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Composition II

Marta Moore

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COURSE SYLLABUS

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| 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.
 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. The last day to withdraw is March 22.

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| INSTRUCTOR INFORMATION |
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Instructor's Name: Dr. Marta Moore

Office Number: BB-214, SCC

Office Hours: TR, 1:15 – 4:15 p.m.

Phone Number: 972-881-5821

Email: mmoore@collin.edu

course website: <http://iws.collin.edu/mmoore>

Class Information:

Section Number: S.35

Meeting Times: TR, 10:00-11:15 a.m.

Meeting Location: BB-218

Important Note:

A student may repeat this course only once after receiving a grade, including W. **If you find that the course is not right for you, please drop before the census date.** Doing so will ensure that you are not penalized in regard to the repeat policy or the State mandate that denies your attendance at a state university after six W's on your transcript. If you withdraw from the course after the census date, a grade of W will be posted to your transcript and count as one attempt toward the repeat policy. Final drop date is March 22.

Course Resources:

- Schilb, John & John Clifford, *Making Literature Matter: An Anthology for Readers and Writers*, 7th edition.
- ISBN -978-1-319-05472-4
- **Optional:** Book in Common: *Death in the Air: The True Story of a Serial Killer, the Great London Smog, and the Strangling of a City* by Kate Winkler Dawson
- **Recommended:** Hult, Christine, and Thomas Huckin, *The New Century Handbook*.
- *MLA Handbook for Writers of Research Papers*, 8th edition
- **Recommended:** Grande, Reyna. *The Distance Between Us*
- **Supplies:** None
- You should plan to purchase your textbook online or in the new **Barnes and Noble Bookstore** on campus right away because I make reading assignments at the beginning of the semester. Barnes and Noble will match some prices. (I have also reserved a copy at the Spring Creek library.)

Attendance Policy:

Part of your grade is based on your attendance. Regular and punctual class attendance is mandatory. Use the following guide:

- All absences are counted the same; except that I will take into consideration deaths in the family, court appearances, and extended serious illnesses.
- **If you absolutely must be absent, it is your responsibility to (1) find out from your class contact what happened that day, and (2) turn in at the next class period any assignments due the day of your absence.**
- If you are more than 15 minutes late for class, you will be counted “absent.”
- **You are allowed two absences;** after 2 absences, three points for each additional absence will be deducted from your participation grade.

- Use Canvas or Cougar mail for all correspondence.

Preparation. Come to class ready to turn in any homework and to discuss or write about the day's reading assignment. **Always bring *Making Literature Matter* with you.** If a paper is due that day, I will collect it at the beginning of the hour.

Paper format. All formal papers must be typed, double spaced, with an MLA-format heading. Use 10- or 12-point type. It is your responsibility to keep back-ups of computer files.

LATE AND MAKE-UP WORK: Being absent does not excuse you from turning in any assignment on time, and **more than two absences will jeopardize your grade for daily work and participation.** Assignments and papers are due at the beginning of class on the specified day, and late work will be accepted only with the prior permission of the instructor and only for partial credit. In general, homework, class work, and quizzes may not be submitted late. Therefore, failure to turn in assignments on the due dates will lower your daily grade. Quizzes are usually given during the first ten minutes of class. **A late essay will lose one letter grade. No late work will be taken a week after the due date.**

Method of Evaluation:

Four essays (two in class, two out of class) **40%**

Daily work (in class activities, quizzes, quick writing,
and participation) **15%**

Presentation **10%**

Final exam **20%**

Lab assignment – journals/discussion **15%**

Keep all graded and/or check marked assignments until the end of the semester. The essays and final exam will receive letter grades. Daily work will receive checkmarks for passing, and the total checkmarks will determine your overall daily work grade. Letter grades may be converted numerically as follows:

