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Composition II

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COLLIN COLLEGE

COURSE SYLLABUS

Course Information

Course Number: ENGL 1302

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Course Credit Hours: 3
Lecture Hours: 3
Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

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

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

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

Instructor Information

Instructor's Name: E. M. "Gunny" Hartman
Office Number: L215
Office Hours: By Appointment
Office Number: 972-881-5756
Email: EHartman@Collin.edu [through Canvas]

Class Information

Section Number: ENGL 1302.S21
Meeting Times: Mon/Wed 2:30pm-3:45pm (1/22 – 05/19)
Meeting Location: L202

COURSE RESOURCES:

Kirsznner, Laurie G. and Stephen R. Mandell. *Practical Argument*. 3rd ed., Bedford/St. Martin's, 2016.
The ISBN is 978-1-319-02856-5.

N.B. You will need your textbook and writing materials for each class period.

ATTENDANCE POLICY: Attendance is **important and mandatory**. Due to class discussions, peer evaluations, in class writing assignments, homework, and potential pop quizzes, the importance of attendance to the final grade cannot be overestimated. Students are expected to attend class and attendance will be taken at the beginning of every class period. Tardy students may be counted as absent, so they should endeavor to ensure they are counted as present. It is the student's responsibility to notify the instructor of his/her presence at the end of class and the absence will be changed to a tardy. ***If not rectified at the end of that class period, the absence will remain.***

Punctuality is appreciated and expected. Since we will often have an in class writing assignment each class period, typically at the beginning, lateness will inhibit you therein. Attendance is also factored into your grade, as it counts toward your CLASS PARTICIPATION. *It's hard to participate, if you're not there.* It is up to the student to keep up with attendance. The student is expected to attend each class and to consult with the instructor whenever an absence is necessary.

COURSE EVALUATION: The final course grade will be based on the following:

- 15% Essay #1 (Film Analysis, **due February 18**)
- 20% Essay #2 (Rhetorical Analysis of MLK's "Letter," **due March 6**)
- 15% Essay #3 (Movie Analysis, **due April 10**)
- 20% Essay #4 (Violence in Media, **due May 8**)
- 10% Lab (which will entail a trip to the Writing Lab *prior to* each essay's completion, **due May 8**)
- 20% Participation (entails attendance, in class conversation, in class writing, peer reviews, etc.)

GRADING SCALE: (I report your grades. I don't give you grades.)

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

PARTICIPATION/CLASSROOM CIVILITY GRADE (20%): You will be graded on your ability to be civil and engaged in the classroom. Students are expected to behave in a civil manner in class. This means you should not be talking while I am lecturing; I may ask students who talk to leave the classroom, and these students will receive a **zero participation grade** for that day. Students must silence all mobile phones and laptops before entering the classroom. Unless the Access Office has given you permission to use a computer, use of electronic devices is prohibited and may result in removal from the classroom and a **zero participation grade**. Engaging in disruptive activities may also result in removal or penalty. For example, sleeping, working on homework for another class, texting, talking to your friend(s), reading a book, excessively leaving the classroom, or doing pretty much anything else unrelated to our class, may result in a **zero on your participation grade** for that day.

Throughout the semester, I will give you in-class writing exercises, which I will take up and read. You may have homework to bring to class. These will also contribute to your participation grade. Finally, the degree to which you take peer review seriously will be reflected in your participation/classroom civility grade. See Section 6.1 under “Academic Etiquette and the College Experience” in the Student Handbook for more information on classroom civility. If you have a problem that requires my attention, discuss this issue with me privately outside of class. When emailing me, use your Cougarmail account via Canvas. Due to the nature of the course, particularly the peer critiques, students are encouraged to be teachable and humbly receive the feedback of the other students. At the same time, the criticism for which we are striving is that which is constructive. Please refrain from personal attacks or other such behavior. We will show respect for each other, even though we may not respect one another’s position or opinion.

LAB ASSIGNMENTS (10%): The lab component is an integral part of this writing course. Lab work is designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

- **Fallacies Notebook (5 points).** Using any *printed* medium as your source, collect and briefly analyze *ten examples* of the logical fallacies covered in class. (More than one of the same fallacy is acceptable, but not more than three of the same fallacy, please.) In a brief, typed paragraph, identify the fallacy by name, provide an explanation, and indicate the source (e.g. title & date of the magazine). Present the fallacies in a folder with originals (not photocopies) of the example. An accepted notebook will be clear, readable, and attractive with correct, lucid, concise explanations and documentation. (Thanks to Tony Howard for this assignment.)
- **Writing Center (4 points).** You are required to visit the Writing Center (Room D203) prior to the due date of each major essay. The idea is to take something for which you can get assistance to help you for each essay. Ideally, you’d visit the Writing Center well enough in advance to gain substantive assistance. Watch the due dates of the four major essays and plan accordingly, preferably making an appointment to ensure you can get timely help. The Writing Center will furnish you proof of your visit upon request.
- **Argument Style (1 point).** More will be shared in class, but this will be a 200-300 word essay regarding YOUR past experiences and present approach/understanding to argument.

ACADEMIC ETHICS: Plagiarism is a serious academic offense that can result in severe consequences. The English Department’s policy on plagiarism as detailed in the sheet “Scholastic Dishonesty and Plagiarism” is strictly enforced in this course. The Dean of Students also advises instructors to report to them cases of plagiarism; therefore, a case of plagiarism can negatively impact your academic career. **I may give any work that contains plagiarized material a zero.**

EGREGIOUS EXAMPLES OF PLAGIARISM MAY RESULT IN A FAILING GRADE IN THE CLASS.

GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the guidelines below:

I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

- Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.
- Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.
- Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.
- Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.
- Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect. Grammar and Punctuation: correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.
- Appearance: The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

- Preparation: The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.
- Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.
- Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.
- Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.
- Diction: The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.
- Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.
- Appearance: The C paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (D-F)

Although D and F papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the F paper exhibits an obvious breakdown in style and structure.

- Preparation: The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

- Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.
- Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.
- Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.
- Diction: The level of language is inappropriate to the subject; errors in usage are frequent. Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.
- Appearance: An illegible presentation is always a liability.

TURNITIN: All essays must be turned in to **Turnitin within Canvas** to ensure they are plagiarism free. You also **must** turn in a **hard copy**. I will not grade essays that have not been submitted to Turnitin, nor will I grade essays without a hard copy. See the late work policy for more information, but *on time* requires submission prior to the start of class on the due date. Turnitin accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats. You can also cut and paste your essay to submit it. To access Turnitin, go to Canvas. Click on the name of the assignment you want to upload. You should see an image and an "Upload Submission" button. **Carefully follow the instructions because there are several steps. You may NOT submit an essay that you have written for another course.** If you do, you will receive a **0** on the essay and the **policy for failing to submit an assignment will be enforced.**

LATE WORK: All assignments are due on the day specified in the syllabus. ***AN ESSAY IS CONSIDERED LATE IF IT IS NOT SUBMITTED AS A HARD COPY AT THE BEGINNING OF CLASS ON THE DAY IT IS DUE AND IF IT IS NOT SUBMITTED TO TURNITIN BEFORE THAT CLASS PERIOD. I WILL ONLY ACCEPT ESSAYS IF IT IS LATE BY ONE CLASS PERIOD.*** That is, I will *not* accept work more than one class day after the due date. Late work will be penalized. If an essay is late by one class day, **either as a hard copy and/or on Turnitin, ten points will be automatically taken off the grade.** Essays submitted after that point will receive a zero. **Remember that FAILURE TO COMPLETE AN OUT-OF-CLASS ESSAY MEANS FAILING THE COURSE.** ***Work done in class is only accepted the day we do it in class.***

MAKEUP WORK: I do not accept makeup work. If you turn in a revised essay after you have already received a grade on that essay, I will return it ungraded, and the original grade will stand.

COURSE CALENDAR: Any changes in the following schedule will be announced in class and updated on Canvas. ***All assignments should be completed by the dates on which they are listed as DUE.*** Chapters and/or page numbers are from *Practical Argument*. Be sure you are registered with CougarAlert on CougarWeb—school closings will be announced through CougarAlert.

DATE	Topic(s)	Reading Assignment	Assignment DUE
M 1/21	MLK Day – Holiday		
W 1/23	Syllabus & Intro		
M 1/28	Film in Class		
W 1/30	Film in Class		Acquisition of Textbook
M 2/4	Introduction to Argument	Introduction (pp 3-21)	
W 2/6	Pillars of Argument	Chapter 1 (pp 23-56)	<i>Lab: Argument Style Essay</i>

M 2/11 W 2/13	Critical Thinking/Reading Editing/Peer Evaluation	Chapter 2 (pp 59-81) “How to Mark a Book”	Template Exercise on page 80 Film Analysis Draft
M 2/18 W 2/20	Rhetorical Analysis Aristotle’s Artistic Proofs	Chapter 4 (pp 99-104) “Letter from B’ham Jail”	Film Analysis Essay
M 2/25 W 2/27	Rogerian & Toulmin Oral Argument	Chapter 6 (pp 191-206) Chapter 6 (pp 206-220)	Template Exercise on page 248 Template Exercise on page 249
M 3/4 W 3/6	Editing/Peer Evaluation Grammar Review		MLK Letter Analysis Draft MLK Letter Essay
M 3/11 W 3/13	SPRING BREAK SPRING BREAK		
M 3/18 W 3/20	Mid-Term Assessment Visual Argument	Chapter 3 (pp 83-97)	
F 3/22 LAST DAY TO WITHDRAW			
M 3/25 W 3/27	Film in Class Film in Class		
M 4/1 W 4/3	Logical Fallacies Logical Fallacies	Chapter 5 (pp 123-146) Chapter 5 (pp 147-189)	Template Exercise on page 187 Template Exercise on page 188
M 4/8 W 4/10	Editing/Peer Evaluation Grammar Review		Film Analysis Draft Film Analysis Essay
M 4/15 W 4/17	Planning, Drafting, etc Cause & Effect Argument	Chapter 7 (pp 253-284) Chapter 13 (pp 467-481)	Template Exercise on page 513
M 4/22 W 4/24	Cause & Effect Argument Evaluation Argument	Chapter 13 (pp 482-515) Chapter 14 (pp 517-547)	Template Exercise on page 513 Template Exercise on page 548
M 4/29 W 5/1	Ethical Argument Casebook: Utility of College	Chapter 16 (pp 589-635) Chapter 21 (pp 679-693)	Template Exercise on page 635
M 5/6 W 5/8	Editing/Peer Evaluation TBD		Violence in Media Draft Violence in Media Essay
5/13	Final Exam		Lab: Logical Fallacies Notebook