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# Composition II

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*Collin College*

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**COLLIN COLLEGE**  
**COURSE SYLLABUS**

Course Information
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**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. (Teamwork)
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
  3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
  5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

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

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Statement:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Instructor's Name:** Paul Lee

**Office Number:** TBA, as this is an online class

**Office Hours:** *By appointment only* (I am available on Tuesdays and Thursdays in the mornings for appointments)

**Phone Number:** N/A for an online class (please contact me by email and if necessary I can give you

a call from there)

Email: [plee@collin.edu](mailto:plee@collin.edu) (preferred, since this is an online course)

### **Class Information:**

**Section Number:** WS2

**Meeting Times:** Not applicable, as the class is online

**Meeting Location:** Online

**Minimum Technology Requirement:** The minimum system requirement for Canvas can be found at this link: <http://online.collin.edu/StudentInformation.html>

**Minimum Student Skills:** You should know how to access a Web site when given an address, use the features of your Web browser, download files, attach files to emails, disable pop-up blockers, and use word processing software. If you do not have these skills, you can get assistance at the lab on campus, get help from a friend, or take this course in a classroom setting. I will NOT teach computer skills in this class

**Netiquette Expectations:** *Netiquette* is a term coined specifically for Internet communication and is exactly what it sounds like: etiquette for the Net. I expect students to exhibit good manners based on respect and honesty. I insist on civility in our e-mail and Discussion Post conversations; however, this does not mean that we won't fundamentally disagree from time to time. All I ask is that you don't fall prey to insults, stereotypes, propaganda, or platitudes in your discussions. All opinions should be informed AND respected.

**Course Resources:** Required Textbooks: Be sure to get the correct versions—use the ISBN number when you buy them—available at the Collin College bookstore

1. *Everything's an Argument*, 7<sup>th</sup> edition by Lunsford, Ruszkiewicz and Walters ISBN: 9781319085742

2. *Death in the Air* by Kate Winkler Dawson ISBN: 9780316506861

**Supplies:** Internet connection; reliable computer

### **Attendance Policy:**

Attendance in an online course is achieved when you log onto the course on a regular basis to read e-mail, announcements, assignment schedule, assignment instructions, and to submit discussion posts and writing assignments. You should log on to accomplish these tasks at least THREE times a week. Failure to do so constitutes absence from the class. As with all college courses, absences usually result in a negative impact on student grades.

**Be sure to log in and participate in the class promptly during the first week; failure to do so may affect your financial aid.** I am required to “certify” classes at the beginning of the term; this means that I must certify whether you have attended or not during the beginning of the semester. Because web classes work differently from traditional classes, if you haven't logged in and at least participated in the first discussion, I may have to report that you haven't attended. This could lead to issues with your financial aid, so again be sure to participate as soon as possible once the term begins.

### **Method of Evaluation:**

Final grades for the semester are based on the following point system:

1. Mini Essay 1 100 points
2. Mini Essay 2 100 points
3. Essay 1 100 points
4. Essay 2 150 points

5. Essay 3 200 points
6. Discussion Posts 200 points
7. Lab Assignments 150 points

**Grading Scale:**

A = 900 – 1000 points  
B = 800 – 899 points  
C = 700 – 799 points  
D = 600 – 699 points  
F = Below 600 points

Late work will NOT be accepted in this class. This online course is NOT self-paced. Assignments are due as announced—once the due date has passed, assignments will not be accepted into the Canvas system.

**Online Discussion Posts:**

These are formal writing assignments that are required for this course. They take the place of the in-class discussions that would occur if this were a traditional class, so they are an important part of your learning experience and your participation in this course, so they are required and are expected.

**Discussion Post Participation:**

Required, and deadlines must be met for these assignments. Please review every email/announcement that I make because often I will make announcements about the discussions and about their due dates.

**Evaluation Criteria for Discussion Post Assignments:**

- Satisfactory completion of assignment by the deadline
- Demonstration of **excellent** knowledge and understanding of the readings
- Responses that are tactful, respectful, insightful, and critical
- Detailed, in-depth posts that are at least a few paragraphs in length (a quick sentence or two will not be enough)
- Individual views, opinions, or thoughts must be documented and/or supported by material from class readings and/or lectures (don't just make a comment without supporting it with evidence from the readings – this is a major part of learning to think critically, which is a major element of this course).

