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Composition II

Stephen Whitley Dr.
Collin College

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COURSE SYLLABUS

Course Number: ENGL 1302 S19

Course Title: Composition II

Instructor: Dr. Stephen Whitley

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.
 2. Develop ideas and synthesize primary and secondary sources with focused academic arguments, including one or more research-based essays.
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
 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.

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

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

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**

- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of “F” on the assignment to a grade of “F” for the course**

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-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Religious Holidays: Please refer to the current *Collin Student Handbook*.

Instructor's Name: Dr. Stephen Whitley

Office Number: Library 211

Office Hours: MW 12:00-1 p.m.

Tuesday/Thursday 11:15-1:00

Friday 9-11 a.m.

Other times by appointment

Phone Number: 972-578-5525

Email: swhitley@collin.edu

Class Information:

Section Number: S24

Meeting Times: Tuesday/Thursday 11:30-12:45

Meeting Location: I231

Minimum Technology Requirement: Computer with word processor and Adobe read/write

Minimum Student Skills: Student should have minimum proficiency with word processing and internet

Netiquette Expectations: Electronic discussions and emails to professor and other students should be considered an extension of class discussion. The same standards of behavior expected of you in class apply to our interactions on the internet. What you write on the Internet is accessible by many people and can be printed or saved as a screen shot. Don't write anything online you don't want to haunt you for the rest of your academic career (or life).

Course Text: *The Aims of Argument: A Text and Reader 8th Edition*

Method of Evaluation

I grade on a 1,000 point scale. The point values are listed below:

Labs 300 (15 Labs at 20 points each)

WA1-100

WA2- 100

WA3- 100

WA4 100

Final Project 100

Response papers 100 (4@ 25 points each)

Attendance 100

Your final grade will depend on the number of points you have at the end of the semester. The following is the final point value and corresponding letter grade value for your final grade:

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
599 > = F

You will be able to check the number of points you have throughout the semester on Canvas. I will be showing all of you how to check your grades on Canvas.

Labs

You are required to complete one hour of lab work per week in English 1302. In the Course Calendar, I have listed all the labs for each week and their due date. Some labs will be completed or turned in online, some will be worksheets that you will need to complete and turn in on a specific day. Please keep up with your labs as I will not accept late lab work.

Writing Assignments (WA1, 2, 3, 4)

There are four writing assignments this semester. I will be passing out a prompt for each assignment. Generally, the papers are in MLA format, 12 point font, double spaced, left justified, no cover page, with a works cited.

Showcase Piece

At the end of the semester, during finals week, you will present a project that represents your time in English 1302. I don't put a lot of requirements or limits on what you can do. I will tell you what format this project will take later in the semester...don't worry about it until then.

Delivery Method Of Feedback and/or Graded Material

I will be passing out a rubric that outlines the standards the department, the college and I have for your papers. We will go over the rubric in class and I will answer any questions you may have about it. I will also provide you with my own written feedback and will also be meeting with each of you individually for student conferences so we can discuss your progress and your grades.

Standards for Instructor Response and Availability

I will do my best to have your papers graded within one week of your turning them in to me. I will not ask you to turn in a paper if I have not returned your previous paper to you. Therefore, if I am unable to have them graded within a week, I will adjust the due dates of subsequent papers accordingly.

Classroom Technology/Department

I believe in the capability of technology to improve your learning and we will be using technology in and out of class a lot. HOWEVER, this does not mean that I think it's okay

- for you to text or receive texts in class
- to update your Facebook status or Instagram during class
- to Tweet during class
- to play games
- or engage in any other activity outside the scope of what we're doing in class while we're in class.

It should go without saying that your phone should be off, or at the very least on vibrate while you're in class. Don't answer your phone in class. Don't make phone calls in class. Please don't have your ear buds in during class...that tells me you're listening to music and not to class discussion.

Attendance Policy

In order to be successful in any college course, you must attend that course. You are expected to attend each class and arrive at class on time. Of course, there are times that you must be absent because of illness or school activities. If you participate in college activities that require you to be absent, you should provide me with documentation regarding those absences and contact me to make up any work you may have missed. I will only require a doctor's note if you miss more than one week of consecutive classes.

