring submission in Canvas must also be submitted individually. Students must demonstrate individual agency and must not assume that another member's submission will also be counted toward their own grade as such will never be the case. Any student who does not make an individual submission will receive no credit (0) for that assignment or work.
7. Please arrive for scheduled office hours on time. Students attending walk-in office hours must arrive a minimum of 15 minutes prior to the end of the walk-in segment to allow time for discussion and review. Students who do not arrive 15 minutes before the end time will be asked to schedule an appointment for another time or to visit during the next available walk-in period.
8. Unless otherwise noted, Self-Assessments are due the very next class period after the presentation or assignment takes place to allow students the opportunity to review their video recordings and render a timely and detailed rating.
9. Please utilize the institution's email system to correspond with your professor. Outside email messages will remain unanswered and be discarded.
10. **\*Note: The instructor reserves the right to change any information contained in this document, when necessary, and with adequate notice given to the student.**
11. Additional Note: Please access information regarding Collin College's campus carry policies at <https://www.collin.edu/aboutus/concealedcarry.htm>

**"English Outlaws" - Additional Guidelines for Written Assignments:**

- 1) Avoid first (1st) person - (such as I, we, me, myself...);
- 2) Avoid second (2nd) person - (such as you, yours, yourself...);
- 3) Avoid short, choppy sentences; instead, use compound, complex, and compound-complex sentences. Embed simple sentences among the higher level sentences;
- 4) Avoid the phrase, "a lot," to denote a plethora or an abundance of an item or element. For this class, "a lot" is a location for parking a vehicle;
- 5) Avoid "in conclusion" and its derivatives;
- 6) Avoid simple words and colloquial expressions; incorporate higher level vocabulary. (Utilize those \$100 words); and
- 7) Avoid contractions - (such as can't, don't, won't...); spell out the words (such as cannot, do not, will not, and so on).

## Schedule of Assignments

Unless otherwise noted, all assignment submissions are due in the Canvas environment by 11:59 PM on the due date. Exceptions include assignments which are due before the beginning of class. Those assignments will have a designated time deadline of 7:00 AM on the due date. All Essay Projects and Reading Matrices are due before the beginning of class. Students are encouraged to work ahead and to submit assignments early into the Canvas environment. On a daily basis, students are also expected to watch tutorial videos, complete reference assignments, and read handouts and other reference materials in the Canvas file folders prior to the beginning of class.

Tuesday, 8/28 (Week 1)

Overview of Course - Course Introduction; “Who is my Audience?” Activity; Review of Course Syllabus; Clarification and Review of Course Handouts; Bloom’s Taxonomy and Bloom’s Questions: Overview of Critical Thinking and Critical Analysis. In-class Activity.

**Canvas Trial Submission due.**

### Reading resources:

*Perspectives on Argument*

Chapter 2: The Rhetorical Situation: Understanding Audience and Context

### Video resources:

View the concise videos below as review material from ENGL 1301.

- a) [https://www.youtube.com/watch?v=Qfp3x\\_qx5IM](https://www.youtube.com/watch?v=Qfp3x_qx5IM) (Bloom's Taxonomy)
- b) <https://www.youtube.com/watch?v=ZEIHCxpKSTM> (Toulmin Model of Argumentation)
- c) <https://www.youtube.com/watch?v=D-YPPQztuOY> (Toulmin Model of Argumentation, #2)
- d) <https://www.youtube.com/watch?v=oKtQEnERhSY> (Ethos, Pathos, Logos)
- e) [https://www.youtube.com/watch?v=H\\_fs6M-wQxo](https://www.youtube.com/watch?v=H_fs6M-wQxo) (Rogerian Argumentation)
- f) <https://www.youtube.com/watch?v=-vJvivIzkDg> (Visual Rhetoric)

*To Do:*

✓ Read sample essay and handout for next class (Aristotelian Argumentation, also referred to as Ethos, Pathos, Logos or Persuasive Appeals); bring hardcopies.

Thursday, 8/30

Review Bloom’s Taxonomy and Bloom’s Questions: Overview of Critical Thinking and Critical Analysis. Review of Persuasive Appeals (Ethos, Pathos, and Logos); In-class Activity (Sample Writing); Five Canons of Classical Rhetoric – (Cicero); Critical Thinking Focus and Practice.