For more details, see “Discussion Post Evaluation” document (under “Discussion Board” in the “Assignments” folder on the Course Content page)

**Delivery Method for Graded Material:**

Select “Grades” on the Course Home page menu for a listing of individual assignment grades. A graded version of each essay (with my comments) will be available at the assignment submission site (example: “Essay 1” under “Assignments”).

**Instructor Response and Availability:**

- Replies to e-mail and telephone messages will be made within 48 hours
- Essay assignments will be graded in **approximately** 14 days after submission
- Discussion Post grades will be posted at mid-term and at the end of the semester

## Lab Requirement:

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of 5 selections from the list below. This lab is not the same as regular daily course work that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

## Acceptable Lab Activities:

Submission of Lab Assignments: **Submit Lab assignments to me by email.**

Lab Assignment Instructions:

**Lab 1:** Library Online Research Orientation (30 pts.):

Use the following link to access and complete the online library orientation. Write a brief (1 page) essay that summarizes the content of the orientation and explains how it specifically helped you. Submit by 11:59 PM on September 7.

<http://iws.collin.edu/library/cla.html>

**Lab 2:** Complete any ONE of the following library tutorials (30 pts.):

Use the following links to access and complete one online library orientation. Write a brief (1 page) essay that summarizes what you learned from these tutorials. Submit by 11:00 PM on September 28.

Connecting to Library Databases in CougarWeb:

<http://iws.collin.edu/library/cougarweb.html>

Using Academic Search Complete for Magazine and Journal Articles:

<http://iws.collin.edu/library/asc.html>

Searching SAGE Knowledge When Your Professor Says No Wikipedia:

<http://iws.collin.edu/library/sage.html>

Using Opposing Viewpoints in Context for Current issues Topics:

<http://iws.collin.edu/library/ovic.html>

How to Search CQ Researcher for Current Issues Assignments:

<http://iws.collin.edu/library/cqresearcher.html>

**Lab 3:** Writing Center Tutor Session (30 pts.)

See the Writing Center page on the Collin college Web site for guidelines regarding tutor sessions (note what the Writing Center will and will NOT do for you).

Write a brief (1 page) essay that summarizes what was covered in the session with your tutor, and explain how it specifically helped you. Submit by 11:00 PM on October 19.

- ☐ Work with a tutor in one of the Collin Writing Centers (make an appointment)

OR

- ☐ Work with a tutor via the Online Writing Center (OWL)—use the drop box to submit your draft (Note: Tutor Text does NOT qualify for lab credit)

In addition to your written summary of the tutor session, I must receive a report from the tutor you worked with confirming your session—YOU are responsible for making sure that report gets to me. Remind your tutor that he / she should send me a report.

Credit for the Writing Center Tutor session will be recorded ONLY if both the written summary AND the tutor confirmation are received before the deadline.

**Lab 4:** Rhetorical Analysis OR Writing Center Workshop (30 pts.):

- ☐ Rhetorical Analysis:  
Write a brief rhetorical analysis (2 pages) of an essay from the textbook (NOT one that you will be using in any other assignment – including your major papers) using the Toulmin method (Chapter 3).

Identify and discuss the key rhetorical elements of this essay:

- ☐ Claim
- ☐ Reasons
- ☐ Evidence
- ☐ Refutations

See Pp. 34-37 for a step-by-step explanation of the process you should use to write this type of analysis.

Simply discussing the content of the essay will result in “0” Lab credit—the purpose here is to identify, discuss, and understand the rhetorical strategies the author uses to deliver his message and ideas.

Submit by 11:00 PM on November 9.

OR

- ☐ Writing Center Workshop:  
Attend a Writing Center Workshop at any of the Collin campuses. The workshop must directly relate to the course material we are covering in ENGL 1302 therefore you must choose from an approved list of workshops I will provide. Below is a list of the workshops you may choose from at the Spring Creek (Plano) campus. I will add more selections to this list as the other Writing Centers post their workshop schedules. Attend the workshop, then write a brief (1 ½-2 page) essay that summarizes the content of the workshop and explains how the workshop specifically helped you.

In addition to your essay summarizing of the Workshop, I must receive confirmation from the Writing Center that you did indeed attend the workshop. Sign-in sheets are provided at all

Writing Center Workshops, YOU are responsible for making sure that your name appears on the official roster.

Credit for attending a Writing Center Workshop will be recorded ONLY if both the essay AND the tutor confirmation are received before the deadline.

