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Composition II

Ryan Fletcher

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COURSE SYLLABUS

Meaning in the Margin: Gender, Race, and Class in the 20th Century

Professors Melissa Johnson (History) and Ryan Fletcher (English)

Office Number: BB212 (Johnson) and L247 (Fletcher)

Office Hours: 9-9:20 MWF Allen High School Office; 1-2:30 MW Plano; Tuesday 9:30-11:30 and by appt (Johnson)
10:30-11:00 MWF; 9:30-10 and 1-2:30 TR; 5:00-5:30 W (Fletcher)

Phone Number: 972-578-5534 (Johnson) and 972-881-5773 (Fletcher)

Email: msjohnson@collin.edu and rsfletcher@collin.edu (preferred method)

Class Information: HIST 1302 and ENGL 1302

Section Number: S17

Meeting Times: 11:00-12:50 MWF

Meeting Location: L250

Course Number: HIST 1302 and ENGL 1302

Course Title: History II and Composition II

Course Description: *William Faulkner, an American novelist, iterates the importance of understanding history when he says, "You must always know the past, for there is no real was, there is only is." Faulkner understood history's place in rhetoric, and that the passage of time influences one's own interpretation. In this learning community, students will see how history and the study of rhetoric complement each other. Essentially, rhetoric is a product of its historical context; thus, studying history and English together provides students with a framework from which they can appreciate the intersection of culture and history. Along the way, students will evaluate and synthesize how history has influenced rhetoric as well as the production of images throughout the twentieth century. They will then analyze and use these rhetorical devices, i.e. the how and what of the articles and readings, in their own research projects. In turn, students will also learn how to interpret and research historical essays and documents. Not only will students learn about history when learning how to read critically, they will learn how to write in a rhetorical fashion from acclaimed and respected authors in history.*

Lab required.

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: ENGL 1301

College Repeat Policy: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Undergraduate courses attempted at Collin with a graded status of A, B, C, D, F, I, W (withdrawals after census), and AU will be evaluated for repeat limits.

Developmental Education (DE) courses are exempt from the additional tuition charge until the 27-hour threshold is met. Students in excess of 27 developmental education hours will be assessed the authorized \$50 per hour additional tuition.

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.)
 6. Create an argument through the use of historical evidence (Critical Thinking; Communication Skills; Personal Responsibility; Social Responsibility).
 7. Analyze and interpret primary and secondary sources (Critical Thinking; Communication Skills; Personal Responsibility; Social Responsibility).
 8. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history (Critical Thinking; Communication Skills; Personal Responsibility; Social Responsibility).
- **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: Drops **after** the term [census date](#) are considered **withdrawals** and appear as a "W" on the transcript. Students cannot withdraw on CougarWeb after the Census Date. Withdrawals need to be submitted by March 22. The census date is February 4.

Prior to withdrawing, students should talk with their professors and/or their advisors. **Student athletes, international students,** and students receiving **financial aid and/or veteran's benefits** are required to notify the appropriate office prior to dropping or withdrawing from classes and to get written approval from that specific office.

Students who wish to withdraw from classes may do so:

- **in person:** Visit the [Admissions and Records Office](#) at any campus. Students will fill out a drop/withdrawal ticket to have it processed at the Admissions counter.
- **by mail:** The withdrawal request should include: **student's name, CWID number, phone number, class/classes from which to withdraw,** and **reason** for withdrawal (you're welcome to use Collin's [Drop/Withdraw](#) form). **Student's signature is required** on mailed requests. For **mailed** withdrawals, the postmark date is the official withdrawal date. See the Admissions and Records Office [directory](#) for mailing addresses.

Failure to drop or withdraw on or before the Last Day to Withdraw will result in a performance grade.

Students enrolled in an **express class** should contact the Admissions and Records Office for the last day to withdraw. Last day to withdraw varies according to the length of the class. Refunds will also vary.

Last day to withdraw with a "W" is Friday, March 22, 2019.

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 Holy Days: Please refer to the current *Collin Student Handbook*.

