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Composition II

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COLLIN COLLEGE
ENGL 1302 COURSE SYLLABUS
Spring 2019

Course Number: ENGL 1302

Course Title: Composition II

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

Pre-Requisite: ENGL 1301

Instructor's Name: Tammy Turner

Office Hours: By appointment Tuesdays at 5pm

Online Office Hours: By appointment Tuesdays at 5pm

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

Class Information:
> **Section Number:** ENGL 1302.WC3
> **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/aboutus/helpdesk.html

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, students 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 docs, etc.) and reliable 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 the 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 that 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 semester
   There 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 Blackboard 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
Research Project Proposal	25 (5%)
Annotated Bibliography	50 (10%)
Research Paper Outline and Progress Report	50 (10%)
Research Paper Peer Review	25 (5%)
Final Research Paper	100 (20%)
Research Reflection	50 (10%)
Discussion Board	50 (10%)
Lab Assignments	50 (10%)
Final Exam	100 (20%)
Total Points Possible	**500 (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" section of Canvas. *****

*Please note, all writing assignments will be submitted to Turnitin (linked in Blackboard). 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 Blackboard and turnitin.com within a week after the assignment due date. 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 Blackboard! 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 the assignment due date. 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. A half-page report of what was learned at the workshop is 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 in addition to the required writing lab visit for Lab Assignment #13 and can only be earned in the lab is completed. Students can use the writing center for help with their Rogerian Argument or current event research paper. 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 Blackboard email to the instructor. 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 Blackboard 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 Blackboard 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 turnitin.com.

Last Day to Withdraw: March 22, 2019
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 Policy
7-2.2 Scholastic Dishonesty

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. 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. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; 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; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research.

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. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; 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; unauthorized copying computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); 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 or unauthorized collaboration; 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.

In cases where an incident report has been filed for alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

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)**
• 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.	• 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.	• 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.	• 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.	• Lack of controlling idea/ thesis. • Evidence and discussion provided may be random and/or without explanation. • Relatively few complete ideas expressed in the paper.
• 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.	• 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.	• 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.	• 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.	• 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.
• 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.	• Sentences are purposeful, varied, and emphatic. • Word choice is precise and distinctive. • Tone fits the subject, persona, and audience.	• Sentences are competent but lacking emphasis and variety. • Word choice is generally correct and distinctive. • Tone is acceptable for the subject.	• Sentences lack necessary emphasis, variety, and purpose. • Word choice is vague or inappropriate. • Tone is inconsistent with the subject.	• Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning. • Tone is unclear or inappropriate to the subject.
• Student has clearly met and followed requirements and criteria of the writing prompt. • Obvious use of preliminary explorative writing/planning,	• Student has met and followed the requirements of the writing prompt. • Apparent use of preliminary writing/planning, rough drafts, and revision.	• Student has met and followed the basic requirements of the assignment. • Paper contains evidence of at least some preliminary writing/planning.	• Little to no evidence of preliminary writing/planning presents itself. • Student has not fully met or followed the basic requirements of	• No evidence of preliminary writing/planning. • Student has not met or followed the basic requirements of the assignment.

rough drafts, and revisions.			the assignment.	
● Proper format is clearly illustrated.	● Paper is largely formatted correctly, though the text may contain a few minor formatting issues.	● Text may contain minor formatting errors.	● Formatting is problematic.	● Formatting does not follow course requirements.
● 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.	● 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.	● 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.	● 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.	● 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 "Learning Modules" folder located on the "Course Content" page in Blackboard.
*Note: All assignments are due at NOON by their due date!

Module	Module Topics	Module Assignments	Due Date
Module 1	**Critical Thinking and Reading**	☐ Reading: Syllabus ☐ 1 Discussion ☐ Lab Assignment 1 (syllabus quiz)	Saturday, January 26 NOON
		☐ Reading: Chapter 1, p. 3-top of p. 4 ☐ Reading: Chapter 1, p. 16 "Writing as a Way of Thinking" – p. 24 ☐ 1 Discussion ☐ Lab Assignment 2	Saturday, February 2 NOON
		☐ Reading: Chapter 2, p. 35-61 ☐ Reading: Choose one essay from p. 61, p. 64, p. 68, p. 71, *or* p. 75 ☐ Lab Assignments 3 & 4 ☐ Success Champion Video	Saturday, February 9 NOON
Module 2	**View on Arguments**	☐ Reading: Chapter 3, p. 80-115 ☐ 1 Discussion	Saturday, February 16 NOON
		☐ Reading: Chapter 10, p. 373-383 ☐ Lab Assignment 5 ☐ Rogerian Argument	Saturday, February 23 NOON

Module		Topic	Assignments	Due Date
Module 2 continued	**View on Arguments continued**		☐ Reading: Chapter 3, read ONE "Argument for Analysis" on p. 116-138 ☐ Reading: Chapter 8, p. 325-334 ☐ Lab Assignments 6 and 7 ☐ 2 Discussions	Saturday, March 2 NOON
			☐ Reading: Chapter 6, p. 221 – top of p. 232 ☐ Reading: Chapter 7, p. 261-278 ☐ Lab Assignment 8 ☐ Research Project Proposal	Saturday, March 9 NOON
Module 3			☐ Reading: Chapter 6, p. 232 "Imagining an Audience" - p. 238 ☐ Reading: Chapter 7, p. 278 "Compiling an Annotated Bibliography" – p. 279 ☐ 1 Discussion ☐ Annotated Bibliography	Saturday, March 23 NOON
			☐ Reading: Chapter 9, p. 335-372 ☐ Reading: Chapter 6, p. 245-247 ☐ Lab Assignments 9 and 10 ☐ Outline and Progress Report	Saturday, March 30 NOON

	Critical Writing		☐ Reading: Chapter 6, p. 238 "The Opening Paragraphs" – p. 245, p. 247 "Tone and the Writer's Persona" – p. 253, p. 255-260
			☐ Review p. 289-303 as needed
			☐ Lab Assignment 11
			☐ 1 Discussion
			☐ Rough Draft, turn in to all of the following locations:
			   • Rough Draft assignment
			   • Peer Review assignment
			   • Writing Center online (unless you'll be going in person for Lab Assignment 13)
				Saturday, April 6 NOON

Module 4			☐ Reading: Chapter 6, p. 254 "Peer Review" – p. 255 ☐ Lab Assignment 12 ☐ 1 Discussion ☐ Peer Review	Saturday, April 13 NOON
			☐ Lab Assignments 13 (do this assignment EARLY in the week) and 14 ☐ 1 Discussion ☐ Final Research Paper	Saturday, April 20 NOON
Module 5	**Reflections and Final Thoughts**		☐ Reading: Chapter 4, p. 139-171 ☐ Lab Assignment 15 ☐ 1 Discussion	Saturday, April 27 NOON
			☐ Lab Assignment 16 ☐ Research Reflection	Saturday, May 4 NOON
			☐ Final Exam (over MLA documentation)	Saturday, May 11 NOON