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Composition II

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**Central Park Campus
Spring 2019**

Course Number: ENGL 1302.C02

Course Title: Composition II

Instructor: Dr. Marc Azard

Office Location: B229

Office Hours: Mondays & Wednesday 11-12:30 pm; Tuesday 11:30-12:30 pm; Friday 11-12 pm; Online Sundays 1-2 pm

Phone#: 214.491.6247

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Zoom! Conference #: 998-092-8170

Emergency Contact: Office of Academic Affairs, B-122/Ph# 214.491.6270

Meeting Times and Location: Monday, Wednesday and Friday at 9:00 – 9:50 am in C221

Email Policy

Please use your official Collin email when contacting me. I will not discuss grades or other academic records via non-official email accounts (i.e., Gmail, Yahoo, Hotmail, etc). I will try to answer all emails within 24 hours during the work week. On weekends, I will respond to emails no later than Monday afternoon.

However, situations arise (just like in life) that may delay my response. Sometimes an email can become lost, overlooked, or simply missed. If that is the case and you do not receive a response from your initial email, please email me again with your inquiry or comment.

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.

Required Texts and Materials

- Active Cougarweb email account
- Access to a word processing program
- Access to personal digital storage (ex. Usb drive, *Dropbox*, *Google Drive*)
- Internet access outside of class
- Access to BB (for supplemental handouts and materials)

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)

Course Overview

As 1302 students you have undoubtedly already survived English 1301: Composition I, which means you are disciplined and have had some success with reading and writing expository essays. Congratulations! In 1301 you concentrated on improving your writing by honing the process(es) you use to write, and in 1302 we'll continue to focus on process. However, the primary goals for this course are to introduce you to forms of argument and elements of research and documentation. Unfortunately, the stereotype of this sort of writing has devolved into the infamous "research paper"—e.g. "Capital Punishment: Pros and Cons." I want, as much as possible, to introduce you to argument and research in such ways that you can see them combine into a process of intellectual development. Instead of the usual research paper, each of you will become skilled in using rhetorical strategies to explore a topic that's meaningful to you and discover a thesis – your own position, which you can argue from a position of authority as well as support with credible sources from a variety of relevant print and electronic sources. I plan for us to work together to help you be successful, but we have a lot of work ahead of us. I enjoy teaching writing, so I'm looking forward to this semester!

Assignment/Activities

Major Assignments (75% of total grade)

- Overview (1000+ words 15%) In this 1st paper, you will identify several arguments or positions and write a paper that "overviews" a major "health" related issue.

- Evaluation Paper (1,500+ words, 20%) Write an essay evaluating media representation of illness.
- Major Research Paper (2,500+ words, 40%). Write an argumentative, researched essay on a topic of your choosing.

Labs (15% of total grade)

- Workshops Attendance
- Rough Draft Submission
- Write Cite Visits
- Rhetorical Activity

Professionalism (10% of total grade)

I will assign a grade for what I call “professionalism” at the end of the term. It will be calculated on the following elements:

- Your class attendance.
- The completion of writing assignments.

Do not underestimate the importance of your professionalism for the course because I take the professionalism component of the course very seriously. Oftentimes, your professionalism grade can mean the difference between letter grades. **Students who miss more than 20% of the course (6 days for a MW class/9 days for a MWF class) will earn an “F” for professionalism.**

Assignments and Grade Distribution

Your essays will be graded on an A-F scale, and later essays generally count more of your overall grade than earlier ones. (See next section.)

Here is how to calculate your grade:

WA1	15%
WA 2	20%
WA 3	40%
Lab Activities	15%
Professionalism	10%

Once I have assessed your final grade in this way, it may be reduced for absences (see below). It may be raised on the basis of effective logs done regularly (or lowered for the opposite).

NOTE: All WAs must be turned in to earn credit for the course. Failure to turn in a WA will result in an F for a final grade. *Handouts detailing individual assignments are also considered part of this syllabus.*

Manuscript Submissions

Major WAs must be typed (double-spaced) in black ink using a 12pt. serif font. Use MLA guidelines for spacing, margins, heading, and page numbering. Print a hard copy of your work before closing the program you're using. ALWAYS save your work on your hard drive AND a jump drive or disk. Finally, all work must be submitted via Canvas. Work submitted via email will not be graded.

Late Assignments

As a rule, I do *not* accept late assignments. Absence is not an excuse for late work. If you must miss class when a WA is due, turn it in *prior* to the due date. I may accept a late assignment ONLY in extremely extraordinary circumstances and with prior approval.

Evaluation of Major Writing Assignments

For you to get anything at all out of this course, you will have to apply to your own writing the principles and strategies we work on in class. Therefore, when I read your papers in this class, I will evaluate them in light of a clearly laid out set of "evaluation criteria," which I will put on every assignment sheet. Take note of these criteria because they are what I am looking for when I grade your writing. I will make comments about what I see as the strengths and weaknesses of the paper.

The evaluation of students and the awarding of credit will be based on academic performance, rather than on personality, gender, race, religion, degree of political activism, or personal beliefs.

My grade scale for the course is the same one used throughout the freshman writing program and most departments in the University: A = superior; B = above average; C = average; D = below average; F = unacceptable.

"A" Writing Assignment: This is an **Excellent** Writing Assignment that demonstrates excellence in development, organization, style and tone, and mechanics. The "A" Writing Assignment is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific. There is clear evidence of the writing process (invention, drafting, revision, editing, and proofreading).

- A = 95%
- A- = 92%
- A-/B+ = 90%

"B" Writing Assignment: This is a **Good** Writing Assignment. The "B" Writing Assignment delivers substantial information—that is, substantial in both quantity and interest-value. It is well-developed and unified around a clear organizing principle that is apparent early in the Writing Assignment. The opening paragraph

draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. Transitions between paragraphs are for the most part smooth; sentence structure is pleasingly varied. There is evidence of the writing process.

