

1-15-2019

## Composition II

Steven Rizzo

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# COLLIN COLLEGE

## COURSE SYLLABUS

Course Information
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**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:** If a student cannot complete the course, he/she is responsible for withdrawing by the drop date—**Friday, March 22<sup>nd</sup>**—in order to receive a “W,” not an “F,” for the course. The student is advised to speak with the instructor before taking any action, in case withdrawal can be avoided. See the current *Collin Registration Guide* for more details on the Collin College withdrawal policy.

**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, PRC-F144 or SCC-D140--972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION
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**Instructor's Name:** Dr. Steven Rizzo  
**Office Number:** PRC LH172  
**Office Hours:** MWF: 10:00 a.m.-11:00 a.m.; TR: 10:00 a.m.-11:30 a.m.  
**Office Phone Number:** 972.377.1516  
**Email:** [srizzo@collin.edu](mailto:srizzo@collin.edu)

**Class Information:**

Section Number: P10 (CRN #: 22172)  
Meeting Times: MWF 11:00 a.m.-11:50 a.m.  
Meeting Location: L212

**Course Resources:** The following texts and materials **required:**

Seyler, Dorothy U., ed. *Read, Reason, Write: An Argument Text and Reader*. 11th ed. New York: McGraw-Hill, 2014.

Computer disc, flash drive, etc. (for computer classroom)

**Method of Presentation:** Lecture, lab, open discussion, group discussion, computer-assisted instruction, and audiovisual material.

**Method of Evaluation:** Essay Component: Students will write four essays (870 words each).

Class Work: This 10% of your grade will be based on daily reading responses, rough drafts, and peer reviews.

**Grade Determination**

**Final Draft Due Date**

Essay 1: Rhetorical Analysis = 18%	(Wednesday, February 13)
Essay 2: Definition Argument = 18%	(Friday, March 22)
Essay 3: Myth Buster Argument = 18%	(Wednesday, April 17)
Essay 4: Against the Grain Argument = 18%	(Wednesday, May 15)
Attendance = 10%	
Rough Drafts, Peer Reviews, Reading Responses, and Logical Fallacy = 13%	
Lab Units = 5%	

**Lab Assignments:** 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 typically eight selections from the list below. This lab work is not the same as regular daily coursework that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class. The lab component makes up 5% of your overall course grade. If you do not complete all sixteen lab units, you will receive a 0 for the lab component, thereby losing 5% from your final course grade. You may choose any combination from the list below:

- |   |              |
|---|--------------|
| 1. Journal entries (minimum one page typed)                         | 1 unit each  |
| 2. Grammar Exercises and Quizzes (found via Google)                 | 1 unit each  |
| 3. Grammar/Writing Workshops (TBA)                                  | 3 units each |
| 4. Writing Center Consultations (report is furnished to instructor) | 3 units each |
| 5. On-campus events (speakers, films, etc.) with written response   | 3 units each |
| 1 unit each   |              |

**Technical Support:** Student technical support is now provided 24/7 for students at (972) 377-1777 or [sts@collin.edu](mailto:sts@collin.edu).

## Class Policies

**Attendance:** Attending class is extremely important in this course. To get the most out of class discussion, class handouts and notes, and important explanations of assignments and quizzes, you must attend every day the class meets. If, however, you must be absent, you are expected to be prepared for class in the same manner as those students who were present at the previous class session. Please contact a fellow student or the instructor for assignments and class notes. Attendance (recorded and calculated on Canvas) counts for 10% of your overall course grade.

**Religious Holidays:** In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office.** Students who plan to observe religious holidays which will require absences from class should consult the current Collin College Student Handbook, section on Religious Holidays, for the correct process to follow. It is mandatory that this procedure be followed in detail.

**Punctuality:** Consistently coming into class late will result in you being counted absent for the day. If, for some reason, you must be late, check with me after class to be sure that you are not marked absent for the entire class. Ensuring the change in attendance records will be your responsibility, not mine.

**Make-up Work:** A late essay carries a penalty of ten points off for each day the paper is late. If you know you will be absent or you are having trouble with the assignment, make special arrangements with me before the due date; otherwise, the paper will be considered late. No essays will be accepted two class sessions later than the due date. Class work cannot be made up, but one class work assignment grade will be dropped to allow for unexpected emergencies.

**Rewrites:** You have the opportunity to rewrite once one of the four major essays whose original grade is less than an A. Whatever grade you earn on the rewrite—unless the rewrite grade is actually lower than the original, which has never happened in my experience—will count as the final grade for the assignment. Successful rewrites (i.e., those that improve the grade of the original) require your satisfactorily addressing the comments I will have made on the original draft.

**Code of Conduct:** Students should conduct themselves in a professional, adult manner. They should use common courtesy toward their fellow students and toward the professor at all times. Verbal participation in class, provided it is done through thought-provoking questions and observations, can help all of us clarify and refine interpretations. Feel free to raise questions or offer opinions. Under no circumstances, however, will rude or sarcastic comments be tolerated, or talking when someone else (including the professor) has the floor.

