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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: J. Scott Farrin

Office Number: C-156

Office Hours: Mon. 2-4pm, Tue. 2:30-3:30, Thur 2:30-3:30pm, Fri. 2-4pm

Phone Number: TBA

Email: jfarrin@collin.edu

Course Resources

Required Textbook: *The Curious Researcher, 9th Ed*, by Bruce Ballenger

ISBN: 978-0-13-449826-7.

Students must have access to Canvas, and a Collin College email account.

Attendance Policy: Students are required to come to every class, to be awake and participating. Except in extraordinary circumstances, I do not excuse absences. After two weeks of absences, 6 in a MWF class, 4 in a TR class, you will incur a penalty: your grade will drop 10 points with each successive absence. (That's 10 points out of 1000. See "Course Evaluation" below.) Finally, you are still responsible for missed assignments and deadlines. If you miss a class, I suggest you contact a classmate, and ask what might have been missed. Note that failure to have an assigned draft for a workshop will be counted as an absence, since you will not be able to participate in class. *For every class meeting, students should bring their proofreading journals as well as the work they have done on their ongoing projects.*

Tardiness: Please arrive on time. Be mindful that I take roll at the start of class, so if you have arrived late, you have probably been marked absent. Provided you weren't too late, and you haven't made a habit of being late, I will mark you "late" if you remind me to at the end of class—*on that day*. After that day, it is too late to go back and change the roll. Two "lates" will be converted to an "absence."

Course Evaluation: The course is organized around 3 projects. Each includes two major writing assignments in addition to other assigned work, including labs. Most of this work will be submitted through Canvas, often using Turnitin links (NOT the website Turnitin.com). *Do not copy and paste links to files and "share" them with me. Don't email your assignments to me; I offer no guarantee that work that has been emailed to me will be read or graded.* As the semester progresses, students earn points by completing graded assignments. At the semester's end, point totals will determine grades: an A being 1000-900 points; a B, 899-800 points; a C, 799-700 points, etc. Students can earn 10 extra points by volunteering for a full-class workshop.

Project 1: Call to Action Argument Essay 1 (Min. 1000 words/2 sources) =200 points

Project 2: Call to Action Argument Essay 2 (Min. 1000 words/2 sources) =200 points

Project 3: Call to Action Argument Essay 3 (Min. 1000 words/2 sources) =200 points

Argument Proposal (3) for each project + Presentation = 50 points each *

Lab Grades: =130 points (10 points each)

Participation: =70 points

**An important note: The unreliable grade percentages Canvas provides are not weighted and do not take into account zeros for assignments that have not been turned in. Do not depend on them.*

Note on Argument: We will talk extensively about what is and what is not a call-to-action argument, but it might help students to think about arguments in terms of policy. It should be directed to an appropriate authority and it should demand change. In other words, you are not merely asserting an opinion. You want somebody to do something about it.

Note on Appropriate Subjects: A good subject is one that can be researched using credible sources. Generally, highly speculative subjects such as how we should prepare for a zombie attack, and pseudoscience—ancient aliens, astral projection—as well as conspiracy theories, the illuminati, etc., will not lend themselves to effective arguments. Similarly, arguments dependent on shared religious beliefs will not convince an audience that does not necessarily share those exact beliefs. Additionally, no one is allowed to write about abortion or the legalization of marijuana.

Grading Standards for Essays: The major essays must be a minimum of 1000 words and cite a minimum of 2 sources. Students *must* turn in all three essays to pass the class, and they should be turned in on their due dates. I will only accept one of the three late, and that one has to be turned in within 5 days of its due date. If you follow the links below, you will find two rubrics that describe the quality of work that meets Collin College's standards. A "4" would be "A" work or 180-200 points on a major essay, converting the scales of these rubrics. A "1" would be 100 to 120 points on a major essay assignment. (A student turns in no points if they do not turn in an assignment.) But I want to caution students about the utility of rubrics. While they can give you a sense of what constitutes excellent work and failing work, good writing is not just meeting demands of a checklist. A close reading of the rubrics linked reveal that there is a qualitative dimension to the listed expectations. What does "in-depth" mean, in the context of your subject, audience and purpose? To achieve an understanding of that, writers need to listen to feedback from their readers, which includes their instructor.

