

8-27-2018

Composition II

Mary Anne Andrade Dr.
Collin College

Follow this and additional works at: https://digitalcommons.collin.edu/english_syllabifall2018

Recommended Citation

Andrade, Mary Anne Dr., "Composition II" (2018). *Fall 2018*. 240.
https://digitalcommons.collin.edu/english_syllabifall2018/240

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact mtomlin@collin.edu.

updated: Aug. 13, 2018

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

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 within 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 Outcomes: Upon successful completion of this course, students should be able to do the following:

1. Defend an informed position or argument within the context of a specific discipline with explanations and answers to relevant counterarguments. (Communication Skills)
2. Comprehend writing as a series of additional research tasks that include finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources. (Critical Thinking)
3. Practice appropriate conventions of documenting work with the MLA format
4. Continue to build upon the Student Learning Outcomes for ENGL 1301:
 - (a) Rhetorical knowledge
 - (b) Critical reading, thinking, and writing
 - (c) Knowledge of the writing process
 - (d) Use of conventions

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

Census date: Sept. 11 (All students must be participating in the course.)

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

Plagiarism policy: zero for the assignment

Americans with Disabilities Act Statement: It is the policy of Collin College to provide reasonable and appropriate accommodations for individuals with documented disabilities. This College will adhere to all applicable Federal and State 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 D-140) or 881-5898 (TDD-881-5950) in a timely manner if he/she desires to arrange for accommodations.

INSTRUCTOR INFORMATION

Dr. Mary Anne Andrade
Collin County Community College
Spring Creek Campus
Office: B-106

Office hours: Monday, Wednesday, Friday: 10:30-11:00; Monday 1-2; Wednesday 1-2; Friday 1-1:30; Monday through Thursday; online office hours 5-6

phone: 972-881-5823

e-mail: mandrade@collin.edu

Internet address: <http://faculty.collin.edu/mandrade>

Class information:

[Minimum Technology Requirement:](#) See also Start Here folder in Canvas

Minimum Student Skills: Engl 1301. See Prerequisite

Netiquette Expectations: See Start Here folder:

1. **Standards of courtesy and respect must be maintained at all times in our online “classroom.” Join in to the discussion, but remember that this is still a “classroom” setting and that respect and consideration are crucial for any intellectual discussion.**

2. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal attacks are not permitted.
3. 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.

Course Resources:

Help: For help with your writing, please use the services of the [Writing Centers](#), either with a one-on-one appointment at any one of the three campuses, or online.

Library Resources: films of plays required for the course; databases required

Supplies: none

Textbooks:

Making Literature Matter, eds. John Schilb and John Clifford, sixth edition; older editions may be used if you make yourself responsible for using the Table of Contents to find the correct page numbers.

Attendance: There is no attendance, obviously, but I expect you to be participating in the course from the first week. If you have not posted any writing exercises in the second week (please see Class Schedule for first writing assignments in the Discussion Group), I am required to list you as not participating in the course which will affect your financial aid. This is not a self-paced class; you cannot start the class when it suits you.

Back-up: In case of problems with Canvas, this course may also be found on my website:

<http://faculty.collin.edu/mandrade/1302/1302front.htm>

Method of Evaluation:

Writing Exercises: 20% of your grade. Post these on the Discussions site which you will find on the far left side of the front page of the course. I assign grades for your discussion twice during the semester, at mid-term (Discussion 1 on grade book) and at the end (Discussion 2).

Completion of 16 writing exercises, a grade of 100; each posting is worth 6 points. I will not credit late writing exercises. Post these on the "Group Discussion" site anytime during the week of the assignment; they are due at the end of the week-end. Some students prefer to post on the week-ends when they have more time, which is fine. See the Class Schedule for the weekly topics.

Quality of writing: I don't deduct points for grammar or spelling errors on these postings, but if your postings tend to be too short, perfunctory, and without any insight, I will deduct 10 points off the Discussion grade at the end of the semester.

Essays 1, 2, 3: 50% of your grade

Essay 4: 30% of your grade

Lab credit: English 1302 has a lab component. Online students will receive lab credit for participating in the Discussions. In addition to using the to posting your writing exercises, please record your reactions to other students'; in order to pass the course, each student must have used the Discussions site at least 16 times in the semester for the purpose of "chatting" or discussing with the other students. You will not receive credit for more than one response a day, no more than 2 responses a week. My goal here is to get you to respond every week, to chat with your classmates, and to write what you think. If you do not respond to your fellow students often I will deduct 10 points from your Writing Exercises grade; for example, even if you complete and post all of the writing exercises for a grade of 100 but do not respond to other students' posting, you will receive the grade 90.

Late essays: Late essays will not earn a grade higher than a C. I will not accept a paper later than two days. My policy is that I grade all the papers turned in on the due date in all five of my classes before I grade late papers; thus, you may not receive your late essay as quickly as you might like.

Received essays: When I receive an essay, I will reply to the sender verifying that I have received the essay and that the attachment opens. I will consider a dysfunctional attachment a late paper, so please be sure you know how to make and send an attachment. If you do not hear from me, it is your responsibility to get in touch in case there has been a disruption of service on my server or on yours.