### Reading assignment and resources:

*They Say/I Say – Chapter 1*

*Perspectives on Argument* - Chapter 6: Types of Proof

*To Do:*

✓ Read sample essay and handout for next class (Toulmin Argumentation, also referred to as Claim, Support, Warrant...); bring hardcopies.

Tuesday, 9/4 (Week 2)

Overview of Essay Project #1 – Guidelines and Rubric: Questions, Ideas, and Format.

Review of Toulmin Argumentation (Claim, Support, Warrant, Backing, Rebuttal, Qualifier); In-class Activity (Sample Writing).

**Writing and Grammar Review I due.**

***They Say/I Say* – Chapter 1 – Lab 1 due.**

**Reading assignment and resources:**

*Perspectives on Argument*

Chapter 11: The Research Paper: Planning, Research, and Invention

*To Do:*

✓ Read sample essay and handout for next class (Rogerian Argumentation, also referred to as Common Ground); bring hardcopies.

Thursday, 9/6

Review of Rogerian Argumentation (Common Ground); In-class Activity (Sample Writing).

**In-Class Activity: Essay Project #2a**

**Lab #1 due.**

**Reading resources:**

***They Say/I Say* – Chapter 2**

*Perspectives on Argument*

Chapter 3: Reading, Thinking, and Writing about Issues

*To Do:*

✓ Prepare Essay Project #2a for submission. Review topics and ideas.

✓ View “How to Write a Purpose Statement” at <https://www.youtube.com/watch?v=Dj4GGzrCJm8>  
(Focus on Seven Steps only and the “How To” formula.)

Tuesday, 9/11

(Week 3)

**Essay Project #2a due.** Elements of Research; Overview; Conducting Effective Research.

**In-Class Activity: Essay Project #2b-1-Purpose** – How to Write a Purpose Statement

**Writing and Grammar Review II due.**

***They Say/I Say* – Chapter 2 – Lab 2 due.**

**Reading resources:**

*Perspectives on Argument*

Chapter 4: The Essential Parts of an Argument: The Toulmin Model

*To Do:*

✓ View “How to Write a Purpose Statement” at <https://www.youtube.com/watch?v=Dj4GGzrCJm8>  
(Focus on Seven Steps only and the “How To” formula.)

Thursday, 9/13

**Essay Project #2b-1-Purpose due.** Research Topics and Ideas (with questions completed).

Research Overview; Research Topics and Ideas; Review of Assignment. How to Write a Thesis Statement – Step-by-Step. See “To Do” above.

Final submission of Essay Project #1c due (Treatise Self-Assessment).

**Reading assignment/resources:**

***They Say/I Say* – Chapter 3**

*Perspectives on Argument*



## Chapter 5: Types of Claims

### *To Do:*

- ✓ Prepare Essay Project #2b for submission. Purpose Statement and Essay Map.
- ✓ Read “Thesis Statements and Essay Maps” at <http://elc.uark.edu/qwc/wp-content/uploads/2009/09/01-Thesis-Statements.pdf>

Tuesday, 9/18 (Week 4)

**Essay Project #2b-2 Thesis Statement (Preliminary) due.** Purpose-to-Thesis Statement. Please bring a hardcopy of Essay Project #2b-2 to class.

**Writing and Grammar Review III due.**

***They Say/I Say* – Chapter 3 – Lab 3 due.**

### **Reading resources:**

*Perspectives on Argument*

Chapter 9: Rogerian Argument and Common Ground

### *To Do:*

- ✓ Please review and take notes on the following information regarding the Annotative Bibliography in preparation for Journal Entry A:

<https://www.youtube.com/watch?v=R0Hsnx0l1q4>

<https://owl.english.purdue.edu/owl/resource/614/03/>

<https://www.youtube.com/watch?v=6g6HwwvJsRk>

<https://www.youtube.com/watch?v=jV5nSXdMB60>

[http://sites.umuc.edu/library/libhow/bibliography\\_tutorial.cfm](http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm)

Thursday, 9/20

**Library Visitation (L-110)** – Please meet in the campus Library (Room L-110) for this class. Please bring hardcopies of Essay Project #2a and #2b to this class.

