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Composition II

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Collin College

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COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 1302

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Course Credit Hours: 3
Lecture Hours: 3
Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION

Instructor's Name: Camin Melton

Office Number: C152A

Office Hours: M 2:25-3:55; W 2:25-3:55 and 6:50-7:50; R 4:55-6:55

Phone Number: 972-881-5132

Email: cmelton@collin.edu

Class Information: ENGL 1302 – Composition II

Section Number: WS3

Meeting Location: Online via Canvas

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. I respond to emails within 24 hours. I will post grades for assignments within two weeks of the due date.

Class Resources:

Lunsford, Andrea. *Everything's an Argument with Readings*, 7th ed. Boston: Bedford/St. Martins, 2016. ISBN 978-1-4576-9864-4.

Additional readings to augment discussions, assignments, and student comprehension will be made accessible via Canvas.

Attendance Policy: Attendance in an online course is achieved when you log onto the course's Canvas page on a regular basis to read e-mail, announcements, assignment schedule, assignment instructions, and to submit discussion posts and writing assignments. **You should log on to accomplish these tasks at least THREE times a week.** Failure to do so constitutes absence from the class. As with all college courses, absences usually result in a negative impact on student grades via missed assignments and lack of preparation for future assignments. This is NOT a self-paced class. There are assignment deadlines every week that you need to keep up with to do well in the course.

Method of Evaluation:

Media Analysis Essay	15%
Textual Analysis Essay	15%
Persuasive Research Essay	20%
Persuasive Research Essay Revision	10%
Research Presentation	10%
Labs	10%
Discussion Posts and Assignments	10%
Participation	10%

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 and double-spaced. Include your name, course and section numbers (ENGL 1302-WS3), 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 electronic copy via Canvas before the posted deadline.**

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.

Discussion Posts and Assignments:

Discussion posts and 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 Discussion Posts and Assignments grade.

Labs:

Over the course of the semester, you will need to complete ten lab credits. Lab credits are not the same as regular coursework that you must complete to stay on track in the class; 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.

The list below is a starter list of ideas for earning lab credits. Note, however, that there will be lots of different lab credit suggestions made available to you on Canvas as the semester goes on, many of which will be directly related to activities we're working on at that point in the semester. **And please note that if you're not going to be on or near a Collin College campus this semester, you will still have many, many options for completing your lab credits.**

The following list of campus-related lab credits is only a starter list.

- Writing Center visit
- Attend a Writing Center Workshop (there are several presented throughout the year)
- Conference with professor
- Outside of class peer review session
- RAPS session with a librarian
- Attend a library workshop (there are several presented throughout the year)
- Completion of online library tutorials (completing three of the short tutorials counts as one lab)
- Using ACCESS tutoring (small group or online)
- Attend activities on campus: (music recitals, theater presentations, film showings, academic talks, etc). and write a one-page summary of the activity and how it relates to rhetoric & composition.

NOTE: During the first two weeks of class I will provide a more detailed explanation of how best to complete the lab component for the class in a timely and acceptable manner.

Participation:

Your Participation grade in this course is primarily determined by your contributions to the “Let’s Talk Composition/Argument” Discussion Board on our Canvas page (found under the “Discussions” link on the left-side course menu). This is our space to communicate about the texts we encounter (in the textbook and beyond), exchange ideas (with the instructor and with your classmates), and ask questions about the processes of argument, analysis, and composition. There will often be formal questions or prompts to guide your discussions here, to get us thinking, or to augment our discussions, but feel free to respond to others, start new ideas altogether, or build on/redirect the conversations that are generated here. Your grade for this part of the course will be dictated by your level of engagement with the forum. You will need to contribute to the forum at least once per week, but you will be evaluated not just by the frequency of your posts but by the quality of your posts. Your posts should provide thoughtful commentary and/or ask interesting, conversation-starting questions. Be thoughtful and engaged, and remember that this is a place for conversation about the texts and topics at hand. At the midpoint of the semester I will indicate your participation grade so far and offer feedback via email including suggestions for improving your posts and your participation grade.

