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# Composition II

Gina Perkins

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**Collin College – Central Park Campus/McKinney**  
**ENGL 1302 – Composition II**  
**Spring 2019**

**Course Number:** ENGL 1302

**Course Title:** Composition II

**Class Information:**

Section Number: XCZ

Meeting Times: MW 8:15-9:45am

Meeting Location: C222; CPC/McKinney Campus

**Instructor's Information:**

Instructor's Name: Gina Perkins

Office Number: B305-A (McKinney/CPC)

Office Hours: Mondays, 10:00am-12:00pm

Tuesdays, 9:30-11:30am (Online)

Thursdays, 10:00am-12:00pm

By Appointment

Phone number: 972-548-6562

Email: gperkins@collin.edu

Emergency Contact: Office of Academic Affairs, B-217 G 214-491-6270

A note on contacting me: Other than office hours, the best way to reach me is through email. I check my email regularly every weekday and will do my best to respond to you within 24 hours. I may or may not check my email over the weekends. Also, you must use your cougarmail.collin.edu e-mail address or the mail tool in Canvas for all college-related correspondence.

**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.

**Placement Assessment(s)/Prerequisites:** ENGL 1301

**Course Credit Hours: 3**

Lecture Hours: 3

Lab Hours: 1

**Required Textbook:**

Trimble's *Writing with Style*, 3<sup>rd</sup> ed. (ISBN 978-0-205-02880-1)

Bullock's *The Little Seagull Handbook*, 3<sup>rd</sup> ed. (ISBN 978-0-393-60263-0)

**Supplies:**

Standard classroom materials (paper, pens/pencils, etc.)

**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:**
  6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Course Requirements and Method of Evaluation:** The following is a breakdown of the work you will do in this course and its relative weight in assessing your final grade:

Proposal **10%**  
Rhetorical Analysis **15%**  
Annotated Bibliography **10%**  
Persuasive Research Report **20%**  
Letter to Representative **10%**  
Advocacy Project **10%**  
Website Project **10%**  
Class Participation **10%**  
Final Exam **5%**

Lab Requirement -- 16 units are required for this course

**Grading Scale:**

90-100 A  
80-89 B  
70-79 C  
60-69 D  
59-0 F

**Overview of Major Assignments:**

**Essays** – Students will compose four (4) major essay assignments this semester: a project proposal, a rhetorical analysis, an annotated bibliography, and a persuasive research essay. Each essay assignment will require outside research and documentation. Essays will range in length from 3-8 typed pages and must conform to current MLA guidelines. Essays will be submitted electronically via Turnitin.com and/or Canvas. (Print copies of essays may also be required and, if required, will be submitted in class.) Peer workshops will be required for each essay. Revisions of final drafts may be permitted on essays provided that students have completed all of the benchmark assignments for that essay.

**Advocacy / Service Learning Project** – Students will compose and send a formal letter to their congressional representative (or other appropriate decision-making entity) presenting their position on the issue that they've researched throughout the semester. In addition, students will complete an advocacy project that raises awareness for the issue that they have selected.

**Website Project** – Students will create individual professional portfolio websites using wix.com.

**In-class Activities** – Quizzes and in-class writing assignments will be a regular part of this class. Quizzes will be given over assigned readings. Timed in-class writing assignments will be given frequently with subjects taken from readings and/or classroom discussions. Other in-class assignments and activities may be given as well.

**Final Exam** – The final exam for this course will cover the basic aspects of research and persuasive writing as well as MLA format.

**Labs** – Students must complete 16 units/credits of lab work as a part of this class. Failure to complete lab credits will result in a lowering of the final course grade. (For each missing lab credit, .5 point will be deducted from the final course grade.) Various options for lab credits will be given. A list of options is given below. More options may be identified in class or posted on Canvas. Lab credits must be earned outside of class time. All lab credits must be recorded on the Lab Credit Reporting Form, which can be found on Canvas. Half (8) of your lab credits are due by midterms; the remaining lab credits are due on our last class period. (Lab credits may be submitted earlier.) Lab credits will be recorded in a grade book column in Canvas. Students are encouraged to suggest options for lab credit. (Any lab credit options suggested by students must be approved *prior* to the event.)

Lab Credit Options:

- \*Going to the Writing Center (online or on campus) for help on a paper – 1 credits per visit (no limit)
- \*Attending a Writing Center Workshop – 2 credits each (no limit)
- \*Going to the Library for a RAP Session – 1 credit per visit (no limit)
- \*Documentation Styles Project – 1 credit per essay (limit 4 credits)
- \*Book/Film Analysis Writing Project – 1 credit per page (limit 10 pages/credits)
- \*TED Talks with response papers – 1 credit per webcast (limit 6)
- \*Attending an on-campus film screening – 2 credits each (no limit)
- \*Attending on-campus lectures or other events – 1 or 2 credits each (no limit)
- \*Meeting with a Collin College Academic Advisor – 1 credit (limit 1)

**Extra Credit:** A limited amount of extra credit is available for this course. Students wishing to earn extra credit may complete up to 4 additional lab units. Extra credit will be valued at approximately .5% per extra lab unit. Other small extra credit assignment may be offered in class. Extra credit assignments are meant to offer a slight bump in your grade, not to completely rebuild your grade. No last-minute extra credit assignments will be available at the end of the semester.

**Late Work:** All work should be submitted by the assigned date and time. Daily work and in-class assignments cannot be submitted late. Late essays will be accepted, but grades will be docked. No late paper can receive a grade higher than a C (70%). Essays that are submitted late will not receive feedback and cannot be revised.

