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Composition II

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COLLIN COLLEGE
COURSE SYLLABUS

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 HOURS: 1

PRE-REQUISITE: 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:
 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.

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. Please see the “Repeating Courses” section of the *Fall 2016 Registration Guide* for more information.

6.24 Repeating Courses

Grades of all courses taken will be recorded on the student’s transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning Fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student’s ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before Fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

Student Handbook, p. 69

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 educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) in a timely manner to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.**

INSTRUCTOR'S NAME: Dr. William Brannon

OFFICE NUMBER: BB208

OFFICE HOURS: MWF 10:00-11:00 a.m., TR 1:30-2:30; 6:50-7:20 p.m.

PHONE NUMBER: 972.881.5850

EMAIL: wbrannon@collin.edu

CLASS INFORMATION:

SECTION NUMBER: S44

CLASS MEETING TIMES: TR 2:30-3:45 p.m.

CLASS LOCATION: B112

COURSE RESOURCES:

Textbook: Laurie G. Kirszner/Stephen R. Mandell, *Practical Argument: A Text and Anthology, Third Edition*

SUPPLIES: None

Minimum Technology: Internet Access and word processing software compatible with Canvas and Microsoft Office Word.

Netiquette: Canvas now serves as the college's primary method of communication. It is your responsibility to check Collin College CougarMail and Canvas daily and set your notifications accordingly. Please use Canvas to contact the instructor. Insert your name and class time on the subject line. Please write in clear, concise sentences using proper punctuation, spelling, and grammar, avoiding the use of "text" language. For additional information regarding guidelines to follow concerning electronic communication with the

instructor and/or other students please see the current *Collin Student Handbook* for additional information and the expectations for classroom behavior under Additional Information outlined elsewhere in this syllabus. *The college mandates that all correspondence between students and instructors (or other college personnel) is to be conducted through electronic resources that are under the management of the college. (Personal email addresses may not reach the instructor and end up in the spam filter.)*

ATTENDANCE POLICY: ATTENDANCE POLICY: Because of the instructional design of English 1302, it is important that students attend class regularly and participate in class.

You are allowed two (2) unexcused absences. After a third unexcused absence, your final grade will be lowered a full letter grade (10 points); after a fourth unexcused absence, two letter grades, etc. It is the student's responsibility to withdraw from the course. See the current *Collin Registration Guide* for the last day to withdraw. If you do not officially withdraw from the course and you have more than five unexcused absences, you will receive a failing grade for the course. Be punctual. Arriving late to class is extremely rude and distracting. Two or more late arrivals (more than 10 minutes) may necessitate a conference with the instructor and could result in the late arrivals being counted as one or more unexcused absences. If, for some reason, you must be late, then check with me after class to be sure you are not marked absent for the entire class. Also, early departures are discouraged. Two or more unexcused early departures may also result in a conference with the instructor.

Unplanned emergencies do occur. If an emergency does occur, it is the student's responsibility to contact the instructor as soon as possible. If a student knows in advance that the student will be absent, the student should contact the instructor and discuss arrangements to avoid getting behind in class. Any student adding the class after the first class day is responsible for making up any missed assignments according to the aforementioned standard class late work policy. Students should use Cougarmail for all correspondence with the instructor.

METHOD OF EVALUATION

COURSE CONTENT:

- Overview of course
- Research orientation
- Tour of LRC
- Study of argumentation and analysis
- Research process
- MLA style of documentation
- Critical reading, writing, and thinking
- Close reading of texts
- Studying various issues
- Summarizing and critiquing texts

COURSE DELIVERY METHOD: Lectures, class discussion, small group discussions, computer-assisted instruction, library orientation, audio/visual materials, oral presentations, and personal conferences.

COURSE REQUIREMENTS: Students will write FOUR essays, not including the in-class writing assessment and sections of the final exam.

Even though this course focuses on argumentation and research, the student will study various types of writing and write response papers and/or analyses.

Research is mandatory. No student should be able to pass the course without completing research papers written in the latest MLA style of documentation. English 1302 will prepare students for sophomore courses where students are expected to know the current MLA style of documentation.

A final exam will be given at the scheduled time during the week of finals. The final exam will count as 20% of the course grade.

