

1-15-2019

Composition II

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Recommended Citation

O'Reilly, Deborah, "Composition II" (2019). *Spring 2019*. 268.
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COLLIN COLLEGE COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 1302/Honors English III

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and argumentative/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 and is included in class days.

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing or equivalent + successful completion of 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.
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(eg., APA, CMS, ALA, etc.)

Additional Collin Outcome: Upon successful completion of this course, students should be able to:

1. Demonstrate personal responsibility through the ethical use of intellectual property.

Withdraw Policy: Last Day to Withdraw = March 22, 2019

Collin College Academic Policies: See the current *Collin Student Handbook* at https://www.collin.edu/studentresources/deanofstudents/pdf_documents/20172018st

[udentHandbook.pdf \(Links to an external site.\)Links to an external site.](#) (this is an extremely important document for you to read)

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.

INSTRUCTOR INFORMATION:

Instructor's Name: Professor Deborah O'Reilly, M.A.

Email: DOReilly@collin.edu

I will respond to emails within 24 hours Monday through Friday. I may check emails over the weekend, but my response is not guaranteed. If you have a time-sensitive question, please do not wait until the weekend to ask if it can be helped. Please note that I will ONLY respond to emails regarding class concerns if they are sent from your CougarMail address. I will not discuss your grades via email.

Office Location: A113

Office Phone Number: 469.752.9382

Office Hours: _Tuesdays and Thursdays 8:30 a.m. - 8:55 a.m. and 4:20 p.m. - 4:50 p.m.

Course & section Number: ENGL 1302. PL8

Course Materials:

1. *Norton Field Guide* text
2. Writer's Notebook
3. Other supplemental selected essays, commercials, excerpts, film, etc. depending on the needs of the course.

Class Supplies: Bring your Norton textbook, a pen, and paper to every class.

Minimum Technology Requirement: As the course relies heavily on Canvas, students must have access to the internet and the ability to function within the Canvas server as linked on the Collin College website or at <https://collin.instructure.com>.

Netiquette: Students will maintain proper decorum in electronic communication - email, discussion boards, Canvas chats - and will not use "texting" abbreviations in such interaction. Further, any and all electronic communication using Collin College resources will be pertinent to classroom or course activities - no spam, chain emails, forwarded emails, etc. Lastly, any and all communication with the instructor MUST be made via EITHER the Canvas email system (for communiques pertaining directly to classroom activities) or CougarMail (provided to students through the College). Any

other email address will be deleted for security purposes and will not be registered as valid. Only email your professor to her CougarMail account; emails from Dual Credit students sent to her Plano ISD account will receive no response. Also, when emailing your professor, engage with a level of discourse and academic professionalism. Emails with little or no regard to grammatical convention will receive a reply to “try again” with proper grammar.

MLA Format Expected for All Work

The basics: One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in bold. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

Contacting Me:

Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about matters I have already covered in class. Let be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. If you cannot find the answer to your question after trying all of these means, then please feel free to email me.

Here are some email questions I will ignore (as the answers are here/on Canvas/in my announcements/in your notes):

What are we to read? When is this due? What is my grade?

METHOD OF EVALUATION:

Essays: Grades for all major writing assignments and essays will be based upon how well the writing satisfies the requirements of the assignment.

Holistic scoring guides for essays will be provided with each major writing assignment. However, as this is college writing, students should not expect to be presented with or taught a “formula” for writing, per se. Instead, writing will be taught through the reading and discussion of model essays from the textbook, at home reading and annotation of model essays, and/or lecture.

Essays must be typed in 12-point Times New Roman font, and double-spaced. Use correct MLA format (see MLA 8 Style guide, or the Purdue Owl online for more help).

Grade Weights:

Discussions and Quizzes: (10%)

Summarizing a Text: (5%)

Write a Response Essay (10%)

WIGO group presentations (10%)

Annotated Bibliography (15%)

Research Proposal (5%)

Toulmin Argument Essay (10%)

Final Research Paper Rough Draft (5%)

Final Research Paper (20%)

Research Presentation (10%)

Withdrawing from the Course: Remember this is not a self-paced course. If you are unable to attend class or complete coursework on time, you should withdraw by the drop date. Withdrawing from a course is a formal procedure which YOU must initiate. If you stop submitting work and do not withdraw, you will receive a performance grade based on the work submitted prior to your last date of attendance ONLY.

