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Composition II

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English 1302: Composition II Syllabus & Course Overview Professor Moore

Contact Information:

Professor: Brittany K. Moore

Office Location: U-147 (Suite U-155)

Email: bkmoore@collin.edu

Conference Hours: MW 11:30-13:30, M 16:30-17:30; R 10:00-11:30

Course Overview

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: Lecture Hours: 3 Lab Hour: 1

Student Learning and General Education Outcomes

Upon completion of the course, a student will be able to:

Content Learning Outcomes:

- A. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
- B. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
- C. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
- D. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
- E. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- F. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

General Education Outcomes:

- A. **CRITICAL THINKING**: Students will develop habits of mind, allowing them to appreciate the processes by which scholars in various disciplines organize and evaluate data and use the methodologies of each discipline to understand the human experience.
- B. **COMMUNICATION SKILLS**: Students will communicate ideas, express feelings and support conclusions effectively in written, oral and visual formats.
- C. **TEAMWORK**: Students will consider different points of view and work interdependent to achieve a shared purpose or goal.
- D. **PERSONAL RESPONSIBILITY**: Students will develop habits of intellectual exploration, personal responsibility, and physical well-being.

Course Materials

Students are required to purchase the following materials:

- *The Norton Introduction to Literature*, portable 12th edition by Kelly Mays
- *Who's Afraid of Virginia Woolf?* by Edward Albee
- Pens (no pencils!)
- Paper
- Sticky notes
- Dry erase markers
- Highlighter

Students will also need:

Consistent access to a working computer with internet access, Microsoft Word (*Microsoft Office is available free to students with their school email address*), and a working printer with a full ink cartridge and ream of paper.

***Please Note:** Electronic equipment (laptops, tablets, etc.) is not permitted to use during lectures and class discussions, including for notes. No recording or photos are permitted whatsoever. Those who require electronic accommodations must register with the ACCESS Office, and provide documentation.*

Materials must be purchased by the second week of school. Students who are unable to fiscally accomplish this must see the professor by the end of the first week of school.

Grading Information

Participation	25%*
Writing Lab	15%**
Critical Analysis	10%
Critical Analysis	10%
Family Drama Project	25%
Final Essay	15%

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

Grades will be available throughout the semester on Canvas: My Grades. It is the student's responsibility to maintain all (including grade-related) class records and information.

*Participation: Participation is graded four times throughout the semester (each grade representing one quarter). These four grades average together for an overall Participation grade worth 25% of the course.

**Writing Lab: Students are required to complete sixteen (16) hours of outside lab work. Writing Lab progress will be assessed four times throughout the semester (lab grades are based on completion). While each lab hour is graded individually, students must complete all sixteen (16) hours in order to earn a Writing Lab grade worth 15% of the course.

General Course Information

This is not a traditional class, and it is very important that students understand this from the beginning of the semester. This is a course with structure, discipline, and consequences, but with a loose and interactive atmosphere that allows (and encourages) appropriate human interaction with a strong emphasis on participation.

This is a college classroom, and everyone is different, with varying home-lives, expectations, backgrounds, experiences, dreams, hopes, and outlooks. People are going to have different senses of humor, likes, dislikes, opinions, and ways of handling stress and those around them. As you move through college (and eventually onto the real world), it will be your responsibility to accept and adjust to those around you. If something truly hurts or offends you, I implore you to come forward and tell me so that I may address the situation. But, in general, I require students to act like adults, in both how they perceive the class, and the way that they interact with it. Simply put: just because you don't like something doesn't mean it's wrong.

It is important to note that some of our discussions and readings require maturity, and a serious and open nature. If there are certain adult themes you feel uncomfortable discussing, this will be a difficult class for you.

You should know that I am a quite sarcastic and dry person with a biting sense of humor. It is both my job and responsibility as an educator to challenge you, and to grow your critical thinking skills. I will push you, but so that you can thrive and understand the world around you. If you take offense to something I say, or a situation arises in class, it is crucial that you tell me about it. If you have an issue, come see me directly, and we will sort it out; if you aren't satisfied with the result, I will then point you to the appropriate avenue.

This syllabus represents the Collin College – and state approved – curriculum for this course. It also includes the specific information, regulations, and guidelines of the individual instructor. Students are required to adhere to – and are held responsible – to/for the policies and information listed therein, as well as the information listed on Canvas: Start Here – Introductory Course Materials: Collin College District-Wide Policies & Select Resources, and the student handbook.