Required Course Resources:

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. New York: Bedford, 2017. ISBN: 978-1319047405

Dawson, Kate Winkler. *Death in the Air: The True Story of a Serial Killer, the Great London Smog, and the Strangling of a City*. New York: Hachette, 2017.

Tindall, George and David Shi. *America: A Narrative History*. 10th Ed. Vol. 2. New York: WW Norton & Co., 2016.

Suggested Resource:

Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves That Matter in Academic Writing*. 2nd ed. ISBN: 978-0-393-14607-3

Supplies: folder; flash drive; composition notebook; pen/pencil; scantrons

Attendance Policy: Because each class period will consist of a mixture of lecture, discussion, group work, and freewriting, your thoughtful, attentive, and active participation is essential **Be on time—class will start promptly.**

Attendance is absolutely crucial to your success in 1302. I encourage you to come to every class meeting; otherwise, you will miss a great deal of information and material you need to succeed in this course.

Tardies: If a student is more than 5 minutes late, he or she will be counted absent for the day.

Method of Evaluation:

English

| | |
|--|-----|
| Essay 1- Rhetorical Analysis (3 pages) | 100 |
| Essay 2- Persuasive (4-6 pages)* | 150 |
| Annotated Bib/Proposal* | 100 |
| Final Exam (<i>Death in the Air</i> Response) | 50 |
| Lab | 50 |
| Responses | 50 |

| | |
|----------------|-------------|
| <i>History</i> | |
| Participation | 50 |
| Quizzes | 75 |
| Exams | 300 |
| Journal | 75 |
| | |
| Total | 1000 points |

*= same topic/project

Grading Scale:

900-1000= A

800-899=B

700-799=C

600-699=D

Below 590=F

Grades: Each assignment is based on the student’s ability to complete the assignment based on instructions, their ability to write well, and turning in the assignment on time.

An (A) paper contains good use of diction, style, tone, paragraph usage, sentence structure, sentence clarity, organization, a thesis or focus, transitions, and support or research, as well as shows critical thinking about a topic. The essay must also show complete understanding of MLA guidelines when doing research.

Supplemental Readings: Some readings will be posted on Canvas and announced in class.

Essay 1- Rhetorical Analysis Response: In this short essay, students will analyze a published author’s techniques and strategies in creating an essay or speech. The students will evaluate the author’s overall effectiveness or ineffectiveness.

Essay 2- Persuasive Essay: In this essay, students will choose an issue or concern related to their major area of study or career, take a stance, and defend their thesis.

Proposal and Annotated Bibliography: Students will complete a 1-2 page proposal for Essay 2. They will also complete an Annotated Bibliography with at least five resources.

Make-Up Or Late Work: If written work is turned in late, or after the due date, only half credit, or 50%, for that particular assignment is possible. After one week, the student will receive a “0” for the assignment. For history exams and quizzes, make-ups will be given the last regular class date of the semester.

Lab: The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete at least two. 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 (hard-copy) of completing these labs.

- Writing Center visit
- Writing Center workshop
- Library workshops
- Study skills seminars
- Scholarly activity at Collin College
- Auteur Film Series

- Book-in-Common
- Events mentioned in class

***Recycled papers from other courses are not allowed, and will receive a failing grade if submitted.**

Note: Any writing you submit for this course (including “rough” or preliminary “drafts”) will be subjected to scrutiny for academic and scholastic dishonesty.

Journal: You will read one article/document each week and write a response

Quizzes: You will complete quizzes during the semester that include both content from the textbooks and material from the Book-in-Common selection.

Participation: During the semester, students will be assigned points based upon activities and group work.

Exam: After you have completed all required work, you will take a unit exam.

Note: Please do not use cell phones during class time—either turn all electronics off or on silent.

Note: Laptops and recording devices are not allowed during class.

Classroom Etiquette: Please treat each other and the instructor with respect. Be aware of the written and/or verbal policies the instructor includes in the syllabus or says in class. As you would wish to be treated, so treat others. The college classroom is a professional environment and should be treated as such. Please be mindful of online and in-class communication.

Thank you for your attention. It is noticed and appreciated by your instructor and fellow students.

