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Composition II

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COLLIN COLLEGE

COURSE SYLLABUS

Course Information

Course Number: ENGL 1302

Course Title: Composition II

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

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:

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

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

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

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

Instructor's Name: Tawnya Smith
Email: TASmith@collin.edu
Office Location: RM L-215
Office Phone Number: 972-881-5756
Office Hours: By appointment
Web: Canvas (through Collin College CougarWeb)

CLASS INFORMATION:

Course Number: 1302.S22
Meeting Times: Mondays and Wednesdays 2:30 AM-3:45 PM
[January 22 – May 19]
Meeting Location: Spring Creek Campus – RM BB131

Minimum Technology: Computer with Internet access and ability to send emails and login to our class website (You *must* check your CougarMail – remember that you can forward it to your preferred email address. Here are instructions “how to do that”:
<https://www.youtube.com/watch?v=-MyDJTLEv1s>).

Document Uploads: All papers turned in on Canvas in this class *must* be in a Word document format (.doc, .docx) *only*. I will not accept any other files including PDFs and those from Macs or Google Docs. **If you turn in a document I cannot open, it will not be graded.**

Minimum Student Tech Skills: Students are expected to be familiar with typing papers on a keyboard, surfing the Internet, and other basic computer literacies.

Netiquette: All communication via email with me should come from your CougarMail account, be formally worded, and formatted properly. Include your full name, course number and section on any emails you send me. Emails without that information will not be answered promptly. Responses to emails should be expected within 48 hours.

Although I check email daily, many of your questions can and should be answered in person. To avoid emailing about things already covered in class, you should take good notes, check Canvas at least once a day, read all of my announcements/emails, check your CougarMail, and maintain at least two contacts from your fellow classmates. Also, *read this syllabus!* If you cannot find the answer to your question after trying all of these, then email me.

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. “Grade on Essay 2”]
Dear/Hello Ms. Smith:
I wanted to ask/tell you.... [Be specific and brief]
Sincerely/Thank you/All the best/ Etc.
[Write your full name and class section]

Course Resources:

Textbooks: Collin College’s bookseller is **Barnes & Noble College**. You may order your books online or at your nearest campus bookstore.

The following textbook is *required* for this course:

Lunsford, Andrea A. and John J. Ruszkiewicz. *Everything's an Argument* (8th Ed.), Bedford/St. Martins, 2019.

ISBN-13: 978-1319056278

ISBN-10: 131905627X

Supplies

Loose, 8.5"x11" composition paper for quizzes and in-class writing assignments.

Writing Assignments

There are two main types of graded writing assignments for this course: *low stakes assignments*—in-class writing, quizzes, worksheets, short graded pieces, early essay drafts and peer reviewed drafts; and *high stakes assignments*—the larger essays and research projects where you demonstrate what you have learned through engaging in low-stakes work. Lower stakes work will happen in class most days, and it provides the scaffolding of understanding that you need in order to write a higher stakes assignment.

Low stakes assignments

We will be working in class on smaller graded assignments during the semester. In-class assignments include: reading comprehension quizzes, worksheets, early essay drafts, peer reviewed drafts, and a reflective essay. Your low stakes grades will count for 20% of your total grade. Low stakes writing grades are also NOT eligible for revision. Also note: **In class assignments and quizzes cannot be made up.**

High stakes assignments

The 4 high stakes Assignments are: a rhetorical analysis project, proposal, modal analysis & presentation, and the argument-in-your-field research project. Each of these assignments counts for 20% of your grade. Each will be given a provisional grade and a revision period. That is, once the work is provisionally graded, you will have until the final portfolio submission to revise if you'd like to improve your grade.

Writing project descriptions

Rhetorical Analysis Project: This is a two-part project.

Part One: observe argument where you find it over the course of four weeks. Include arguments you make yourself, as well as arguments you find or are assigned. Your observations should identify what types of argument were used, what types of appeals were used, what fallacies were present, and what other elements contribute to the argument, as well as how these worked to build the argument for a particular purpose. (5-8 pages)

Part Two: Find an argument on the editorial page or op-ed page in a recent newspaper (including a newspaper online). Read it carefully and critically, taking time to make sure you understand the claims made and the evidence to back those claims. Analyze it rhetorically using the principles in our text. Show how the article succeeds, fails, or does

something else entirely. Be sure that the analysis includes a summary of the original essay and basic publication information about it (Works Cited). (See assignment at the end of Chapter 3).

Proposal: You will choose one of the project at the end of Part 2-Chapter 12 and write a 2-3 page proposal.

Modal Analysis and Presentation: You will chose a multimodal text that makes an intriguing argument (see the Respond prompts in Chapter 16) and write a brief rhetorical analysis of the text, focusing more on the way the messages are conveyed than on the messages that are in play and focusing on what makes the text especially effective, appealing and engaging beyond the words. (3-4 pages)

Research Project: Find 3 texts from your field-of-interest/major. Include professional publications, websites, videos, etc. and rhetorically analyze the arguments and method of argument presentation made in your chosen texts. (6-10 pages)

Grading Feedback

Most of your feedback from me will come in our interactions in class and during our conferences. If I notice something in an essay (i.e. improper MLA, weak transitions, etc.), I will often bring it up in class since you are probably not the only one struggling. I will also comment on 1-2 writing concerns that addressing would most improve your writing. If you have questions or concerns about a particular area that I have not brought it up in class, please let me know in class or by email. I am here to help you grow as a writer and I want to do that in a useful and efficient manner.