Students are responsible for their interaction with the course, and should expect changes in content, personalities, as well as various life interruptions. Students who take this course seriously and in-stride will see their efforts positively reflected in many ways.

Basic Class & Course Policies

Availability

I am available to students via a number of avenues. In general, email is the best and fastest way to contact me; **official electronic correspondence must through Collin College email only, and students must send proper and appropriate electronic correspondence.** (I will not respond to emails that lack proper identification, grammar, and tone, nor do I take emailed assignments.)

Students are always welcome to visit or ring during my regularly-scheduled conference hours (available on Canvas). Appointments are preferred for in-person contact so that I can make sure I am completely available to you.

Attendance & Late Work

Attendance is taken daily (through prompted question or individual check-ins), and factors into Participation.

Students who miss five or more classes (including being asked to leave, academic unpreparedness, and/or any extreme circumstances) will earn an automatic FX in the course. FX means failure due to absences. Once five classes are missed, students will not be allowed to return to class, and will be removed from Canvas.

Except for extreme circumstances (including, but not limited to, major and/or prolonged illness of student or those in his/her care, death in the immediate family, and college-sanctioned/sponsored events), there are no excused absences.

There is no late work whatsoever. (Do not ask for extensions, special provisions or treatment, or the like).

Students are responsible for all material, information and/or assignments missed while absent (regardless of reason). Students are also responsible for tracking their attendance in the course. (I will not respond to requests for missed information, private tutorials (or “catch-ups”) or absence checks.)

All students are strongly encouraged (and required) to have the contact information for at least three classmates. When absent, utilize this resource (as well as other course resources: Canvas and the tentative course schedule).

Tardiness

Students are not permitted into class after the first ten minutes: attempts to enter after this time will result in removal from the classroom and an absence. Students who are perpetually tardy will see their tardiness reflected in their Participation grade.

Class Participation & Classroom Etiquette

Daily Work & Participation

The most important keys to success in this course are participation and effort.

Participation shows how much a student cares for his/her education; effort shows how much a student is willing to do in order to succeed. Both reveal the character and potential of a student, both as an individual and as a beginning scholar.

Participation culminates in a simple idea: Be in the Room.

When in class, be in class. Actively listen and engage, work hard, take notes, speak. Be fully prepared and on-time. Stay awake and off mobile phones and/or smart watches. Don't bring superfluous items and/or components (meals, uninvited guests, side-conversations, electronic devices), or leave the classroom without explicit permission (there are no bathroom breaks – don't ask). Act and dress with common sense and basic decorum. Be appropriate, respectful, and mature. There are certain standards and expectations of all students, explained fully in the Participation Grade Rubric (available on Canvas: Course Info & Handouts: Rubrics).

English 1301 Writing Lab

In addition to in-class activities and formal assignments, students are required to complete a lab component with their English 1301 course. The English 1301 Writing Lab is an opportunity for students to supplement instruction and in-class work with helpful, relevant activities designed to bolster retention and success. In total, students will complete sixteen (16) hours of lab throughout the entire semester; lab work/time includes (but is not limited to) conferences and meetings with the professor, seeking tutoring and help at the Writing Center, attending relevant campus and community educational events (including at the library, and the Writing Center), and the like.

Lab work/time is assessed four times throughout the semester, and is combined with the Participation grade. For more information, see Canvas: English 1301 Lab.

Please Note: There is a very large and recognizable difference between daily work & participation, lab work/time and formal assignments. In class, we have active, often informal discussions and debates; class time can often be chaotic, but is specifically engineered to capitalize on student participation and engagement. Lab work/time only takes place out of class, and requires personal responsibility in order to effectively complete the require hours. Formal assignments require a high caliber of work, and have specific rules and regulations that must be followed for success. It is quite easy to misconstrue the loose nature of class, and therefore not take formal assignments seriously, and/or not complete lab work/time. Don't. My expectations for daily work & participation, lab work/time, and formal assignments are high, but I am looking for very different things.

Classroom Behavior & Etiquette

I expect and require students to act like adults: in both how they perceive the class, and the way they interact with it and each other. Simply put: just because a person doesn't like something doesn't mean it's wrong. We will have discussions and assignments on a wide variety of topics, all considered appropriate for a collegiate setting. **While students have the right to express themselves as they see fit (in compliance with both class and school policies), they will be removed if they are deemed verbally or nonverbally disrespectful (including shouting, cursing excessively, eye-rolling, deep-sighing, huffing, and the like) and/or physically unsettling in any way.** I will be the barometer for behavior and content in this course.

