

8-27-2018

Composition II

Tammy Turner
Collin College

Follow this and additional works at: https://digitalcommons.collin.edu/english_syllabifall2018

Recommended Citation

Turner, Tammy, "Composition II" (2018). *Fall 2018*. 197.
https://digitalcommons.collin.edu/english_syllabifall2018/197

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact mtomlin@collin.edu.

**COLLIN COLLEGE
ENGL 1302 COURSE SYLLABUS
Fall 2018**

Course Number: ENGL 1302

Instructor's Name: Tammy Turner

Course Title: Composition II

Office Hours: By appointment Tuesdays at 5pm

Credit Hours: 3
(Lecture Hours 3, Lab Hour 1)

Online Office Hours: By appointment Tuesdays at 5pm

Pre-Requisite: ENGL 1301

Contact Information: Canvas email (best means of contact)
972-548-6830, trturner@collin.edu (alternate means of contact)

Class Information:

Section Number: ENGL 1302.WC1

Meeting Times: Online

Meeting Location: Online

Minimum Technology Requirements:

	Windows	Apple
OS (Operating System)	XP, Vista, 7	Mac OS 10.5 and higher
Access to the Internet	DSL, (High-speed is preferred) cable, satellite, fiber	
Web Browser	Internet Explorer 8, 9; Mozilla Firefox 3.6 and higher; Chrome	Safari 4 and higher; Mozilla Firefox 3.6 and higher; Chrome
Java Runtime Environment	Required. Java for Windows	Required. Java for Apple
	The following technologies are not supported: *Internet Explorer 6 *Internet Explorer 7 *Firefox 1.x, 2.0, 3.0, and 3.5 *Safari 2.0, 3.x (or any version on Windows) *Mac OSX 10.4 "Tiger" Java 5	

Canvas Support and Tutorials:

<http://www.collin.edu/academics/ecollin/studentcanvasresources.aspx>

Minimum Student Skills: Reliable access to the Internet and the ability to use Microsoft Word or another equivalent word processing software.

Course Resources/Textbook:

Required -

Barnet & Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument*, with Readings, 11th ed. (ISBN: 9781319035471)

Recommended –

MLA Handbook for Writers of Research Papers, 8th ed. (Although p. 289-303 in the textbook covers MLA formatting, you may find it helpful to have a MLA guide that covers more than the scope of the textbook.)

Supplies –

Students will need reliable access to word processing software such as Microsoft Word (or its equivalent such as Pages, Google documents, etc.) and access to the Internet.

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.

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:

6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Course Requirements:

1. Students must write a minimum of FOUR essays. TWO of these involve research and must include five to eight sources.
2. Because this course focuses on argumentation and research, various topics that allow for written analysis of argument and that demonstrate critical thinking will be studied.
3. Research is mandatory. No student will be able to pass the course without completing research-based papers that apply the specific conventions of MLA style manual.
4. A final exam will be given at the scheduled time during the week of finals. The final exam will cover the current MLA style of documentation.
5. The lab component of the course is designed to support writing as a process and writing improvement. It is an integral part of the course. Lab assignments include the following in this course:
 - *Writing exercises from the textbook which correlate with the readings.
 - *Short writing assignments discussing skills and concepts presented in the course
 - *Attending a writing center appointment face-to-face or online
 - *A syllabus quiz at the beginning of the semesterThere will be 16 total lab assignments worth 6-7 points each, depending on the assignment, for a total of 100 points in the course.

Course Format: This course is a web-based course, which means the work is completely online in the Canvas platform.

Netiquette Expectations: Students must remember when communicating with peers or their instructor on Canvas or in email, standards of courtesy and respect must be maintained at all times in the online "classroom." They should join in the discussion, but they must remember this is still a "classroom" setting and respect and consideration are crucial for any intellectual discussion. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college.