Lab Requirement

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of assignments from the list below. This lab work is not the same as regular coursework that you must complete to stay on track in the class; these are, instead, designed to be additional writing-focused activities, which will help improve your writing throughout the term. You will need to provide evidence of completing these lab requirements in order to receive credit for completing them.

To complete the lab requirement for this course, you are required to investigate and participate in campus resources that will help you with your writing. Directions for each lab assignment are in Canvas, along with due dates. Lab scores are completion grades. You must complete each requirement to be eligible to receive a B in the course. Failure to complete lab assignments makes you ineligible for the A grade and may put the B out of reach as well.

Here are the lab assignments:

- Using the Student Career Services Link on CougarWeb, research and briefly on how you can learn to make an “argument” when applying for a job
- Attend one of the Cougar Connect Upcoming events and write a brief reflection.
- Write a reflection on a writing conference with Instructor Smith
- Write a reflection on a Writing Center consultation over a draft in progress

- Ask a reference librarian for assistance with your research and report on the outcome
- Choose one of the Collin College Websites (library, degree field, etc.) and write a brief rhetorical analysis of its visual rhetoric and design, including your ideas on the site's strengths and areas for improvement.

These lab assignments are posted in Canvas with due dates.

Grading Scale

Grade Breakdown:

Low stakes writing, labs, attendance 20%

Rhetorical Analysis Project 20%

Proposal 20%

Modal Analysis & Presentation 20%

Research Paper 20%

I use the following point totals when scoring your assignments:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59 (The F grade is at my discretion based on the assignment and degree of fulfillment. Points may be assigned within the range to keep your grade on track, even if you score the lowest grade on the assignment. Missing assignments are automatically assigned zeros, and some low stakes missing work may not be made up.)

Course Policies

Attendance Policy:

You are expected to attend all classes and to arrive **on time**. Missed in-class assignments cannot be made up. I take attendance in every class. If you arrive late, make sure that you notify me at the end of the class period that you came late to avoid being marked absent. In addition, excessive tardiness will count heavily against your grade.

Attendance counts in the low stakes portion of the course. I take attendance on Canvas in every class, and the program will track your absences and assign a percentage grade for them. Do not allow your attendance grade to fall below 80%, **or you will likely fail the course**. Collin College requires that all students attend and participate in 80% of the course to be eligible for a passing grade. **For our class, that means 3 absences result in an automatic F**. In this class, all absences are equal; there are no excused or unexcused absences, and only the total number counts against your grade. I do not require notes or emails explaining your absences.

The only absences that do not apply to your overall total are religious holy days and school sponsored absences (team trips, Collin research conferences, Model UN trips, etc.). Please refer to your current Student Handbook:

https://www.collin.edu/studentresources/deanofstudents/pdf_documents/20172018studentHandbook.pdf

If you know you will be absent for one of these reasons, notify me immediately for absence purposes (check your schedule at the beginning of the semester) and get in touch with a classmate for determining what you was missed. All other absences count towards your total attendance grade.

Late Work:

Each major assignment has a due date with an opportunity to revise for a better grade when submitted in your final portfolio. You must turn in all work on time to pass the course. Any work turned in past its due date without an approved extension will receive no written feedback and will be marked down 10% for each week it is late, beginning the day after it is due.

If you feel like you're going to miss a deadline, talk to me BEFORE the assignment is due for some assistance. If you miss a due date, turn your assignment in as soon as possible and as complete as possible to minimize your loss of points. *Missing major assignments are automatically assigned zeros.* Zeros for high stakes work means that you are less likely to pass the course.

Plagiarism Policy

Students are expected to turn in original work in this course. That means the work must be your own entirely—free from collusion, cheating and/or plagiarism as defined by the *Collin Student Handbook*. Please review and refer to the description in the Handbook. Plagiarism is a very serious breach of intellectual integrity.

Most cases of plagiarism happen when students feel rushed and/or stressed from taking several classes as well as balancing work and family requirements. To avoid plagiarizing and risking your academic career, ASK FOR HELP. I would much rather help you by extending a deadline and answering your questions about responsible source attribution than to have to report your work to the Dean of Students.

We are using Turnitin.com as a platform for submitting and grading work. Take advantage of the fact that you are allowed to turn work in early to see what your Turnitin plagiarism score is BEFORE the actual due date. The program is designed to allow you to upload your work multiple times and to see and assess your rate of plagiarism as part of your writing process. Keep in mind that Turnitin does not diagnose plagiarism. It shows you the amount of source material you have borrowed, and it also highlights whether you've used the ideas responsibly.