**Attendance:** Regular attendance at class is expected and will be necessary to your success in this course. If you miss class, you will miss instruction and in-class assignments. In-class writing assignments and quizzes cannot be made up. If you are absent, it is your responsibility to make sure that you are caught up with assignments by the following class period. (If you are absent on a day an essay is due, you are expected to submit the essay via Canvas by the designated time.)

**Tardiness:** Students who are not present at the beginning of the class period may forfeit the opportunity to take quizzes or complete in-class assignments. (In short, if you missed an activity because you were late to class, you cannot make up the assignment.)

**Etiquette, Behavior, and Technology:** Students should maintain an attitude that is classroom appropriate and respectful of others. Disruptive behavior will not be tolerated. Students are not to use cell phones, laptops, tablets, or other electronic devices in any way that distracts from learning and classroom activities. Headphones and ear buds are not permitted. For classes held in technology classrooms, students should refrain from using class time and technology for non-class-related tasks. (In other words, don't play on Facebook or go searching for a new apartment during class.)

**Religious Holy Days:** Please refer to the current Collin Student Handbook.

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

Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official transcript. You may now drop online up to the census date. The last date to drop this class is Thursday, February 14, 2019.

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 Spring 2019 Registration guide or contact the admissions office for information on how to withdraw. The last date from this class is Monday, April 15, 2019.

**Americans with Disabilities Act:** 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. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

**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.

**For this course, any cases of suspected scholastic dishonesty will be reported to the Dean of Students Development Office.** (Also, just to clarify, submitting work that was composed for a previous class constitutes academic dishonesty and will not be permitted. All assignments submitted in this course must be original work written specifically for this course during the current semester.) Any student found responsible for violating the code of conduct will receive a 0 on the given assignment and/or an F in the course.

**Elastic Clause:** I, the instructor, reserve the right to alter this document, as well as our class schedule, as needed in order to meet the evolving needs of our class. Students will be informed of any changes on Canvas and/or by e-mail.

	<p style="text-align: center;"><b>Tentative Course Schedule</b>  Spring 2019  ENGL 1302.XCZ</p> <p>Notes:  **The readings listed on a given day should be read prior to class on the given day. Those are the pages/works that will be discussed in class on that given day.  **WwS indicates that the reading comes from the <i>Writing with Style</i> textbook. All other readings come from <i>Little Seagull Handbook</i>.</p>
<b>Week 1</b>	
<b>Feb. 4</b>	Welcome to Comp II: Syllabus and Introductions Critical Controversies
<b>Feb. 6</b>	Writing Proposals  Readings: "Proposals," pgs. 66-69; "Thinking Well" and "Getting Launched" pgs. 2-22 (WwS)
<b>Week 2</b>	
<b>Feb. 11</b>	Proposal Draft Due (complete draft) Peer Workshop  Readings: "The Writing Process," pgs. 9-16; "Revising," pg. 117 (WwS)
<b>Feb. 13</b>	Proposal Final Due Elements of a Rhetorical Analysis  Readings: "Rhetorical Analyses," pgs. 49-53
<b>Week 3</b>	
<b>Feb. 18</b>	What is Rhetoric?  Readings: "Openers" and "Middles," pgs. 23-43 (WwS)
<b>Feb. 20</b>	Writing a Rhetorical Analysis  Readings: "Closers" and "Diction," pgs. 44-59 (WwS)
<b>Week 4</b>	
<b>Feb. 26</b>	Rhetorical Analysis Draft Due Peer Workshop  Readings: "Readability," pgs. 58-75 (WwS)
<b>Feb. 27</b>	Rhetorical Analysis Final Due  Readings: "Doing Research" and "Evaluating Sources," pgs. 90-103
<b>Week 5</b>	



<b>Mar. 4</b>	Research and Online Databases  Readings: “Annotated Bibliographies,” pgs. 74-78
<b>Mar. 6</b>	Summarizing, Synthesizing, and Annotating  Readings: “Synthesizing Ideas,” pgs. 105-106
<b>Mar. 11-15</b>	Spring Break
<b>Week 6</b>	
<b>Mar. 18</b>	Research and Online Databases  Readings: “MLA Style,” pgs. 119-169
<b>Mar. 20</b>	Annotated Bibliography Due Lab Credits (8) Due
<b>Week 7</b>	
<b>Mar 25</b>	Writing an Argument  Readings: “Arguments,” pgs. 43-48
<b>Mar. 27</b>	Writing an Argumentative Thesis  Readings: “Superstitions,” pgs. 76-87 (WwS)
<b>Week 8</b>	
<b>Apr. 1</b>	Structuring your Argument Logic and Logical Fallacies  Readings:
<b>Apr. 3</b>	Writing an Argument – Drafting Day  Readings:
<b>Week 9</b>	
<b>Apr. 8</b>	Persuasive Research Draft Due Peer Workshop
<b>Apr. 10</b>	Persuasive Research Draft Due Peer Workshop
<b>Week 10</b>	
<b>Apr. 15</b>	Persuasive Research Report Due Writing Formal Letters  Readings:
<b>Apr. 17</b>	Letters: Formatting and Content  Readings:
<b>Week 11</b>	
<b>Apr. 22</b>	Letter to Congressional Rep. Draft Due

	Peer Workshop
	Readings:
<b>Apr. 24</b>	Letter to Congressional Rep. Due What is Advocacy?
	Readings:
<b>Week 12</b>	
<b>Apr. 29</b>	Advocacy in Action
	Readings:
<b>May 1</b>	Advocacy Project Due Wix.com
	Readings:
<b>Week 13</b>	
<b>May 6</b>	Wix.com
	Readings:
<b>May 8</b>	Website Project Due Review for Final Exam
<b>Week 14</b>	
<b>May 13-17</b>	Final Exam (See Final Exam Schedule)