Students prevented from completing the course because of documented, extenuating circumstances may qualify for an Incomplete grade if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract (See the College Catalog about Incomplete Grades and Contracts).

Acceptance of Late Work: No work will be accepted after the due date and time and will be scored a 0. "Technical Difficulties" of any sort are NOT acceptable reasons for missing or late assignments. If you have issues with your personal technology, avail yourself of the Collin computer labs, the PSHS library, the Chromebooks in our classroom, or the public library. WiFi is available through these and other resources, such as Starbucks and McDonald's.

Absences: Remember, this is a college course, and there are no parent notes excusing absences. If you know you will be absent ahead of time, check our class calendar. If you email me, I can get you any resources that you will miss. Also ask a classmate about your missed work. If you are unexpectedly absent, check the class calendar and then email me immediately. When you return to class after an absence, do not ask me what you missed. I do not have time in class to stop and get you caught up. You should have taken care of that before you returned.

You cannot turn in missed work after it is due. Plan ahead so that you have an alternate solution available in case of technical difficulties or medical issues. If you are absent the day an assignment is due, you are still expected to turn it in to me unless there is a severe medical or legal issue that can be validated with proper paperwork. A parent note does not count as validated proper paperwork. If you have a planned absence (for example, a school-sponsored field trip) on the same day a major assignment is due, please know that I will be happy to take that assignment from you early. Field trips,

vacations, religious holidays, and other planned events do not excuse you from due dates. Most major assignments must be submitted online via turnitin.com, and that can also be done from home even if you cannot be physically present in class.

Assignments submitted on turnitin.com even one minute late are marked as late and thus not accepted.

Delivery Method of Graded Material: Graded materials will be posted to the individual student grade sheet in Canvas with constructive commentary attached to the individual assignments in turnitin.com when appropriate/necessary. Work will be returned to students within approximately 7 days from the final due date of the assignment.

Course Calendar by week: will be provided to the students and posted to Canvas.

Class Website: Canvas.

Join turnitin.com and Remind. Details available in the classroom.

Religious Holy Days: Please refer to the current *Student Handbook*. https://www.collin.edu/studentresources/deanofstudents/pdf_documents/20172018studentHandbook.pdf (Links to an external site.)Links to an external site.

PERSONAL TECHNOLOGY POLICY:

All cell phones will be placed in the caddy on the wall as soon as you enter the classroom unless your professor requests otherwise as the use of cell phones is strictly prohibited in class, including texting. Engagement in such prohibited behaviors will result in the device's capture by the professor. The device will be transported to the student's subschool principal from whom the student can obtain the device by the end of the school day.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

The following statements summarize FERPA regarding parent or third party access to the student's records:

When a student reaches the age of 18 or begins attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student.

Parents or third parties may obtain DIRECTORY INFORMATION (name, address, enrollment at Collin, etc.) at the discretion of the institution.

Parents or third may obtain NON-DIRECTORY INFORMATION (grades, GPA, etc.) at the discretion of the institution by obtaining a signed written consent from the student. A student must provide written consent each time they are giving a parent or third party access to any part of their education record that is not considered directory information. The written consent must include the precise record or records to be disclosed, the purpose of the disclosure, specifically state to whom the record or records can be released, and must be signed and dated by the student.

*It is this professor's policy that the student must be physically present with the parent in the professor's office if said parent wishes to discuss the student's grades, test scores, attendance issues, etc. That way, the student can ask for the information with the parent present and no violation of FERPA will occur.

In addition, there is no guarantee of confidentiality in transmitting information electronically via campus email or through the internet. At Collin, we do not make it a practice to release non-directory information to a student over the phone or through campus email because we cannot be sure we are communicating with the student. Please maintain your logins and passwords for CougarWeb, CougarMail, and Canvas as confidential and private. Any breach of this privacy will require the student to immediately change his or her password AND force the professor to cease all electronic communication with the student until site security is re-established as doing otherwise would be a potential violation of FERPA.

SCHOLASTIC DISHONESTY AND PLAGIARISM

Violations to the Code of Conduct include scholastic dishonesty. If a student violates the code of conduct by plagiarism or cheating, the instructor may choose to submit a Student Incident Report to the Dean of Students office.

If a student is suspected of plagiarism, I will escalate the incident to Collin College, and officials from the campus will make the final decision. It is this professor's policy that, in cases of plagiarism or academic dishonesty, the offending assignment/document WILL receive the grade of "0" after verification of such offense has been made by the Dean of Students. Please refer to the current *Student Handbook* for more detailed information about what constitutes plagiarism (section 7-2.2).