Writing Center Help for Students:

<http://www.collin.edu/studentresources/writingcenter/index.html>

Method of Evaluation:

Assignment	Point Value/Percentage
Success Champion Video	50 (5%)
Rogerian Argument	100 (10%)
Research Project Proposal	50 (5%)
Annotated Bibliography	100 (10%)
Research Paper Outline and Progress Report	50 (5%)
Research Paper Peer Review	50 (5%)
Final Research Paper	100 (10%)
Research Reflection	100 (10%)
Discussion Board	100 (20%)
Lab Assignments	100 (10%)
Final Exam	100 (10%)
Total Points Possible	1000 (100%)

Grading Scale:

Letter Grade	Points Earned/Percentage
A	900-1000 / 90-100%
B	800-899 / 80-89%
C	700-799 / 70-79%
D	600-699 / 60-69%
F	Below 600 / 59% and below

***** All assignment are found and submitted in the "Modules" link in Canvas. *****

*Please note, all writing assignments will be submitted to Turnitin (linked in Canvas). Turnitin is a plagiarism detector. If a student turns in a paper that is not their original work, they will be subject to academic and disciplinary actions. Students should not use peer's papers or copy a paper from any other source and turn it in as their original work or they will be turned in to the Dean's office for plagiarism. Turnitin also detects if the student has turned in the paper they are submitting for another class. All work completed in this course should be the student's original work and must be created specifically for this course.

Delivery Method of Feedback and Graded Material:

Grades and feedback will appear in Canvas within a week after the assignment has been submitted. Students should review the instructor's markings and comments carefully, study areas needing improvement, and then work to improve subsequent assignments. This is extremely important as extensive individual feedback is given via turnitin.com and Canvas! To view additional information/comments about a particular grade, click on the individual grade.

Standards for Instructor Response and Availability:

Grades are posted within a week after submission. Responses to emails and phone calls from students are returned within 48 hours Monday-Friday.

Bonus Points: 50 points possible

*Students may earn a maximum of 25 points for each of the activities listed below.

Option #1: Students may earn 25 bonus points for attending a Writing Workshop on one of the campuses and writing a one-page report about what was covered in the Workshop. These visits are in addition to the required writing lab visit for Lab Assignment #13 and can only be earned if the lab is complete. Reports are due within one week after the Workshop via the extra credit module in Canvas. The schedule of Workshops is posted each semester on the Writing Center website at <http://www.collin.edu/studentresources/writingcenter/index.html>

Option #2: Students may earn 25 bonus points for attending TWO 30-minute tutoring sessions or for completing TWO online writing center submissions (12.5 points per visit or submission). These consultations are separate from any required writing center consultations completed as lab assignments. Tutoring sessions are held at all of the campus Writing Centers for individual help on grammar issues or with a specific writing assignment. Students must write a half-page report about what was covered in the writing session or what feedback they received online. Reports are due within one week after the tutoring session via the extra credit module in Canvas. The times the writing centers offer tutoring as well as a link to the online writing center submission form is on the Writing Center website at <http://www.collin.edu/studentresources/writingcenter/index.html>

Attendance Policy: While we do not meet face-to-face, students are expected to log on to Canvas to check correspondences via discussion and email AT LEAST twice a week (although logging in daily is highly recommended)!

Incompletes: 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.)

Late Work Policy: *As a rule I do not accept late work and all work is due by the assigned dates and times.* Exceptions to this policy will only be granted in cases of genuinely extenuating circumstances. Contacting the instructor beforehand is an excellent way to improve the chances it will be considered a truly extenuating circumstance. If a student misses a deadline, they must provide documentation emailed to the instructor as to why that deadline was missed within **48 hours** to receive the opportunity to make up the missed work. **Technology trouble IS NOT an extenuating circumstance.** Indeed, all assignments are posted in the syllabus and on Canvas in advance so no student has to wait until moments before the deadline to try to submit assignments. Submitting assignments early is highly encouraged so students do not find themselves in the unfortunate circumstance of not submitting on time due to technology errors.

Students must realize this course is not self-paced. Assignments are due as announced, and indeed, when an assignment is past deadline, it cannot be submitted via email, in person, or to Canvas.

Last Day to Withdraw: October 19, 2018

The withdrawal procedure must be initiated *by the student* in the Registrar's Office. The instructor cannot withdraw someone from class.

ADA 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 opportunity. It is the student's responsibility to contact the ACCESS office, CPC-D118-I or 972.548.6816 (V/TTD: 972.881.5950), to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

Scholastic Dishonesty

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.

Note: *Students may not submit work completed in other classes for any assignment in this course.* Students found responsible for scholastic dishonesty in this course will receive a 0 on the assignment, which may result in failing the course.