### Scholastic Dishonesty

To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>.

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 my courses, plagiarized papers (or papers in which collusion has occurred) receive an automatic zero and no chance for a rewrite.**

### Miscellaneous:

\*\*Please turn off all cell phones and other such devices before entering the classroom in order to avoid distracting fellow students and the instructor.

\*\*The instructor will make any changes in objectives, assignments, and due dates for this course if necessary. Any changes will be announced beforehand in class.

\*\*For classes in the computer classroom: While class is being conducted, students should only use computers when the teacher instructs them to do so. Students should not be checking e-mail, surfing the Internet, working on non-related papers, etc., while class is going on. Students who continually disregard this rule will have their computer privileges taken away.

**\*\*\*\*\* PLEASE PRINT AN EXTRA COPY OF THIS PAGE, SIGN BELOW, AND TURN IN TO INSTRUCTOR BY SECOND WEEK OF CLASS \*\*\*\*\***

I have read the above brief explanation of plagiarism, collusion, and other forms of scholastic dishonesty. I understand what it is and am aware of the consequences if I should be guilty of it either intentionally or unintentionally.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
ENGLISH Course/Section

\_\_\_\_\_  
NAME (PRINT)

## GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the guidelines below:

### I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

**Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

**Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

**Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

**Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

**Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

**Grammar and Punctuation:** correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

**Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

### II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

**Preparation:** The paper contains evidence of at least one preliminary draft. The student as clearly and competently adapted the topic and content to the assignment.

**Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

**Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

**Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

**Diction:** The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

**Grammar and Punctuation:** Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

**Appearance:** The C paper conforms to the guidelines established for the superior paper.

### III. UNSATISFACTORY (D-F)

Although D and F papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the F paper exhibits an obvious breakdown in style and structure.

**Preparation:** The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

**Content:** The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

**Development:** The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

**Sentence Structure:** Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

**Diction:** The level of language is inappropriate to the subject; errors in usage are frequent.

**Grammar and Punctuation:** Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

**Appearance:** An illegible presentation is always a liability.

## English 1302 Class Schedule Spring 2019

### Week 1

**M, Jan 21**

NO CLASS—MLK DAY

**W, Jan 23**

Course Introduction

**F, Jan 25**

**Truth and Consequences**

Does objective Truth exist? If not, what if any are the consequences? If so, how do we ascertain it, and what are the obstacles to doing so?

**Objective Truth Response**

### Week 2

**M, Jan 28**

**Active Reading**

Chapter 1: Writers and Their Sources (*RRW*, 3-7 and 13-14)

Mortimer Adler's "How to Mark a Book"

(<http://www.maebrussell.com/Articles%20and%20Notes/How%20To%20Mark%20A%20Book.html> – also on Bb)

**Introduce Essay 1: Rhetorical Analysis**

**W, Jan 30**

Ellen Goodman's "In Praise of a Snail's Pace" (*RRW*, 51-54)

**F, Feb 1**

Howard Gardner's "The End of Literacy? Don't Stop Reading" (<http://www.washingtonpost.com/wp-dyn/content/article/2008/02/15/AR2008021502898.html>)

**Language: Connotation, Tone, Style**

Chapter 2: Responding Critically to Sources (*RRW*, 34-67)

**Why a "Style" Analysis? Are We Promoting Style Over Substance?**

### Week 3 \*\* Monday, Feb 4, Spring Census Date

**M, Feb 4**

**Demonstrate Rhetorical Analysis:**

David Cole's "Laptops vs. Learning" (<http://www.washingtonpost.com/wp-dyn/content/article/2007/04/06/AR2007040601544.html>)

**W, Feb 6**

**Demonstrate Rhetorical Analysis:**

Peggy Noonan's "The Blogs Must Be Crazy"

(<http://online.wsj.com/article/SB122462280525455719.html>)

**F, Feb 8**

More discussion of and work on Rhetorical Analysis

### Week 4

**M, Feb 11**

**Peer Review of Essay 1: Rhetorical Analysis**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**W, Feb 13**

**Final Draft of Essay 1: Rhetorical Analysis due at the beginning of class—hard copy and submitted on Canvas**

**Introduce Essay 2: Definition Argument**

**Strictly Speaking**



Andrew Vachss' "Watch Your Language" ([http://www.vachss.com/av\\_dispatches/parade\\_060505.html](http://www.vachss.com/av_dispatches/parade_060505.html))

**F, Feb 15**

George Will's "Forget Values, Let's Talk Virtues"

(<http://www.jewishworldreview.com/cols/will052500.asp>)

#### Week 5

**M, Feb 18**

Chapter 7: Definition Arguments (*RRW*, 180-93)

Tour the *Oxford English Dictionary*.

**W, Feb 20**

Continue to tour the *Oxford English Dictionary*.

