

8-27-2018

# Composition II

Steven Rizzo Dr.  
*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:** If a student cannot complete the course, he/she is responsible for withdrawing by the drop date—**Friday, October 19<sup>th</sup>**—in order to receive a “W,” not an “F,” for the course. The student is advised to speak with the instructor before taking any action, in case withdrawal can be avoided. See the current *Collin Registration Guide* for more details on the Collin College withdrawal policy.

**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 INFORMATION

**Instructor's Name:** Dr. Steven Rizzo  
**Office Number:** PRC LH172  
**Office Hours:** MWF: 10:00 a.m.-11:00 a.m.  
TR: 10:00 a.m.-11:30 a.m.

**Office Phone Number:** 972.377.1516  
**Email:** [srizzo@collin.edu](mailto:srizzo@collin.edu)

### Class Information:

Section Number: P04 (CRN #: 13019)  
Meeting Times: MWF 11:00 a.m.-11:50 a.m.  
Meeting Location: L206

### Course Resources: The following texts and materials **required**:

Seyler, Dorothy U., ed. *Read, Reason, Write: An Argument Text and Reader*. 11th ed. New York: McGraw-Hill, 2014.  
Computer disc, flash drive, etc. (for computer classroom)

**Method of Presentation:** Lecture, lab, open discussion, group discussion, computer-assisted instruction, and audiovisual material.

**Method of Evaluation:** Essay Component: Students will write four essays (870 words each).  
Class Work: This 10% of your grade will be based on daily reading responses, rough drafts, and peer reviews.

### Grade Determination

### Final Draft Due Date

Essay 1: Rhetorical Analysis = 18%	(Wednesday, September 19)
Essay 2: Definition Argument = 18%	(Friday, October 19)
Essay 3: Myth Buster Argument = 18%	(Wednesday, November 14)
Essay 4: Against the Grain Problem Argument = 18%	(Wednesday, December 12)
Attendance = 10%	
Rough Drafts, Peer Reviews, Objective Truth Response, Reading Responses, and Logical Fallacy = 13%	
Lab Units = 5%	

**Lab Assignments:** 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 typically eight selections from the list below. This lab work is not the same as regular daily coursework 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. The lab component makes up 5% of your overall course grade. If you do not complete all sixteen lab units, you will receive a 0 for the lab component, thereby losing 5% from your final course grade. You may choose any combination from the list below:

- |   |              |
|---|--------------|
| 1. Grammar Exercises and Quizzes                                    | 1 unit each  |
| 2. Grammar/Writing Workshops (TBA)                                  | 3 units each |
| 3. Writing Center Consultations (report is furnished to instructor) | 2 units each |
| 4. Journal entries (minimum one page typed)                         | 1 unit each  |

**Technical Support:** Student technical support is now provided 24/7 for students at (972) 377-1777 or [sts@collin.edu](mailto:sts@collin.edu).

## **Class Policies**

**Attendance:** Attending class is extremely important in this course. To get the most out of class discussion, class handouts and notes, and important explanations of assignments and quizzes, you must attend every day the class meets. If, however, you must be absent, you are expected to be prepared for class in the same manner as those students who were present at the previous class session. Please contact a fellow student or the instructor for assignments and class notes. Attendance (recorded and calculated on Canvas) counts for 10% of your overall course grade.

**Religious Holidays:** In accordance with Section 51.911 of the Texas Education Code, Collin 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 few days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days, and the form of notification of absence from each class under this provision, are available from the Admissions and Records Office.** Students who plan to observe religious holidays which will require absences from class should consult the current Collin College Student Handbook, section on Religious Holidays, for the correct process to follow. It is mandatory that this procedure be followed in detail.

**Punctuality:** Consistently coming into class late will result in you being counted absent for the day. If, for some reason, you must be late, check with me after class to be sure that you are not marked absent for the entire class. Ensuring the change in attendance records will be your responsibility, not mine.

**Make-up Work:** A late essay carries a penalty of ten points off for each day the paper is late. If you know you will be absent or you are having trouble with the assignment, make special arrangements with me before the due date; otherwise, the paper will be considered late. No essays will be accepted two class sessions later than the due date. Class work cannot be made up, but one class work assignment grade will be dropped to allow for unexpected emergencies.

**Rewrites:** You have the opportunity to rewrite once one of the four major essays whose original grade is less than an A. Whatever grade you earn on the rewrite—unless the rewrite grade is actually lower than the original, which has never happened in my experience—will count as the final grade for the assignment. Successful rewrites (i.e., those that improve the grade of the original) require your satisfactorily addressing the comments I will have made on the original draft.

**Code of Conduct:** Students should conduct themselves in a professional, adult manner. They should use common courtesy toward their fellow students and toward the professor at all times. Verbal participation in class, provided it is done through thought-provoking questions and observations, can help all of us clarify and refine interpretations. Feel free to raise questions or offer opinions. Under no circumstances, however, will rude or sarcastic comments be tolerated, or talking when someone else (including the professor) has the floor.

