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# Composition II

Carol Zembower  
*Collin College*

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## Collin College/Central Park Campus - Course Syllabus: Fall 2018

**Course Number:** ENGL 1302

**Course Title:** Composition II

### **Instructor's Information:**

**Instructor's Name:** Carol B. Zembower

**Office:** B 342 - **Phone:** 972.548.6830      **Office:** Academic Affairs (for emergencies only)

**Phone:** 214.491.6270

**Office Hours:** By appointment only (Tuesday/Thursday 10:00 A.M. – 11:00 A.M.)

**Email:** [CZembower@collin.edu](mailto:CZembower@collin.edu)

### **Class Information:**

**Section Number:** C11

**Meeting Times:** Tuesday/Thursday – 1:00 P.M. – 2:15 P.M.

**Meeting Location:** B 116

**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

### **Required Textbook:**

Barnet and Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, Eleventh Edition  
(ISBN: 978-1-319-07588-0)

**Required Materials:** Required text, folder (writing portfolio, notes, and Canvas Handouts), pen (blue/black), and highlighters.

**Technology Requirements:** Active Collin email account, Access to Canvas, Access to internet, Access to Collin library's research resources, Ability to backup all work (flash, email, or cloud) of every assignment that is submitted, Word processor to complete and submit papers in a typed format. Must be able to export files as MS Word documents (.doc or .docx file extensions) without changing format. ALL WRITTEN WORK, WHETHER HOMEWORK OR ESSAY, MUST BE COMPUTER-GENERATED.

**Student Learning Outcomes/ State-mandated Outcomes:** Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
- 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 demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Course Delivery Method:** Lecture, in-depth discussion, and group exercises and discussion. All essays must be submitted to Turnitin, unless other instructions are given.

### Course Requirements and Method of Evaluation

Assessment Essay (Rewrite)	100 pts.
Essay # 1: Analysis of Argument	100 pts.
Essay # 2: Essay of Argument	100 pts.
Research Project (Essay/Oral Presentation)	250 pts.
Attendance/Participation	100 pts.
Required Lab Assignments	100 pts.
Quizzes (2)	50 pts.
Reading/Response Journal Assignments(4)	100 pts.
Final Examination	100 pts.
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Total Possible Points:	1000 pts.

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

**NOTE:** Students' work will be graded within two weeks of submission. (If more time is needed, I will send an email to the class.) Make sure to periodically check gradebook in Canvas; see me immediately if there is a discrepancy.

**Essays #1 and 2:** These essays will be written outside of class; however, you will spend some class time in pre-writing, peer reviewing, and instructor feedback. These essays will directly correspond to material from text and discussion/lecture from class. You will receive an essay assignment sheet (via Canvas) that focuses on the specifics of the assignment. All essays must be typed and formatted following MLA standards and submitted to Turnitin.com by the due date/time. Every first draft of an essay must go through workshop and be signed off on by instructor. If this step in the process is not completed, **twenty-five (25) points will be deducted from the final grade** of the essay. A hard copy of the final draft accompanied by steps in the writing process must be submitted in class on the due date of the essay assignment. Late essays will be penalized **twenty (20) points every DAY they are late**. Late essays submitted more than one week after the original due date will NOT receive a passing grade and will not receive evaluative commentary.

**Research Project:** This project will have two components: written presentation in the form of a formal essay and an oral group presentation. This project will require time and effort on your part; organization will be key. The project will be assigned from issues that deal with social dilemmas (text). You will complete this project in a small group, taking different sides to the issue. Each group will need to meet throughout the semester to plan essays/presentation. Each group will be responsible for a fifteen (15) – twenty (20) minute presentation on your investigation.

**Attendance:** Bottom line: You cannot afford to miss class. If you do, you should be prepared for the next class. Make sure you speak to a classmate about the missed class; it is impossible to put everything on a course calendar. I do expect the courtesy of being made aware of your absence as soon as you know of it. Part of your grade is based on your attendance; therefore, regular and punctual class attendance is mandatory. After **two (2) missed classes, ten (10) points will be deducted** from the attendance grade for each absence.

**What constitutes an absence?**

- **Two tardies** of fourteen (14) or fewer minutes is **one absence**.
- Missing more than fifteen (15) minutes, either by arriving late or leaving early is an absence.

- Not being in class, regardless of the reason, is an absence.
- Not having the first draft of an essay completed and printed on the day the first draft is due for peer review is an absence.

**Participation:** Much of this class depends on class participation, which includes offering your opinion/analysis of text, asking questions, actively participating in R & R groups with constructive feedback during workshops, and demonstrating your knowledge and awareness of current issues. If I notice that you are NOT participating on a regular basis, points will be deducted from attendance/participation grade. I do ask that your cell be placed on vibrate or turned off and stored out-of-sight. Texting, checking email/Facebook or eating food in class are all signals of disrespect to the instructor and students. I also do not want to see any other electronic devices; don't distract me, you, or those around you and impede the learning or creative process. I trust that professionalism, courtesy, and respect will be practiced by all in my classroom.

