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## Composition II

Lauryn Angel

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**Course Number:** ENGL 1302 S13

**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 credit hours (A)

Lecture Hours: Face-to-face

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 within 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:  
Demonstrate personal responsibility through the ethical use of intellectual property and through submission of assignments into the folders by the deadlines.

**Placement Assessment(s):** Placement in ENGL 1302. Consult the Testing Center Director if you have questions about an assessment level.

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

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

**Americans with Disabilities Act:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

INSTRUCTOR INFORMATION
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**Instructor's Name:** Kay Mizell

**Office Number:** BB201A

**Office Hours:** MW 8:00-9:00 am, 12:00-1:30, Friday 8:00-9:00 am,

**Phone Number:** 972.881.5803

**Email:** kmizell@collin.edu

**Class Information:**

**Section Number:** English 1302 S13

**Meeting Times:** MWF 11-11:50

**Meeting Location:** B126

**Minimum Technology Requirement:** Students must have the following technology, technological skills, and access information:

- Basic knowledge of computer skills, word processing,
- Access to **Microsoft Word** software
- Access to computer or to Collin College computer labs and/or Library Resource Center
- Password for accessing Canvas via Cougarweb.
- Ability to submit all assignments into the Canvas folders.
- Library card to access data banks/articles/books.

**Minimum Student Skills:** *navigating Canvas management system, submission of assignments into folders*

**The student resource page for online classes may be found at:**

<http://www.collin.edu/academics/ecollin/>

**Course Resources:**

**Textbook:**

Barnet, Sylvan, Hugo Bedau, and John O'Hara.. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.* 11th ed. Boston: Bedford, 2017.

LRC data banks, Writing Center, Online Help Center..

**Websites for Writing Resources**

**Aristotle's Rhetoric** <http://classics.mit.edu/Aristotle/rhetoric.html>

**Bartlett's Quotations** <http://www.online-literature.com/quotes/quotations.php>

**Basic Prose Style and Mechanics** . Rensselaer Center for Communication Practices

<http://www.cm.rpi.edu/pl/facilities/center-communication-practices-writing-center> **Collin**

**Writing Centers** <http://www.collin.edu/studentresources/writingcenter/index.html> **Copyright**

**Web Page** <http://www.benedict.com>

**Mizell's Homepage** <http://iws.collin.edu/mizell/mizellk.html>

**Purdue Online Writing Lab Handouts** <https://owl.english.purdue.edu>

**Roget's Thesaurus** <https://www.thesaurus.com/>

**The Slot: A Spot for Copy Editors** <http://www.theslot.com>

**Strunk's Elements of Style** <http://www.bartleby.com/141/index.html>

**Supplies:** None

**Attendance Policy:** The College encourages students to attend classes, and consequently roll will be taken during the first ten minutes of class each day. Generally missing three consecutive classes indicates that you may need to withdraw and consider taking the course in a semester that has less pressure for you.

**Method of Evaluation/Assessment:**

Evaluation: A relationship between competency completion and grades emerges in scores given for essays, research paper, labs, forums, and final exam. (Course Requirements).

The following grading scale will be used:

Total Course Points for Assignments and Exams

Portfolio of three essays	300	800 Cumulative Point System
Portfolio of Research	200	720-800=A
Final	150	640-719=B
Presentation	50	560-639=C
Labs	100	480-559=D
Total	800	479-0 =F

Grading **Standards for Labs** (Taken from SMU Rubric)

Labs will be evaluated according to the depth of analysis and presentation of evidence demonstrating your points. Writing about expectations and assumptions prior to the reading, film, event, or community service and then the conclusions you drew afterwards will be important in your analysis.

**Peer Critique** (may be used for self-evaluation of essays)

**Grading Standards for Essays** in Rhetoric Courses (see points for research paper)

Areas of concern	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
<b>Content</b>	Significant/important controlling idea or assertion supported with concrete, substantial, and relevant evidence. <u>Originality and creativity a plus.</u>	Controlling idea or assertion supported with concrete and relevant evidence <u>but neither is as significant and substantial as the A paper.</u>	Controlling idea or assertion general, limited or obvious; some supporting evidence is repetitive, irrelevant, or sketchy	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, contradictory or aimless	No discernible idea or controls the random or explained details that make up the essay .
<b>Development</b>	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or dull. Introduction or conclusions may be mechanical rather than purposeful for the essay or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has already been said.	Order and emphasis in paragraphs typographic than structural; transitions inaccurate, or missing. the introduction nor the satisfies any clear rhetorical pose.

