

1-15-2019

# Composition II

Lisa Forrester

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**COLLIN COLLEGE**  
**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.

<b>Course Credit Hours:</b>	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 withdraw policy. The last day to withdraw with a “W” is Mar. 22, 2019.

**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.

From the **Collin Student Handbook**, Chapter 6: Student Code of Conduct Violations:

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.

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

**SOBI:** 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. If you have any questions regarding disciplinary procedures, you can call 972-881-5604 or email [dos@collin.edu](mailto:dos@collin.edu). If you need to file an incident report with the Dean of Students, you can do so from this link, [https://www.collin.edu/studentresources/deanofstudents/forms/student\\_incident\\_report.html](https://www.collin.edu/studentresources/deanofstudents/forms/student_incident_report.html)

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/>).

**INSTRUCTOR'S INFORMATION:**

**Instructor's Name:** Lisa H. Forrester, PhD

**Office:** L213-A Preston Ridge Campus

**Office Hours** Tuesday: 8:30-10:30 am

Monday and Wednesday: 9:30-10:30 am, 12-1 pm

**Phone Number:** 972-377-1087

**Email:** lforrester@collin.edu

**CLASS INFORMATION:**

**Section Number:** F07

**CRN:** 21430

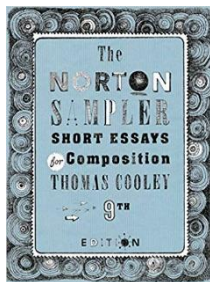
**Meeting Times and Locati:** 7-8:15 am Monday and Wednesday, U131

**Technology Requirements:** To successfully complete this course, students must have ready access to a computer with Internet access and access to Canvas. Students should also know how to send emails, attach files to emails and discussion board posts, and type and save documents in Microsoft Word or a similar word processing program. All assignments must be uploaded into Canvas as a Word file or pdf.

**Netiquette:** Part of your evaluation will include work done in online class environments (Canvas). The activities in which you participate in our online class space should be conducted as if you were in a classroom. Be courteous to your fellow students and to your instructor. In discussion board posts, emails, and other online exchanges, I expect you to use the sort of written language I would see in an essay that you would turn in for a grade: no IM-speak, no slang, no all-caps, no no-caps. I don't have problems with the occasional emoticon on Discussion Board but just make sure that everyone can understand the point you are trying to communicate.

**Course Format:** Lectures, class discussion, small group discussions, computer-assisted instruction, audio/visual materials, personal conferences, lab assignments, in-class writings/responses.

**Placement Assessments:** ENGL 1301



**Course Resources:** *The Norton Sampler: Essays for Composition* 8<sup>th</sup> or 9<sup>th</sup> ed. Thomas Cooley, ed. and *Pocket Style Guide*, 8<sup>th</sup> ed. Diane Hacker and Nancy Somers, eds. and resources posted on the course site on Canvas.

**Supplies:** 1. Access to the Internet for using Canvas and for turning in assignments and essays. 2. An active Collin email (Cougarmail) address. Please note that all emails to the professor must be sent via your Collin email due to the college's privacy policies.

**Method of Evaluation:** Completion of all assignments is vital to your success in this course. A passing grade in this class constitutes a cumulative total of **600 points or better**. As your instructor, I also reserve the right to require tutoring through the Writing Center or Online Writing Lab for students I feel need extra help completing and/or revising their assignments. For more information about the Writing Centers and the OWL, please visit <http://www.collin.edu/writingcenter>.

**Your final grades will be determined as follows:**

Essay #1 (Student's Choice: Descriptive, Comp/Contrast, or Cause/Effect): 100 points

Essay #2 (Annotated Bibliography): 150 points

Essay #3 (Researched Argument Essay): 150 points

Essay #4 (Reflective Essay): 100 points

Discussion Board 100 points

Assignments 100 points

Reading Responses 100 points

Lab Assignments: 100 points

Final Exam 100 points

Total Possible Points: 1000 points

1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599-0=F

Essays will usually be graded within **two weeks** of the due date. I will provide feedback for your graded material either through Canvas or via email.

**Due Dates:** Assignments for this class, including essays and discussion posts, will be due Sundays before midnight unless otherwise noted on the course calendar and/or in

the assignment's instructions. Specific due dates are listed on Canvas and in the course calendar.

**Make-up or Late Work:** In this class, all assignments will be submitted electronically. I do not accept late work; however, see the parachute clause below for an exception to this rule. To avoid complications due to technical problems, students should avoid waiting until the last possible minute to submit an assignment. If turnitin.com is down, students may email assignments to me before the due date.

