

8-27-2018

## Composition II

Joan Kennedy Dr.  
*Collin College*

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### Recommended Citation

Kennedy, Joan Dr., "Composition II" (2018). *Fall 2018*. 517.  
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## **COLLIN COLLEGE COURSE SYLLABUS**

**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 is 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 the 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 the last day to Withdraw.”

**Collin College Academic Policies:** “See the current *Collin Student Handbook*.”

Academic Dishonesty—Please see section 7-2.2 of the Collin Student Handbook. The range of academic penalty determined by the professor may be a zero on the assignment to dismissal from the course.

**Americans with Disabilities Act:** 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 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:** Dr. Joan Kennedy

**Office Number:** LH 174

**Office Hours:** MW 11 AM – 1 PM; TR 1-2 PM

**Phone Number:** 972-377-1044

**Email:** [jkennedy@collin.edu](mailto:jkennedy@collin.edu)

**Class Information:**

**Section Number:** ENGL. 1302.P16 12332

**Meeting Times:** 2:30-3:45 PM TR

**Meeting Location:** LH 178

**Course Resources:** *Making Literature Matter: An Anthology for Readers and Writers*  
John Schilb and John Clifford, Bedford/St. Martin's 7<sup>th</sup> Ed. 2018  
ISBN: 978-1-319-05472-4

“He Would Never Hurt A Fly” essay by Slavenka Drakulic located  
in Collin Library eReserves Online (See information in Canvas  
for accessing it.)

*Death In The Air* by Kate Winkler Dawson, Hachette Books, 2017  
ISBN: 978-0-316-50686-1 (Book-in-Common)

**Supplies:** Notebook or folder for journal entries

**Attendance Policy:** You are expected to attend class regularly and to consult with me whenever an absence is necessary. Your class attendance and participation are **very important!** Excessive absences can affect a student's ability to comprehend assignments and fulfill class discussion requirements to enrich knowledge of issues. I will allow you two absences without penalty. After two absences, I will deduct 10 points for each absence up to a maximum of 50 points. If you are absent two times or less, you will earn 50 points. Therefore, attend class regularly and be on time!

**Method of Evaluation:**

The final course grade will be based on the following:

1. One typewritten analysis of essay (Drakulic) – 100 points
2. One typewritten persuasive research essay – 100 points
3. One essay exam on Dawson book (in class) – 100 points
4. One typewritten analytic essay: comparison – 100 points
5. Research Assignment – 275 points – paper 200; oral report 75
6. Lab Assignments – 50 points
7. Journal – 25 points
8. Attendance – 50 points
9. Final Exam (in class) – 200 points
- Total = 1000 points

**An electronic version of these assignments and your grades for each are in Canvas for this course. Access Cougarweb, click on Student Tab, click on Courses tab, click on ENGL 1302, and then on the Grades tool on left side of course homepage.**

<b>GRADING SCALE:</b>	900-1000	=	A
	800-899	=	B
	700-799	=	C
	600-699	=	D
	Below 600	=	F

Late Papers: I will not accept papers handed in more than one class meeting late. If a paper is **one** class meeting late, it will be lowered one grade level. This applies to the analysis of Drakulic essay, persuasive research, and the analytic comparison papers. **I will not accept any late research papers!**

