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Composition I

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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, F-144 or 972.881.5898 to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Instructor Information

Name: Prof. Ola Sulé

Office Hours: Email or speak with me in advance to schedule an appointment.

Email: osule@collin.edu

I usually respond to emails within 24 hours. I will **ONLY** respond to emails sent from CougarMail (or within *Canvas*).

Class Information

Section Number: HB3

Meeting Times: MW 2:07pm – 3:22pm

Meeting Location: TBA

Required Course Resource

Critical Thinking, Reading, and Writing: A Brief Guide to Argument, 9th edition

Supplies

Notebook (or alternative) for in-class writing/note-taking

USB flash drive (or alternative) for saving assignments

Attendance Policy

Attendance and class participation **are required** and **are important** elements of the course as all assignments and major concepts will be explained in class. Therefore, attendance (and participation) is tracked! If you are 10 minutes late (or more) to class, you will be considered absent. If you leave early and without my consent, you will be considered absent.

If out of class, you must contact me and make arrangements for acceptance of an assignment. **You cannot just email me work.** You must have my permission to email work to me. The only excused absence is for a religious holiday, *but* with written notice two weeks before the event. Extenuating circumstances, such as a medical emergency (e.g. hospitalization or family death), must be documented and professor-approved as soon as possible after the emergency.

Please be aware of your attendance and avoid unnecessary absences and attendance deductions. Your contribution to discussion, group work, and the overall class learning environment is essential. Frequent absences will negatively affect your performance and your final grade for the course, as will disrupting class or coming to class unprepared. You are encouraged to discuss any problems with me that may prevent you from attending regularly.

Communication

Please make sure you use your CougarMail for **all email** correspondence with me. You also need to use the conventions of formal academic/professional emails: a subject line, a greeting, a full and complete description of your message or question, and sign off with your first and last names and course number. Additionally, please be aware that I will **only** discuss grades in person, not via email.

Cougar Web is accessible as a link from the Collin College Homepage or:

<https://cougarweb.collin.edu/cp/home/displaylogin>.

Civility

Over the course of the term, we will discuss sensitive matters and explore differing viewpoints. Please be considerate and respectful towards everyone throughout the course in both discussion and writing. Audience awareness and respect are key components of successful composition and academic/professional communication.

Disruptive Behavior

Behavior that disrupts the positive learning environment of the classroom **will not** be tolerated. Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current Collin College Student Handbook.

Technical Help

Computer and printer problems are **NOT** valid excuses for late work. Complete your work early to give yourself extra time in case of technical problems. Make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like Google docs). Students needing technical help with software, attachments, or e-mail should seek help here:

<http://www.collin.edu/academics/ecollin/technicalsupport.html>

Phones

Have phones on silent (or vibrate) during class time. If you are expecting an emergency call, please step outside the classroom to take your call. If you think there may be an educational reason to use your cell phone, please ask me whether it is okay to take it out. Note that your use of a cell phone in the class and without permission may result in loss of participation points.

Laptops and Tablets

You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions (or presentations), so you can participate more fully at those times. Note that your use of a laptop for non-class activities may result in loss of participation points.

Lab Component

The lab component is an essential part of this writing course. The lab work has been designed as additional writing-focused activities (to be completed out of class) to help you improve your writing throughout the term. These are the added activities listed below, and they have been integrated in the Method of Evaluation/Grading (see the next page) as well as in the tentative course schedule (starting from page 7).

- 5 Informal Self-Reflection papers
- 1 tutoring session for the Compare and/or Contrast paper
- 1 tutoring session for the Argumentative paper

Method of Evaluation/Grading

Your final semester grade will be determined by the following:

Attendance + Participation (in-class and online)	– 10%
Introductory Reflection letter	– 5%
Summary and Response paper (5%) + MLA details (5%)	– 10%
5 Informal Self-Reflection papers	– 5%
Group Presentation	– 10%
Compare and/or Contrast paper (10%) + MLA details (3%) + outline (3%) + peer review (2%) + 1 tutoring session (2%)	– 20%
Argumentative paper outline (5%) + annotated bibliography (5%) + 1 tutoring session (5%) + Individual Presentation (5%)	– 20%
Course Portfolio	– 20%
- Cover page (2%)	
- Revised Introductory Reflection letter (2%)	
- Revised Summary and Response paper (2%)	
- Revised Compare and/or Contrast paper (2%)	
- Final draft of Argumentative paper (10%) + MLA details (2%)	
Total	→ → → 100%

- All papers (essays) will be graded according to departmental standards for written work.
- A grade of zero is applicable if assignment does not meet requirements for participation.
- Note that the quality of your work is a factor (see “Grading Criteria” on the next page).
- Note that there is **NO** extra credit for this class.

