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Composition II

Lisa Kirby Dr.
Collin College

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COURSE SYLLABUS

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

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 (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.

Withdrawal Policy:

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

Repeat Policy:

As of Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Registration Guide for more information.

Collin College Academic Policies:

See the current *Collin Student Handbook*.

Americans with Disabilities Act:

Collin College provides reasonable accommodations, in accordance with the Americans with

Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, to afford equal educational opportunities to all people. Students requesting accommodations under this provision should contact Collin College's Accommodations at Collin College for Equal Support Services (ACCESS) Office, located at the Spring Creek Campus (SCC) in Plano, at 972.881.5898 (voice). It is the student's responsibility to contact the ACCESS office and to notify professors of any accommodations.

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Lisa A. Kirby

Office Number: L209

Office Hours: Monday, 9:00-11:30 a.m. and 3:30-4:30 p.m. (online)

Tuesday, Thursday, 9:00-10:00 a.m.

Wednesday, 11:00-11:30 a.m.

and by appointment

Phone Number: 972-548-6756

Email: LKirby@collin.edu

Class Information:

Section Number: S1Y

Meeting Times: Tuesday, 1:00-2:15 p.m.

Meeting Location: L251

Hybrid Course: As I hope you know, this section of ENGL 1302 is a hybrid course. This means it combines meeting on campus and online. Throughout the course of the semester, we will meet in class on Tuesdays from 1:00-2:15 p.m. in L251. On Thursdays, we will not meet in person; however, there will be a variety of online assignments and independent research for you to complete. This does not mean that you must be online from 1:00-2:15 p.m. on Thursdays. You will, however, need to submit all assignments by the required due dates and times.

Course Resources: The following textbooks are required for this course. The Collin College bookstore is managed by Barnes and Noble; students can find more information about their textbooks and the bookstore at <http://collin.bncollege.com>. I also recommend students purchase or have access to a grammar handbook.

- Lunsford, Andrea, John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument with Readings* (with MLA 8 update). 7th ed. ISBN: 978-1-319-08574-2.

Supplies: The following supplies are required for ENGL 1302:

- Binder or folder to keep course materials organized; and
- Spiral or composition notebook for ENGL 1302 writing journal.

Attendance Policy:

Each student is expected to attend class regularly and participate, and students' success in this class is directly tied to attendance. We will be conducting some sort of writing or class activity every day that counts towards students' final grades. As such, being absent, tardy, or leaving early adversely affects the final grade. After three weeks of unexcused absences

(three absences in a hybrid class), I reserve the right to no longer accept a student's work and require that students who have reached this number of absences meet with me to sign an attendance contract. Since illness, car trouble, and other issues are likely at some point during the semester, students are urged to save their unexcused absences for times when they really need them.

If students are going to be absent, it is their responsibility to contact and discuss with me any missed work. Students are responsible for all work missed due to absences and must turn in the work on the given due date, unless prior arrangements have been made.

In accordance with Section 51.911 of the Texas Education Code, the college will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days and the form for notification of absence from each class under this provision are available from the Admissions and Records Office.

Late Enrollment:

Per Collin College policy, students are now able to enroll in a course until Thursday, August 30. Should a student enroll in this course late, he/she will still be held accountable for any absences accrued during the missed days of class and will not be able to make up any missed work for the missed days.

Method of Evaluation:

Students are responsible for completing all reading, writing, and library assignments. In addition, any student given extra tutoring assignments will be expected to fulfill this task as part of the course requirements. Students can view their grades at any time through Canvas. The grading scale for this course is:

A = 90-100
 B = 80-89
 C = 70-79
 D = 60-69
 F = 59 and below

Students should be aware that only grades of 0.5 or above will automatically be rounded up. In order to receive a grade for this course, students must also complete all major writing assignments, which consist of Essays #1, #2, #3, and Project #4. Final grades will be determined as follows:

- | | |
|----------------------------|-----|
| • Essay #1 | 10% |
| • Essay #2 | 15% |
| • Essay #3 | 25% |
| • Project #4 | 10% |
| • Annotated Bibliography | 5% |
| • Peer Review | 5% |
| • Discussion Board | 15% |
| • Lab | 5% |
| • Presentation: Project #4 | 5% |