**Academic Dishonesty** – The following information can also be found in section 7-2.2 of the Collin Student Handbook: Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a 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 conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; 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; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty. **\*In my courses, plagiarized papers (or papers in which collusion has occurred) receive an automatic zero and no chance for a rewrite.**

#### **Miscellaneous:**

**\*\*Please turn off all cell phones and other such devices before entering the classroom in order to avoid distracting fellow students and the instructor.**

**\*\*The instructor will make any changes in objectives, assignments, and due dates for this course if necessary. Any changes will be announced beforehand in class.**

**\*\*For classes in the computer classroom: While class is being conducted, students should only use computers when the teacher instructs them to do so. Students should not be checking e-mail, surfing the Internet, working on non-related papers, etc., while class is going on. Students who continually disregard this rule will have their computer privileges taken away.**

**\*\*\*\*\* PLEASE PRINT AN EXTRA COPY OF THIS PAGE, SIGN BELOW, AND TURN IN TO INSTRUCTOR BY SECOND WEEK OF CLASS \*\*\*\*\***

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.

DATE

SIGNATURE

## GRADING STANDARDS IN COMPOSITION/RHETORIC COURSES

To unify grading and to conform to nationally accepted standards, the Collin faculty subscribe to the guidelines below:

### I. EXCELLENT/SUPERIOR (*A/B*)

Note: Although “*A*” and “*B*” papers possess many of the same features, the style, originality, and level of excellence of the “*A*” paper are exceptional.

**Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

**Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

**Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

**Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

**Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

**Grammar and Punctuation:** correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

**Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

### II. AVERAGE (*C*)

The *C* paper is clear, competent, and controlled, but its style and originality are undistinguished.

**Preparation:** The paper contains evidence of at least one preliminary draft. The student as clearly and competently adapted the topic and content to the assignment.

**Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

**Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

**Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

**Diction:** The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

**Grammar and Punctuation:** Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

**Appearance:** The *C* paper conforms to the guidelines established for the superior paper.

### III. UNSATISFACTORY (*D-F*)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and structure.

**Preparation:** The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

**Content:** The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

**Development:** The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

**Sentence Structure:** Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

**Diction:** The level of language is inappropriate to the subject; errors in usage are frequent.

**Grammar and Punctuation:** Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

**Appearance:** An illegible presentation is always a liability.

## English 1302 Class Schedule Fall 2018

### Week 1

**M, Aug 27**

Course Introduction

**W, Aug 29**

**Truth and Consequences**

Does objective Truth exist? If not, what if any are the consequences? If so, how do we ascertain it, and what are the obstacles to doing so?

**Objective Truth Response**

**F, Aug 31**

**Active Reading**

Chapter 1: Writers and Their Sources (*RRW*, 3-7 and 13-14)

Mortimer Adler's "How to Mark a Book"

(<http://www.maebrussell.com/Articles%20and%20Notes/How%20To%20Mark%20A%20Book.html> – also on Bb)

**Introduce Essay 1: Rhetorical Analysis**

### Week 2

**M, Sep 3**

**\*\*Labor Day Holiday, No Class!!**

**W, Sep 5**

Ellen Goodman's "In Praise of a Snail's Pace" (*RRW*, 51-54)

Susan Cain's "The Rise of the New GroupThink," (*RRW*, 14-18)

**F, Sep 7**

Howard Gardner's "The End of Literacy? Don't Stop Reading" (<http://www.washingtonpost.com/wp-dyn/content/article/2008/02/15/AR2008021502898.html>)

**Language: Connotation, Tone, Style**

Chapter 2: Responding Critically to Sources (*RRW*, 34-67)

**Why a "Style" Analysis? Are We Promoting Style Over Substance?**

### Week 3 **\*\* Monday, Sep 10, Fall Census Date**

**M, Sep 10**

**Demonstrate Rhetorical Analysis:**

David Cole's "Laptops vs. Learning" (<http://www.washingtonpost.com/wp-dyn/content/article/2007/04/06/AR2007040601544.html>)

**W, Sep 12**

**Demonstrate Rhetorical Analysis:**

Peggy Noonan's "The Blogs Must Be Crazy"

(<http://online.wsj.com/article/SB122462280525455719.html>)

**F, Sep 14**

More discussion of and work on Rhetorical Analysis

### Week 4

**M, Sep 17**

**Rough Draft of Essay 1: Rhetorical Analysis due at the beginning of class—hard copy and submitted on Canvas—Peer Reviews**

**W, Sep 19**

**Final Draft of Essay 1: Rhetorical Analysis due at the beginning of class—hard copy and submitted on Canvas**

**Introduce Essay 2: Definition Argument**



## Strictly Speaking

Andrew Vachss' "Watch Your Language" ([http://www.vachss.com/av\\_dispatches/parade\\_060505.html](http://www.vachss.com/av_dispatches/parade_060505.html))

**F, Sep 21**

George Will's "Forget Values, Let's Talk Virtues"

(<http://www.jewishworldreview.com/cols/will052500.asp>)

## Week 5

**M, Sep 24**

Chapter 7: Definition Arguments (*RRW*, 180-93)

Tour the *Oxford English Dictionary*.