Style	Sentences varied, purposeful, and emphatic; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague and unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, redundant sentences that are nonstandard or unidiomatic and indiscernible or inappropriate to the subject.
Usage	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited Standard American English."	Grammar, syntax, punctuation, and spelling contain no serious deviations from the conventions of "edited Standard American English."	Content undercut by some deviations from the conventions of "edited Standard American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.

**Note: The areas of concern are listed in their order of importance. Weight distribution should reflect such designations in your grading criteria.**

**Delivery Method of Feedback and/or Graded Material:**

All essays and lab work MUST BE SUBMITTED INTO THE CANVAS

FOLDERS BY THE DEADLINE, or otherwise they will not be accepted.

- Turn around time for returning papers is four days from the due date, for responding to emails is 24 hours, although efforts will be made to respond more quickly. Unforeseen circumstances may occasionally result in a greater lag time.
- **Academic honesty** is required of all students. Plagiarism results in the notification of the Dean of Students who will refer the documents to specialists for a ruling. If plagiarism has occurred, the Dean of Students will offer the consequences with a grade of zero on the paper being one of them. The policy on honesty points to students' need to be aware of the consequences, both short-term and long-term, of collusion, cheating, and/or plagiarism before they begin the course. The outcome of personal responsibility established by the Texas Coordinating Board will be measured in part by the students' ability to submit work that is written entirely by them and **written during this semester for this course**. Failure to comply with academic honesty policies or to submit assignments into the folders before the deadline indicates a lack of personal responsibility.
- **MEET DEADLINES: AFTER THE FOLDERS CLOSE, NO PAPERS WILL BE ACCEPTED** because classes are intense with assignments due frequently. The submissions and grading have to be timely to complete the course expeditiously and with everyone's success in mind. If you encounter an emergency, email me in advance of the deadline to make special arrangements; otherwise, your paper will be considered late. Because the deadlines are posted from the first day of the class, all students will be responsible for submitting their work into the folders on time.

One extra essay will be offered to replace one missing essay. No assignments will be accepted during finals week.

## College Policies

### Americans with Disabilities Act:

It is the policy of Collin College to provide reasonable 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 faculty member and/or the Services for Students with Disabilities at 881-5950 in a timely manner to arrange for appropriate accommodations for qualified individuals who are students with disabilities. A qualified committee will review the documentation to determine if the student is eligible for accommodations.

### Collin College Academic Policies

See the current *Collin Student Handbook*.

### Academic Honesty

**Please note the policy on Academic Honesty. Failure to adhere to such integrity has severe academic consequences both in the short-term and long term.**

### Academic Honesty

### Course Repetition Policy:

You may repeat this course only once after receiving a grade, including W.

### International Students:

**Homeland Security** now requires colleges to report international students' attendance to ensure they are in compliance with their student visas.

### Limitation on Number of Drops of Courses

Students are limited to a six-course drop for all Texas courses in which they have enrolled including from transfer colleges. To find the details of the policy, see the following link: <http://www.collin.edu/gettingstarted/register/withdrawal.aspx> **Place-**

### ment Assessments:

Placement in ENGLISH 1302 requires students to have college level reading and writing.. Consult the Testing Center Director if you have questions about an assessment level.

### Plan B:

In the event of a short-term or a long-term catastrophe, please know that we will go to the Back-Up Plan. Print out your schedule on the first day, so you will have your assignments, and can continue to read and to prepare them until the College systems are restored. You will be responsible for the work regardless of the gap in services

### Prerequisites

Students must have successfully completed ENGLISH 1301 to enroll in this course.

### Religious Holidays:

In accordance with Section 51.911 of the Texas Education Code, Collin College will allow a student who is absent from class for observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students required to file a written request with each professor within the first fifteen days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days and the form for notifi-

cation of absence from each class under this provision are available from the Registrar's Office.

### **Withdrawal Policy:**

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

**SOBI Strategies of Behavior Intervention Committee:** Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment.

In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; sleeping in class; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Student Development Office for disciplinary action.