• <u>Class Participation</u>	<u>5%</u>
Total	100%

Other Course Policies:

Office Hours and Communication: My scheduled office hours (listed on page 2) are intended as times when students can drop in to discuss their writing or other class issues. These office hours are intended as first come, first served, and no appointments will be made. Should you need to meet with me at another time, or if you prefer to have a scheduled appointment, those will take place outside of my usual office hours. I highly recommend students take advantage of office hours and appointments to ask questions and even have me review drafts of essays, as well as an opportunity to earn lab credits.

Outside of office hours, the best way to contact me is through e-mail (also listed on page 2). Canvas is the college's primary form of communication, so please e-mail only through Canvas. I generally respond to e-mails within 24 hours and often sooner.

Student Code of Conduct/Scholastic Dishonesty:

Please see the Student Handbook for further information.

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.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place.

In ENGL 1302, all work submitted is expected to be **original** to the student and this class. Students should submit writing that is their own and should not submit writing they have submitted or will submit for another course. If a student is suspected of scholastic dishonesty, no grade will be given for the assignment until a judgment is rendered by the Dean of Student Development Office. At this time, if the student is found responsible, he or she will receive a grade of zero for the assignment.

Make-Up and Late Work: All assignments must be submitted to Canvas by midnight on the day they are due, even if a student is going to be absent. While I do not accept late or make-up work on discussion boards, in-class writings, or informal writing, I will accept the major essays up to one week late, though there will be a penalty of one letter grade per day (including weekends). I do, however, realize that sometimes life gets in the way of our writing. Therefore, I am willing to grant each student one extension per semester, with no penalty. This extension only applies to Essays #1, #2, and #3. The request for this extension must be made via e-mail at least 24 hours prior to the assigned due date, and it will allow the student an extra 72 hours to work on the assignment. For example, if the essay is due at 1:00 p.m. on a Tuesday, the student would then have until 1:00 p.m. on Friday to submit the assignment through Canvas. **No late work, either with an extension or without, will be accepted later than one week past the original due date.**

Canvas/Turnitin: We will be using Canvas in this course to organize course materials, provide class announcements, and submit writing assignments. Should we be forced to miss class due to unforeseen circumstances, such as weather, Canvas will be the space where students can look for announcements and updates. When an assignment is due via Canvas, it must be submitted on a specific date and time. While I will always notify students when something is due on Canvas, it is the student's responsibility to access Canvas often. It is also the responsibility of students to ensure their assignments are submitted correctly and on time. While I will always notify students when something is due on Canvas, students should access Canvas and Cougar Mail daily. We will use Canvas for discussion boards, as well as to submit the major essays. All major essays will be submitted through Turnitin in Canvas. Students do not need a separate log in for Turnitin. Please note that, along with the grade, extensive comments are provided on all essays and can be viewed through Turnitin. Students

are **required** to view these comments in Turnitin, so can they understand how they received the grade and for guidance on future assignments.

Technology Use: According to the Collin College Student Handbook, students are not permitted to engage “in the disruptive use of electronic or digital media or telecommunication devices during class, Collin College labs, and/or other learning environment” (7.2.3.S). During class time, please make sure your cell phones and other electronic devices are put away and on silent. Laptops and tablets are only allowed under special circumstances.

If a student wishes to record portions of the class for study purposes, he or she must first gain permission from the professor. Even if approval is granted, students are not permitted to copy, post, or record any information, images, or content from this course or the classroom for redistribution to anyone, including to other media, on social media, etc., without express permission from the professor. If you have questions about this policy, please let me know.

Behavior: As the instructor for this course, I have full discretion over what behavior is considered appropriate/inappropriate for the classroom. Any behavior I deem to be inappropriate shall be addressed according to Collin College’s policies and procedures. While in class, students should focus on the course content and refrain from working on assignments for other classes, sleeping, texting, working on laptops/tablets, and engaging in other behaviors that are disruptive.