The last day to withdraw (through official process) from this course is **March 22, 2019**.

Grading Criteria

This grading criteria consists of letter and number grades applicable to aspects of the course and expectations/rubrics for written papers.

A = 100 – 90 **or** 10% or 9%

- Displays sophisticated, analytical thinking—the author synthesizes information from multiple sources, making use of it to develop and support his/her own original ideas on a topic and argue convincingly for them.
- The author has a clear and effective thesis statement, identifying the topic and position on the issue.
- The introductory paragraph gives an overview of the topic, including background and definitions.
- The author demonstrates an understanding of source materials and the complexity of the issue. The opposition point of view is treated fairly and thoroughly. The author's argument is developed with an effective and convincing blend of reason and evidence, authority and credibility, and emotion (if necessary)
- Each paragraph has a clear topic, relevant supporting evidence, and thorough explanation.
- Sources are grammatically and logically integrated.
- There are few to no errors of grammar, punctuation, or usage.

B = 89 – 80 **or** 8% or 7%

- Demonstrates a high level of thoroughness, correctness, and competence, but may lack the overall presentation, quality, and effective rhetorical strategy of A-range work.
- The author has a clear thesis and develops it carefully and with adequate thoroughness.
- The author understands the source material and issues, and is able to analyze and synthesize the sources, though in a more general, less nuanced way.
- The author's use of reason, authority, and emotion is again competent and demonstrates sufficient self-control and fairness towards opponents, but may not be strongly compelling or forceful.
- There may be areas in the paper where the logical connections between ideas are not clearly shown; some logical fallacies may appear which weaken the argument without undermining it completely.
- There are few to no errors of grammar, punctuation, or usage.

C = 79 – 70 **or** 6% or 5%

- Acceptable work according to the minimum standards of the assignment.
- Has few mechanical errors and is reasonably well-developed and organized, with a clear thesis and organizational structure, but the information may be thin, vague, or common.
- The author has settled for generalities instead of providing strong specific evidence that would demonstrate the author's knowledge, and thereby, establish his/her credibility.
- The author may be prone to logical fallacies, which weaken his/her appeal to reason and/or authority
- The author may not thoroughly understand the source readings well enough to use them effectively, may tend to summarize sources rather than analyze or synthesize them, or may not smoothly or logically integrate useful evidence from sources into the argument.
- The number of errors in grammar and usage may be distracting from effectiveness or readability.

D = 69 – 60 **or** 4% or 3%

- The author may demonstrate a rudimentary treatment of the subject, unclear organization, awkward or ambiguous sentences, and little evidence of careful proofreading.
- The author may simply not have understood or adhered to the instructions for the assignment.

F = 59 – 0 **or** 2% - 0%

- The author did not submit the assignment at the time due.
- There is intentional or unintentional plagiarism. Refer to section of this course syllabus titled "Scholastic Dishonesty and Plagiarism."

Scholastic Dishonesty and Plagiarism

To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>. Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.
2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.
3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.
4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

SOBI Information

Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here:

[\(https://www.collin.edu/studentresources/SOBI/\)](https://www.collin.edu/studentresources/SOBI/).

Tentative Course Schedule

This schedule **may be** modified to accommodate changes, such as bad weather, school closing, or class dynamics, so be sure to **always** check *Canvas* Announcements.

Regular attendance is necessary—it is recommended that you exchange email addresses with another student in the event that you must be absent. However, be aware that absence is NOT an excuse for failure to be prepared for **every** class (see “Attendance Policy” on page 2 of this syllabus).