- B+ = 87%
- B = 85%
- B- = 82%
- B-/C+ = 80%

“C” Writing Assignment: This is an **Average** Writing Assignment that is generally competent in its development, organization, style and tone, and mechanics. It meets the needs for the assignment, has few mechanical errors, and is reasonably organized and developed. The actual information it delivers, however, seems thin and commonplace. The transitions between the paragraphs are often choppy; the sentences tend to follow a predictable subject-verb-object pattern; diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. This Writing Assignment also shows some evidence of the writing process.

- C+ = 77%
- C = 75%
- C- = 72%
- C-/D+ = 70%

“D” Writing Assignment: This is a **Below-Average** Writing Assignment that lacks develop and/or is not effectively organized to facilitate reader’s understanding. The introduction may not have a clearly defined thesis statement and the discussion sections may not clearly identify and develop its point. The discussion sections might also fail to provide adequate specificity. The style may be choppy and too informal for the genre of the academic Writing Assignment. The sentence structure may have numerous and distracting usage problems that impair the Writing Assignment’s purpose and coherency. The Writing Assignment also shows little or no evidence of the writing process.

- D+ = 68%
- D = 65%
- D- = 62%

“F” Writing Assignment: This Writing Assignment **fails** in all aspects of the evaluation criteria. It may not answer the assigned topic, may not develop its introduction, discussion sections, or may not be effectively organized. The style is inappropriate for the genre of the academic Writing Assignment, and the grammatical usage is overwhelmingly distracting and prevents the Writing Assignment’s comprehension. There is no evidence of the writing process and

the Writing Assignment fails in all aspects of development, organization, style, and mechanics.

- F (work submitted and attempted) = 55%
- F (no work submitted or attempted) = 0%

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw. Last day to withdraw for the Spring 2017 semester is March 17th.

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.

Academic Dishonesty and Plagiarism

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 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 conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or other electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. 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.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation or patchwriting. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments 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; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is 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 Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

Attendance Policy

Collin believes that consistent attendance and regular participation are essential components in composition courses. I strongly recommend, therefore, that students attend each scheduled class session. Failure to attend class regularly will negatively impact student success in this class.

Legal and Behavioral Considerations

Classroom Civility

This is a college class for college credit. Therefore, I will expect your behavior to be reflective of that of college students. It is extremely important for respect to exist in college classes—respect for the course content, respect for other students, and respect for faculty. If such respect is disrupted, I am granted the right by Collin to remove students from the classroom.

Behaviors I Don't Like

Since you are considered college freshmen and may not be aware of the expectations that your college instructor may have, you should be aware that I will expect you **NOT** to do the following:

- Sleep during class.

- Not take notes or participate in class discussions. (Again, seen by your instructors as disrespect.)
- Miss class and, upon returning the next class period, say, “Did I miss anything important?” (Hint—*Everything* is important. If you want to get the material you missed, check BlackBoard or ask your classmates for copies of the notes and handouts.)
- Miss class and, upon returning the next class period, say, “I didn’t get the assignment read because I wasn’t here last time.” (Hint—Check your assignment sheet or talk to your neighbor. Assignments are due whether you are present or not.)
- **Surf the Internet during class.** (Don’t do it. It is distracting and rude.)
- Headphones: Do not wear ear buds or headphones during class (whether or not the machine is on). If you do so, you will be asked to leave the room and will be counted absent.
- Cell Phones: Respect your classmates and me. Silence your phone before coming into class to avoid disruptions.

Tentative Schedule

What follows is a skeletal outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we think and write about writing: it’s simply a guide. This calendar is subject to change.

Week 1: January 21st—25th

- Discuss syllabus and structure support services
- Watch *Sound and Fury*
- Introduce WA#1 (Overview Paper)
- Complete r-word activity

Week 2: January 28th—February 1st

- Discuss Reddit readings and Louie CK video
- Lecture on writing process
- Lecture over the academic paper
- Draft WA#1

Week 3: February 4th—8th

- Discuss introduction
- Lecture on academic audience
- Class activity (evaluate model papers)
- Discuss paper organization

- Begin drafting introduction

Week 4: February 11th—15th

- Discuss MLA citations
- Draft paper in class
- Group conferences over paper

Week 5: February 18th—22nd

- Class activity (peer review)
- Lecture over conclusions
- Lecture over revision
- Draft in class
- Turn in WA#1

Week 6: February 25th—March 1st

- Discuss WA#2 (Argumentative Paper)
- Discuss “Analyzing a Text”
- Watch *Law and Order*
- Watch *House*

Week 7: March 4th—8th

- Discuss intro
- Class activity (evaluate model papers)
- Begin drafting intro in class

Week 8: March 11th—15th

- **Spring Break**

Week 9: March 18th—22nd

- Discuss discussion sections
- Class activity (draft rhetorical precis)
- Draft discussion section in class
- Group conference

Week 10: March 25th—29th

- Turn in WA#2
- Group conferences

Week 11: April 1st—5th

- Introduce WA#3 (Major Research Paper)
- Discuss the importance of researching
- Discuss *They Say, I Say*
- Begin researching topics

Week 12: April 8th—12th

- Draft WA#3
- Evaluate Rhetorical Arguments
- Research paper

Week 13: April 15th—19th

- Continue working on WA#3
- Group conferences

Week 14: April 22nd—26th

- Work on WA#3

Week 15: April 29th—May 3rd

- Work on WA#3

Week 16: May 6th—10th

- Turn in WA#3

Week 17: May 13th—17th

- Final Exam