There are varying degrees of plagiarism, ranging from using sources without proper attribution, to copying and pasting material from other established sources. If you turn in a work that I suspect to be plagiarized, I will assess the degree of plagiarism and follow one of two options.

A) Unintentional or low-level plagiarism (usually characterized by a lack of source citations even though quotation marks are in place, or a small amount of borrowed text in an otherwise clearly documented work): I will withhold a grade on

the work and give you 2 weeks to revise and resubmit the assignment. Revised and resubmitted work will not be eligible for an A. If you do not resubmit the work, the grade will automatically revert to a 0 for the assignment, which could lead to a failure of the course.

B) Larger cases of cut and paste plagiarism: I will immediately report your work to the Dean of Students office BEFORE notifying you. A grade will be withheld from the work until your situation is resolved with the Dean. If you are found responsible by the Dean's office, you will receive an automatic 0 for the assignment, with 2 weeks to submit a revised version. Revised and resubmitted work will be graded, but it will not be eligible for an A grade after a finding of responsibility by the Dean. If you do not revise and resubmit the work, the grade of 0 will stand, which could lead to a failure of the course. If it turns out that this is not your first instance of plagiarism at the college, or if I must report you a second time in the same semester, you will automatically receive an F for the course.

MLA Format Expected for All Work

We will discuss MLA format in some detail early in the class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get familiarize yourself with interweb resources ([Purdue OWL MLA](#) is a great place), YouTube, and/or the Collin College Writing Center for help. One of the best skills to develop during your time in college is how to find your own answers.

MLA Basics: One-inch margins, 12 point font (Times New Roman, Arial, and Calibri are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

Conferences

We have two short one-on-one conferences scheduled this semester. These will occur during class time in our classroom on these scheduled days. If you miss the appointment, **you are marked absent**. Be sure to save your appointment time and date; I will not be available during that week to look up the time you signed up for.

Course Calendar:

Abbreviated Schedule of Assignments: for a more descriptive list, refer to the course schedule available on Canvas.

English 1302: Composition II	
Unit 1: Reading and Understanding Arguments	
Class Day	Class Readings/Assignments
Week 1: Wed., Jan. 23	Introduction to syllabus, policies,

	<p>and outcomes</p> <p>Introduction to portfolio</p> <p>Computer classroom etiquette.</p> <p>Academic Integrity</p> <p>Learning Survey/Diagnostic</p> <p>“Tour” of Writing Center</p>
Week 2: Mon., Jan. 28	Understanding Arguments and Reading Them Critically
Week 2: Wed., Jan. 30	Arguments Based on Emotion: Pathos
Week 3: Mon., Feb. 4	Arguments Based on Character: Ethos
Week 3: Wed., Feb. 6	Arguments Based on Facts and Reason: Logos
Week 4: Mon., Feb. 11	Fallacies of Argument
Week 4: Wed., Feb. 13	Rhetorical Analysis
Week 5: Mon., Feb. 18	Writing Assignment 1: Rhetorical Analysis Project
Week 5: Wed., Feb. 20	<p>Workshop</p> <p>Assignment Due: Sunday before midnight</p>
Unit 2: Writing Arguments	
Class Day	Class Activities
Week 6: Mon., Feb. 25	Structuring Arguments
Week 6: Wed., Feb. 27	Arguments of Fact & Arguments of Definition
Week 7: Mon., Mar. 4	Evaluations
Week 7: Wed., Mar. 6	<p>Causal Arguments</p> <p>Sign-up for Conferences</p>
SPRING BREAK	

Mon., Mar. 11—15	
Week 8: Mon., Mar. 18	Proposals Sign-up for Conferences
Week 8: Wed., Mar. 20	Conferences (In our classroom)
Week 9: Mon., Mar. 25	Writing Assignment 2: Proposal
Week 9: Wed., Mar. 27	Workshop Assignment Due: Sunday before midnight
Unit 3: Style and Presentation in Arguments	
Class Day	Class Activities
Week 10: Mon., Apr. 1	Style in Arguments
Week 10: Wed., Apr. 3	Visual Rhetoric
Week 11: Mon., Apr. 8	Presenting Arguments
Week 11: Wed., Apr. 10	Multimodal Arguments
Week 12: Mon., Apr. 15	Writing Assignment 3: Modal Analysis and Presentation
Week 12: Wed., Apr. 17	Workshop Sign-up for Conferences Assignment Due: Sunday before midnight
Unit: Research and Arguments	
Class Day	Class Activities
Week 13: Mon., Apr. 22	Modal Analysis Presentations Writing Assignment 4: Research Project Sign-up for Conferences
Week 13: Wed., Apr. 24	Conferences (In our classroom)
Week 14: Mon., Apr. 29	Academic Arguments Finding Evidence & Evaluating Sources

Week 14: Wed., May. 1	Plagiarism and Academic Integrity & Documenting Sources
Week 15: Mon., May. 6	Writing Assignment 4
Week 15: Wed., May. 8	Workshop
FINALS: May 13-17	Final Portfolio due: Wednesday, May 15 before midnight