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

Literary Analysis **100 points**

Argumentative Essay **100 points**

Persuasive Essay **100 points**

Research essay + individual
presentation **100 points**

Group Presentation **100 points**

Attendance and participation **100 points**

Final Exam **200 points**

Lab assignments/journals **100 points**

Discussion **100 points**

| Possible Points | 1000 point |
|-------------------------|------------|
| Grading Scale: 900-1000 | A |
| 800-899 | B |
| 700-799 | C |
| 600-699 | D |
| Below 600 | F |

COURSE REQUIREMENTS:

1. LAB WORK: Journals and discussion (16 units)

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete the labs assigned. This lab is not the same as regular daily coursework that you must complete to stay on track 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 provide evidence of completing these lab requirements outside of class. **For a lab to be “complete” it must be turned in by the due date and be *fully* completed.**

a. JOURNALS/Labs: 10 units

You must complete 16 units of lab work to receive a grade in this course. This requirement will be met by keeping a **response journal**. You will need to write **10 journal entries** on 10 different literary works from the textbook. You may select works from among the assigned readings for the course, or you may write responses on unassigned works.

These will be your personal responses to the readings. No research is necessary – and there are no “right” or “wrong” responses. **The labs/journals are graded on a credit/no credit basis.**

Journals are due May 9.

Each journal entry must be at least **one page** in length (200 words) and typed (double spaced). I will collect the folders/journals from time to time to check on your progress; so be prepared to hand them in. Bring your journal to class each day; you will be writing in it during class.

b. DISCUSSION POSTS/ Labs in Canvas: 6 units

Students will participate in exploration of topics posted in **Discussions**. You will need to consult the **Course Calendar** to find the **reading assignments** that will be related to the questions posted for discussion

NOTE: IN ORDER TO RECEIVE CREDIT FOR DISCUSSION RESPONSES, YOU MUST COMPLETE THEM BEFORE THE DUE DATE

You must respond to **ALL six ASSIGNMENTS POSTED FOR DISCUSSION** and respond to at least one student post per assignment (that means you will have at least two entries per assignment) to earn full credit for discussions. You do not need to respond to the introduction. The length of each discussion post may vary, and you should be attentive to instructions for each discussion. Unless otherwise instructed, **each post should be presented in a paragraph of at least 100 words.**

Discussion 1: Introduce Yourself

Discussion 2: Analytical essay: discussion on Baca

Discussion 3: Argument essay: discussion on Brooks

Discussion 4: Persuasive essay: discussion on Ibsen

Discussion 5: Research essay: discussion on Lahiri

Discussion 6: Concluding Reflection

c. GRAMMAR EXERCISES/Labs:

For exercises that will help you learn grammar and punctuation read the assigned chapters in the **New Century Handbook**, and visit the following Web link:

<http://owl.english.purdue.edu/owl/>

- Once there, click on “General Writing.”
- In that category, you will find “Mechanics,” “Grammar,” and “Punctuation.”
- Review areas of difficulty for you. Explore that site.
- You must refine your mechanics, grammar and punctuation skills for your papers.
- Each essay assignment will test your growing knowledge of grammar and punctuation,
- For more information on grammar assignments, consult the Grammar Web links. You do not have to submit the exercises to me, but you will have to take the FINAL EXAM and apply the concepts assigned in the lab component throughout the semester. Grading will be comprehensive on the **final exam essay**. I will grade your paper according to what you have learned on the Lab Assignments.
- By doing these assignments, you will strengthen your writing skills, improve essay grades.

Do not wait until the last two weeks of the semester to do lab work; lab work should be done throughout the semester if you are to improve your writing skills. The lab component is designed to develop and reinforce reading, writing, and thinking skills related to the issues and literary selections of your textbook. By doing lab assignments, you will strengthen your writing skills and acquire lab credit at the same time.

In addition to the lab assignment, you may also pick from the following suggestions for **extra credit**:

- ☐ Summarizing essays and/or literary texts assigned.
- ☐ Attending Collin plays and writing critiques on them.
- ☐ Getting consultation in the Writing Center.
- ☐ Participating in Book in Common

For each extra credit assignment completed two points will be added to your participation grade.