## **COURSE CALENDAR:**

English 1302  
Dr. Joan Kennedy

## **COURSE OUTLINE**

**Fall 2018**

- Week 1** Overview of Course - In-class writing - Journals  
Theme: Issues of Literature Reading: Making Literature Matter (MLM)  
Review: Chapter 1: "What is Literature? How and Why Does it Matter?" (3-17)
- Week 2** Introduction to analysis of essay - Journals  
Read Essay: "He Would Never Hurt A Fly" by Slavenka Drakulic (in Collin Library e-Reserves) See Canvas for how to access the essay.  
Review: Chapters 2 and 3 (18-97) MLM  
Chapter 4 "The Writing Process" (98-129)  
Chapter 5: "Writing About Literary Genres" (130-198) Focus on pp. 184-198 "Writing About Essays"  
**LABOR DAY HOLIDAY – ALL CAMPUSES CLOSED—MONDAY, SEPT. 3**
- Week 3** Work on analysis paper - Journals  
**First Lab Assignment is Due:** \_\_\_\_\_
- Week 4** In-Class Draft Editing Workshop—Bring draft of essay to class—may bring laptop  
**ANALYSIS OF ESSAY DUE:** \_\_\_\_\_
- Week 5** Research techniques/Using Sources/Documentation  
Prepare for Persuasive Research Essay - Techniques of Argumentation – Avoiding fallacies  
Review: MLM Chapter 6 "Writing Researched Arguments" (199-271)
- Week 6** Prepare for Persuasive Research Essay  
Read MLM Andrew Marvell "To His Coy Mistress" (473-474)
- Week 7** Prepare for Persuasive Research Essay  
**Second Lab Assignment Due:** \_\_\_\_\_
- Week 8** In-Class Draft Editing Workshop—Bring draft of essay to class—may bring laptop  
**PERSUASIVE RESEARCH ESSAY DUE:** \_\_\_\_\_  
  
Begin discussion of *Death In The Air* by Kate Winkler Dawson (Book-in-Common)  
**LAST DAY TO WITHDRAW FRIDAY, OCTOBER 19**

<b>Week 9</b>	Discuss/analyze— <i>Death In The Air</i> <b>Third Lab Assignment Due:</b> _____
<b>Week 10</b>	<b>IN-CLASS EXAM: <i>Death In The Air</i></b> _____ Introduction to comparative analysis essay – Journals – Journeys and Justice Themes Review Chapter 5 “Writing About Stories” (130-150) Review Chapter 5: “Writing About Poems” (151-167) Review Chapter 4: “Strategies for Writing a Comparative Paper” (121-128) Read: “Stopping By Woods On A Snowy Evening” by Robert Frost (1111-1113) “The Road Not Taken” by Robert Frost (1113-1114) “Acquainted With The Night” by Robert Frost (1114-1115) “The Tell-Tale Heart” by Edgar Allan Poe (964-969) 1846 “Killings” by Andre Dubus (969-982) 1979
<b>Week 11</b>	Discuss poetry and short stories
<b>Week 12</b>	<b>COMPARATIVE ANALYSIS ESSAY DUE:</b> _____  Martin Niemoller poem “First They Came for the Jews” (690) Sylvia Plath poem “Daddy” (335) Dylan Thomas poem “Do Not Go Gentle Into That Good Night” (1134)  Work on Research Project Review: MLM Chapter 6: “Writing Researched Arguments” (199-271) Identifying an issue and a tentative claim; Finding and using secondary sources; Incorporating primary sources Taking notes: summarizing, paraphrasing, quoting, and avoiding plagiarism; Writing the paper: integrating sources; Documenting sources MLA format
<b>Week 13</b>	<b>LAB SHEETS DUE:</b> _____ Work on Research Paper <b>Oral Reports on Research</b>  <b>THANKSGIVING HOLIDAY – ALL CAMPUSES CLOSED</b> <b>NOVEMBER 21-25 (Wednesday – Sunday)</b>
<b>Week 14</b>	<b>Oral Reports on Research</b>
<b>Week 15</b>	<b>RESEARCH PAPERS DUE:</b> _____ <b>NO LATE RESEARCH PAPERS!</b> Review for Final
<b>Week 16</b>	<b>FINAL EXAM:</b> _____  <b>Bring journals to class on final exam day.</b>  <b>No make-up finals. If you miss the final exam, you will forfeit 20% of the course grade.</b>

## ENGLISH 1302 GRADE SHEET

Name: \_\_\_\_\_ Section: \_\_\_\_\_

### YOUR GRADE IS DETERMINED ACCORDINGLY:

	Total Points	Your Points
1. Analysis of Essay	100	_____
2. Persuasive Research Essay	100	_____
3. Essay exam on Dawson book (In-class)	100	_____
4. Analytic Essay: Comparison	100	_____
5. Research Assignment (Oral)	75	_____
(Written)	200	_____
6. Lab Component (You <b>must</b> complete 16 units to receive credit)	50	_____
7. Journal	25	_____
8. Attendance	50	_____
9. Final Exam (In-class)	200	_____
	_____	
	TOTAL 1,000	YOUR TOTAL _____

### GRADING SCALE:

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

An electronic version of these assignments and your grades for each are in Canvas for this course. Access Cougarweb, click on Student Tab, next on "click here to" under My Courses tab, then on English 1302, and then on the Grades tool on left side of course homepage.