Obtaining secondary sources for essay 4:

[Library Resources:](#) find a list of databases: Academic Search Complete, JSTOR, or Project Muse.

Do not use the Internet for your sources.

Primary sources: the text; that is to say, the story/stories/poem/poems you are analyzing. A citation for each of these must go on the Works Cited page.

Secondary sources: these are scholarly articles written about the texts. A citation for each of these must go on the Works Cited page

[Knight Cite:](#) this site helps you prepare your Works Cited page. Just fill in the blanks and this machine orders correctly the bibliographic information and provides the appropriate punctuation.

Grammar errors: Review these before writing responses and essays

Turning in assignments:

1) Do not turn in assignments through Canvas. From your cougarmail account, send all formal essays as attachments to

mandrade@collin.edu

E-mails: Please put your name in front of your cougarweb e-mail address or in the Re: box, so I can see who is e-mailing me. Fill in the Re box: "1302/section no. (?) question" or "1302/section no. assignment" If your e-mail contains a question and not an assignment, I will respond within a day. Please send questions separately from assignments. Please label your assignments (essays) clearly in the subject box; for example, write 1302/section no./ Essay 1. If you do not label your emails correctly I won't be able to find them when I start grading and your essay will not be graded. This would count as a late essay.

You need a cougarweb email address. I cannot communicate grades to you outside of cougarmail. No exceptions. This is to safe-guard your privacy.

2) Section number: Include your section number (for example, WS 4, WS 5, or WS 6) in the subject box of cougarmail emails when you turn in assignments; otherwise, I will send it back to you for clarification, and your essay may be counted late.

3) Double space all documents.

Grading: Turn-around time on essays is 7-10 days from the due date.

Writing Help: For help with your writing, please use the services of the **[Writing Centers](#)**, either with a one-on-one appointment at any one of the three campuses, or online.

Grades: You will receive your grade (7-10 days after the due date) when I reply to your email containing your attached essay. I will send you an attached checklist that I complete on each essay with an analysis of your essay's strengths and weaknesses with the grade at the end.

Exam: No exam

1302 Grade Sheet

Name _____

Essay 1 _____ X 10% _____

Essay 2 _____ X 20% _____

Essay 3 _____ X 20% _____

Essay 4 _____ X 30% _____

Writing Exercises : Discussions

_____ X 20% _____

Total _____

updated: Aug. 20, 2018

Week 1 Aug. 27-31

Mon. Introduction to the course. Read the syllabus carefully. Look at the Class Schedule (Calendar) for a sense of the assignments to come.

Wed. Read "Night Waitress," p. 41-46 in *Making Literature Matter*, (hereafter referred to as MLM) sixth ed. No writing assignment required for "Night Waitress"; instead, introduce yourself on the Discussion Group. Tell the other students a little bit about your interests and goals.

Week 2 Sept. 3-7 (Sept. 10 is census date; you must be participating in the course by this date; otherwise, I am required to record your non-attendance which will negatively impact your financial aid.)

Mon. Labor Day

Wed. Read “Girl”: p. 48-50

1) Write: Thinking about the Text: p. 50. Answer any one of the questions on the Discussion Group.

Post this on the Discussion Group. All of each week's Discussion Postings are not due until the end of the week-end, so you have all week to consider and write since the works to read are very short. Good chance to get some practice writing and feeling comfortable expressing your point-of-view. Be supportive of each other in your comments. Have fun.

Please read the Syllabus carefully for instructions on how to use the Discussion Group.

Discussion Group: "Click on the icon "Discussions" in Canvas on the far left side of the home page. Post your writing exercises and comments and comment on other students' points-of-view.

Wed. Read “Orientation” 33-37

2) Write: Thinking about the Text: p. 37. Choose one topic to write on. Due at the end of the week-end.

Week 3 Sept. 10-14 (Sept. 10 census)

Mon. Stories from a woman’s perspective:

Read in Appendix: Critical approaches to Literature: Feminist Criticism, p. 1536

3) Writing: Argue on the Discussion Group that “Girl” or "Night Waitress" should be analyzed from a feminist perspective. Due at the end of the week-end.

Wed. Read “A Rose for Emily,” p. 1102-1109

4) Write: Thinking about the Text, p. 1109-1110. Answer any one of the questions on the Discussion Group. Due at the end of the week-end.

Week 4 Sept. 17-21

Mon. Read this link: [Discussing Logical Fallacies](#)

Be conscious when you are writing not to commit any of these fallacies!

Wed. Read “Trifles,” p. 1198-1209

5) Write Thinking about the Text, p. 1209. Answer any one of these questions on the Discussion Group. Due at the end of the week-end.

Essay 1 Topic: Construct an argument influenced by Feminist criticism on “Trifles.”

See [Essays](#) for a rubric or checklist that I will use for grading. You will find on this site example essays and guidelines for writing essays.

Week 5 Sept. 24-28

Mon. Essay 1 is due Sept. 24 at noon. Send the essay as an attachment to my address at the college (not through Canvas): mandrade@collin.edu

You must use your cougarweb email for all communication about grades and the submission of assignments.