Class Environment and Philosophy: The guiding philosophy of this section of ENGL 1302 and its content is the idea that being educated and informed is our responsibility as citizens living in a democratic society; as Thomas Jefferson stated, “an educated citizenry is a vital requisite for our survival as a free people.” This course will therefore provide us opportunities to consider certain societal tenets—sustainability, technology, and real-world issues—and what constitutes an educated, informed citizen.

As such, we will work hard to both learn about and model good citizenship. Our class will be most successful if we work in an environment of respect, cooperation, and collaboration. I assume that students in my course want to be here and, as such, will contribute to the class by completing their assignments, participating in discussion and activities, and showing respect to their peers and me. I work hard for my students, and I expect the same in return. I will do everything I can to help students be successful in this course; however, I must also know that students are putting forth their full efforts. I look forward to a semester of hard work, interesting discussions, and good writing.

Course Assignments:

Reading Assignments: The reading assignments for this course are integral to your understanding of this class, and it is not possible to “get by” in this class without doing the reading. The textbook is required for this course, and students need to have access to it both for homework and in class. Students should read with a pen or pencil, marking the text in a way that will help them when they go back to it (particularly when they go back to it as a writer). If they can’t bring themselves to write in the book, students should begin to develop a system using note cards or Post-it notes. The key is to be familiar with the reading and prepared to discuss it in class and apply it to writing assignments. Also, be aware that, unless specifically assigned, readings do not include completing exercises or activities in the textbook. *Everything’s an Argument* is the primary textbook that we will be using this

semester, and students should plan to bring it to class almost every day.

Class Participation: Class participation will take several forms in this course, including students sharing their writing, providing feedback to their peers, and participating in class discussion. Most of our class time will be spent discussing drafts of students' writing and the assigned readings. Few writers work alone; they rely on friends and colleagues to listen to ideas, to read drafts, and to help with revision.

It is students' responsibility to arrive in class prepared to discuss that day's reading and writing assignments and participate in class discussion. I urge you to attend class regularly and take good notes throughout the semester. These will help you with the assignments. While from time to time I may volunteer them for certain questions, I rely on students to voice their own opinions and participate in class discussion. Portions of students' grades (5%) are based on class participation. If students attend class regularly, participate in class discussion, and are engaged and good citizens of the classroom, they can expect to receive these points in full.

Writing Projects: Whether they take the form of in-class or out-of-class writings, I expect students to put forth effort and take each writing assignment seriously. We will be using the writing process in this class, which means that each essay will be taken through the prewriting, drafting, revising, and editing stages. Students should keep all stages of their writing in case I need to review them. To stay organized, students should purchase a folder or binder for course materials.

Since we are using the writing process in this class, there will be a great deal of emphasis on revision. I urge you to get feedback on your writing prior to submitting it. Students are welcome to come meet with me to review their drafts (I do not review them via e-mail) or go to the Writing Center. Since writers have so much time to work on their assignments prior to the due date, all revision should take place before submitting the final draft. No revision or rewriting will be allowed once the final draft has been submitted for a grade.

There will be four major writing projects for this class, which will ask students to think critically and respond to assigned prompts, and will count for 60% of the final grade. In addition to the feedback I provide about their writing, students will also receive assistance from their peers; as such, emphasis will be placed on the revision process. Students will be given several weeks to complete each essay, and emphasis will be placed on the revision process. I am also available to provide feedback on these writings prior to students turning in their final drafts. All essays should be typed, double spaced, in 12 pt. font, and with proper MLA formatting. The proper heading for all assignments is the following:

Cougar 1

Collin Cougar

ENGL 1302

Dr. Kirby

August 28, 2018

Title of Assignment

Peer Review: An important part of any writer's process is receiving feedback. For Peer Review, on an assigned date specified in the syllabus, students must bring in copies of their drafts to receive feedback from their peers. Students will exchange drafts, follow specific guidelines, and provide feedback on the drafts. Students who have their drafts on peer review day and complete thorough and thoughtful peer review will receive credit. Peer review counts for 5% of the overall course grade. More specific guidelines will be provided about what to review and evaluate.