School Resources & Helpful Collin College Information

Student Support

Collin College provides free resources and academic support for students; this includes tutoring and the Writing Center. Students are encouraged to go to Collin College's website for more information.

Preston Ridge Writing Center: Lawler Hall LH-141

972-377-1576

prcwritingcenter@collin.edu

Accessibility Statement

Collin College is committed to providing a standard educational experience for all students. Collin College adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. The ACCESS (Accommodations at Collin College for Equal Support Services) Office offers "a variety of services that offer equal opportunities for qualified students with a disability." If a student has a disability (learning or physical) that may affect his or her ability to learn the material in this course, the students should get in touch with the ACCESS Office. 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.

Preston Ridge ACCESS Office: Founders Hall F-144C

972-881-5950

Counseling Services

At Collin College, professional counselors are available to meet with students by appointment. Some issues may be addressed on a walk-in basis. Counselors are master's level professionals who are trained to provide personal, academic, and career counseling services. Students often seek counseling services for academic probation and Suspension, test anxiety, study and note-taking strategies, time management, academic problems, strategies for managing stress, anxiety and depression, crisis intervention, career planning and exploration, and community referrals. Appointments and services are confidential and are protected by state and federal laws, and will not be disclosed to anyone outside Counseling Services without written permission unless, under the judgement of a counselor, a person or persons are in immediate danger.

Preston Ridge Counseling Services: Founders Hall F-144

917-377-1781

Use of School Email & Computer/Technology Safety

Students are required to use their Collin College email, Canvas and CougarWeb/Banner services. Students are responsible for keeping their school information safe. Students must protect their passwords, retain confidential information, and manage their school log-on ID. A student who provides access to his/her log-on ID and/or passwords is also providing access to student records, including transcripts and financial records. Confidential information contained on various computers should not be shared with others.

Canvas & School Email

Students are required to check Canvas and their school email at least once a day, every day. This ensures that students have all the up-to-date and relevant information and materials necessary to actively participate in class. Students are held responsible for all information listed on Canvas; from the syllabus, to course information and handouts, worksheets, due dates, and the like.

Collin College Emergency Response and Closure Information

Students have the right to feel safe on-campus. For immediate response to an emergency on campus, contact the Collin College Police Department at 972-578-5555 or x5555 from any phone on campus. The college will also engage CougarAlert, which sends a voicemail, email, and/or text messages to each person who opts in.

In the event the college needs to be closed for any situation, such as inclement weather, students should check the college website at www.collin.edu for the most immediate and current information. The college will also engage CougarAlert, which sends a voicemail, email, and/or text message to each student/employee who opts in. Students are responsible for any charges from their phone service provider associated with receiving voice or text messages. Official communications with students is through their Collin College email account, and any emergency notifications will always be sent to students' Collin College email addresses. The most reliable, accurate and current information will also be found on the College website and via CougarAlert. Collin College Police Department: 972-578-5555 or x5555 on a campus phone

Withdrawal Policy

Faculty are not able to drop students. Students starting college for the first time in fall 2007 or after may only receive six grades of W (grade received from a course dropped after the census date) from all Texas public colleges and universities attended. Grades of W in developmental courses or courses taken while in high school will not count in the six grades of W. After six grades of W are received, students must receive grades of A, B, C, D, or F in all courses. There are other exemptions from the six-drop limit and students should consult with a Counselor/Educational Planner before they drop courses to determine these exemptions.

Students receiving financial aid are strongly encouraged to get in touch with the Financial Aid Office before withdrawing from a course. It is the student's responsibility to drop; see the current Collin Registration Guide for the last day to drop.

Grading Procedures & Grading

Grades are not given – grades are earned. They are a reflection of three things:

- 1. Mastery of skills assessed**
- 2. Adherence to the rules and regulation of the assignment/component**
- 3. Effort**

All three are required in order to be successful.

Oftentimes, students will struggle with one or more of the aspects listed above, though they have the other(s). We will work together to make sure students are able to successfully master all three.

Accountability & Responsibility

Students are accountable for their grades and actions.

Students are responsible for the grades and the consequences to their actions.

It is quite easy to blame the professor for a failing grade, or a missed opportunity, but the ability to succeed and earn high grades lies solely with the student. I didn't fail you. I didn't make you late. I didn't make you start your assignment the day before it's due, or forget to submit it on-time and correctly. All of that is on the student. Students must make sure that they are holding themselves accountable; they must be sure that they are taking responsibility for both the good and the bad in the course.