Wed: Read Appendix: Marxist Criticism, p. 1536

Begin thinking of essay 2. The topic: Construct an argument influenced by Marxist criticism in the story “Orientation.”

See [Essays](#) for a rubric or checklist that I will use for grading. You will find on this site example essays and guidelines for writing essays.

Week 6 Oct. 1-5

Mon. Read Martin Luther King Jr.'s "Letter from Birmingham Jail," p. 1281

6) Write: Thinking about the Text, p. 1294. Answer any one of the questions on the Discussion Group. Due at the end of the week-end.

Wed. Study [Ethos, Logos, and Pathos](#)

7) Write on the Discussion Group: what are some examples of ethos, logos, and pathos used in King's letter? Due at the end of the week-end.

Week 7 Oct. 8-12

Mon. Essay 2 is due Oct. 8 at noon. Send the essay as an attachment to my address at the college (not through Canvas): mandrade@collin.edu

You must use your cougarweb email for all communication about grades and the submission of assignments.

Wed. Read "A Good Man Is Hard to Find," p. 1173.

8) Write Thinking about the Text, p. 1186. Answer any one of these questions on the Discussion Group. Due at the end of the week-end.

Week 8 Oct. 15-19 (Friday is the last day to withdraw.)

Mon. Read pp. 1186-1196: "From Mystery and Manners," "From the Question of Flannery O'Connor," "From 'One of My Babies': The Misfit and the Grandmother," "From Flannery O'Connor's Misfit and the Mystery of Evil"

9) Write Making Comparisons, p. 1196. Answer any one of these questions on the Discussion Group. Due at the end of the week-end.

Wed. Using Modern Language Association Style for documentation (MLA). Learning how to document sources; paraphrasing and quoting. Click [MLA](#) page for exercises.

Wed. Turn in Exercise 1 to me in an attachment titled (center of page) Works Cited. Put all the citations in alphabetical order: Anderson, Martha before Carter, Erik, for example.

mandrade@collin.edu

10) This MLA exercise counts as one of your Writing Assignments. Due at the end of the week-end.

Begin thinking of essay 3. The topic is to choose two of these articles on the story "A Good Man is Hard to Find" to write an essay in which you argue your interpretation of the story. You may support one of the critics you've read -- O'Connor, herself; Stephens; Bandy; or Desmond -- then argue how your interpretation differs from another critic's interpretation. For instance, say your own interpretation of the story closely follows Martha Stephens' article, "From The Question of Flannery O'Connor." Write your essay using the points Stephens' makes in her essay, using paraphrases and quotations from Stephens along with your own words. Then argue that another critic's point-of-view is wrong; for example, write that you don't agree with O'Connor's own interpretation, once again using paraphrases and quotations from O'Connor's own article on her story.

This essay should be 4 pages long with a Works Cited page citing the story and the two articles that you discuss.

Week 9 Oct. 22-26

Mon. Essay 3 is due Oct. 22 at noon. Send the essay as an attachment to my address at the college (not through Blackboard):

mandrade@collin.edu

See [Essays](#) for rubric or checklist for essay 3.

Wed. *Antigone*, p. 1240. Read and watch the play online. [Library Resources](#). You will need your student ID number in order to log-on.

11) Write Thinking about the Text, p. 1280. Post your comments on the Discussion Group. Due at the end of the week-end.

Week 10 Oct. 29-Nov. 2

Mon. and Wed. Search for five secondary sources for the essay 4 on Wikileaks (or Snowden) and *Antigone*, using the databases provided in [Library Resources](#): Opposing Viewpoints, CQ Researcher, Issues and Controversies. A full discussion of this essay is found on the link "[Essays](#)" in Course Module.

Week 11 Nov. 5-9

Mon. Write your [Annotated Bibliography](#). (Click here at this blue link to find an explanation). These will be the five scholarly essays (secondary sources) you will use in your essay on Wikileaks or Edward Snowden. Please note that this assignment to write an annotated bibliography is not your Works Cited. The annotated bibliography is to prepare you to write the essay. The Works Cited does not have a summary of the article.

Wed. 12-16) Post annotated bibliography on the Discussion Group. Writing Assignments 12-16. (By "Writing Assignments" I mean to give you credit for 5 postings on the Discussion Group. So this counts like one of your "Thinking about the Text" postings.) Due at the end of the week-end.

Week 12 Nov. 12-16

Write Essay 4, the position research essay. For information on this essay see this link on [Essays](#):

Week 13 Nov. 19-23

Monday: Essay 4 is due Nov. 19 at noon.

Nov. 21-23 Thanksgiving Holiday

Week 14 Nov. 26-30

Read "The Lottery," p. 863.

17) Write Thinking about the Text, p. 874. Answer any one of these questions on the Discussion Group. Due at the end of the week-end.

Week 15 Dec. 3-7

Mon. Turn in any revisions to Essay 4 that I have indicated in the rubric to essay 4.

Week 16 Dec. 10-14 Final Exam Week

No exam