As I grade each assignment, I will enter the grade in this electronic grade book so that you can keep track of what you have earned during the semester.

Student technical support is provided at <http://online.collin.edu> or by calling 972-881-5870

Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
<ul style="list-style-type: none"> <li>Controlling idea/thesis is significant, important, logical, and solidly supported.</li> <li>Evidence is relevant, concrete, clear, and substantial.</li> <li>Paper shows originality and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is logical and important.</li> <li>Evidence is relevant, concrete, and substantial.</li> <li>The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is, for the most part, logical.</li> <li>Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is largely illogical, fallacious and/or superficial.</li> <li>Evidence is insufficient, obvious, contradictory, or aimless.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of controlling idea/ thesis.</li> <li>Evidence and discussion provided may be random and/or without explanation.</li> <li>Relatively few complete ideas expressed in the paper.</li> </ul>
<ul style="list-style-type: none"> <li>Essay establishes a logical order and emphasis, creating a sense of "flow."</li> <li>Paragraphs are focused, idea-centered, and transition smoothly.</li> <li>Introduction pulls the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating.</li> </ul>	<ul style="list-style-type: none"> <li>Essay establishes a logical order, indicating emphasis.</li> <li>Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction.</li> <li>Introduction engages the reader, and the conclusion supports without mere repetition of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Essay does not follow a consistent, logical order, though some order may be apparent through the discussion.</li> <li>Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull.</li> <li>Introduction and conclusion are formulaic and uninteresting, offering little insight.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is inappropriately ordered or random, failing to emphasize and advance any central idea.</li> <li>Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate, misleading, or missing.</li> <li>Introduction merely states what will follow; conclusion repeats what has already been stated.</li> </ul>	<ul style="list-style-type: none"> <li>Essay seems to lack order and/or emphasis.</li> <li>Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing.</li> <li>Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.</li> </ul>
<ul style="list-style-type: none"> <li>Sentences are unified, coherent, varied, and emphatic.</li> <li>Word choice is fresh, precise, economical, and distinctive.</li> <li>Tone enhances the subject, conveys the writer's persona, and suits the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are purposeful, varied, and emphatic.</li> <li>Word choice is precise and distinctive.</li> <li>Tone fits the subject, persona, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are competent but lacking emphasis and variety.</li> <li>Word choice is generally correct and distinctive.</li> <li>Tone is acceptable for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences lack necessary emphasis, variety, and purpose.</li> <li>Word choice is vague or inappropriate.</li> <li>Tone is inconsistent with the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning.</li> <li>Tone is unclear or inappropriate to the subject.</li> </ul>
<ul style="list-style-type: none"> <li>Student has clearly met and followed requirements and criteria of the writing prompt.</li> <li>Obvious use of preliminary</li> </ul>	<ul style="list-style-type: none"> <li>Student has met and followed the requirements of the writing prompt.</li> <li>Apparent use of preliminary writing/planning,</li> </ul>	<ul style="list-style-type: none"> <li>Student has met and followed the basic requirements of the assignment.</li> <li>Paper contains evidence of at least some preliminary</li> </ul>	<ul style="list-style-type: none"> <li>Little to no evidence of preliminary writing/planning presents itself.</li> <li>Student has not fully met or</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of preliminary writing/planning.</li> <li>Student has not met or followed the basic requirements of the assignment.</li> </ul>

explorative writing/planning, rough drafts, and revisions.	rough drafts, and revision.	writing/planning.	followed the basic requirements of the assignment.	
<ul style="list-style-type: none"> <li>• Proper format is clearly illustrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is largely formatted correctly, though the text may contain a few minor formatting issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Text may contain minor formatting errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting is problematic.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting does not follow course requirements.</li> </ul>
<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay's overall clarity and effectiveness.</li> <li>• Paper has been carefully edited.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay's overall clarity and effectiveness.</li> <li>• Paper has been edited.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay's overall clarity and effectiveness.</li> <li>• Careless proofreading is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay's overall clarity and effectiveness.</li> <li>• Little evidence of proofreading.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall.</li> <li>• No evidence of proofreading.</li> </ul>