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## Composition II

Camin Melton

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## COURSE SYLLABUS

Course Information
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**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:** Camin Melton

**Office Number:** C152A

**Office Hours:** Tuesdays and Thursdays 7:25-8:25am and 11:20-1:20pm

**Phone Number:** 972-881-5132

**Email:** cmelton@collin.edu

**Class Information:** ENGL 1302 – Composition II

**Section Number:** S32

**Meeting Times:** TR 10:00-11:15

**Meeting Location:** B112

**Netiquette Expectations:** I will frequently contact the class via email and/or via Canvas announcements, so make sure to check your Collin College email account and our Canvas page regularly.

### **Class Resources:**

Rosenwasser, David and Jill Stephen. *Writing Analytically*, 7th ed. Stamford: Cengage Learning, 2015. ISBN 978-1-285-43650-0.

Additional readings to augment discussions, assignments, and student comprehension will be made accessible via Canvas, the library course reserves, or distributed in class.

**Supplies:** Be sure to bring a pen and paper and your commonplace book (see below) to every meeting; we will be writing in class every day. It's a good idea to bring your textbook to class each day too, but I'll remind you when it's critical to do so.

**Attendance Policy:** You are expected to be in attendance for every class meeting, on time, with text and materials, and prepared to participate. Workshops and discussions form the basis for most class sessions; therefore, everyone's presence is always required. More than four absences (excused or otherwise) will result in a 10-point deduction from your Participation grade followed by further 10-point deductions for each ensuing absence. Frequent tardiness will also result in deductions from your grade; every two tardy arrivals counts as one absence. Accruing more than ten absences most often results in a failing grade for the course. Exceptions are only made in unusual circumstances and only if the student has met with me to discuss the situation.

### **Method of Evaluation:**

Media Analysis Essay	15%
Textual Analysis Essay	15%
Persuasive Research Essay	20%
Persuasive Research Essay Revision	10 %
Keyword Project	10%
Commonplace Book	5%
Labs	10%
Quizzes, In-class Assignments, Homework	10%
Participation	5%

### **Essays:**

Grades for all major essays will be based upon how well the writing responds to the instructions for each individual prompt, but the following four categories will always be taken into consideration when assigning grades:

1.) **Logical Consistency**

- 2.) **Grammatical** correctness
- 3.) Soundness of **Rhetorical** decisions
- 4.) Adherence to the **Prompt**

Essays must be typed in 12-point Times New Roman font, double-spaced and stapled. Include your name, course and section numbers (ENGL 1302-S32), date due, a title (but no title page) and my name. All papers (unless otherwise noted) must follow MLA format. On the day papers are due, submit **one hard copy** to me in class. In addition, **one electronic copy** must be submitted electronically—to the email address listed above—**no later than the start of class** on the morning the essay is due; the electronic copy must be a Word document (.doc or .docx file).

**Late work is typically not accepted unless arrangements have been made with me prior to the due date.**

### **Grading Scale:**

All essays will receive a letter grade using the following scale:

A = 95-100

A- = 90-94

B = 85-89

B- = 80-84

C = 75-79

C- = 70-74

NC = 0

\*An NC on an essay requires the student to revise in order to receive credit for the assignment.

### **Quizzes, in-class assignments and homework:**

In-class quizzes and assignments and homework assignments will typically be graded with a numerical grade between 0 and 100. These assignments will be weighted equally and will be averaged together at the end of the term to determine the quizzes, in-class assignments and homework grade.

### **Commonplace Book:**

At the beginning of the semester, you will need to purchase a small notebook to use as your commonplace book. (I recommend a small Moleskine, which you can buy for less than \$10 at most bookstores, but any small notebook will do.) During the first two weeks of class, I will provide detailed instructions for what you are to do with your commonplace book, but in general think of it as a place to record *by hand* your interactions with the texts we read, the ideas we explore, and the discussion you have with your classmates and with me both inside and outside of the classroom. You will be required to write in your commonplace book regularly (at least twice a week). Periodically throughout the semester, I will take up your commonplace book to make sure you're writing in it regularly.

### **Labs**

The lab component is an integral part of this writing class. Over the course of the semester, you will need to complete a total of **ten lab credits**. Labs are not the same as regular daily coursework; they are, 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 of completing these lab requirements outside of class. These labs will be graded with a numerical grade between 0 and 100, and each will factor equally in determining your overall lab grade. Different lists of activities that count as lab credit will be distributed frequently during the course, each designed to complement the work we're doing in class at the time.

**NOTE: During the first week or so of the semester we will discuss in depth the lab component for the class; this explanation is meant only as an introductory overview.**

**Requirements for Participation in Online Discussion Activities:** Your lab and homework assignments may require you occasionally to contribute to online forums/discussion boards. For these assignments you will be graded primarily on the quality of your insights and your level of engagement with your peers.

**Delivery Method of Feedback and/or Graded Material:** All graded essays will feature both in-text suggestions/notes and a summary end note to give you feedback on your writing, suggestions for revisions, and questions for further thought.

**Standards for Instructor Response and Availability:** I encourage you to email me at any time with questions, concerns, and suggestions. Typically I will respond within 24 hours (usually sooner). Likewise, I will do my best to return graded essays to you as quickly as possible, typically no more than two weeks after the assigned due date (again, usually sooner). Remember too that I am always available via email and would be happy to set up a meeting with you to discuss grades and/or questions.

### **Course Calendar:**

To achieve the student learning outcomes, we will work through four units over the course of the semester, each culminating with a formal project. The first unit, **What does the Media Want from Me?** will focus on finding the argument in a variety of texts (both written and visual), thinking about the authors' beliefs and values (explicit and implicit), and understanding what kinds of things the author is trying to persuade the audience to think and do. This unit will culminate with the **Media Analysis Essay**. During this unit we will also come up with our list of keywords for the term and put together our collaborative groups that will complete the Keyword Essay assignment together over the course of the semester.

