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Composition II

Stephen Whitley

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COURSE SYLLABUS

Course Number: ENGL 1302 S42

Course Title: Composition II

Instructor: Dr. Stephen Whitley

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

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:

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

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

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

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**

- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of “F” on the assignment to a grade of “F” for the course**

Americans with Disabilities Act:

Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Religious Holidays: Please refer to the current *Collin Student Handbook*.

Instructor's Name: Dr. Stephen Whitley

Office Number: L211

Office Hours: MW 12:00-1:30

F 9-11

T/R 7-8:30

Phone Number: 972-578-5525

Email: whitley@collin.edu (communicate with me through your Collin email or Canvas only please)

Class Information:

Section Number: S33

Meeting Times: TR 10:00-11:15

Meeting Location: BB131

Minimum Technology Requirement: Computer with word processor and Adobe read/write

Minimum Student Skills: Student should have minimum proficiency with word processing and internet

Netiquette Expectations: Electronic discussions and emails to professor and other students should be considered an extension of class discussion. The same standards of behavior expected of you in class apply to our interactions on the internet. What you write on the Internet is accessible by many people and can be printed or saved as a screen shot. Don't write anything online you don't want to haunt you for the rest of your academic career (or life).

Course Text: *The Aims of Argument: A Text and Reader 8th Edition*

Attendance Policy

In order to be successful in any college course, you must attend that course. You are expected to attend each class and arrive at class on time. Of course, there are times that you must be absent because of illness or school activities. If you are sick, please don't come to class. You can email me and let me know if you're going to miss more than two days in a row. I usually won't require a doctor's note unless you have missed several weeks of class, in which case you should probably discuss with me and the registrar your options for dropping the class.

If you participate in school activities that require you to be absent, you should provide me with documentation regarding those absences and contact me to make up any work you may have missed. Please don't send me an email asking me if you missed anything or asking me to provide you with the notes you missed in class. You can ask your classmates for any notes etc. **Also, if you miss on a day a paper is due, you must turn in the**

paper to me in person before the day you miss class. This will help both me and you keep track of papers and will help us avoid missing papers at the end of the semester.

If in a Tuesday/Thursday class, you miss more than 2 days, I will take 5 points off of your attendance grade per day after that you miss (unless you've missed for a school function). In a MWF class, you can miss up to 3 days with no penalty. School events and functions will not be counted off but I must have something in writing from the school stating why you are missing. Also, college visits will not be penalized either, because that is an integral part of your university experience.

Please do not be late to class. I realize that sometimes life intrudes and one can't help but be late, but it should not become a habit. Students arriving late to class is one of my biggest pet peeves and I will be very irritated if you do.

Method of Evaluation

I grade on a 1,000 point scale. The point values are listed below:

Labs 150 (15 labs at 10 points each)
WA1-100
WA2- 100
WA3- 100
WA4 150
Final Project 100
Attendance 100
Participation 100
Response papers 100 (2 @ 50 points each)

Your final grade will depend on the number of points you have at the end of the semester. The following is the final point value and corresponding letter grade value for your final grade:

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

You will be able to check the number of points you have throughout the semester on Canvas. I will be showing all of you how to check your grades on Canvas

Labs

You are required to complete one hour of lab work per week in English 1302; therefore, there are 15 labs this semester (we have 16 weeks of school but there is no lab the last week of school). All of the labs will be completed on Canvas. The labs will be up from Sunday at midnight to the next Saturday at midnight. I will not re-open labs later in the semester for you to catch up like I have done in the past. Please keep up with your labs as I will not accept late lab work. These labs are usually VERY easy and only require a minimum amount of reading or work. There is no reason why you should not be able to complete them.

Participation/Readings

This is probably the easiest 100 points you will ever get. All I require for participation is that you raise your hand and speak up in class during class discussions. However, in order to do this, you must have completed the reading for that day. Therefore, part of the participation grade will be that I will be grading notes every day we have a reading assignment. I have had complaints from students in the past that they read the assignments but others didn't and it made class discussion boring. I agree. I choose the readings for a purpose and I expect you

to read them. For every day you don't have reading notes or you have not read the assignment, I will take **5 points** from your participation grade. Those points can add up fast. Do your work.