**W, Sep 26**

Continue to tour the *Oxford English Dictionary*.

**F, Sep 28**

**Take a Stand: Cynicism is Lame. "Too Cool to Care" is Childish.**

## Week 6

**M, Oct 1**

George Orwell's "Politics and the English Language"

(<https://www.mtholyoke.edu/acad/intrel/orwell46.htm>)

**W, Oct 3**

"Verbal Cleansing" from Thomas Sowell's *Intellectuals and Society* (Canvas)

**F, Oct 5**

**Ppt: *The Politics of Naming***

## Week 7

**M, Oct 8**

Greg Lukianoff, "The Threat to Free Speech at Universities" (*RRW*, 88-90)

**W, Oct 10**

Jeffrey Mateer and Erin Leu, "Cheering Free Speech" (*RRW*, 90-92)

**Reading Response 1: QRW 8 or 9 (90) OR QRW 6 (92)**

**F, Oct 12**

The Mohammed Cartoon Controversies

## Week 8

**M, Oct 15**

Chapter 14: Formal Documentation: MLA Style (*RRW*, 312-37)

**W, Oct 17**

**Rough Draft of Essay 2: Definition Argument due at beginning of class—hard copy and submitted on Canvas—Peer Reviews**

**F, Oct 19 \*\* Today is Last Day to Withdraw with a "W."**

**Final Draft of Essay 2: Definition Argument due at beginning of class—hard copy and submitted on Canvas**

**Introduce Essay 3: Myth Buster Argument**

## Week 9

**M, Oct 22**

Chapter 3: Understanding the Basics of Argument (*RRW*, 70-97)

**W, Oct 24**

**Focus on Biases and Assumptions**

\*See RR 5: QRW 11 (496)

**F, Oct 26**

Chapter 4: Writing Effective Arguments (*RRW*, 98-119) **Does Compromise=Cop-Out?**

## Week 10

**M, Oct 29**

Chapter 6: Learning More About Argument: Induction, Deduction, Analogy, and Logical Fallacies (*RRW*, 150-78) **\*Focus on Induction and Deduction.**

**W, Oct 31**

Chapter 6 continued **\*Focus on Analogy and Logical Fallacies**

**F, Nov 2**

Chapter 6 continued **\*Continued focus on Logical Fallacies**

## Week 11

**M, Nov 5**

Thomas Sowell, "Arguments without Arguments" (handout)

**\*Find a logical fallacy in current media, and bring your example to discuss on Wednesday.**

**W, Nov 7**

**Discuss the logical fallacies you found.**

**F, Nov 9**

**Continue discussing the logical fallacies you found.**

## Week 12

**M, Nov 12**

**Rough Draft of Essay 3: Myth Buster Argument due at the beginning of class—hard copy and submitted on Canvas—Peer Reviews**

**W, Nov 14**

**Final Draft of Essay 3: Myth Buster due at the beginning of class—hard copy and submitted on Canvas**

**Introduce Essay 4: Against the Grain Problem Argument**

**F, Nov 16**

Chapter 8: Evaluation Arguments (*RRW*, 194-208)

Thomas Sowell, "Christmas-Tree Totalitarians" (*RRW*, 205-207) **Reading Response 2 QRA 4 (207)**

## Week 13

**M, Nov 19**

Chapter 9: The Position Paper: Claims of Values (*RRW*, 209-23)

**W, Nov 21—F Nov 23**

**Thanksgiving Holiday! No class**

## Week 14

**M, Nov 26**

George Will, "The Closed American Mind" (*RRW*, 460-62)

**W, Nov 28**

Chapter 10: Arguments About Cause (*RRW*, 224-39)

Shelby Steele, "Notes from the Hip-Hop Underground"

(<http://www.wsj.com/articles/SB985915655554354885>)

**F, Nov 30**

Chapter 11: Presenting Proposals: The Problem/Solution Argument (*RRW*, 240-59)

Chapter 12: The Researched and Formally Documented Argument (*RRW*, 261-79)

## Week 15

**M, Dec 3**

Chapter 13: Writing the Researched Essay (*RRW*, 280-311)

Naomi Shaefer Riley, "What's a College Education Really Worth? Not Enough" (*RRW*, 449-53)

**Reading Response 3 QRW 12 (453)**

**W, Dec 5**

Amy Chua's "Immigrate, Assimilate" (*RRW*, 491-96)

**F, Dec 7**

**Rough Draft of Essay 4: Against the Grain Problem Argument due at the beginning of class—Peer Reviews**

**Week 16: Final Exam Week**

**M, Dec 10**

NO CLASS TODAY—FINALS WEEK

**W, Dec 12**

**Final Draft of Essay 4: Against the Grain Problem Argument due at the beginning of class—hard copy and submitted on [turnitin.com](https://turnitin.com)**

**\*\*\*MAKE SURE I HAVE GRADES RECORDED FOR EACH OF OUR MAJOR ESSAYS\*\*\***