The second unit, **Moving beyond Mainstream Thought**, will focus on honing your skills analyzing, interpreting, and evaluating the arguments in texts. We will spend a good amount of time in this unit working with more difficult texts that require close consideration and analysis. We will also think carefully about different styles of writing and the ways authors establish credibility and connect with specific audiences to get their messages across. This unit will culminate with the **Textual Analysis Essay**.

The third unit, **Blending the Everyday with the Profound**, will focus on taking the meaning of texts and bending them to your own persuasive purpose by taking a stance on a topic, aligning other texts with that stance (using them as claims and counterclaims), and synthesizing them all to suit your argument. We will discuss at length the ways different sources (from mainstream movies, TV shows, and music to the difficult texts we discussed in unit two) can be blended to create an engaging and powerful argument, and we will consider the importance and power of visual design and oral presentation. Unit three will culminate with the **Persuasive Research Essay**.

The final unit, **Let's Get Together on This**, will focus on learning to collaborate with classmates to complete a group research project and a strong essay revision with significant peer input. We will spend time discussing how best to work as a team on research/writing projects to ensure that every group member contributes evenly while best utilizing his or her strengths. We will also build on the ideas we learned in the first three units by considering the different ways you can blend your own ideas, values, and stances with those of your classmates to construct a focused and persuasive argument. This unit will culminate with the **Keyword Project** and the **Revision of the Persuasive Research Essay**.

### Schedule of Classes and Topics

#### **SECTION I. What does the Media Want from Me?**

**Week 1**  
1/22, 1/24

**Course Introduction/Media & Advertising Blitz**  
In-class Diagnostic Essay

Assign Media Analysis Essay  
Read *Writing Analytically* Pgs. 1-16 & 71-75

**Week 2**  
1/29, 1/31  
**Beer Commercials & Cultural Ideals: What are the arguments?**  
Read *Writing Analytically* Pgs. 16-37 & 251-262

**Week 3**  
2/5, 2/7  
**Entertainment & The Apocalypse: What are the values?**  
Read *Writing Analytically* Pgs. 119-137

**Week 4**  
2/12, 2/14  
**Structuring Arguments with Toulmin & Keywords for the Course**  
Assign Keyword Project (Due at the end of the semester)  
Read *Writing Analytically* Pgs. 89-106  
Rough draft of the Media Analysis Essay due on Tuesday 2/12  
MEDIA ANALYSIS ESSAY DUE THURSDAY 2/14

## **SECTION II. Moving Beyond Mainstream Thought**

**Week 5**  
2/19, 2/21  
**Where is America Today? Intro to Textual Analysis**  
Read *Writing Analytically* Pgs. 39-69  
Assign Textual Analysis Essay

**Week 6**  
2/26, 2/28  
**10 to 1 and 1 to 10: Induction and Deduction**  
Read *Writing Analytically* Pgs. 101-117

**Week 7**  
3/5, 3/7  
**Exploring Different Kinds of Textual Argument**  
Read *Writing Analytically* Pgs. 229-250

## **SPRING BREAK – 3/11 to 3/15**

**Week 8**  
3/19, 3/21  
**Reading Redux: Analyze, Interpret, & Evaluate**  
Read “Good Readers and Good Writers” – Online  
Peer review exercises: Rough draft of Textual Analysis due Tuesday 3/19  
TEXTUAL ANALYSIS ESSAY DUE THURSDAY 3/21  
Assign Persuasive Research Essay

## **Last Day to Withdraw – 3/22**

## **SECTION III. Blending the Everyday with the Profound**

**Week 9**  
3/26, 3/28  
**The Argumentative Essay**  
Revisit *Writing Analytically* Pgs. 96-101  
Read *Writing Analytically* Pgs. 147-156

**Week 10**  
4/2, 4/4  
**Films as Evidence**  
In-class film viewing  
Read *Writing Analytically* Pgs. 156-186

**Week 11**  
4/9, 4/11  
**The Power of the Visual**  
In-class viewing and discussion of selected TV shows  
Read *Writing Analytically* Pgs. 186-198 & 207-220  
Peer review exercise: Rough draft of Persuasive Essay due Thursday 4/11

**Week 12**  
4/16, 4/18

**Writing Online**  
PERSUASIVE RESEARCH ESSAY DUE TUESDAY 4/16

#### **SECTION IV. Let's Get Together on This**

**Week 13**  
4/23, 4/25

**Collaborative Writing/Revising**  
Read *Writing Analytically* Ch. 10  
Group work sessions

**Week 14**  
4/30, 5/2

**Working Together**  
Group work sessions & individual conferences  
Review *Writing Analytically* Ch. 11  
Assign Revision of the Persuasive Research Essay

**Week 15**  
5/7, 5/9

**Group Presentations**  
KEYWORD PROJECTS PRESENTED ON 5/9 & 5/14

**REVISION OF THE PERSUASIVE RESEARCH ESSAY IS DUE AT OUR FINAL CLASS MEETING  
DURING EXAM WEEK: TUESDAY 5/14.**

#### **Disclaimer**

The instructor reserves the right to amend this syllabus as necessary. Any changes will be communicated during class meetings and posted on our Canvas page.

#### **Academic Dishonesty and Plagiarism Policy**

Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately *or* unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. The penalty for academic dishonesty will be assigned on a case-by-case basis determined by the severity of the offense, ranging from reworking the assignment for partial credit, receiving a zero on the assignment, and in extreme cases or for repeated offenses, failing the course.

Put simply, avoid any form of academic dishonesty.

#### **Course 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 Registration Guide for more information.