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete eight assignments listed below that comprise the lab component for the course. Each assignment is worth 2 units out of a possible 16 units. This lab work is not the same as regular daily coursework that you must complete to stay on course 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 be prepared to provide evidence of completing these lab components outside of class. For the required lab component, the following assignments will apply:

Lab Assignments

Journal 1 (x2)

Journal 2 (x2)

Journal 3 (x2)

Journal 4 (x2)

Journal 5 (x2)

Journal 6 (x2)

Journal 7 (x2)

Journal 8 (x2)

Additional specific information regarding completing the lab assignments will be provided to the student. All journal entries must be typed and a minimum of 250 words in length. Credit for completing each journal assignment will be based on how well each entry responds to the prompt provided by the instructor. Completing 16 units of lab work will result in a grade of 100 points credited toward the total number of points accumulated in this course as fulfillment of the lab component of the course. Completing 14 units of lab work will result in a grade of 88 points credited toward the total number of points accumulated in this course as fulfillment of the lab component of the course and so forth. All lab work must be completed by the final week of the semester prior to the final

exam. Progress on lab work may be checked periodically throughout the semester. Students are responsible for completing the tasks of writing the journal entries and submitting the accumulated journal entries at a date and time specified by the instructor prior to the final exam.

METHOD OF EVALUATION: Essays 1, 2, and 4 will count 10% respectively. Essay 3 will count 20% of the final course grade. Daily participation work, lab component, and attendance will each count 10% as well. The final essay exam grade counts 20% of the course grade.

Each student's grade for the course will be assessed in the following manner:

Essay 1-10%	Lab-10%
Essay 2-10%	Class Participation-10%
Essay 3-20%	Attendance-10%
Essay 4-10%	Final exam-20%

Students prevented from completing the course may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, is passing the course, and is able to sign the Incomplete Contract.

GRADES: Information regarding the grading criteria for an A, B, C, D, or F paper based on nationally accepted grading standards for written compositions can be located under "GRADING STANDARDS FOR COURSES IN RHETORIC/COMPOSITION CLASSES."

GRADING STANDARDS FOR COURSES IN RHETORIC/COMPOSITION CLASSES

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the following guidelines for letter grades.

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 thinking to the form and requirements of the assignment, and develops his paper through preliminary outlines and drafts.

Content: 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 supporting ideas clearly and logically.

Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a conclusion that supports the essay's main idea without being repetitive and/or simplistic. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified and properly developed; transitions between main ideas are effective and logical.

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.

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 one-inch 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 topic and content are clearly and competently adapted to the assignment.

Content: The central idea is apparent but too general, too familiar, or too limited. It is supported with concrete detail, though that detail may be occasionally repetitious, irrelevant, or sketchy.

Development: The plan of the paper is recognizable, but not developed or not consistently fulfilled. The essay might be disproportionately developed or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, or monotonous. The paragraphs are unified, coherent, and usually well developed.

Sentence Structure: The sentences are competent, but many lack force, variation in structure, or effective rhythm.

Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial.

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)

Though "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 there is little evidence of a preliminary draft.

Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, or aimless.

Development: The essay lacks clear and orderly stages and 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, or redundant.

Diction: The level of language is inappropriate to the subject.

Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

Appearance: An illegible presentation is always a liability.

Plagiarism: Collin faculty does not tolerate plagiarism. A paper containing plagiarism will earn a failing grade.

MAKE-UP OR LATE WORK: All out-of-class essays should be typed, double-spaced, and stapled together. A word count should be provided at the end of the essay. Additional instructions regarding the format of out-of-class essays will be provided to the students. No out-of-class essays or other assigned written work more than one class period late will be accepted without prior arrangements. Arrangements to submit written work late must be made in advance with the instructor. If such written work is one class period late, its grade will be lowered by one full letter grade. If a student is absent without an excuse for an in-class essay, the student's grade will be lowered by one full letter grade and the student will be required to make special arrangements to write that essay under supervision.

ACADEMIC ETHICS: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, omissions related to applications for enrollment or the award of a degree, and/or the submission of one's own work material that is not one's own. 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. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else's works for assignments as if it were one's own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

See the current *Collin Student Handbook* for additional information.

Course Calendar

Because of the inherent difficulties in gauging how much (or how little) time will need to be spent on each assignment, this syllabus is subject to amendment at your instructor's discretion. The instructor will make every effort to inform you in a timely manner of any adjustments to the course calendar and syllabus via Canvas. Students are encouraged to register with CougarAlert to receive updates regarding school closures. You should therefore always come to class prepared to discuss that day's reading assignment(s), as well as be prepared for whatever other classroom activities are listed for that day. This will ensure that no class time is wasted.