**Lab #2 due.**

### **Reading assignment/resources:**

***They Say/I Say* – Chapter 4**

*Perspectives on Argument*

Chapter 12: The Research Paper: Using Sources, Writing, and Revising

### *To Do:*

- ✓ Review the following in preparation of Essay Project #2c submission:

[http://vgay.columbiastate.edu/outline\\_of\\_the\\_toulmin\\_model\\_i.htm](http://vgay.columbiastate.edu/outline_of_the_toulmin_model_i.htm)

<https://valenciacollege.edu/wp/cssc/documents/SampleArgumentOutline.pdf>

<https://www.slideshare.net/ccramer7/toulmin-model-of-argumentation>

<https://www.slideshare.net/soul4real/toulmin-model-of-argumentation-presentation>

<https://www.slideshare.net/DrDunley/toulmin-and-rogerian-arguments>

- ✓ Prepare Essay Project #1 for submission. (Remember recording device.)

Tuesday, 9/25 (Week 5)

**Essay Project #1 due.** Presentations begin. (Remember recording device.) Likewise, please bring a hardcopy of Essay Project #1 to class. Elements of Research; Overview; Conducting Research.

**Journal Entry A due.**

**Writing and Grammar Review IV due.**  
***They Say/I Say* – Chapter 4 – Lab 4 due.**

**Reading resources:**

*Perspectives on Argument*

Chapter 10: Review and Synthesis of Argument Strategies

*To Do:*

- ✓ Study for Unit Test I. (See Lab #1 and Lab #2). All question types (essay questions, short answer questions, true-false questions, and multiple choice questions) are eligible to appear on the examination.
- ✓ Review the following in preparation for the lesson for next class:

<https://www.youtube.com/watch?v=2X-QSU6-hPU>

<https://www.youtube.com/watch?v=DxFuw22bPnE>

<http://guides.library.ucla.edu/research-methods>

<https://www.youtube.com/watch?v=uSp1BeFzTDA>

Thursday, 9/27

**Unit Test I.** This will be an exam covering the content of class lectures/discussions, handouts, and reading assignments from your text. See “To Do” above.

**Reading assignment/resources:**

***They Say/I Say* – Chapter 5**

*Perspectives on Argument*

Chapter 6: Types of Proof

Tuesday, 10/2 (Week 6)

**Essay Project #2c due.** Final Thesis Statement will full-text outline and cited sources. Advanced Research Methods, Overview Advanced Research Methods, Introduction. Analyzing Information using Statistics.

**In-Class Writing Workshop** – Please bring copies of your draft and feedback; students will have an opportunity to work collaboratively and conference with instructor on essay enhancement.

**Writing and Grammar Review V due.**

***They Say/I Say* – Chapter 5 – Lab 5 due.**

**Reading resources:**

*Perspectives on Argument*

Chapter 7: The Fallacies and Ethical Argument

Thursday, 10/4

**Essay Project #2d Draft due** (Research Essay Draft). Please bring two copies of draft, two copies of critique forms, and be prepared to give and receive feedback from colleagues. Excerpts. Review of Essay Project #4. Analyzing Information using Words.

**Reading assignment/resources:**

***They Say/I Say* – Chapter 6**

*Perspectives on Argument*

Chapter 8: Visual Argument

*To Do:*

✓ Complete all questions for Essay Project #3. Encourage the use of exposition and details with responses.

Tuesday, 10/9

(Week 7)

**Library Visitation (L-110)** – Please meet in the campus Library (Room L-110) for this class. Likewise, bring hardcopies (or digital copies) of Essay Project #2 to this class.

**Journal Entry B due.**

**Writing and Grammar Review VI due.**

***They Say/I Say* – Chapter 6 – Lab 6 due.**

**Reading resources:**

*Perspectives on Argument*

Chapter 8: Visual Argument

Chapter 2: The Rhetorical Situation: Understanding Audience and Context (Review)

*To Do:*

✓ Complete all questions for Essay Project #3 in essay format. Utilize exposition and details when answering each question.