- ☐ **As an alternative to journals, or for extra credit you can engage in Service-Learning:**
 - Define the learning outcome**
 - Define the problem/need**

Research the problem/need
Identify main issues
Establish Community Partner
Establish Goals for the Project
Design a Solution-Through-Action Plan
Turn in activities/thoughts/feelings/observations of the experience. This can be a collection of pictures, thoughts, prose or poems

Conferences with Writing Center (optional): Students who wish individual tutoring are encouraged to make an appointment with one of the Collin Writing Centers.

Writing Center conferences with writing professional may be held at a campus close to you in Frisco (Preston Ridge Campus), McKinney (Central Park Campus), or Plano (Spring Creek Campus). Locations and phone numbers of the various Writing Centers can be found online at www.collin.edu/writingcenter/. The Writing Center will send me a report of your visits

OWL: Online Writing Lab. A Writing Center professional will also review and offer helpful comments on drafts of essays in progress for students who click “Online Review” on the Writing Center web site. Your grade on the writing assignment will likely improve because of the comments and suggestions that you receive.

2. “Quick Writing”

Throughout the semester, you will do “Quick Writings” (in class) of one page on readings assigned for the day. These writings will ask for your personal response to one or two of the readings and will take about 10 minutes to write.

3. Graded essays (60%) (All papers must be submitted to Canvas to pass 1302)

[See “Grading Standards in Composition/Rhetoric Courses” for details on grading.]

Throughout the course of the semester, you will be required to complete four essays. Two of these essays must be research papers at least five typed pages each, which include five to eight sources in each paper.

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| 10% | —Essay #1: Analysis (written in class) |
| 10% | —Essay #2: Argument with research (written outside class) |
| 10% | —Essay #3: Persuasive (written in class) |
| 10% | —Essay #4: Research (written outside class) + Oral report |

The research essay #4 assignment consists of two parts: one written and one oral. The written portion is a typewritten, 5-page essay. The research paper must include secondary sources (textbook, web sites, magazine articles), works cited page, and MLA documentation. Research is mandatory.

4. In-class Group Multimedia Presentation

Your presentation may include photographs, paintings, film clips, YouTube videos, TED Talks, diagrams, screen captures from Web sites, literary quotations, dictionary entries, timelines, captions, and tweets etc.

This group presentation will also count as part of your final grade. During the first week of class, I will give you a list of topics, and you and your classmate will sign up for the date and topic that you want to present. The requirements for these presentations are as follows:

1. It must be obvious that you and all of your group members have done an equal share of the work, and everyone must talk at some point during the presentation;

EACH PRESENTER MUST

- 2. Provide a handout to the class highlighting the main points of his/her presentation;**
- 3. Use at least two sources for this presentation (not including the textbook)**
- 4. Have five PowerPoint slides (email me and turn in a hard copy of your PP slides)**
- 5. Be 10 minutes' long.**

5. Assigned Reading

Students will participate in class discussion, analyzing various types of literature. The Readings should prompt lively discussions on issues of literature. These issues will also stimulate some excellent journal writing as well as provide ideas for research topics.

6. Final Exam (20%) consists of two parts:

Online Grammar and Punctuation Exam in Canvas

In-class Essay

Bring a bluebook on the day of the final exam. You *must* take the exam in class on the date assigned to your class period (see schedule). ***This exam cannot be made up. If you do not take it at the appointed time, you will forfeit 20% of your course grade.***

GRADING STANDARDS: Assignments will be evaluated using the grading standards for composition courses described under “Grading Standards for Courses in Rhetoric.”

Canvas

All essays **must** be turned in to **Canvas** to ensure they are plagiarism free. You also **must** turn in a **hard copy and a receipt**. Assignments are due to me. Please do not drop off assignments in the Division Office.

I will not grade essays that have not been submitted to **Canvas**, nor will I grade essays without a hard copy.