Dates	Week 1
Wednesday January 23	<ul style="list-style-type: none"> • General introduction to this course • FERPA and ACCESS • Online/Campus tutoring through Collin College (lab component) • Accessing <i>Canvas</i>: Updates, assignment instructions, and submissions • About the 5 Informal Self-Reflection papers (lab component)—due May 8 • About the required text: <i>Critical Thinking, Reading, and Writing (CTRW)</i> • The <u>tentative</u> course schedule • Complete and submit “Understanding the Syllabus and Requirements” form/printout • About the Introductory Reflection letter (access <i>Canvas</i>)—due Jan. 28
Dates	Week 2
Monday January 28	<ul style="list-style-type: none"> • Reminders: FERPA and ACCESS and tutoring • Due Today: The Introductory Reflection letter (upload on <i>Canvas</i>) • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW</i>’s Chapter 1 “Critical Thinking” (p. 3 - 34)
Wednesday January 30	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW</i>’s Chapter 2 “Critical Reading: Getting Started” (p. 35 - 79) • About the Summary and Response paper (access <i>Canvas</i>)—due Feb. 6

Dates	Week 3
Monday February 4	<ul style="list-style-type: none"> • Revise for Course Portfolio: The graded Introductory Reflection letter—due May 15 • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 4 “Visual Rhetoric: Thinking about Images as Arguments” (p. 139 - 178)
Wednesday February 6	<ul style="list-style-type: none"> • Due Today: Summary and Response paper (upload on <i>Canvas</i>) • About the group presentation (access <i>Canvas</i>)—due Feb. 11 and 13 • In-Class Activity: Collaboration for group presentation (and provide update to professor) • Lab Component (access <i>Canvas</i>): Informal Self-Reflection 1 (thoughts on group <i>preparation</i>)—due May 8
Dates	Week 4
Monday February 11	<ul style="list-style-type: none"> • Revise for Course Portfolio: The graded Summary and Response paper—due May 15 • Due Today: Some group presentations
Wednesday February 13	<ul style="list-style-type: none"> • Due Today: Some group presentations • Lab Component (access <i>Canvas</i>): Informal Self-Reflection 2 (thoughts on group <i>presentation</i>)—due May 8 • Reminder: Next class takes place online (access <i>Canvas</i>)

Dates	Week 5
Monday February 18	There is ONLINE class today (access <i>Canvas</i> to respond to a prompt <u>due</u> today) Points WILL be taken off your Attendance + Participation grade if you have an <u>unexcused</u> absence today!!!
Wednesday February 20	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 3 "Critical Reading: Getting Deeper into Arguments" (p. 80 - 116) • About the Compare and/or Contrast paper (access <i>Canvas</i>)—outline due Feb. 25, peer review due Feb. 27, tutored draft due Mar. 6, and final draft due Mar. 20
Dates	Week 6
Monday February 25	<ul style="list-style-type: none"> • Due Today: Outline of Compare and/or Contrast paper (upload on <i>Canvas</i>) • Continue reading for class discussion, activity, and/or writing: <i>CTRW's</i> Chapter 3 "Critical Reading: Getting Deeper into Arguments"—from "Arguments for Analysis" (p. 116 - 138)
Wednesday February 27	<ul style="list-style-type: none"> • In-Class Activity: Peer review of Compare and/or Contrast paper (and then upload on <i>Canvas</i>) • Lab Component (access <i>Canvas</i>): Informal Self-Reflection 3 (thoughts on peer review)—due May 8 • Reminder: <u>Tutored draft</u> of Compare and/or Contrast paper—due Mar. 6
Dates	Week 7
Monday March 4	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 7 "Using Sources" (p. 261 - 288)

<p>Wednesday March 6</p>	<ul style="list-style-type: none"> • Continue reading for class discussion, activity, and/or writing: <i>CTRW's</i> Chapter 7 “Using Sources”—from “Documentation” (p. 288 - 314) • Reminder: Last day to officially withdraw from this course—March 22 • Lab Component due today: <u>Tutored draft</u> of Compare and/or Contrast paper (upload on <i>Canvas</i>) • Mid-Course progress and expectations after Spring Break
	<p>SPRING BREAK NO CLASS March 11 and 13</p>
<p>Dates</p>	<p>Week 8</p>
<p>Monday March 18</p>	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 5 “Writing an Analysis of an Argument” (p. 181 - 198)
<p>Wednesday March 20</p>	<ul style="list-style-type: none"> • Continue reading for class discussion, activity, and/or writing: <i>CTRW's</i> Chapter 5 “Writing an Analysis of an Argument” (p. 199 - 220) • Due Today: Compare and/or Contrast paper (upload on <i>Canvas</i>) • Reminder: Last day to officially withdraw from this course—March 22
<p>Dates</p>	<p>Week 9</p>
<p>Monday March 25</p>	<ul style="list-style-type: none"> • Revise for Course Portfolio: The graded Compare and/or Contrast paper—due May 15 • About the Argumentative paper and others (access <i>Canvas</i>)—individual presentations due Apr. 29, May 1, and May 6, outline due May 6, annotated bibliography due May 6, tutored draft due May 8, and final draft (part of course portfolio) due May 15