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 office hours 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, **Sharing Your Work Beyond the Written Page and the Classroom**, will focus on learning to present the findings of your research online in an interesting and informative way. We will discuss different methods of presentation, considering audience and purpose. We will also spend time going over the importance of

revising your written work to work best with a multimedia presentation. This unit will culminate with the **Research Presentation** and the **Persuasive Research Essay Revision**.

Schedule of Classes and Topics

SECTION I. What Does the Media Want from Me?

- Week 1** **Course Introduction/Argument in the Classroom**
Read *Everything's an Argument* Ch.1
Complete "Introduce Yourself" Discussion
In-class Diagnostic Essay
- Week 2** **Beer Commercials & Cultural Ideals: What are the arguments?**
Read *Everything's an Argument* Ch.6
Complete "Reading and Analyzing Arguments" Discussion
Read "The Culture of Thin Bites Fiji" online
Assign Media Analysis Essay
- Week 3** **Entertainment & The Apocalypse: What are the values?**
Read *Everything's an Argument* Ch.14
Read "Have the World-Destroying Stakes in Movies Become Too High?" – Online
Complete "Villains & Antiheroes: Values" Discussion
Complete "Media Analysis Proposal" Discussion
- Week 4** **Structuring Arguments with Toulmin & Keywords for the Course**
Read *Everything's an Argument* Ch.7
Complete "Toulmin Analysis" Discussion
MEDIA ANALYSIS ESSAY DUE MONDAY 9/24 at 10:00pm

SECTION II. Moving Beyond Mainstream Thought

- Week 5** **Where is America Today?/Intro to Textual Analysis**
Read *Everything's an Argument* Ch.13
Complete "Is America Falling Apart?" Discussion
Assign Textual Analysis Essay
- Week 6** **Some Solution! Considering Style**
Complete "A Modest Proposal" Assignment
Complete "Textual Analysis Proposal" Discussion
First student conferences
- Week 7** **Exploring Different Kinds of Textual Argument**
Read *Everything's an Argument* p. 151-155, 185-193, and 240-252
Complete "Argument in the News" Discussion
- Week 8** **Reading Redux: Analyze, Interpret, & Evaluate**
Read "Good Readers and Good Writers" – Online
Rough draft of Textual Analysis due Wednesday 10/17 at 10pm
Peer Reviews of Textual Analysis due Friday 10/19 at 10pm
TEXTUAL ANALYSIS ESSAY DUE MONDAY 10/22 at 10pm

10/19 – LAST DAY TO WITHDRAW

SECTION III. Blending the Everyday with the Profound

Week 9

The Argumentative Essay

Read *Everything's an Argument* Ch.17

Complete "Synthesizing Ideas" Discussion

Week 10

Films as Evidence

Assign Persuasive Research Essay

Read *Everything's an Argument* Ch.18 & 19

Complete "No Country for Old Men" Discussion

Complete "Persuasive Research Essay Proposal" Discussion

Week 11

TV Shows as Evidence

Complete "Seinfeld" Assignment

Read *Everything's an Argument* Ch. 20 and Skim Ch. 22

Complete "Persuasive Research Essay Works Cited" Discussion

Week 12

"Non-Traditional Sources" & The Power of the Visual

Complete the *Maus* Assignment

Rough draft of Persuasive Research Essay due Wednesday 11/14 at 10pm

Peer Reviews of Persuasive Research Essay due Friday 11/16 at 10pm

PERSUASIVE RESEARCH ESSAY DUE MONDAY 11/19 at 10pm

SECTION IV. Sharing Your Work Beyond the Written Page and the Classroom

Week 13

Writing Online

Read *Everything's an Argument* Ch.16

Complete "Writing Online" Assignment

NOTE THAT WEDNESDAY 11/21 TO SUNDAY 11/25 ARE OUR THANKSGIVING HOLIDAY DATES

Week 14

Revising to Account for Counterclaims

Assign Persuasive Research Essay Revision

Second student conferences

Week 15

Presenting Your Research

Read *Everything's an Argument* Ch.15

RESEARCH PRESENTATION DUE FRIDAY 12/7 at 10pm

PERSUASIVE RESEARCH ESSAY REVISION DUE MONDAY 12/10 at 10pm

Disclaimer

The instructor reserves the right to amend this syllabus as necessary.

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.