Thursday, 10/11

Essay Project #3 data collection. In-Class Writing Workshop - Essay Project #3. Analyzing Information using Words, Continued. Review of Data.

**Lab #3 due.**

**Reading assignment/resources:**

***They Say/I Say* – Chapter 7**

*Perspectives on Argument*

Chapter 10: Review and Synthesis of Argument Strategies (Review)

Tuesday, 10/16

(Week 8)

Essay Project #3 data collection continued; Process of Analysis.

Review of Essay Project #4 – Preliminary Preparation; In-Class Activity.

**Writing and Grammar Review VII due.**

***They Say/I Say* – Chapter 7 – Lab 7 due.**

**Reading resources:**

*Perspectives on Argument*

Chapter 13: Argument and Literature

*To Do:*

✓ Study for Unit Test II. (See Lab #3). All question types (essay questions, short answer questions, true-false questions, and multiple choice questions) are eligible to appear on the examination.

Thursday, 10/18

**Essay Project #2e (nearly finished) draft due.** Essay (draft) evaluation and **Peer Critiques** will be conducted. We will utilize the electronic peer critiques feature in Canvas. Papers must be labeled (Claim + Argumentation Style elements). Submissions must be made before the deadline in order to participate in the Peer Critiques.

**Journal Entry C due.**

**Reading assignment/resources:**

*They Say/I Say – Chapter 8*  
*Perspectives on Argument*  
Chapter 6: Types of Proof

*To Do:*

✓ Prepare Essay Project #4 for submission. Digital Research Project. (Remember recording device.)

Tuesday, 10/23 (Week 9)

Data Review and Classification; Process of Analysis.  
Review of Essay Project #4 – Preliminary Preparation; In-Class Activity.

**Writing and Grammar Review VIII due.**

***They Say/I Say – Chapter 8 – Lab 8 due.***

**Reading resources:**

*Perspectives on Argument*  
Chapter 13: Argument and Literature

Thursday, 10/25

**Unit Test II.** This will be an exam covering the content of class lectures/discussions, handouts, and reading assignments from your text. See “To Do” above.

In-Class Lab: Preparation for Essay Project #4.

**Reading assignment/resources:**

*They Say/I Say – Chapter 9*  
*Perspectives on Argument*  
Chapter 10: Review and Synthesis of Argument Strategies (Review)

Tuesday, 10/30 (Week 10)

**Essay Project #3 due.** Presentations begin. (Remember recording device.) Evaluations will be conducted.

**Writing and Grammar Review IX due.**

***They Say/I Say – Chapter 9 – Lab 9 due.***

Thursday, 11/1

Essay Project #3 continued. Presentations continued. (Remember recording device.) Evaluations will be conducted. Review of Essay Project #4 – Preliminary Preparation; In-Class Activity.

**Reading assignment/resources:**

*They Say/I Say – Chapter 10*  
*Perspectives on Argument*  
Chapter 13: Argument and Literature

Tuesday, 11/6 (Week 11)

In-Class Writing Workshop; Preliminary Project Construction.

**Writing and Grammar Review X due.**

***They Say/I Say – Chapter 10 – Lab 10 due***

Thursday, 11/8

In-Class Writing Workshop continued.

**Writing and Grammar Review VII due.**

**Reading assignment/resources:**

*They Say/I Say* – Chapter 11

*Perspectives on Argument*

Chapter 10: Review and Synthesis of Argument Strategies (Review)

Tuesday, 11/13

(Week 12)

**Library Visitation (L-110)** – Please meet in the campus Library (Room L-110) for this class. Likewise, bring hardcopies (or digital copies) of Essay Project #2 to this class

**Writing and Grammar Review XI due.**

*They Say/I Say* – Chapter 11 – Lab 11 due.

Thursday, 11/15

**Essay Project #2f (Final Essay Draft) due.** Peer Critiques. Essay Review and Feedback.

**Reading assignment/resources:**

*They Say/I Say* – Chapter 12

*Perspectives on Argument*

Chapter 13: Argument and Literature

Tuesday, 11/20

(Week 13)

Research Day

**Online Writing Lab (OWL) Submission due.**

**Writing and Grammar Review XII due.**

*They Say/I Say* – Chapter 12 – Lab 12 due.