**F, Feb 22**

**Take a Stand: Cynicism is Lame. "Too Cool to Care" is Childish.**

#### Week 6

**M, Feb 25**

George Orwell's "Politics and the English Language"

(<https://www.mtholyoke.edu/acad/intrel/orwell46.htm>)

**W, Feb 27**

"Verbal Cleansing" from Thomas Sowell's *Intellectuals and Society* (handout)

**F, March 1**

**Ppt: *The Politics of Naming***

#### Week 7

**M, March 4**

Greg Lukianoff, "The Threat to Free Speech at Universities" (*RRW*, 88-90)

**W, March 6**

Continue discussion of freedom of speech issues

**F, March 8**

Jeffrey Mateer and Erin Leu, "Cheering Free Speech" (*RRW*, 90-92)

**RR 1: QRW 8 or 9 (90) OR QRW 6 (92)**

#### Week 8 Mon., March 11-Fri., March 15

SPRING BREAK—NO CLASSES!

#### Week 9:

**M, March 18**

Chapter 14: Formal Documentation: MLA Style (*RRW*, 312-37)

**W, March 20**

**Peer Review of Essay 2: Definition Argument**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**F, March 22 \*\* Today is Last Day to Withdraw with a "W."**

**Final Draft of Essay 2: Definition Argument due at beginning of class—hard copy and submitted on Canvas**

**Introduce Essay 3: Myth Buster Argument**

#### Week 10

**M, March 25**

Chapter 3: Understanding the Basics of Argument (*RRW*, 70-97)

**W, March 27**

**Focus on Biases and Assumptions**

\*See RR 5: QRW 11 (496)

**F, March 29**

Chapter 4: Writing Effective Arguments (*RRW*, 98-119)

**Throwing Red Meat vs. Serving Celery: Does Compromise=Cop-Out?**

**Week 11**

**M, April 1**

Chapter 6: Learning More About Argument: Induction, Deduction, Analogy, and Logical Fallacies (*RRW*, 150-78) **\*Focus on Induction and Deduction.**

**W, April 3**

Chapter 6 continued **\*Focus on Analogy and Logical Fallacies**

**F, April 5**

Chapter 6 continued **\*Continued focus on Logical Fallacies**

**Week 12**

**M, April 8**

Thomas Sowell, "Arguments without Arguments" (Canvas)

**\*Find a logical fallacy in current media, and bring your example to discuss on Wednesday.**

**W, April 10**

**Discuss the logical fallacies you found**

**F, April 12**

**Continue discussing the logical fallacies you found.**

**Week 13**

**M, April 15**

**Peer Review of Essay 3: Myth Buster Argument**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**W, April 17**

**Final Draft of Essay 3: Myth Buster due at the beginning of class—hard copy and submitted on Canvas**

**Introduce Essay 4: Against the Grain Problem Argument**

**F, April 19**

**NO CLASS—GOOD FRIDAY**

**Week 14**

**M, April 22**

Chapter 8: Evaluation Arguments (*RRW*, 194-208)

Thomas Sowell, "Christmas-Tree Totalitarians" (*RRW*, 205-207) **RR 2 QRA 4 (207)**

**W, April 24**

Susan Cain's "The Rise of the New GroupThink," (*RRW*, 14-18)

Chapter 9: The Position Paper: Claims of Values (*RRW*, 209-23)

**F, April 26**

George Will, "The Closed American Mind" (*RRW*, 460-62)

**Week 15**

**M, April 29**

Chapter 10: Arguments About Cause (*RRW*, 224-39)

Shelby Steele, "Notes from the Hip-Hop Underground"

(<http://www.wsj.com/articles/SB985915655554354885>)

**W, May 1**

Chapter 11: Presenting Proposals: The Problem/Solution Argument (*RRW*, 240-59)

Chapter 12: The Researched and Formally Documented Argument (*RRW*, 261-79)

**F, May 3**

Chapter 13: Writing the Researched Essay (*RRW*, 280-311)

**Week 16**

**M, May 6**

Naomi Shaefer Riley, “What’s a College Education Really Worth? Not Enough” (*RRW*, 449-53)

**RR 3 QRW 12 (453)**

**W, May 8**

Amy Chua’s “Immigrate, Assimilate” (*RRW*, 491-96)

**F, May 10**

**Peer Review of Essay 4: Against the Grain Problem Argument**

**Rough draft due on Canvas and as hard copy at the beginning of class**

**Submit peer review answers on Canvas by end of class and give a copy to your peer partner**

**Week 17: Final Exam Week**

**M, May 13**

NO CLASS TODAY—FINALS WEEK

**W, May 15**

**Final Draft of Essay 4: Against the Grain Problem Argument due at the beginning of class—hard copy and submitted on Canvas**

**\*\*\*MAKE SURE I HAVE GRADES RECORDED FOR EACH OF OUR MAJOR ESSAYS\*\*\***