**Parachute Clause:** If an essay or assignment is not turned in on time, I will waive my prohibition against grading late work once per student per semester. It is the student's responsibility to decide if an assignment is worth using up that one chance to have a late assignment graded. The grade will not be limited to a lesser number of points.

Rules for invoking the clause: 1. The student must email me within 24 hours of the due date of the late assignment to request the parachute clause. There is no option to verbally request it. 2. The late work must be turned in to Canvas within 7 days of the due date.

**Online Discussion or Collaborative Activities:** All discussion and collaborative activities must be submitted in a timely manner. Discussion posts must include around 200 words and substantive comments, including at least two responses to other posts. (Avoid posts that don't really add to the conversation, like "I agree" or "good point" – students should elaborate ideas more clearly.) Students must maintain a collegial tone appropriate for class discussion, and never resort to insults, slurs, or inappropriate language. There should be no plagiarism; if students include information from an outside source in a post, they must reference the source of it although not necessarily in MLA style.

Discussion and collaborative activities will be evaluated based on timely submission, substantive contribution to the conversation, and proper tone, including appropriate grammar and syntax. Please see **Professor's Requirements and Behavior Expectations** on next page for more details.

**Lab Units:** The lab portion of the grade is worth 100 points. Students must pass the lab requirement of 16 units to pass the course, which means all 100 points. The lab points are listed on the Canvas module Lab Units and is due on May 11th at 11:59 pm but can be turned in early. Find lab unit handout under the module **Course Information** in Canvas.

**Delivery Method of Feedback and Graded Material:** All grades and feedback will be posted via the grade book on Canvas, usually within two weeks of the due date.

**Contacting Your Professor:** Your main means of contacting me will be via Canvas Inbox or college email. Due to the college's privacy policies, all emails sent to me at lforrester@collin.edu MUST be sent from your official college email (Cougarmail); otherwise, I may not be able to respond. Emails will usually be returned within **48**

**hours.** Be sure to include your full name in the text of each email submission, and always write the course and section number in the subject box of your email - example: ENGL 1302.F07.

**Attendance Policy:** Attendance will be taken each class meeting. To avoid being counted absent from the entire class, arrive to class before attendance is called. To get the most out of class discussions, class handouts or notes, readings, and important explanations of assignments, you must attend class. If you must be late or absent, you are expected to be prepared in the same manner as those students who were on time and present at the previous class session. If problems arise with your attendance, please contact the professor by email as soon as possible, preferably ahead of class time.

In dual credit classes, students should be aware that the attendance calendar of Collin College does not always match that of the ISD. Students enrolled in Collin College are expected to adhere to the Collin attendance calendar for this course.

**Withdrawal Policy:** Last day for withdrawal is **Mar. 22, 2019**. Should you choose to withdraw from this class, you must see the Registrar's Office for the proper paperwork. Students who do not formally withdraw will receive a performance grade.

#### **Professor's Requirements and Behavior Expectations:**

1. All essays are to be submitted in accordance with the 8<sup>th</sup> ed. of MLA documentation style. Be sure that you use 12- point font, include a heading, and set all of your margins to 1". For additional information, consult the *Pocket Style Manual* or the MLA style manual.
2. This course stresses writing as a process, and if you fail to complete part of the process, you fail to complete the assignment.
3. In this class, **any cases of plagiarism will automatically be reported to the College's Dean of Students**. Students cannot submit work from other/previous classes for a grade in this class. See Collin College's plagiarism policy on page 2 of this syllabus for more details.
4. Students need to be courteous physically, verbally, online, and in writing to others inside and outside the classroom. Any repeated lack of courtesy will be reported to the Dean of Students office.
5. [FERPA laws prohibit employees of Collin College from discussing students' records with anyone other than the student unless the student has signed a waiver stating otherwise and made that waiver available to the employee.](#)
6. Recordings of the course of any kind (including, but not limited to video, pictures, and posting to social media) are not allowed without prior permission of the instructor. ACCESS accommodations are the only exception.

**Instructor clarification:** MANY CASES OF PLAGIARISM 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.**

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 English Department's policy is that an assignment containing plagiarized material receives an automatic "F."