**Lab Assignments:** Students are required to complete four (4) lab assignments for the required component of English 1302. These assignments have specific due dates (See Class Calendar.) and they may be completed in any order. The four required lab assignments are as follows:

1. **Writing Center Visit:** Students must visit the Writing Center (any campus) for a 30-45 minute tutorial session on a piece of writing for English 1302. The CPC Writing Center is located in A104; you can reach the center at 972.548.6857 to schedule an appointment. **After the visit to the center, you are responsible for an evaluation essay (400 word minimum) in which you should review your time spent in the tutorial. Make appointments early!** (Check Course Calendar for due dates so you can schedule the writing center visit around first/final drafts of essays.)
2. **Editorial Analysis:** Students are responsible for selecting an editorial piece from one of the following sites: [www.nypost.com](http://www.nypost.com), [www.nytimes.com](http://www.nytimes.com), [www.usatoday.com/opinion](http://www.usatoday.com/opinion), [www.washingtonpost.com/opinions](http://www.washingtonpost.com/opinions), [www.wsj.com/news/opinion](http://www.wsj.com/news/opinion), or [www.newsmax.com](http://www.newsmax.com). Print the article, carefully annotate it, and compose an analysis essay that identifies the claim or claims and the validation for the claim or claims, followed by personal commentary about the issue presented in the article. **The annotated copy of the article must be attached to the essay (450 word minimum essay).**
3. **Ted Talk Video:** Students should view the TED video by Celeste Headlee entitled “10 ways to have a better conversation.” The video is 11 minutes and 44 seconds in length. Carefully listen for Ms. Headlee’s premise and the rhetorical strategies she uses in her speech. Take notes when watching it, or you can download the transcript from the site. **In an essay of at least 450 words, you should summarize the video by pointing out the speaker’s claim and examples that she gives to validate her claim.**

Make sure to add your personal commentary about her topic before you conclude and what suggestions that you are going to consider to improve your communication.

4. **Analysis of Visual Argument:** Students must analyze two (2) advertisements from any media source. For the essay writing for this assignment, you will need to answer the questions that are in “A Checklist for Analyzing Images (Especially Advertisements)” found on page 147 in textbook. **After answering the questions, compose an organized essay discussing the two advertisements you selected through the answers you wrote. This essay should be a minimum of 450 word minimum)**

**NOTE:** If a lab assignment is not submitted on the due date (Check Course Calendar.), you will forfeit the points for it; however, **ALL** lab assignments must be submitted to fulfill the lab component for English 1302.

**Quiz:** The quiz will be correlated to assigned material from text and language lessons.

**Reader’s Response Journal Assignments:** Check course calendar. **\*\*\*These assignments will NOT be accepted late.**

**Final Examination:** The final essay will test your ability to analyze a piece of writing for rhetorical strategies and effectiveness.

**Late Work:** If an assignment is due on a day that you happen to be absent from class, the assignment is **STILL DUE**. Make sure to find a way to get the assignment to class, either by another member of the class (R & R group) or have someone drop the assignment by the office to be placed in my mailbox. The **LAST** option is to email the assignment to me. Know that the assignment that you email to me will be counted as being completed; however, I will NOT print it. You must bring a hard copy of the assignment to class when you return from your absence. If I do not receive a copy of the assignment when you return, you will not receive a grade for that assignment. This is your responsibility.

## **Class Guidelines:**

**Withdrawal Policy:** Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official manuscript. (**The Census Date for Fall 2018 is September 10.**) You may now drop online up to the census date. Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Withdrawals are not permitted online. Please read the Registration Guide or

contact the admissions office for information on how to withdraw. **The last date to withdraw is October 19, 2018.**

\* If you are contemplating withdrawal from English 1302, I ask that you conference with me first. Many times if we work together, we may be able to avoid the frustration that accompanies withdrawing from a class.

**Classroom Environment:** During class discussions, you are welcome to voice differing opinions as long as you can do so in a polite and academic manner. In order to maintain a critical and productive lecture and discussion, please do not interrupt others; everyone will be allowed to voice his/her opinions. If your behavior becomes disruptive, you will be asked to leave and will be counted absent for the day. Cell phones, iPads, iPods, laptops, and other devices must be off and stowed away upon entering the classroom. I realize life happens, and you may need to take an emergency phone call. If so, please quietly step outside and attend to what you need to do. There will be times that the class will be working on the computers or accessing the Internet; however, during lecture or discussion time, please have them turned off and put away. I trust that courtesy, respect, and professionalism will be practiced by all in our classroom this semester.

**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-D-118(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.

In cases where an incident report has been filed for alleged violation of scholastic dishonesty, faculty are 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.