Discussion Board: During each week of the semester, students will be asked to respond to a prompt on the Canvas discussion board related to that week's reading assignments and class discussion. The dates for these postings are listed in the course calendar, they must be completed by midnight on the due date, and no late postings will receive credit. This is an opportunity for students to respond informally to issues raised in class, as well as continue our discussions beyond the classroom. These writings will count for 15% of the final grade, and students will receive credit by responding fully to the assigned prompt and reading and commenting on at least one posting from a peer. I will also be reading and commenting on some of these postings, as well as using them as starting points for class discussion.

Lab: The lab component is a required part of this writing course. Over the course of the semester, students will need to complete a combination of eight selections from the lab list that I will provide. This lab work is not the same as regular classwork or homework that students must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve students' writing throughout the term. During the semester, students will need to track and provide evidence of completing these lab requirements outside of class on a sheet provided. More information will follow on what activities count for the lab component. This assignment counts for 5% of the course grade, and all eight labs must be completed to receive this credit. Please note that the labs are due before the end of the semester on Tuesday, November 27.

Final Exam/Presentation: We will not have an official final exam for this class; however, we are required to meet during this period. We will use this time as an opportunity for students to present their work on Project #4 to the class. Attendance is mandatory.

Extra Credit: Throughout the course of the semester, there will be a couple of opportunities for extra credit. Typically, students can earn extra credit through attending specific on-campus events and writing up a brief (one-page, double-spaced) reflection of what the event was about and what they learned. These reflections are due no later than one week after the event via e-mail. I will announce these opportunities (and not all campus events count—just the ones I announce) in class and post them on Canvas. Generally, each event is worth one point of extra credit on the final grade in the class.

Course Calendar

Please be advised that the course calendar is subject to change. If revisions are needed, I will inform students in advance and in writing. Also, please be sure to regularly check the Modules in Canvas, which contain the most updated course information and reflects any changes. Please be aware that all assignments are due by class time on the due date.

Week 1: Introducing Argument

Tuesday, August 28

Overview of course
Discuss syllabus
Introduction to Canvas/Turnitin

Homework:

Read Chapter 1, pages 3-27
Read Chapter 2, pages 28-39
Activity: Complete Respond #2 on page 39. Bring to class on Tuesday.
Complete Discussion Board #1

Week 2: The Rhetorical Triangle

Tuesday, September 4

In-Class Activities:

Discussion Board #1 due (by class time)
Overview of course
Discuss syllabus
Introduction to Canvas/Turnitin
Discuss Chapter 1, "Everything's an Argument"
Discuss Chapter 2, "Arguments Based on Emotion: Pathos"
Hand out guidelines for labs
Hand out guidelines for Essay #1

Homework:

Read Chapter 3, pages 40-49
Read Chapter 4, pages 51-70
Activity: Complete Respond on page 55, and bring to your conference next week.
Complete Discussion Board #2

Week 3: Sustainability and Food

Tuesday, September 11

In-Class Activities:

Discussion Board #2 due (by class time)
Attend Labor Day Event (meet in Conference Center C)

Homework:

Read Chapter 6, pages 87-117
Read Mortenson, pages 653-55
Activity: Write a one-page summary of Mortenson's essay with at least one paraphrase and bring to class.
Watch video on the rhetorical triangle (Canvas)
Complete Discussion Board #3

Week 4: Rhetorical Analysis

Tuesday, September 18

In-Class Activities:**Discussion Board #3 due** (by class time)

Discuss Chapter 3, "Arguments Based on Character: Ethos"

Discuss Chapter 4, "Arguments Based on Facts and Reason: Logos"

Discuss Chapter 6, "Rhetorical Analysis"

Discuss summaries and paraphrases

Discuss MLA documentation style

Homework:

Complete Discussion Board #4

Complete draft of Essay #1

Week 5: The Revision Process

Tuesday, September 25

In-Class Activities:**Discussion Board #4 due** (by class time)**Peer Review: Essay #1****Writer's Workshop: Using Direct Quotes**Homework:

Complete Essay #1

Complete Discussion Board #5

Read Chapter 19, pages 427-35

Read Zwillich and Rudder, pages 763-69

Activity: Watch "How to Find Sources in the Library Databases" video (Canvas)

Week 6: The Research Process

Tuesday, October 2

In-Class Activities:**Essay #1 due** (by class time)**Discussion Board #5 due** (by class time)**Discuss library research (meet in L110)**

Discuss Chapter 19, "Evaluating Sources"

Discuss "It's Not OK Cupid"

Hand out guidelines for Essay #2

Homework:

Read Chapter 21, pages 455-63

Read Orenstein (Canvas)

Watch *Frontline: Digital Nation* (Canvas)

Complete Discussion Board #6

Find sources for Essay #2

Activity: Annotate at least two of your sources, and bring to class.