Links:

http://inside.collin.edu/tl/pdfs/COAT/Rubrics/Communication-Core_Objective_Rubric.pdf. [Link](#)
http://inside.collin.edu/tl/pdfs/COAT/Rubrics/Critical_Thinking-Core_Objective_Rubric.pdf. [Link](#)

Revisions of Essays: You may revise either or both of *your first two major essay assignments*, your call-to-action argument essay 1 and 2, provided that you turned in those assignments when they were originally due. You can't revise an assignment you did not previously complete. You will turn in your revisions at the end of the semester when the final exam is to be given. The revised essay may earn you a maximum of 20 points above that essay's original grade, but it may also, very unlikely but possibly lower your grade by 10 points. The new grade replaces the old. *So be warned*, a cursory effort at revising, one that fails to make significant changes but instead attempts only to fix errors or accommodate feedback with minimal effort may lower an essays grade.

Presentation: Each student is required to make one 5-minute multimedia presentation on one of his or her projects, its subject, the opposing perspectives or *pros and cons* attached to that subject. Slideshow, video, audio recording, the exact nature of the media employed is flexible, but the presentation must be more than the student reading from his notes. If a slideshow, it should provide a *minimum* of 6 slides. The presentation is intended to help the student get feedback from other points of view and is not intended to reflect the student's final, polished analysis of his or her subject. Students sign up for their presentation date at the beginning of the semester. To change their presentation date, they must trade dates with another student.

Participation: Students who participate in the course discussions and work together with their peers towards fulfilling class objectives are scored highly while students who derail the class's work or who are caught on their phones when they should be participating will do poorly.

Grading Standards on your Argument Proposals: These three assignments require a *minimum* of 500 words and they will get graded according to the degree with which they are fully completed. Meeting the requirements, including format, length, and polish will earn a student 45 points. Exceptional work that goes beyond the requirements will earn a student the full 50 points. Work that fails to meet the requirements will earn a student less than 45 points in proportion the effort falls short.

Labs: The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of assignments from the list below. This lab work is not the same as regular coursework that you must complete to stay on track in the class; these are, instead, designed to be additional writing-focused activities which will help improve your writing throughout the term. You will need to provide evidence of completing these lab requirements in order to receive credit for completing them.

- Lab #1 – Diagnostic Essay
- Lab #2 – Syllabus & Canvas Quiz
- Lab #3 – Reading Response to Op-Ed #1
- Lab #4 – MLA Exercise
- Lab #5 – Revision Play 1
- Lab #6 – Reading Response to Op-Ed 2
- Lab #7 – Pro/Con Analysis
- Lab #8 – Revision Play 2
- Lab #9 – Reading Response to Op-Ed 3
- Lab #10 – Pro/Con Analysis 2
- Lab #11 – Revision Play 3
- Lab # 12 – Proofreading Journal
- Lab #13 – Final Reflection

Grading Standards for Labs: Successful completion of a lab assignment by its due date earns a student a full credit, 10 points. Failure to complete it by its due date or failure to follow the assignment's instructions prevent the student from getting credit for the lab.

Cellphones, laptops, computers, etc.: It is a violation of the Student Code of Conduct (Chapter 2, Section 7-2.3 Other Offenses, Item T) to engage “in the disruptive use of electronic, telecommunication, digital media, and/or wearable devices during class, labs, or other Collin College learning environments.” This includes social networking activities such as texting, talking on the phone, and web browsing from laptops, smart phones, or any other relevant electronic devices during class time. We may use computers or cellphones in class for our coursework, but otherwise, students are expected to turn them off, turn them to vibrate, to otherwise put them away so that they are not a distraction.

Scholastic Dishonesty: Using papers from other classes, passing someone's ideas or writing off as your own, or failing to credit sources, these come with serious consequences. If I find solid evidence of any of these ethical violations, I will fail refuse to credit that assignment or any revision of that assignment, making it almost certain that you will fail the course. And there may be further consequences. Acquaint yourself with Collin College's policies on scholastic dishonesty. They can be found in the student handbook located at the link below:

Course Schedule: What follows is our general schedule of assignments. A more detailed arrangement of assignments can be accessed through our project modules on Canvas. That arrangement includes detailed assignment sheets and Turnitin links that you will use to submit completed work. Be aware, there may be changes to the schedule, but any such changes will be announced ahead of time, also through Canvas. In the schedule, “*CR*” refers to our text, *The Curious Researcher*.” When a reading in the text is assigned, students should skip the exercises unless otherwise directed.