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

English 1301 & 1302 Essay Grading Criteria				
Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
<ul style="list-style-type: none"> Controlling idea/thesis is significant, important, logical, and solidly supported. Evidence is relevant, concrete, clear, and substantial. Paper shows originality, creativity, and excellent critical thinking skills. 	<ul style="list-style-type: none"> Controlling idea/thesis is logical and important. Evidence is relevant, concrete, and substantial. The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper. 	<ul style="list-style-type: none"> Controlling idea/thesis is, for the most part, logical. Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious. The ideas expressed are unoriginal, obvious or general. 	<ul style="list-style-type: none"> Controlling idea/thesis is largely illogical, fallacious and/or superficial. Evidence is insufficient, obvious, contradictory, or aimless. The ideas expressed are unoriginal, obvious or general. 	<ul style="list-style-type: none"> Lack of controlling idea/ thesis. Evidence and discussion provided may be random and/or without explanation. Relatively few complete ideas expressed in the paper.
<ul style="list-style-type: none"> Essay establishes a logical order and emphasis, creating a sense of "flow." Paragraphs are focused, idea-centered, and transition smoothly. Introduction pulls the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating. 	<ul style="list-style-type: none"> Essay establishes a logical order, indicating emphasis. Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction. Introduction engages the reader, and the conclusion supports without mere repetition of ideas. 	<ul style="list-style-type: none"> Essay does not follow a consistent, logical order, though some order may be apparent through the discussion. Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull. Introduction and conclusion are formulaic and uninteresting, offering little insight. 	<ul style="list-style-type: none"> Essay is inappropriately ordered or random, failing to emphasize and advance any central idea. Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate, misleading, or missing. Introduction merely states what will follow; conclusion repeats what has already been stated. 	<ul style="list-style-type: none"> Essay seems to lack order and/or emphasis. Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.
<ul style="list-style-type: none"> Sentences are unified, coherent, varied, and emphatic. Word choice is fresh, precise, economical, and distinctive. Tone enhances the subject, conveys the writer's persona, and suits the audience. 	<ul style="list-style-type: none"> Sentences are purposeful, varied, and emphatic. Word choice is precise and distinctive. Tone fits the subject, persona, and audience. 	<ul style="list-style-type: none"> Sentences are competent but lacking emphasis and variety. Word choice is generally correct and distinctive. Tone is acceptable for the subject. 	<ul style="list-style-type: none"> Sentences lack necessary emphasis, variety, and purpose. Word choice is vague or inappropriate. Tone is inconsistent with the subject. 	<ul style="list-style-type: none"> Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning. Tone is unclear or inappropriate to the subject.
<ul style="list-style-type: none"> Student has clearly met and followed requirements and criteria of the writing prompt. Obvious use of preliminary explorative writing/planning, 	<ul style="list-style-type: none"> Student has met and followed the requirements of the writing prompt. Apparent use of preliminary writing/planning, rough drafts, and revision. 	<ul style="list-style-type: none"> Student has met and followed the basic requirements of the assignment. Paper contains evidence of at least some preliminary writing/planning. 	<ul style="list-style-type: none"> Little to no evidence of preliminary writing/planning presents itself. Student has not fully met or followed the basic requirements of 	<ul style="list-style-type: none"> No evidence of preliminary writing/planning. Student has not met or followed the basic requirements of the assignment.

rough drafts, and revisions.			the assignment.	
<ul style="list-style-type: none"> Proper format is clearly illustrated. 	<ul style="list-style-type: none"> Paper is largely formatted correctly, though the text may contain a few minor formatting issues. 	<ul style="list-style-type: none"> Text may contain minor formatting errors. 	<ul style="list-style-type: none"> Formatting is problematic. 	<ul style="list-style-type: none"> Formatting does not follow course requirements.
<ul style="list-style-type: none"> Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay's overall clarity and effectiveness. Paper has been carefully edited. 	<ul style="list-style-type: none"> Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay's overall clarity and effectiveness. Paper has been edited. 	<ul style="list-style-type: none"> Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay's overall clarity and effectiveness. Careless proofreading is evident. 	<ul style="list-style-type: none"> Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay's overall clarity and effectiveness. Little evidence of proofreading. 	<ul style="list-style-type: none"> Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall. No evidence of proofreading.