**Lab 5:** Writing Center Tutor Session (30 pts.):

See the Writing Center page on the Collin college Web site for guidelines regarding tutor sessions (note what the Writing Center will and will NOT do for you).

Write a brief (1 page) essay that summarizes what was covered in the session with your tutor, and explain how it specifically helped you. Submit by 11:00 PM on December 3rd.

- ☐ Work with a tutor in one of the Collin Writing Centers (make an appointment)

OR

- ☐ Work with a tutor via the Online Writing Center (OWL)—use the drop box to submit your draft (Tutor text does NOT qualify for lab credit)

In addition to your written summary of the tutor session, I must receive a report from the tutor you worked with confirming your session—YOU are responsible for making sure that report gets to me. Remind your tutor that he / she should send me a report.

Credit for the Writing Center Tutor session will be recorded ONLY if both the written summary AND the tutor confirmation are received before the deadline.

These labs are located at various places on campus and on the web site and are conducted by different departments. So, please contact the appropriate organization (for instance, the library for library workshops) for information about each type of lab, or do a search on the Collin site for online-based labs (for instance, familiarity assignments) as I am not sure where to find and complete each and every type of lab. If you are completely unsure of where to begin, though, please let me know and I'll point you in the right direction. **Please keep in mind that there are specific due dates for the labs; they must be turned in on time for credit.**

**Collin College Academic Policies:**

See the current ***Collin Student Handbook***

- The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- Collin faculty members are required to report alleged violations of scholastic dishonesty to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.
- Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of "F" on the assignment to a grade of "F" for the course, depending on the circumstances and the severity of the offense.

### Religious Holy Days:

Please refer to the current *Collin Student Handbook*.

### Course Calendar:

1. All essay assignments must be submitted in Canvas (I DO NOT take them by email unless there is some problem with Canvas):  
on the left column in Canvas, select “Submit Assignments Here” **and scroll down to the appropriate assignment; follow the directions after you click on that assignment.**
2. Essay assignments must be uploaded (in Canvas) as Microsoft Word attachments. **Please do not use any other file format, as I may not be able to open it or grade it. This will result in a delay in you getting your paper back, so I WILL NOT GRADE ANY OTHER FORMAT.**
3. Carefully review and follow ALL grading criteria as outlined in the individual Assignment Instructions (assignment requirements and guidelines) as well as the “Essay grading Form” (posted under “Essay Instructions” in the “Assignments” folder)
4. Discussion posts instructions and grading criteria are located at “Discussion Board” area.
5. All assignments (essays and discussion posts) must be submitted by 11:59 PM on the due date
6. **Assignments sent via e-mail will NOT be accepted**

A note about submission of writing assignments: if you wait until the last minute to submit your papers (11:55, 11:59. etc.) it is likely that the system will not accept it, as it does take a bit of time for your paper to load into the system. If you miss the submission deadline, you miss the assignment (and the allotted points). Please manage your time carefully, and allow yourself ample time to complete the writing and submission process--I recommend that you wait no later than 11:30PM to begin the submission process to insure there are no glitches, especially because assignments are due so quickly and so often during summer courses.

### Course Schedule

**Week 1 (Aug. 27—31):** Read Chapter 1: “Everything Is an Argument”

Post to the “Introductions” discussion topic in Canvas. Remember to respond to two of your fellow students’ posts. Due on 9/2 by 11:59 PM

**Week 2 (Sep. 3—7):** Read Chapters 2, 3, 4, and 6. The information in these chapters provides the foundation for this course. You need to read and understand this material in order to proceed and do well in this course.

Post to the “Reading and Analyzing Arguments” discussion topic in Canvas. Remember to respond to two of your fellow students’ posts. Due on 9/9 by 11:59 PM

**Week 3 (Sep 10—14):** Write Mini-Essay 1: Write a rhetorical analysis of the essay, “On Teenagers and Tattoos” (Available on Canvas in the “Assignments” area) using the Toulmin method (Chapter 3). The key rhetorical elements of this essay: claim, reasons, evidence, and refutations should be identified and discussed in your paper. See page 112 for a step-by- step explanation of the process you should use to write this type of analysis, and pages 106-111 for samples of this type of paper. Simply discussing the content of the essay will earn a failing grade on this paper —the purpose here is to identify, discuss, and understand the rhetorical strategies the author uses to deliver his message and ideas.