Week One

January 22

- Activity: Quiz—How I Write
- Review: The Writing Process

January 24

- Review: The Writing Process (Cont.)
- Lab: Diagnostic Essay

Week Two

January 29

- Read for Class: *CR* pgs. 19-27
- Lab Due: The Syllabus Quiz.
- Mini-Lesson: How our projects are designed
- Mini-Lesson: Review of Course Policies.

January 31

- Mini-lesson: The Rhetorical Triangle.
- Activity: Rhetorical analysis of a commercial.
- Activity: Brainstorming Topics, Listing Topics
- Mini-lesson: Research, How to Begin.

Week Three

February 5

- Lesson: Logic – Deductive, Inductive, & Toulmin Logic
- Homework: Read editorial (op-ed) columns and bring one to the next class.

February 7

- Lab Due: Reading Response to Op-Ed #1.
- Analysis of editorial columns. Bring a copy to class.
- Writing the Beginning Reflection.

Week Four

February 12

- Read for Class: *CR* 55-60

- Student Pro/Con Presentations

February 14

- Student Pro/Con Presentations
- Due: Argument Proposal #1
- Lab Due: MLA Exercise

Week Five

February 19

- Due: CTA Argument #1 Essay Rough Draft: bring a hard copy to class.
- Activity: Peer Workshop

February 21

- Activity: Full-Class Workshop

Week Six

February 26

- Due: CTA Argument #1 Final Draft Due
- Activity: Rebuttal Exercise

February 28

- Lab Due: Revision Play #1
- Activity: Brainstorming Topics Exercises.

Week Seven

March 5

- Read for Class: CR 80-91
- In-Class Reading: Handout—Evaluating Sources Lesson: Integrating Sources
- Activity: Summarizing, Paraphrasing, Quoting Exercise.
- Homework: Read editorial (op-ed) columns and bring one to the next class.

March 7

- Lab Due: Reading Response to Op-Ed #2.
- Analysis of editorial columns. Bring a copy to class.
- Activity: Writing the Beginning Reflection.

Week Eight

March 19

- Activity: Audience Analysis.
- Lab Due: Pro/Con Analysis #1

March 21 (*Tomorrow is the last day to withdraw*)

- Student Pro/Con Presentations.

Week Nine

March 26

- Read for Class: CR 116-125
- Student Pro/Con Presentations.

March 28

- Due: Argument Proposal #2.
- Logic Exercises

Week Ten

April 2

- Due: CTA Argument #2 Essay Rough Draft: bring a hard copy to class.
- Activity: Peer Workshop

April 4

- Activity: Full-Class Workshop

Week Eleven

April 9

- CTA Argument #2 Final Draft Due
- Activity: Rebuttal Exercise.
- Homework: Read editorial (op-ed) columns and bring one to the next class.

April 11

- Activity: Brainstorming Topics Exercise.
- Lab Due: Reading Response to Op-Ed #3
- Activity: Analysis of editorial columns. Bring a copy to class.

Week Twelve

April 16

- Lab Due: Revision Play #2
- Activity: Choose Debate Topics
- Student Debate Prep

April 18

- Student Debate Prep (Cont.)
- Student Debates

Week Thirteen

April 23

- Lab Due: Pro/Con Analysis #2
- Student Pro/Con Presentations

April 25

- Student Pro/Con Presentations

Week Fourteen

April 30

- Due: Argument Proposal #3
- Vetting Argument Proposal #3
- Activity: Drafting CTA Argument #3

May 2

- Due: CTA Argument #3 Rough Draft, bring hard copy to class
- Read for Class: CR 146-157
- Activity: Full-Class Workshops
- Activity: Peer Workshops

Week Fifteen

May 7

- Due: Final Draft of CTA Argument #3
- Activity: Rebuttal Exercise

May 9

- Lab Due: Revision Play #3
- Revision Workshops

Final Exam

- Lab Due: Proofreading Journal
- Due: Revisions(s)
- Activity (Lab): Final Reflection