Also, I understand that sometimes you have school activities that require you to be absent. Those will not count against you as long as you tell me before you're absent why you will be gone (via email please).

For each absence above 3, **I will decrease your attendance grade by 15 points.**

Late Work

I do not accept late work. The nature of this course is that each writing assignment builds upon the previous writing assignment; therefore, turning in a writing assignment late makes it difficult for you to use feedback from one assignment to the next. If you are unable for some reason to turn in an assignment on time, contact me BEFORE the assignment is due and we can discuss your options.

Course Calendar

Unit 1-What is Argument?

Week 1- August 28

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| Tuesday | Class Introduction, syllabus, requirements, etc |
| Thursday | <i>The Aims of Argument (All reading assignments are from the text unless otherwise noted)</i> Chapter 1 "Understanding Argument" p 3-16 "Consumerism: Ten Quotations" p 305 |

Week 2, September 4

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| Tuesday | "The Coddling of the American Mind" PDF |
| Thursday | Chapter 3 "The Toulmin Method" p 39 Chapter 2 "Reading Arguments" p 17-38 |

Week 3, September 11

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| Tuesday | Chapter 4, "Critiquing an Argument" p 51-66 only Aristotle's Appeals Logical Fallacies p 541-556 |
| Thursday | The Case for Reparations" PDF |

Week 4, September 18

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| Tuesday | "In Defense of Consumerism" p 310 "The Grill-Buying Guy" p 312 |
| Thursday | "The Aesthetic Imperative" p 306 "The Tyranny of Happiness" p 487 |

Week 5, September 25

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| Tuesday | Workshop WA1 “Millennials: Confident, Connected, Open to Change” p 383 |
| Thursday | WA1, Rhetorical Analysis, due “Forgive Student Loans?” p 405 |

Week 6, October 2

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| Tuesday | “College Debt: Necessary Evil or Ponzi Scheme?” p 402 “Waking Up and Taking Charge” p 408 |
| Thursday | “Fallacies—and Critical Thinking” p 541 “Gen Y is from Mercury” p 391 “Logical Fallacies” Marilyn vos Savant PDF |

Unit 2, Annotated Bibliographies

Week 7, October 9

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| Tuesday | “A Liberal Arts Education is Still Relevant” p 399 “Is it Time to Kill the Liberal Arts Degree?” p 395 |
| Thursday | Chapter 8, “Joining the Conversation: Arguing to Inquire” p 175 “Play with your Food, Just Don’t Text” p 459 |

Week 8, October 16

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| Tuesday | “Can Political Rhetoric be too Civil?” p 470 “Left is Mean but Right is Meaner, says New Study of Political Discourse” p 467 |
| Thursday | “Bullying Victims: The Effects Last into College” p 472 “They Ripped Him Apart: Searching for Answers in the Suicide of Bullied Teen Jadin Bell” PDF |

Week 9, October 23

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| Tuesday | Workshop WA2 |
| Thursday | WA2, Annotated Bibliography, due October 23 “What is Civility?” p 455 |

Week 10, October 30

Student Conferences

Unit 3, Research Methods and Ethics

Week 11, November 7

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| Tuesday | Chapter 6, Writing Research-Based Arguments” p 91 “Barbie Q” PDF |
| Thursday | Chapter 7, “Ethical Writing and Plagiarism” p 163 “Taking Women Students Seriously” PDF |

Week 12, November 14

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| Tuesday | “Chapter 8: Arguing to Inquire” p 175 “Who does the Talking Here?” Deborah Tannen PDF |
| Thursday | “Out of Body Image” p 322 “Keeping Close to Home” PDF |

Unit 4, Arguing to Convince

Week 13, November 21 Thanksgiving

Week 14, November 28

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| Tuesday | Workshop WA3 Arguing to Inquire “Comprehensive Immigration Reform” p 444 “The Realities of Immigration” p 434 |
| Thursday | “The Border Patrol State” p 447 “The New Immigrants” p 418 WA3 Due Chapter 9, “Making Your Case: Arguing to Convince” p 201 |

Week 15, December 4

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| Tuesday | Workshop WA4, Argument Paper |
| Thursday | “So Black I’m Blue” PDF “Everyday Use” PDF |

Final Exam Week

WA4 Due on Final Exam Day

Showcase Piece due on Final Exam Day