Submit in the “Assignments” of Canvas. Be sure to submit it in the correct area (Mini-Essay 1). Due on 9/16 by 11:59 PM

**Week 4 (Sep. 17-21):** Begin reading Chapters 8, 9 and 11. Begin thinking about a possible arguable (meaning it is controversial and hasn’t been resolved) issue. The topics you are allowed to use come from Part 5 of the book. Some examples of broad, general subjects covered in that part of the book are how popular culture stereotypes a person, what globalization is doing to language, why sustainability is important, what diversity on campus should mean, and how the Internet has changed the meaning of privacy. So, choose one of these topics and then read the essays that are included in the chapter/topic you have chosen to familiarize yourself with the topic. ALL topics must be approved by me BEFORE you begin the writing process. **So they MUST be emailed to me BY September 24<sup>th</sup>.**

Post to the “Types of Argument” discussion topic in Canvas. Remember to respond to two of your fellow students’ posts. Due on 9/23 by 11:59 PM

**Week 5 (Sep. 24--28):** Read the example essays from Chapters 8, 9, and 22 (on pages 174, 206, and 264). Read the Essay 1 instructions in Canvas: select “Assignments” on the Home Page menu; select the instructions for Essay 1. Begin drafting Essay 1.

Post to the “Comparing Perspectives” discussion topic in Canvas. Remember to respond to two of your fellow students’ posts. Due on 9/30 by 11:59 PM.

**Week 6 (Oct. 1—5):** Continue working on Essay 1. Read Chapter 17

Post to the “Academic Argument” discussion topic in Canvas. Remember to respond to two of your fellow students’ posts. Due on 10/7 by 11:59 PM.

**Week 7 (Oct 8—12):** Finish Essay 1. Submit in the “Assignments” area on Canvas. **Due on 10/14 by 11:59 PM**

**Week 8 (Oct. 15—19):** Read Chapters 18, 19, and 20. Read the Essay 2 instructions in Canvas and make sure that you understand them (email me with questions by the end of the week if you’re not sure about some element of the assignment).

NOTE: Essay 2 should combine the strategies you have learned in Chapters 8, 9 and 11 (various types of arguments). This essay is worth 200 points. Begin drafting Essay 2.

Post to the “Doing Research” discussion topic in Canvas. Due on 10/21 by 11:59 PM. No need this week to respond to other students’ posts—devote your time to working on your own Works Cited list.

**Week 9: (Oct 22—26):** Write: Essay 2. **Submit it by 10/28 by 11:59 PM**  
Read *Death in the Air* by Kate Winkler Dawson. Post to the “Death in the Air” discussion topic in Canvas. Remember to respond to two of your fellow students’ posts. Due on 10/28 by 11:59

**Week 10: (Oct 29—Nov. 2):** Write Mini-Essay 2: Consider *Death in the Air* as an example of a kind of argument. What is the author arguing in the text? What does the author want us to understand or believe? **Submit it by 11/4 by 11:59 PM.**

**Week 11: (Nov 5—9):** Read Chapter 22 MLA Style (don’t read the APA style section)

Post to the “MLA Citation Style” discussion topic in Canvas. No need to respond to your peers this week but be sure to read their posts to make sure that you understand MLA. Due on 11/11 by 11:59 PM

**Week 12: (Nov 12—16):** Read the Essay 3 instructions in Canvas. Begin drafting Essay 3. NOTE: Essay 3 is the Final Exam Essay for this class. All that you have learned this past semester about writing documented academic essays should be reflected in this final essay. This essay is worth 200 points.

**Week 13: (Nov 19—23):** Read Chapter 21.

Post to the “Plagiarism and Academic Integrity” discussion topic in Canvas. Remember to respond to two of your fellow students’ posts. Due on 11/18 by 11:59 PM

**Week 14: (Nov 26—30):** Peer Reviews of Essay 3 (instructions will be provided for how to do this).

**Week 15: (Dec 3—7):** Finish writing Essay 3 (Final Exam Essay). Due Dec. 5 by 11:59 PM

**Week 16: (Dec 10—14):** Finals Week – There is no final

Please note that certain material in this syllabus is subject to change, such as assignment due dates and point values. Changes will be announced via Canvas e-mail OR the Canvas “Announcements” tool. Be sure to check these every week.

**Where to get additional help with your writing:**

Writing assistance can be obtained in the Writing Centers located at each campus. Contact a Writing Center for an appointment or check to see when “drop in” hours are available.

**Writing Workshops:**

Several Writing Workshops will be held each semester