I will post grades on Canvas

Canvas accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats.

For technical support with computer problems, ask for help through the Help Desk at 972-377-1777.

If you need assistance with Canvas, contact the **Distance Learning Hotline** at 972-881-5870.

You must create your own user profile **Class Name = ENGL 1302.S 35**

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.

Where to get additional help with your writing.

Writing Center: The Writing Center is here to help students. They are extremely helpful when it comes to planning, drafting and revising papers. They can help you with questions regarding MLA documentation and citation as well. **MAKE SURE TO AT LEAST BRING YOUR ASSIGNMENT SHEET WHEN GOING TO AN APPOINTMENT!** This requirement assures that both you and the tutor will have an understanding as to what is expected of you and allows both to get the most out of your session. The writing center is located at the Spring Creek Campus. Their hours are listed on the Collin website. You are, of course, allowed to visit the Writing Center at the other campuses, please refer to their hours and location in your handbook. Additionally, there is virtual tutoring available. If you choose to visit a different campus, please make sure to let them know you are in a class on the SCC so that all documentation of your visit reaches me correctly. **Please do not expect the tutors at the WC to write your paper for you. It is your job to put the advice they give you into your own words.**

Writing Workshops: Several Writing Workshops will be held each semester to address specific areas of the writing and research process. These workshops address topics such as sentence structure, MLA documentation, writing a literary analysis, essay organization, ESL issues, how to spot and correct common writing errors, etc. If you attend a workshop, please let me know.

- **Tutoring services are also available to students free of charge.** Students must submit a tutor request form available on Collin's website.
- In addition to *The New Century Handbook*, help may be found at the following websites:
<http://webster.commnet.edu/grammar/>
<http://www.wmiCh.edu/english/tchg/lit/adv/lit.papers.html>

Withdrawal. If you are unable to complete this course, it is your responsibility to withdraw from it. Failure to do so will result in a performance grade of *F*. ***The last day to withdraw from this course with a W is Friday, March 22.***

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

The new location of the ACCESS office is in D-140.

Make sure you register with CougarAlert.

Disclaimer: The contents of this syllabus are subject to change during the semester. You will be notified in class of any changes.

Calendar of Assignments

(Subject to change at the discretion of the professor)

(Average reading for class will be approximately 15-20 pages. You are responsible for coming to class prepared to discuss the readings and to ask questions about the readings. Unless otherwise noted, all reading assignments are for *Making Literature Matter*.)

WEEK ONE: READING AND THINKING ABOUT LITERATURE

1/22 Introduction to course. What is literature? Why does it matter? Literature challenges our expectations and makes the familiar strange to us. How? What is critical reading? Syllabus. Discussion of lab component.

1/24 Justice for Workers

Read: Ch 1. *What Is Literature*, 3-18.

Skim: Ch. 2. *How to Read Closely* 18-55.

Read: Olds, *Summer Solstice*., p.22; Kennedy; Hirsch, *Execution*, p. 30; Hull, *Night Waitress*, p.42, Levine, *What Work Is*, p.894.

WEEK TWO: ARGUING ABOUT LITERATURE

1/29 How Do You Craft an Argument?

Read: Ch. 3. *How to Make Arguments About Literature*, pp. 56-74.

Read: Orozco, *Orientation*, pp.34-41.

Read: Kincaid, *Girl*, p.57.

Read: Galchen, *USL at the Stadium*, pp.82-90.

Due: Response journal #1: Reflect on the assigned readings: Orozco, Kincaid and/or Galchen

1/31 Writing About Poems: Social Inequalities

Read: *Writing about Poems*, pp.151-167.

Read: Oliver, *Singapore*, pp.152; Komunyaaka, *Blackberries*, p.153; Robinson, *The Mill*, 154. What happens to social relations when they enter into a poem?

Read: Dominguez, *Wedding Portrait*, L; Pastan, *Ethics*, N

Due: Presentation: Should there be Amnesty for Illegal Aliens? -- Baca, *So Mexicans Are Taking Jobs from Americans*, pp.1140-1143.