January

T 01/22 Course Overview/Writing Assessment

R 01/24 Part 1 Understanding Argument (An Introduction to Argument)

T 01/29 Part 1 Understanding Argument (Chapter 1 The Four Pillars of Argument)

R 01/31 Part 2 Reading and Responding to Arguments (Chapter 2 Thinking and Reading Critically)

February

T 02/05 Part 2 Reading and Responding to Arguments (Chapter 3 Decoding Visual Arguments) **Census Date*

R 02/07 Part 2 Reading and Responding to Arguments (Chapter 4 Writing a Rhetorical Analysis)

T 02/12 Part 2 Reading and Responding to Arguments (Chapter 5 Understanding Logic and Recognizing Logical Fallacies)/ Part 3 Writing an Argumentative Essay (Chapter 7 Planning, Drafting, and Revising an Argumentative Essay)

R 02/14 Peer Workshop 1

T 02/19 Part 2 Reading and Responding to Arguments (Chapter 6 Rogerian Argument, Toulmin Logic, and Oral Arguments)/ Essay 1 Due (Rhetorical Analysis)

R 02/21 Part 5 Strategies for Argument (Chapter 12 Definition Arguments)

T 02/26 Part 4 Using Sources to Support Your Argument (Chapter 8 Finding and Evaluating Sources) (Chapter 9 Summarizing, Paraphrasing, Quoting, and Synthesizing Sources)

R 02/28 Part 4 Using Sources to Support Your Argument (Chapter 10 Documenting Sources: MLA) (Chapter 11 Using Sources Responsibly)

March

T 03/05 Peer Workshop 2

R 03/07 Part 5 Strategies for Argument (Chapter 13 Cause and Effect Arguments)/Essay 2 Due (Definition Argument)

T 03/12 Spring Break

R 03/14 Spring Break

T 03/19 Part 5 Strategies for Argument (Chapter 13 Cause and Effect Arguments)

R 03/21 Part 5 Strategies for Argument (Chapter 16 Ethical Arguments) **Last Day to Withdraw 03/22*

T 03/26 Part 5 Strategies for Argument (Chapter 16 Ethical Arguments)

R 03/28 Part 5 Strategies for Argument (Chapter 16 Ethical Arguments)

April

T 04/02 Part 5 Strategies for Argument (Chapter 16 Ethical Arguments)

R 04/04 Part 5 Strategies for Argument (Chapter 16 Ethical Arguments)
T 04/09 Peer Workshop 3
R 04/11 Part 5 Strategies for Argument (Chapter 16 Ethical Arguments)/Essay 3 Due
(Ethical Argument)
T 04/16 Part 5 Strategies for Argument (Chapter 15 Proposal Arguments)
R 04/18 Part 5 Strategies for Argument (Chapter 15 Proposal Arguments)
T 04/23 Part 5 Strategies for Argument (Chapter 15 Proposal Arguments)
R 04/25 Part 5 Review: Combining Argumentative Strategies
T 04/30 Part 5 Review: Combining Argumentative Strategies
May
R 05/02 Peer Workshop 4
T 05/07 Appendix A Writing Literary Arguments/ Essay 4 Due (Proposal Argument)
R 05/09 Course Wrap-up/ Lab Due
R 05/16 Final Exam (2:30-4:30 p.m.)

CLASSROOM BEHAVIOR: As a courtesy to others, please disable all non-essential electronic devices, including cellular phones while in class. Students must ask permission from the instructor to use a laptop or other portable electronic device in class. In the course the student will be exposed to a variety of ideas in the assigned readings. Each student should remember that the course material has been selected for educational purposes. Students should demonstrate appropriate respect for the texts as well as opinions expressed by others in the classroom. Students should pay attention in class. Students should avoid the use of sexist language or excessive profanity. Students should also refrain from excessive talking or any other distracting behavior in the classroom. Failure to adhere to the aforementioned behaviors and/or engaging in similar distracting classroom behaviors may result in the student's daily participation grade being affected in a manner consistent with the student's demonstrated classroom behavior and merit subsequent referral to the Dean of Student Development.