**Grading Standards:** To unify grading, I will be using the following guidelines.

- I. EXCELLENT/SUPERIOR (A/B)
  - a. 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.
  - b. Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.
  - c. 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.
  - d. 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.
  - e. Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.
  - f. Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.
  - g. Grammar and Punctuation: Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

- h. 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)
- a. The "C" paper is clear, competent, and controlled, but its style and originality are undistinguished.
  - b. 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. C
  - c. 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.
  - d. Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.
  - e. Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.
  - f. 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.
  - g. Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.
  - h. Appearance: The "C" paper conforms to the guidelines established for the superior paper.
- III. UNSATISFACTORY (D-F)
- a. 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.
  - b. Preparation: The student's ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.
  - c. Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.
  - d. 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.
  - e. Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

- f. Diction: The level of language is inappropriate to the subject; errors in usage are frequent.
- g. Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.
- h. Appearance: An illegible presentation is always a liability.
- i. Plagiarism: Collin College faculty do not tolerate plagiarism. A paper containing plagiarism will earn a failing grade.

**Incomplete:** Students prevented from completing the course because of extenuating circumstances may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. (See the College Catalog about Incomplete Grades and Contracts.)

**Writing Workshops for Students:** 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. There is a schedule of these workshops provided on Canvas.

**Course Calendar follows on next page.**

## Course Calendar English 1302.P13

**Unless stated otherwise, work due in Canvas is due before midnight.**

### ◆ Week 1

Jan. 22 and 24

Introduce the Course materials in Canvas, paying special attention to the Home, Modules, and Grades pages where you'll find important information like:

- Course Syllabus
- Lab Assignments Explanation
- Welcome Note from Professor
- Syllabus Quiz

Homework: Read chap 1 and 3 in textbook. Syllabus Quiz, Discussion Board 1 (DB1). Assignments due Sunday before midnight:

### ◆ Week 2

Jan. 29

- In class, complete Assignment 1 (A1). Homework: Read chap 2 and 4, RR1 (due 1/30 in Canvas)

Jan 31

- In class, complete RR2. Homework: Read textbook p. 67-77

### ◆ Week 3

Feb. 5

- A2 in class. Homework: Read textbook p. 317-327

Feb. 7

- RR3 in class. Homework: Read textbook p. 417-427

### ◆ Week 4

Feb 12

- A3 in class. Discuss Essay One. Homework: Begin working on draft of Essay One

Feb 14

- Homework: Write draft of Essay One for Peer Review on 2/18 in class

### ◆ Week 5

Feb 19

- Peer Review/Self Review in class. Homework: Complete Essay One and upload it into Canvas by 11:59 pm on Tuesday Feb. 20.

Feb. 21

- Watch Video in class on Annotated Bibliographies
- A3 in class. Homework: DB3

### ◆ Week 6

Feb. 26

- A4 in class. Homework: RR3 and RR4

Feb. 28

Work on draft of Essay Two in class. Homework: Complete draft of Essay Two and DB4

◆ Week 7

Mar. 5

- Peer Review/Self Review on Essay Two. Homework: Complete Essay 2 and turn it in through *Turnitin* on Canvas by Mar. 6.

Mar. 7

- MLA and Integrating Sources Workshop in prep for Essay Three. Homework: Read textbook p. 461-475

◆ Spring Break Week—No classes

◆ Week 8

Mar. 19

A5 in class. Homework: Read textbook p. 476-480

Mar. 21

RR5 in class. Homework DB5

◆ Week 9

Mar. 26

- A6 in class. Homework: DB6

Mar. 28

- RR6

◆ Week 10

Apr. 2

- Work on draft of Essay Three. Homework: Complete draft of Essay Work on draft of Essay Three.

Apr. 4

- Peer and Self Review Essay Three. Homework: Complete Essay Three and turn it into Canvas by Apr. 7 at 11:59 pm

◆ Week 11

Apr. 9

- A7 in class. Homework: Read textbook p. 121-131

Apr. 11

- RR7 in class

◆ Week 12

Apr. 16

- A8 in class. Homework: DB7

Apr. 18

◆ Week 13

Apr. 23

- A9 in class. Homework: Read textbook p. 132-137

Apr. 25

- RR8 in class. Homework: DB8

◆ Week 14

Apr. 30

- A10 (create draft of Essay Four) in class. Homework: RR9 (Self Review of Essay Four)

May 2

- RR10 (Peer Review of draft of Essay Four). Homework: Complete and turn in Essay Four to Canvas by midnight May 7

◆ Week 15

May 10

- DB9 in class.

May 11

- Review for Final Exam
- All lab work due May 11 before midnight through *Turnitin* on Canvas
- DB10

◆ Week 16

Final Exam Week May 13-17

- **Final exam for this course: Tuesday, May 14 from 7-9 am in U131**

**Note:** All dates and assignments listed here are tentative and subject to change. Students are responsible for recognizing and following any alterations made to this schedule.