Extra Credit & Bonus Points

As grades are a reflection of the aforementioned, **there is no extra-credit in this course.**

Students should focus on successfully completing the work required of them, not supplementing wanting grades with unnecessary or unearned special treatment and/or assignments.

Bonus points are rewarded based on Participation, and are applicable to a variety of assignments and grade components. They should not be expected – like grades, they must be earned.

Do not ask for bonus points. Never ask for extra credit.

Deductions and Automatic Grades

There are various components that, when lacking, will negatively affect a grade. Various missing components or errors will result in automatic deductions on a grade. (These include, but are not limited to: formatting, citation errors, missing information.) In certain situations, students will receive an automatic grade for more serious and egregious errors, late work or purposeful decisions. For more information, please refer to Canvas: Course Info & Handouts: Rubrics: Grading Information & Deductions.

Outside Resources & Help

Students are strongly encouraged to seek help through appropriate avenues. Use the resources provided by the professor for help with citations and academic integrity issues. These include the library, tutorials and links provided on Canvas, and the Writing Center. **Be wary of outside resources that provide quick-fixes.**

Academic Honesty & Integrity

Students are expected and required to produce new, original individual work, completed by themselves.

The following are all considered plagiarism and/or academic integrity/dishonesty issues:

1. Deliberately using another person's published or unpublished work as if it original.
2. Failing to give credit to someone for any quote, term, phrase et. al. used in academic work.
3. Reusing an old assignment from any other course, class or section.
4. Having excessive help with an assignment, so much that the assignment is no longer wholly the student's.
5. Having other instructors, tutors, teachers, parents, or any persons correct, change or write the assignment.
6. Working with fellow students and/or parents to create a new and original, but not individual work.
7. Substituting certain words or phrases in another work in an attempt to claim the work as original in any capacity.
8. Using specialized knowledge that is not common knowledge.
9. Incorrectly citing information or failing to give proper credit.
10. Failing to include a works cited page and/or failure to include proper parenthetical in-text citations.

**All infractions will result in failing an assignment; egregious or purposeful infractions may result in failing the class and/or removal from Collin College.
Don't cheat. You'll be caught.**

Last Thoughts, Wise Words & A Moment of Encouragement

We must all be adaptable to changes throughout the semester. Our class size will change which will change the manner in which we operate. There will times we have to deviate from the tentative course schedule and due-dates and assignments shift and/or disappear. It is important to note that these changes are at the discretion of the professor and are designed to help students succeed.

As we grow more comfortable with each other, some of our guards and defenses will come down. We'll come out of our shells, interact more fluently and effortlessly. These are all wonderful things. At the same time, as we get to know each other, we will become a slightly (read: very) dysfunctional family. Families annoy each other and get on each other's nerves. Students will rub each other (and me) the wrong way and vice-versa. These are all normal things. Just remember to roll with it, and it'll all come out in the wash.

Welcome to English 1302!

English 1302 Tentative Course Schedule

Please Note: The following schedule is tentative, and is subject to change. This tentative course schedule is here as a guide to the upcoming semester; it contains all major assignments and tasks, but not weekly work; all readings, homework assignment and the like will be assigned in class and potentially posted to Canvas. Make sure to check Canvas for daily/weekly updates.

WEEK	OBJECTIVES	MATERIALS/ASSIGNMENTS
1: 2/4-2/7	Introduction to Course 1301 Review & Literature Introduction	REVIEW: Introductory Course Materials, Writing Labs, Course Info & Handouts
2: 2/11/2/14	Unit 1: Social Injustice Discussions, Readings	W: Supply Check
3: 2/18- 2/21	Critical Analysis 1 <i>All readings and printings announced on Canvas; students must be prepared!</i>	S: DUE – CRITICAL ANALYSIS 1 BY 23:59 (11:59PM)
4: 2/25- 2/28	Unit 2: Gender Wars Discussions, Readings	W: Writing Lab Check 1
5: 3/4-3/7	Critical Analysis 2 <i>All readings and printings announced on Canvas; students must be prepared!</i>	S: DUE – CRITICAL ANALYSIS 2 BY 23:59 (11:59PM)
6: 3/11- 3/17	SPRING BREAK: NO CLASS! <i>Students must complete readings for Unit 3: Family Dynamics by the end of Spring Break!</i>	
7: 3/18- 3/21	Unit 3: Family & Friends Dynamic Family Drama Battles	READ: Family Dynamic Plays
8: 3/25- 3/28	Family Dynamic Project <i>All readings and printings announced on Canvas; students must be prepared!</i>	W: Writing Lab Check 2
9: 4/1-4/4		<i>Please be prepared with all individual portions of the Family Dynamic Project.</i>
10: 4/8- 4/11		
11: 4/15- 4/18		W: DUE – Family Dynamic Project
12: 4-29- 5/2	Unit 4: Love Discussions, Readings	W: Writing Lab Check 2
13: 5/6-5/9	Final Essay <i>All readings and printings announced on Canvas; students must be prepared!</i>	
14: 5/13- 5/16	FINALS WEEK: Final Essay Due by the end of the final examination period!	