### **Course Requirements:**

- Read assigned essays on Course Schedule  
Essays are in *Current Issues and Enduring Questions*.
- Write 7 essays Assignments (see below) (3 regular essays and one research paper worth 2 essays, lab, final exam).
- Lab modules Labs

### **Essay Assignments**

#### **Essay 1 What is X?**

Topic: Let X be--The Ideal Society

Research Question: What is the ideal society?

#### **Essay 2 What is true about X?**

Topic: Let X be-- Individual's Obligation to Obey the State

Research Question: How free is the will of the individual within society?

#### **Essay 3 What is good/right/beautiful or bad/wrong/or ugly about X?**

Topic: Let X be--The current U.S. immigration policy

#### **Essay 4 What should be done about X? This paper is to replace one of the first three essays if a student failed to get one in the folder before the folder closed.**

Let X be--a current issue

Research Question: What should be done about this particular issue?

#### **Essays 5 & 6 Research Paper**

**Write a recommendation argument.**

Topic: Choose an interesting, current, controversial issue

Research Question: (for example: What should be done to counter ISIS's recruitment?)



Should the US be more actively involved in Syria? Should the U.S. immigration policy be altered? What should be done about sex trafficking in the US?

### Final Exam Essay 7: Final Exam

Topic: A current controversial issue that will be given to you the week before the final exam.

### Schedule for English 1302 S 13 Spring 2019

#### Week 1

M 1.21 Martin Luther King, Jr. Holiday

W 1.23 Introduction to the course. Syllabus. *Current Issues and Enduring Questions*. (CIEQ) Labs. Argument. Identity Profile. Academic Honesty.

F 1.25 Aristotle, Classical Rhetoric. Critical Thinking: 3-8, **Invention** 16-19. Levels of Argumentation: Definition (What is X?)20-21; 45-47, 84-89. Complete chart on 46. Submit biographical profile into folder on Canvas.

#### Week 2

M 1.28 Argumentation and Persuasion, What Is the Ideal Society? More 631-42.

Machiavelli, 643-50.

W 1.30 Le Guin 666-70, Jefferson 651-54. Essay 1 rough draft due. BRING YOUR DRAFT TO CLASS. Peer review 254-55.. Essay 1 Sample,

F 2.1 Critical Reading 35-37, Assumptions 24-34. Evidence 96-105. I Have a Dream 658. Non-Rational Appeals 105-08. "Identity Politics Is Rational?"116-19.

#### Week 3

M 4.4 *Spring Census Date. If you are dropping the course, do so before this date, so the withdrawal will not count against your cumulative six maximum W's for your entire college career, a rule set by the Texas Legislature. Essay 2--Substantiation. What Is True about X? Is the Individual of Society the Higher Authority? 671-728. Visual Rhetoric 139-48. Style.*

**Essay 1 due. Place in folder on Canvas by 10:55 am. No papers will be accepted that are not in the folder.**

W 4.6 Sentence Patterns vs. Run-Ons, Comma Splices, Fragments, **Arrangement:** King (Classical Rhetoric) 697-710.

F 4.8 Writing an Analysis: 181-87. Rough draft of Essay 2 due. Plato 672-84, Cave 711-13, Hardy 713, Yamada. 727-28. Teams Prepare for Monday.

#### Week 4

M 2.11 Developing an Argument 221-53.

Superbowl Ads. Essay 3 Assigned. Evaluation: What Is Good/Bad about X? Pro-Con Model. Is college education necessary or unnecessary? Delbanco 463-66, Rotella 467-68, Rasmussen 471-73, Slouka 477-79.

W 2.13 **Essay 2 due. Submit into folder in Canvas by 10:55 am.** No papers will be accepted that are not in the folder.

Social Media 530-56. Is Social Media helping or harming us? Evans 530-32; Alang 533-35; Kreider 636-38; Seife 538-44; Marche 544-54; Rose 554-56.

F 2.15 Evaluation: Is the U.S.'s policy immigration good/adequate/open? Cole 557--60, Chiswick 561-62, Tierney 563--65, Hanson 565-67, Center for Immigration Studies. Visuals 567-70. Republican v Democrat.

#### Week 5



- M 2.18 Roger's Conciliation. 373-83. Is government regulation of junk food a good thing or a bad thing?: 518-28. Collaborative Learning Teams. Rough draft of Essay 3.
- W 2.20 Structure of Argumentation: Classical Rhetoric, Rogerian, Pro-Con, Toulmin, Proposal. Technology in the Classroom: 427-34.
- F 2.22 *Death in the Air*. Book-in-Common Discussion.