Writing Assignments (WA1, 2, 3, 4)

There are four writing assignments this semester. I will be passing out a prompt for each assignment. Generally, the papers are in MLA format, 12-point font, double spaced, left justified, no cover page, with a works cited.

Each of the writing assignments will build upon the previous ones. Writing Assignment 1 will provide you topics for research for WA2 and so on. I will be talking to you throughout the semester about your papers and we will be discussing your topics in class, but I want to make something clear up front. The following are **NOT** appropriate topics for academic research and argument:

- Abortion
- Gun Control
- Prayer in School
- Marriage Equality

The reason I ask you not to write on these topics is because most of them have already been litigated up to the Supreme Court, and the arguments for and against these topics have been exhausted. Some of the arguments about these topics also are based on faith, which is a difficult notion to argue. Faith is faith because it is something someone believes without proof (or concrete proof that would be acceptable as academic, peer reviewed, or scientific evidence).

If you write a paper about any of these topics, I will not grade it and will ask you to rewrite it on a different topic. If you write the final paper on one of these topics, you will receive a zero (0) for that paper and will not have the opportunity to rewrite that paper.

Final Project

At the end of the semester, during finals week, you will present a decorated Barbie that represents your time in English 1302. We will discuss this more later in the semester.

Response Papers

You will be writing 2 response papers this semester. Both of them will be over articles that we have read in class. The following is a brief outline of what a good response paper should include.

A response paper is not a summary; it is you responding to the reading. That can take many forms:

- Focusing on one theme in the reading and analyzing that theme
- Attempting to answer a question a reading poses
- Agreeing/disagreeing with an author's opinion
- Relating a reading to a personal experience

Some statements a response paper might include are:

- I felt that
- In my opinion
- The reader can conclude that
- The author seems to
- I did not like
- The images seemed to
- The author was [was not] successful in making me feel
- I was especially moved by
- I didn't get the connection between
- It was clear that the artist was trying to
- The sound track seemed too

- My favorite part was...because
- I didn't agree with the author's argument because...
- I agreed with the author's argument because...

Delivery Method of Feedback and/or Graded Material

I will be passing out a rubric that outlines the standards the department, the college and I have for your papers. We will go over the rubric in class and I will answer any questions you may have about it. I will also provide you with my own written feedback and will also be meeting with each of you individually for student conferences so we can discuss your progress and your grades.

Standards for Instructor Response and Availability

I will do my best to have your papers graded within one week of your turning them in to me. I will not ask you to turn in a paper if I have not returned your previous paper to you. Therefore, if I am unable to have them graded within a week, I will adjust the due dates of subsequent papers accordingly.

Classroom Technology/Department

I believe in the capability of technology to improve your learning and we will be using technology in and out of class a lot. HOWEVER, this does not mean that I think it's okay

- for you to text or receive texts in class
- to update your Facebook status or Instagram during class
- to Tweet during class
- to play games
- or engage in any other activity outside the scope of what we're doing in class while we're in class.

It should be understood that your phone should be off, or at the very least on vibrate and in your bag while you're in class. Don't answer your phone in class. Don't make phone calls in class. If you have a laptop and want to take notes during class on your laptop, expect me to ask to see the contents of your screen from time to time to make sure you're not playing World of Warcraft. If you have something on your screen you don't want me to see, close it out before class begins.

Plagiarism and Academic Honesty

Plagiarism and other forms of scholastic dishonesty are serious offenses and can result in hefty penalties. If a paper is suspected of plagiarism, it must be initially reported to the Dean of Students; however, as the instructor of the course, I am usually the arbiter of determining what offense are deemed plagiarism or scholastic dishonesty within my course and discipline. Students are typically referred to the Dean of Students in my class for substantially quoting a word-for-word source without using quotation marks, failing to identify the author or origin of the idea for paraphrased (summarized) text, and for submitting a document with over a 50% match on Turn-it-In for un-cited text. Penalties for plagiarism are determined on a case-by-case basis and can range from penalties on the assignment to failure of the course. Students can even receive point deductions and other penalties for failure to engage in careful research conventions like citation and proper contextualization of source material. For more scholastic dishonesty procedures or plagiarism codes, please see the policy on the first page of this syllabus or the *Collin Student Handbook*.

Course Calendar

(All reading assignments are from the text, *The Aims of Argument*, unless otherwise noted)

Unit 1-What is Argument?