Important Dates to Remember:

March 11-March 17: NO CLASS – SPRING BREAK

April 15: Last Day to Drop!

English 1302
Tentative Reading List

This course is divided into four different themed units: social injustice, gender wars, family dynamics, and love. Below are the tentative reading lists that are connected to each theme; each list is not conclusive nor is it exhaustive (meaning all are subject to change throughout the semester). All changes will be made at the professor's discretion, but announced in class and/or Canvas. Check Canvas for daily/weekly reading assignments.

Social Injustice

James Baldwin "Sonny's Blues" (66)
 Jaswinder Bolina "Course in General Linguistics" (PP)
 Matthew Dickman "To Ian Sullivan, Upon Joining The South-Side White Pride" (PP)
 Gary Jackson "After the Green" (PP)
 Franz Kafka "A Hunger Artist" (336)
 Gabriel Garcia Marquez "A Very Old Man with Enormous Wings" (362)
 Tim O'Brien "The Things They Carried" (CC)
 ZZ Packer "Brownies" (CC)
 Henry Rollins "I Went From a Sunn O))) Concert to RuPaul's DragCon" (CC)
 Henry Rollins "Why I Would Sell Pizza to Nazis" (CC)
 Nayyirah Waheed "ease" (PP)

Gender Wars

William Faulkner "A Rose for Emily" (308)
 Ernest Hemingway "Hills Like White Elephants" (122)
 Gary Jackson "Nightcrawler Buys a Woman a Drink" (PP)
 Gary Jackson "Natalie Pays the Neighbor Boy a Visit" (PP)
 B. Kari Moore "In Search of Good Men" (CC)
 Joyce Carol Oates "Where Are You Going, Where Have You Been?" (94)
 Kristen Roupenian "Cat Person" (CC)
 Mona Simpson "Lawns" (CC)
 Nayyirah Waheed "from" (PP)
 Katie Way "I Went on a Day with Aziz Ansari. It Turned Into the Worst Night of My Life" (CC)
 Bari Weiss "Aziz Ansari Is Guilty. Of Not Being a Mind Reader" (CC)

Family Dynamics

Edward Albee, *Who's Afraid of Virginia Woolf*
 Henrik Isben, *A Doll's House* (812)
 Lorraine Hansberry, *A Raisin in the Sun* (936)
 Arthur Miller, *Death of a Salesman* (1018)
 William Shakespeare, *Hamlet* (1101)
 August Wilson, *Fences* (873)

Love

Raymond Carver "What We Talk About When We Talk About Love" (CC)
 Junot Diaz "How to Date a Brown girl, Black girl, White girl or Halfie" (CC)
 Matthew Dickman "Love" (PP)
 Nathan Englander "What We Talk About When We Talk About Anne Frank" (CC)
 Kenneth Fearing "Aphrodite Metropolis II" (PP)
 Kenneth Fearing "Aphrodite Metropolis III" (PP)
 Kenneth Fearing "Love, 20¢, First Quarter Mile" (PP)
 Pam Houston "How to Talk to a Hunter" (CC)
 Jhumpa Lahiri "A Temporary Matter" (CC)
 B. Kari Moore "The Indifference of Food" (CC)
 B. Kari Moore "Boys at the Dinner Table" (CC)
 Richard Siken "Details of the Wood" (PP)
 Richard Siken "Little Beast" (PP)
 Richard Siken "Scheherazade" (PP)
 John Updike "A&P" (437)

Shorthand Guide:

Works in quotation marks are either short stories, essays or poems; works in italics are plays.

PP: Poetry Packet (available on Canvas: Course Info & Handouts)

CC: Canvas (readings will be available in the unit tab)

Page Number: denotes the class textbook *The Norton Introduction to Literature*