### **Week 6**

- M 2.25 **Essay 3 due in folder by 10:55.**  
Dilemma. Ethics. 340-42; 247 Escher Relativity Red Balloon.  
Collaborative Assignments
- W 2.27 Essay 4 assigned. Recommendation: What should be done about X? Research Proposal. Race and Police Violence: How do we solve the problem. 488-504 (504-17 proposal format). Demby 488-94; Mac Donald 495-99; Editorial Board 499-501; Chapman 502-02.
- F 3.1 Using language, conciseness, sentencings combining, Be prepared to tell about your lab.

### **Week 7**

- M 3.4 **Lab due in folder by 10:55 am.**  
Proposal Structure: An Agenda for Action: Bailey, Davis, and Davis 504-14
- W 3.6 Language Precision: Pangerban. Orwell's "Politics and the English Language," Use and Abuse of Language, pretentious diction, doublespeak. Orwell Award.
- F 3.8 Syllogism: Toulmin Method, 324-35. Supreme Court Case T.L.O. v New Jersey. Place the information from the case into the Toulmin scheme with a claim that shows whether you agree or disagree with the legality of the search.

### **Week 8**

- M 3.18 Research paper: Introductions and conclusions.  
**Essay 4 due in folder by 10:55 am.**
- W 3.20 Competing claims. Short film. Ways to Refute.
- F 3.22 **Last Day to Withdraw.** Writing Workshop. Invention.

### **Week 9**

- M 3.25 Groups. Mass Incarceration 598-601. What should be done?
- W 3.27 Paraphrasing and Summarizing 47-50; Paraphrasing, Patchwriting and Avoiding Plagiarizing 50-52; Strategies for summarizing 52-60. Avoiding plagiarism 275-77. Paraphrasing, Summarizing, quoting exercises The Dying Art of Disagreement.
- F 3.29 Research. See link for Teams and Assignments. Documenting Sources Workshop: Titles, Claims.

### **Week 10**

- M 4.1 Examining the News. Freedom House Freedom of the Press; Transparency International Freedom on the Net. Reporters Without Borders. Discussion on Freedom of the Press, fake news, bias, for research, policy, and understanding.
- W 4.3 **Be prepared to tell about your lab.**  
Introduction to research., traditional and non-traditional. Research questions. Using sources.
- F 4.5 Research Topics.

### **Week 11**

M 4.8 A Logician's View: Deduction, Induction, Fallacies. 335-63.

W 4.10 Oral Narratives. Conducting an oral narrative.

F 4.12 Interviews. 269-70, (documenting 292-93, 300).

### **Week 12**

M 4.15 Present interviews/oral narrative findings. MLA Style. Self-evaluation.  
Topics due. Fallacies.

W 4.17 Databanks.

F 4.19 Easter Holiday.

### **Week 13**

M 4.22 Reports on research progress. A Debater's View: Oral Presentations 409-16.

W 4.24 Fallacies. **Rough draft of research paper. Peer critique.** Mandatory.

F 4.26. **Research Paper Due in Folders in Canvas by 10:55 am.**

No late papers accepted. Only those in the folders will be graded. Do not wait until the last five minutes because something always goes wrong, causing you to lose 200 points.

### **Week 14**

M 4.29 Presentations in class:

W 5.1 Presentations of Research in class.

F 5.3 Presentations of Research in class. Please be prepared to present in class

on this date. You will have 7 minutes

including set-up and questions, so be prepared for this abbreviated presentation.

### **Week 15**

M 5.6 **Complete Presentations.** Current Issues: Occasions for Debate 417-21.  
Debate an Issue. 422-60.

W 5.8 A Literary Critic's View: Arguing about Literature. 385-97. Marvell 397,  
Chopin 400, Literary Criticism. Plato 404-07

F 5.10 The Effects of Literature 402. Government Funding for the Arts 408.

Debates on Student Loans: Applebaum 422--Wolfers 425

Technology in the Classroom: Behrens 427, Starkman 430

Local Food Movement Budiansky 435, Trueman 438

Helicopter Parenting or Free Range Gillispie 441, Kohn 444,

Genetic Modification 449, Hayes 453, Lacey 458

### **Week 16**

W 5.8 11:00-1:00 **Final Exam.** Bring your pre-writing for writing your argument.