Note: All rough drafts will be turned in as a hard copy in class.

Note: All final drafts will be uploaded to a file on blackboard under “content.”

Extra Credit:

You may add 5 extra points to your grade by visiting the writing center and/or an event mentioned in class this semester.

Also, there will be random book checks throughout the semester for possible extra credit.

Only 20 extra credit points are possible.

Please visit the writing center this semester:

Writing Center Contact Info: 972-881-5843; sccwritingcenter@collin.edu

Course Calendar:

| | | |
|--------|---|-------------------------|
| | English | History |
| Date | Curriculum | |
| 23-Jan | Syllabus; Introductions | Syllabus; Introductions |
| 25-Jan | Read Grisham; Rhetorical Analysis Essay | Read Ch 16; Journal |

| | | |
|--------|---|--------------------|
| 28-Jan | Read 1-10; Douglas's <i>Narrative</i> 743-756 | Read Ch 17 |
| 30-Jan | Read Emerson 124-138; Read Carnegie 360-375 | |
| 1-Feb | Read Swift's <i>Proposal</i> | Journal |
| 4-Feb | Read Riis 209-219; Wollstonecraft 195-208 | Read Ch 18; Quiz 1 |
| 6-Feb | Read Twain's <i>Gilded Age</i> ; Read 11-22 | |
| 8-Feb | Read Fitzgerald's <i>Winter Dreams</i> | Journal |
| 11-Feb | Read 22-32; Read King's <i>Horror Movies</i> | Read Ch. 19 |
| 13-Feb | Read 33-40; Morrison's Speech | |
| 15-Feb | Read 41-48; Read Woolf's <i>Moth</i> | Journal |
| 18-Feb | Read McMurtry's <i>Kill 'Em</i> ; Morrison Speech | Read Ch 20; Quiz 2 |
| 20-Feb | Fallacies; Morrison Speech | |
| 22-Feb | Rough Draft Due In-Class | Exam 1; Journal |
| 25-Feb | Read <i>Death in the Air Chapter 1-2</i> | Read Ch 21 |
| 27-Feb | Rhetorical Analysis Due ; Persuasive Essay | |
| 1-Mar | Read Woolf 220-235 | Journal |
| 4-Mar | Proposal and Annotated Bib | Read Ch 22 |
| 6-Mar | Proposal & Annotated Bib; Read Keynes 376-385 | |
| 8-Mar | Read Reich 422-438 | Journal; Quiz 3 |
| 18-Mar | Essay Topics; Read <i>Death in the Air</i> Ch 3-5 | Read Ch 23 |
| 20-Mar | Read Freud 477-486 | |
| 22-Mar | Proposal Due; Library Databases | Journal |
| 25-Mar | Library Day | Read Ch 24 |
| 27-Mar | Library Day | |
| 29-Mar | Annotated Bib Due ; Research | Journal |
| 1-Apr | Using Research Effectively | Read Ch 25 |
| 3-Apr | Read TBA | Exam 2; Journal |
| 5-Apr | Spring Holiday | Spring Holiday |
| 8-Apr | Read <i>Death in the Air</i> Ch 6-7 | Read Ch 26; Quiz 4 |
| 10-Apr | Rough Draft Persuasive Essay Due In-Class | |
| 12-Apr | Conferences | Journal |
| 15-Apr | Conferences | Read Ch 27 |
| 17-Apr | Conferences | |
| 19-Apr | Final Draft Persuasive Essay Due | Journal |
| 22-Apr | Read John Steinbeck | Read Ch 28; Quiz 5 |
| 24-Apr | Read Kate Chopin | |
| 26-Apr | Read <i>Death in the Air</i> Ch 8-10 | Journal |
| 29-Apr | Read <i>Death in the Air</i> Ch 11-13 | Read Ch 29 |
| 1-May | Read MLK <i>Letter</i> 252-270 | |
| 3-May | Read Butler 298-317 | Journal |
| 6-May | Film | |
| 8-May | Film | |
| 10-May | Film | Make-up Day |
| Final | <i>Death in the Air</i> Response Due (In-class) | Exam 3 |