Regardless of intent, a student found responsible of plagiarism automatically receives a "0" on the assignment. Because plagiarism, collusion, and/or cheating violate a bond of trust between the student and instructor, I reserve the right to refuse to accept any further work from the student and to give the student an "F" as a final grade. I also do not accept nor give credit to papers you may have submitted previously for another course.

**I RESERVE THE RIGHT TO AMEND THIS SYLLABUS AS NEEDED.**



## **English 1302.C11      Course Schedule/Fall 2018      C. Zembower**

### **Week 1 (8/28 – 8/30)**

- Course Introduction: Discussion of syllabus, schedule, and setup of course
- Discussion of essay checklist and essay grading rubric
- Discussion of lab component for English 1302

**Assignment:** Obtain a copy of textbook as soon as possible. You will need it in class on Tuesday, January 30.

### **Week 2 (9/4 – 9/6)**

- Completion of Assessment Writing (Diagnostic writing). Review evaluative markings on essays.
- Explanation of R & R groups. Meet with group for introductions.
- Completion of Language Diagnostic Evaluation
- Language Mini-Lesson: Punctuation Situations/ Five language barriers in writing (Fragments, Run-on sentences, Comma splices, S/V disagreement, Pronoun-antecedent disagreement) Computer exercises -

**Assignment: Due 9/11:** 1) Carefully revise and edit your assessment essay by taking the suggestions of evaluation comments. 2) Carefully read Part One, Chapter 1 - "Critical Thinking," pages 3 – 13 and pages 24 - 32 in text. Be ready for class discussion on assigned material.

### **Week 3 (9/11 – 9/13)**

- Discussion of reading assignment
- Completion of Critical Thinking Exercise – R & R groups
- Introduce library tab – Cougarweb – Review MLA formatting

**Assignment: Due 9/18:** 1) Completed critical thinking exercise from page 33 in text. 2) Carefully read Part One, Chapter 2 "Critical Reading: Getting Started," pages 35 – 54. Be ready for class discussion on assigned material.

### **Week 4 (9/18 – 9/20)**

- Discussion of assigned material.
- Discussion of rhetorical strategies.
- Complete reading exercise – R & R groups

**Assignment: Due 9/25:** Carefully read/annotate Part One: Chapter 3 "Critical Reading: Getting Deeper into Arguments," pages 80-96 and pages 105-110.

### **Week 5 (9/25 – 9/27)**

- Discuss assigned reading
- Discussion of Rhetorical Precis

**Assignment: Due 9/27: LAB ASSIGNMENT #1**

**Assignment: Due 10/2: 1)** Carefully read/annotate Part Two: Chapter 5 “Writing an Analysis of an Argument,” pages 181- 195. **2)** Quiz #1 – MLA Formatting and Terminology (Chapters 1-3).

**Week 6 (10/2 – 10/4)**

- Quiz #1
- Discussion of assigned material and Assignment of Essay #1: Analysis of Argument

**Assignment: Due 10/9:** First draft of Analysis of Argument

**Week 7 (10/9 – 10/11)**

- Workshop Essay #1/ R & R Groups

**Assignment: Due 10/11:** Final Draft of Essay #1

- Begin discussion of Part Two: Chapter 6 “Developing an Argument of Your Own,” page 221.

**Assignment: Due 10/16: 1) LAB ASSIGNMENT #2 2)** Complete the reading of Chapter 6.

**Week 8 (10/16 – 10/18)**

- Complete discussion of Chapter 6.
- Discussion of assignment sheet for Essay #2: Essay of Argument

**Assignment: Due 10/23:** First draft of Essay #2

**Week 9 (10/23 – 10/25)**

- Workshop Essay #2/ R & R Groups

**Assignment: Due 10/25:** Final Draft of Essay #2: Essay of Argument

- Language Practice

**Assignment: Due 10/30: 1) LAB ASSIGNMENT #3 2)** Quiz #2 - Language

**Week 10 (10/30 – 11/1)**

- Discussion of Research Project (Canvas)
- Quiz #2
- Work Day – Class Time

**Assignment: Due 11/6: Reader’s Response Journal:** Rhetorical Precis on one source from research.

**Week 11 (11/6 – 11/8)**

Class Time – Work on Research Project with R & R Groups/ First Draft

**Week 12 (11/13 – 11/15)**

**Complete Research and Preparation for Presentations**

**Group/ Professor Conferences**

**Assignment: Due 11/27: 1) LAB ASSIGNMENT #4 2) Reader's Response**

**Journal:** Rhetorical Precis on one source of research for presentation

**Week 13 (11/27 – 11/29) PRESENTATIONS**

**Week 14 (12/4 – 12/6) PRESENTATIONS/ Discussion of Final Examination**

**Week 15 Final Exam: 1:00 P.M. – Tuesday, December 11**