Wednesday March 27	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 6 “Developing an Argument of Your Own” (p. 221 - 247) • Narrowing topic, outlining, and thesis
Dates	Week 10
Monday April 1	<ul style="list-style-type: none"> • Continue reading for class discussion, activity, and/or writing: <i>CTRW's</i> Chapter 6 “Developing an Argument of Your Own” —from “Tone and the Writer’s Persona” (p. 247 - 260)
Wednesday April 3	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 8 “A Philosopher’s View: The Toulmin Model” (p. 325 - 334)
Dates	Week 11
Monday April 8	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 9 “A Logician’s View: Deduction, Induction, Fallacies” (p. 335 - 352)
Wednesday April 10	<ul style="list-style-type: none"> • Continue reading for class discussion, activity, and/or writing: <i>CTRW's</i> Chapter 9 “A Logician’s View: Deduction, Induction, Fallacies”—from “Fallacies” (p. 352 - 372)
Dates	Week 12
Monday April 15	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 10 “A Psychologist’s View: Rogerian Argument” (p. 373 - 383)

<p>Wednesday April 17</p>	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 11 "A Literary Critic's View: Arguing about Literature" (p. 384 - 408) • About the course portfolio (access <i>Canvas</i>)—due May 15 <u>before</u> 4:00pm (last day of this course) • Lab Component (access <i>Canvas</i>): Informal Self-Reflection 4 (thoughts on Argumentative <i>process</i>)—due May 8 • Reminder: Next class takes place online (access <i>Canvas</i>)
<p>Dates</p>	<p>Week 13</p>
<p>Monday April 22</p>	<p>There is ONLINE class today (access <i>Canvas</i> to respond to a prompt <u>due</u> today) Points WILL be taken off your Attendance + Participation grade if you have an <u>unexcused</u> absence today!!!</p>
<p>Wednesday April 24</p>	<ul style="list-style-type: none"> • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 12 "A Debater's View: Individual Oral Presentations and Debate" (p. 409 - 416) • Due Today (reading for class discussion, activity, and/or writing): <i>CTRW's</i> Chapter 13 "How Free Is the Will of the Individual within Society?" (p. 419 - 476) • Reminder: Individual presentation of Argumentative paper (access <i>Canvas</i>)—due Apr. 29, May 1, and May 6
<p>Dates</p>	<p>Week 14</p>
<p>Monday April 29</p>	<ul style="list-style-type: none"> • Due Today (Some individual presentations): Argumentative paper "in progress"
<p>Wednesday May</p>	<ul style="list-style-type: none"> • Due Today (Some individual presentations): Argumentative paper "in progress"

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Dates	Week 15
Monday May 6	<ul style="list-style-type: none"> • Due Today (Some individual presentations): Argumentative paper “in progress” • Due Today: Outline of Argumentative paper (upload on <i>Canvas</i>) • Due Today: Annotated Bibliography of Argumentative paper (upload on <i>Canvas</i>) • Lab Component (access <i>Canvas</i>): Informal Self-Reflection 5 (thoughts on group vs. individual presentations)—due May 8
Wednesday May 8	<ul style="list-style-type: none"> • Due Today: <u>Tutored draft</u> of Argumentative paper (upload on <i>Canvas</i>) • Due Today (lab component): 5 Informal Self-Reflection papers (upload on <i>Canvas</i>) • In-Class Activity: Independent and/or peer review of Argumentative paper • Reminder: Next class is the last class of this course—May 15
Dates	Week 16
LAST/EXAM Day Wednesday May 15 2:00p – 4:00p	<p>Points WILL be taken off your Attendance + Participation grade if you have an <u>unexcused</u> absence today!!!</p> <ul style="list-style-type: none"> • Due Today: Final draft of Argumentative paper (part of course portfolio) • Due Today: Course Portfolio (upload on <i>Canvas</i>) • End of course reflection (casual conversation) • Accessing grades on Collin.edu + checking CougarMail

~ALL THE BEST ~