Week 1

Tuesday	Course overview and requirements Syllabus What is Argument Topics for Discussion
Thursday	Chapter 1 “Understanding Argument” p 3-16 “The Coddling of the American Mind” PDF “Strategies for Critical Reading: Once Through is not Enough” p 18-20

Week 2

Tuesday	Chapter 2 “Reading Arguments” p 17-38 Chapter 3 “The Toulmin Method” p 39 Response Paper Due
Thursday	The Declaration of Independence PDF Thomas Jefferson’s Notes on Virginia and Draft of Declaration of Independence PDF Toulmin Worksheet on Declaration Chapter 4, “Critiquing an Argument” p 51-66 (only those pages)

Week 3

Tuesday	Workshop WA1 “Consumerism: Ten Quotations” p 305 “The Grill-Buying Guy” p 312
Thursday	“In Defense of Consumerism” p 310 “Income Inequality is Linked to Depression” PDF WA1 Due

Week 4

Tuesday	“The Aesthetic Imperative” p 306 “The Tyranny of Happiness” p 487 “The Most Unequal Place in America” PDF and Video
Thursday	“Writing Research-Based Arguments” p 91-95; 98-127 Annotated Bibliographies “Forgive Student Loans?” p 405 “College Debt: Necessary Evil or Ponzi Scheme?” p 402

Week 5

Tuesday	“Millennials: Confident, Connected, Open to Change” p 383 “Gen Y is from Mercury” p 391 “Waking Up and Taking Charge” p 408
Thursday	

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Week 6

Tuesday	<p>“What is Civility?” p</p> <p>“Is Texas America?” PDF</p>
Thursday	<p>“Can Political Rhetoric be too Civil?” p 470</p> <p>“Left is Mean but Right is Meaner, says New Study of Political Discourse” p 467</p>

Week 7

Tuesday	<p>“Why are We So Rude Online?” p 462</p> <p>“Part of New Jersey’s Bias-Intimidation Law is Ruled Unconstitutional” PDF (Research “Tyler Clementi” for background on this article</p>
Thursday	<p>“Bullying Law puts New Jersey Schools on the Spot” PDF</p> <p>“Bullying Victims: The Effects Last into College” p 472</p> <p>“They Ripped Him Apart” PDF</p>

Week 8

Tuesday	<p>Chapter 8, “Joining the Conversation: Arguing to Inquire” p 175</p> <p>“Fallacies—and Critical Thinking” p 541</p> <p>“Logical Fallacies” Marilyn vos Savant PDF</p> <p>WA2 Due</p>
Thursday	<p>“The Coal Paradox” p 362</p> <p>“Some Convenient Truths” p 358</p>

Week 9

Spring Break

No Lab Due this Week

Week 10

Tuesday	Student Conferences
Thursday	Student Conferences

Week 11

Tuesday	<p>“Playing Politics with the Border” p 429</p> <p>“The Border Patrol State” p 447</p>
Thursday	<p>“The Realities of Immigration” p 434</p> <p>“The New Immigrants and the Issue of Assimilation” p 418</p> <p>“One Nation, Out of Many: Why ‘Americanization of Newcomers is still important” p 425</p>

Week 12

Tuesday	WA3 “Arguing to Inquire” paper due
Thursday	“The Case for Reparations” PDF “Still Separate, Still Unequal” PDF

Week 13

Tuesday	“Barbie Q” “Out of Body Image” p 322
Thursday	“Who does the Talking Here?” Deborah Tannen PDF “Taking Women Students Seriously” PDF

Week 14

Tuesday	“Stop Thanking the Troops for Me” PDF “The Military Doesn’t Protect our Freedoms? Really?” PDF
Thursday	“The Military Paid Pro Sports Teams \$10.4 million for Patriotic Displays...” PDF “Female World War II Pilots...” PDF “Military Sexual Abuse: A Greater Menace than Combat” PDF Response paper 2 Due

Week 15

Tuesday	Negotiation Skills (TBD)
Thursday	Mediation and Negotiation (TBD)

Week 16

Tuesday	Workshop final papers I will be available in class time for help on your final papers (more info later)
Thursday	WA4 “Final Argument Paper” due

Week 17

Final Exam Week

May 9-13

Final Projects due on Final Exam Days