Week 7: The Internet and Privacy

Tuesday, October 9

In-Class Activities:**Sources and thesis statement due for Essay #2** (in class)**Discussion Board #6 due** (by class time)

Discuss Chapter 21, "Plagiarism and Academic Integrity"

Discuss Orenstein, "I Tweet, Therefore I Am"

Writer's Workshop: Source Synthesis

Homework:

Complete Discussion Board #7

Complete draft of Essay #2

Week 8: The Revision Process

Tuesday, October 16

In-Class Assignments:**Discussion Board #7 due** (by class time)**Peer Review: Essay #2**Homework:

Complete Essay #2

Complete Discussion Board #8

Read Chapter 17, pages 379-92

Friday, October 19

Last day to withdraw**Week 9: Academic Arguments**

Tuesday, October 23

In-Class Activities:**Essay #2 due** (by class time)**Discussion Board #8 due** (by class time)

Discuss Chapter 17, "Academic Arguments"

Discuss "Choose Your Own Adventure"

Hand out guidelines for Essay #3

Homework:

Complete Discussion Board #9

Complete research proposal and find first two sources

Activity: Annotate at least one of your sources, and bring to class.

Week 10: Choose Your Own Adventure

Tuesday, October 30

In-Class Activities:**Discussion Board #9 due** (by class time)**Research proposal and first two sources due** (in class)

In-Class Source Activity

Discuss "Choose Your Own Adventure"

Homework:

Read Chapter 12, pages 272-304

Complete Discussion Board #10

Complete annotated bibliography

Activity: Complete thesis statement and introduction for Essay #3 and bring to class.

Week 11: Writing Proposals

Tuesday, November 6

In-Class Activities:**Discussion Board #10 due** (by class time)**Annotated bibliography due** (by class time)

Discuss Chapter 12, "Proposals"

Writer's Workshop: Thesis Statements and Introductions

Homework:

Complete Discussion Board #11

Complete draft of Essay #3

Week 12: The Writing Process

Tuesday, November 13

In-Class Activities:**Discussion Board #11 due** (by class time)**Peer Review: Essay #3**Homework:

Complete Essay #3

Complete Discussion Board #12

Week 13: The Revision Process

Tuesday, November 20

In-Class Activities:**Essay #3 due** (by class time)**Discussion Board #12 due** (by class time)

Hand out guidelines for Project #4

Discuss radical revision

Writer's Workshop: Reconsidering Revision

Homework:

Read Chapter 15, pages 344-59

Complete Discussion Board #13

Complete labs

Activity: Write up plan for Project #4 and bring to class.

Week 14: Radical Revision

Tuesday, November 27

In-Class Activities:**Labs due** (in class)**Discussion Board #13 due** (by class time)**Plan for Project #4 due**

Discuss Chapter 15, "Presenting Arguments"

Work on Project #4

Homework:

Complete Discussion Board #14

Complete draft of Project #4

Week 15: Concluding the Course

Tuesday, December 4

In-Class Activities:**Discussion Board #14 due** (by class time)**Peer Review: Project #4**

Conclude the course

Homework:

Finish Project #4

Complete Discussion Board #15

Prepare presentation of Project #4

Thursday, December 6

Assignments Due:**Project #4 due by 10:00 a.m.** (Canvas and/or drop off)Homework: Prepare for presentations**Week 16: Final Presentation**

Tuesday, December 11

In-Class Activities:**Discussion Board #15 due** (by class time)**Final exam period, 1:00-2:15 p.m.****Presentations: Project #4** (Attendance is mandatory)