Due to Canvas: Discussion #1: "Introduce Yourself" by 11:30 pm

WEEK THREE: STEREOTYPES

2/5 Struggling Against Stereotypes

Read: Chrystos, *Today Was a Bad Day Like TB*, p.681; Okita, *In Response to Executive Order 9066*, p. 682; Mora, *Legal Alien*, 684; Derricotte, *Black Boys Play the Classics*, p.685, Nye, *Blood*, p.686; Hernandez, *Words Without Thoughts*. p.688.

Due: Presentation: How to Prevent Stereotyping

2/7 Families: Reconciling with Fathers

Read: Clifton, *forgiving my father*, p.309, Hayden, *Those Winter Sundays*, p.310, Roethke, *My Papa's Waltz*, 312; Plath, *Daddy*, p.335.

Due: Response Journal #2: Reflect on father poems.

WEEK FOUR: GENERATIONAL DIFFERENCES**2/12 Are Millennials Narcissists?**

Read: Hogland, *What Narcissism Means to Me*, p.447 and essays pp. 478-489.

Due: Response Journal #3: Reflect on millennials

Class meets in Library (L-110)

2/14 Family Relationships in African American Literature

Read: Poems by Hughes pp. 917-922.

Read: Hughes, *Salvation* (handout). Can you identify with the narrator?

Due: Presentation: How Do Millennials Differ from Baby-Boomers and Gen-Xers?

WEEK FIVE: ANALYTICAL ESSAY

2/19 In-class Analytical Essay. Turn in your essay to Canvas and print out a receipt and a paper copy.

Due to Canvas: Discussion #2--on Brooks by 11:30 pm.

2/21 The Art of the Short Story: Mothers and Daughters

Read: *Writing About Stories* pp.130-150.

Read: Olsen, *I Stand Here Ironing*, pp.350-356.

Read: Tan, *Two Kinds*, pp. 356-365.

Due: Response Journal #4: Reflect on Olsen, Tan, and/or Welty.

Due: Presentation: Authoritative vs. Permissive Parenting Styles

WEEK SIX: SIBLING RELATIONSHIPS**2/26 What is Sibling Rivalry?**

Read: Walker, *Everyday Use* pp. 365-374. What is the key image in the story?

Due: Response Journal #5: Reflect on race relations/ sibling relationship in Walker's story.

Due: Presentation: The Role of Jazz in Baldwin's *Sonny's Blues* (handout) and in African-American Culture (John Coltrane, Miles Davis etc.).

2/28 Crime and Punishment

Read: O'Connor, *A Good Man is Hard to Find*, pp.990-1003.

What is the effect of the story on you? Do you find it shocking? Why? Analyze the story according to elements of short fiction (plot, structure, point of view, characterization, setting, imagery, language, and theme)

Work on Argument essay #2 in class.

Attend Texas Center for Working-Class Studies Conference, Plano Campus. Class meets in Conference Center.

WEEK SEVEN: ARGUMENT ESSAY

3/5 Peer review of argument essay. Bring four copies of your draft to class. Skills review (MLA documentation)

Student Conferences

Due: Presentation: How Just is Capital Punishment?—Alexie, *Capital Punishment*, pp.924-928.

3/7 Staging the World: Trials of Marriage

Read: *Writing About Plays*, 168-183.

Read: Glaspell, *Trifles*, 161-173.

Analyze Glaspell according to elements of drama (plot, structure, characters, setting, imagery, language, and theme) Is *Trifles* a feminist play?

Due: Argument essay with research.

Read: NCH "Sentence Fragments," 644-651

Due to Canvas: Discussion #3--on Brooks by 11:30 pm

Spring Break

WEEK EIGHT: OPPRESSION OF WOMEN

3/19 Discuss Glaspell

Read: Nottage, *POOF!* pp.1057-1065.