Thursday, 11/22

Campus Holiday

**Reading assignment/resources:**

*They Say/I Say* – Chapter 13

*Perspectives on Argument*

Chapter 13: Argument and Literature

Tuesday, 11/27

(Week 14)

**Essay Project #4 due.** (Digital Research Project). Presentations begin. (Remember recording device.) Evaluations will be conducted.

**Writing and Grammar Review XIII due.**

*They Say/I Say* – Chapter 13 – Lab 13 due.

**Reading resources:**

*Perspectives on Argument*

Chapter 2: The Rhetorical Situation: Understanding Audience and Context (Review)

Thursday, 11/29

Essay Project #4 Continued. (Digital Research Project). Presentations continued. (Remember recording device.) Evaluations will be conducted.

**Reading assignment/resources:**

*They Say/I Say – Chapter 14*

*Perspectives on Argument*

Chapter 2: The Rhetorical Situation: Understanding Audience and Context (Review)

Tuesday, 12/4

(Week 15)

Essay Project #4 Continued. (Digital Research Project). Presentations continued. (Remember recording device.) Evaluations will be conducted. Essay Project #4c due (Self-Assessment).

**Grade-saver Option due** (Participating students only).

**Writing and Grammar Review XIV due.**

***They Say/I Say – Chapter 14 – Lab 14 due.***

Thursday, 12/6

Essay Project #4 Continued. (Digital Research Project). Presentations continued. (Remember recording device.) Evaluations will be conducted.

**Essay Project #4c due.** (Self-Assessment, Final Call).

**Grade-saver Option due.** (Participating Students Only)

12/10 – 12/16

(Week 16)

**Essay Project #2w (Final Written Essay) due.**

Project/Research Excerpts.

**Final Examination Week**

## **Summary-Response (Expanded Annotated Bibliography) Essay Guidelines**

### **Summary**

Summarizing requires judgment; one must decide what is essential and what is not essential to include in a summary. The tone of the summary should be neutral and should not be confused with critique or criticism. It is integral to be concise and to accurately represent the author.

#### **Sample Checklist for Summaries:**

1. What major issue is being addressed by this author?
2. What are the main points made by the author?
3. What does the author feel is the real problem or nature of the problem?
4. Which beliefs did the author emphasize?

To summarize is to express another's ideas in your own words and in fewer words than the original; citing sources and giving the author full credit for his/her ideas are essential.

### **Response**

Responding to texts consists of critically analyzing the content of the author's words. The tone of the response may be shaped by the writer and may represent the writer's ideas in examination of the work. The response represents higher level thinking and synthesis. Utilizing Bloom's Taxonomy—the Analyzing, Evaluating, and Creating levels—is a method of accomplishing in-depth critical response.

#### **Sample Checklist for Responses:**

1. Which solutions to the problem are recommended? Are they plausible?
2. Examine how viable the solutions to the problem or difficulty are.
3. Incorporate the author's underlying message or meaning from the text.
4. Infuse personal experience to support or refute the author's position.
5. Dissect which issues are problematic from the author's or writer's perspective.

### **Guidelines for the Summary-Response (Expanded Annotated Bibliography) Essay**

The summary-response is designed to assist students in formulating and constructing ideas regarding information presented within the assigned reading. Students are expected to incorporate higher level, critical thinking skills and the nuances of argument theory when writing the summary-response. Quantitatively, the summary-response essay should be a minimum of 1.5 pages and should consist of no more than  $\frac{1}{4}$  summary and  $\frac{3}{4}$  response.

### **Rubric for Summary-Response (Expanded Annotated Bibliography) Papers:**

_____	Error-Free Writing (20%)
_____	Summary (5%)
_____	Response with evidence from the text and evidence of critical thinking and critical analysis (40%)
_____	Use of well-developed sentences (20%)
_____	Use of higher level vocabulary in context (10%)
_____	Analyzing/Evaluating/Creating level question (from Bloom's Taxonomy) attached (5%)
_____	<b>Total (100% possible)</b>

Summary-Response papers must be: typed, double spaced, Times New Roman Font, 1" margins, size 12.