Course Calendar:

***All assignment descriptions and instructions are located and can be submitted in the Modules link in Canvas.**

***Note: All assignments are due at NOON by their due date!**

Module	Module Topics	Module Assignments	Due Date
Module 1	Critical Thinking and Reading	<input type="checkbox"/> Reading: Syllabus <input type="checkbox"/> 1 Discussion <input type="checkbox"/> Lab Assignment 1 (syllabus quiz)	Saturday, September 1st, Noon
		<input type="checkbox"/> Reading: Chapter 1, p. 3 – top of p. 4 <input type="checkbox"/> Reading: Chapter 1, p. 16 “Writing as a Way of Thinking” – p. 21 <input type="checkbox"/> 1 Discussion <input type="checkbox"/> Lab Assignment 2	Saturday, September 8th, Noon
		<input type="checkbox"/> Reading: Chapter 2: p. 35-61 <input type="checkbox"/> Reading: Choose one essay from p. 62, p. 64, p. 68, p. 71 <i>or</i> p. 75 <input type="checkbox"/> Lab Assignments 3 & 4 <input type="checkbox"/> Success Champion Video	Saturday, September 15 th , Noon
		<input type="checkbox"/> Reading: Chapter 3, p. 80-115 <input type="checkbox"/> 1 Discussion	Saturday, September 22nd, Noon
		<input type="checkbox"/> Reading: Chapter 10, p. 373-383 <input type="checkbox"/> Lab Assignment 5 <input type="checkbox"/> Rogerian Argument	Saturday, September 29th, Noon
		<input type="checkbox"/> Reading: Chapter 3, read ONE “Argument for Analysis” on p. 116-138 <input type="checkbox"/> Reading: Chapter 8, p. 325-334 <input type="checkbox"/> Lab Assignment 6 and 7 <input type="checkbox"/> 2 Discussions	Saturday, October 6th, Noon

Module 2	View on Arguments	<input type="checkbox"/> Reading: Chapter 6, p. 221-top of p. 234 <input type="checkbox"/> Reading: Chapter 7, p. 261-p. 278 <input type="checkbox"/> Lab Assignment 8 <input type="checkbox"/> Research Project Proposal	Saturday, October 13th, Noon
Module 3	Critical Writing	<input type="checkbox"/> Reading: Chapter 6, p. 232 "Imagining an Audience" – p. 238 <input type="checkbox"/> Reading: Chapter 7, p. 278 "Compiling an Annotated Bibliography" – p. 279 <input type="checkbox"/> 1 Discussion <input type="checkbox"/> Annotated Bibliography	Saturday, October 20th, Noon
		<input type="checkbox"/> Reading: Chapter 9, p. 335-372 <input type="checkbox"/> Reading: Chapter 6, p. 245-247 <input type="checkbox"/> Lab Assignments 9 and 10 <input type="checkbox"/> Outline and Progress Report	Saturday, October 27th, Noon
		<input type="checkbox"/> Reading: Chapter 6, p. 238 "The Opening Paragraphs" – p. 245, p. 247-253, p. 255-260 <input type="checkbox"/> Reading: Chapter 7, p. 280 "The First Draft" – top of p. 289, p. 309-314 <input type="checkbox"/> Review p. 289– p. 303 as needed) <input type="checkbox"/> Lab Assignment 11 <input type="checkbox"/> 1 Discussion <input type="checkbox"/> Rough Draft	Saturday, November 3rd, Noon
		<input type="checkbox"/> Reading: Chapter 6, p. 254 "Peer Review" – p. 255) <input type="checkbox"/> Lab Assignment 12 <input type="checkbox"/> 1 Discussion <input type="checkbox"/> Peer Review	Saturday, November 10th, Noon
Module 4		<input type="checkbox"/> Lab Assignments 13 (do this assignment EARLY in the week) & 14 <input type="checkbox"/> Final Research Paper	Saturday, November 17th, Noon
Module 5	Reflections and Final Thoughts	<input type="checkbox"/> Reading: Chapter 4, p. 139-171 <input type="checkbox"/> Lab Assignment 15 <input type="checkbox"/> 1 Discussion	Saturday, December 1st, Noon
		<input type="checkbox"/> Lab Assignment 16 <input type="checkbox"/> Research Reflection	Saturday, December 8th, Noon
		<input type="checkbox"/> Final Exam	Saturday, December 15th, Noon