Read: NCH "Comma Splices and Run-on Sentences," 651-655

Due: Response Journal #6: Reflect on Glaspell and the women's movement.

3/21 Confined Spaces

Read: Ibsen, *A Doll's House* pp. 752-806.

In class: Can an action be deemed criminal if the motive behind it is just? What are the major themes of the play? What makes an ideal father/husband?

WEEK NINE: MORE OPPRESSION OF WOMEN

3/26 Discuss Ibsen.

Due: Response Journal #7: Reflect on Ibsen and marriage

Due: Presentation: How Has the Institution of Marriage Changed since Ibsen's time?

3/28 Finish Ibsen.

Due: Presentation: The Growth of Contemporary Feminist Movement from that of the 1960s to the present in England, France and America.

WEEK TEN: PERSUASIVE ESSAY

4/2 Beliefs and Ethics

Read: Kureishi, *My Son the Fanatic*, pp. 384-393, and essays, pp. 393-398.

Read: Rushdie, *Imagine...*, (handout).

In class: What is Rushdie's attitude to religion?

Prepare for persuasive essay

Due: Response Journal #8: Reflect on religion and atheism; Genesis and/or Rushdie or Kureishi.

Due: Presentation: Christianity versus Islam

Student conferences. Bring your response journals to class.

4/4 Persuasive Essay – written in class. Turn in your essay to Canvas and print receipt.

Due to Canvas: Discussion #4 -- on Ibsen by 11:30 pm

WEEK ELEVEN: THE IMMIGRANT EXPERIENCE

4/9 Crossing Boundaries: Essays

Read; Rodriguez, Aria, 1295-1305; Vargas, *My Life as an Undocumented Immigrant*, pp.1305-1315

Read: Lahiri, *My Two Lives* (Handout)

Due: Response Journal #9: Reflect on Lahiri, Vargas and/or Rodriguez.

Due: Presentation: Women in India

4/11 Introduction to Research.

Read: Ch 6. *Writing Researched Arguments*, pp.199-218

Class meets in library-L-110

WEEK TWELVE: THE ROLE OF FOOD IN LITERATURE AND IN OUR LIVES

4/16 Food and Families

Read: Essays, pp. 421-435

Read: Ishiguro, *A Family Supper*, (handout). What did you expect to happen in the story? What is hara-kiri? How does the author expose our expectations of Japanese culture?

Due: Response Journal #10: Reflect on Ishiguro, food, and suicide.

Due: Presentation: The Role of Food in Asian Literature and Culture: Hongo, *Who Among You Knows the Essence of Garlic?* (handout)

4/18 Crossing Boundaries: The Middle East

Read: Satrapi *Iran and Israel*, and *Persepolis*, (handout).

Due: Presentation: The Arab-Israeli Conflict

Due: Presentation: The Immigrant Experience and Bilingualism: Amy Tan's *Mother Tongue*, p. 344 and/or Czeslaw Milosz's *My Faithful Mother Tongue*.

WEEK THIRTEEN: RESEARCH ESSAY

4/23 Attend Undergraduate Interdisciplinary Student Research Conference, Plano Campus, Conference Center

4/25 Peer review of research essay. Bring four copies of your draft to class
Student Conferences

WEEK FOURTEEN: MULTIMEDIA PRESENTATION OF RESEARCH ESSAY

4/30 Multimedia Presentations on research essays

Due: Research Essay #4

Due to Canvas: Discussion #5 -- on Lahiri by 11:30 pm

5/2 Presentations on research essays

WEEK FIFTEEN: PRESENTATIONS

5/7 Presentations.

5/9 Presentations. Journals due.

Due to Canvas: Discussion #6: Concluding Reflection

WEEK SIXTEEN: FINAL EXAM

Final Exam Week:

English 1301.S 35 Tuesday, 5/14, 10 a.m.

The online portion of the exam "Grammar and Punctuation" will be open 5/9 and close on 5/16, 11:30pm.