(https://www.collin.edu/studentresources/deanofstudents/pdf_documents/20172018studentHandbook.pdf (Links to an external site.)Links to an external site.

Please sign below, detach, and turn in to the professor.

SYLLABUS CONTRACT:

I have read the above syllabus. I understand the policies and procedures of the class as well as the penalties incurred should I violate the terms of the syllabus.

ACADEMIC HONESTY COMPLIANCE CONTRACT:

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.

TENTATIVE CALENDAR

JANUARY 8 - 11: Rhetorical Triangle, Situations, and Appeals, Purpose, Audience, Strategies

Norton Field Guide:

Introduction to Purpose, Audience, and Stance pages 54 - 69

Craft Moves handout

Arguing: Reasons for Arguing, Arguing Logically: Claims, Reasons, Evidence, Convincing Readers You Are Trustworthy, Considering the Rhetorical Situation, Fallacies: pages 355 - 373

“The Fashion Industry: Free to Be an Individual pages 95 - 99

“Just One More Game...” pages 105 - 110

JANUARY 14 - 18: Summarizing

Norton Field Guide:

Summarizing: pages 33-35

Model Text:

Grade: Summarize a text (5%)

JANUARY 22 - 25: Responding

Norton Field Guide:

Identifying Patterns: pages 28-29

Responding: pages 36-39

Analyzing the Argument, Believing and Doubting, Considering the Larger Context: pages 29-32

Model Text: “Guns and Cars are Different” pages 40-42

Grade: Write a Response Essay (10%)

Norton Field Guide: “Ways of Organizing a Summary and Response Essay: pages 43-44

JANUARY 28 - FEB 1: WIGO group presentations

See separate instructions and scoring guide.

FEBRUARY 4 - 8: WIGO group presentations

See separate instructions and scoring guide. (10%)

FEBRUARY 11 - 15: Exploratory Research to Select a Topic, Gather Sources

Discuss PSHS and Collin Databases

Norton Field Guide:

Coming up with a topic page 437

Finding Sources: page 445

Evaluating Sources: page 469 (p. 437 to consider the source)

Writing as Inquiry: page 281-284

FEBRUARY 19 - 22: Gather Sources, Annotated Bibliography for 3 Sources

Norton Field Guide: Annotated Bibliography: pages 188 - 196

Grade: Annotated Bibliography for 3 Sources

FEBRUARY 25 - MARCH 1: Gather Sources, Annotated Bibliography for 3 Sources

Grade: Annotated Bibliography for 3 Sources (6 Sources - 15%)

MARCH 4 - 8: Research Proposal

Norton Field Guide: Topic Proposal: pages 242 - 244

Grade: Research Proposal (10%)

MARCH 18 - 22: Toulmin Argument

Introduces the social issue and makes structured arguments about the causes and effects of the issue.

MARCH 25 - 29: Toulmin Argument

Grade: Toulmin Argument Essay (10%)

APRIL 1 - 5: Preparing to write the Final Research Paper

Norton Field Guide:

Arguing a Position p. 156

“Organ Sales Will Save Lives” pages 156 - 160

“Our Blind Spot About Guns” pages 161 - 164

“Black Friday: Consumerism Minus Civilization” pages 164 - 168

Key Features / Arguments pages 169 - 170

A Guide to Writing Arguments: Choosing a Topic, Considering the Rhetorical Situation, Generating Ideas and Text, Ways of Organizing an Argument, Writing Out a Draft pages 171 - 179

Synthesizing Ideas pages 473 - 477

APRIL 8 - 12: Final Research Paper Rough Draft

Norton Field Guide:

Quoting, Paraphrasing, and Summarizing: pages 479 - 490

Acknowledging Sources and Avoiding Plagiarism: pages 491 - 495

Documentation: pages 496 - 499

MLA Style: pages 503 - 548

APRIL 15 - 18: Final Research Paper Rough Draft

Grade: Final Research Paper Rough Draft (5%)

APRIL 22 - 26: Final Research Paper Peer Conferences

APRIL 29 - MAY 3: Final Research Paper Revisions

Grade: Final Research Paper (20%)

MAY 6 - 10: Research Presentation

Grade: Research Presentation (10%)

MAY 13 - 17: Research Presentation

Grade: Research Presentation