IMPORTANT: The following grammar and punctuation assignments give you a large number of sites that will help you prepare for your essays. Learn as you go by visiting them daily (if possible). Egregious punctuation and grammar errors can lower your paper grades by as much as a full letter grade (see your Syllabus for the Grading Standards and the example of my essay evaluation process). Do not be discouraged by the number of sites, however. You can work on the issues shown on the sites throughout the semester. Return as often as necessary to learn the information. WORK ON YOUR LABS THROUGHOUT THE SEMESTER.

Grammar and Punctuation Assignment: (use the sites throughout the semester):

- Review **comma usage**. Check out the following web link to study **end punctuation, the semicolon, colon, apostrophe, quotation marks, and italics/ underlining** : http://grammar.ccc.commnet.edu/grammar/quiz_list.htm (excellent illustrated guide and quizzes that you should use throughout the semester). Each section offers excellent web links for exercises and quizzes.
- Review "**Clarity & Conciseness**." Click on <http://writing.wisc.edu/Handbook/ClearConciseSentences.html> for a helpful guide to concise writing. ONE OF THE BEST SITES FOR IMPROVING YOUR WRITING.
- Look at p. 792 of WT for a list of all English grammar and usage inclusions in the text. Work on any area of weakness that you have noticed in your writing--of course the information repeats that which you will find on the web sites.
- For **non-sexist language**, study this site: <http://owl.english.purdue.edu/owl/resource/608/05/>
- Review "**Misplaced Modifiers**" and "**Faulty Shifts**." Check out the Web link and <http://grammar.ccc.commnet.edu/grammar/quizzes/niu/niu9.htm> for information on misplaced and dangling modifiers. And for "Faulty Shifts" click here: <http://www.towson.edu/ows/shifts.htm>. **Learn the information on faulty shifts well!**
- Also click on <https://owl.english.purdue.edu/owl/resource/601/04/> Learn how to avoid **inappropriate shifts of verb tense**. To get to the exercises, scroll down to the bottom of the index at the left of your screen. You'll find the OWL exercises there. **Select the category you need.**
- **I REPEAT: Study all assignments to learn punctuation and grammar rules for writing your essays. It will also prepare you for the final exam. IN PARTICULAR, SPEND TIME ON THE NOTORIOUS CONFUSABLES BY CLICKING ON ALL CHOICES OF WORDS. Here is quick access to that site:** <http://grammar.ccc.commet.edu/grammar/notorious.htm>

You are responsible for all information in all of these assignments by the end of the semester. **MAKE A HABIT OF STUDYING THE SITES DAILY, IF POSSIBLE. Your papers will reflect your understanding gained in these assignments.**

Grading Standards for Papers

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.

Plagiarism: CCCCD faculty does not tolerate plagiarism. A paper containing plagiarism will earn a *zero*.

SCHOLASTIC DISHONESTY AND PLAGIARISM

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, or 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 work 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.

Every student should read that information, but the Collin English faculty would like for you to know more about plagiarism whether you are beginning the study of the research process and the pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. **PLAGIARISM IS A SERIOUS MORAL OFFENSE.**

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. **MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING.** Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. **IN EITHER CASE, YOU MUST DOCUMENT.** Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For a more complete explanation of proper paraphrasing, see your textbook.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin English Department's policy is that an assignment containing plagiarized material receives an automatic "F." Your instructor may have other penalties in the course syllabus and may choose to initiate disciplinary proceedings against any student guilty of plagiarism.

Instructors are advised to report cases of plagiarism to the Dean of Students.

******* PLEASE SIGN BELOW, DETACH, AND TURN IN TO INSTRUCTOR *******

I have carefully read through the course syllabus and understand what is required of me.

I have also read the above brief explanation of plagiarism. I understand what it is and I am aware of the consequences if I should be guilty of it either intentionally or unintentionally.

DATE

SIGNATURE

ENGLISH Course/Section

NAME (PRINT)