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# Composition II

Toni McMillen  
*Collin College*

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## McKinney Campus Faculty Syllabus

Spring 2018

**Course Number:** ENGL 1302

**Course Title:** Composition II

**Instructor's Information:**

**Instructor's Name:** Toni L. McMillen

**Office Number:** C201A

**Office Hours:** MWF 10:00-11:00; Tuesday 11:30-12:30

Also, meetings are available at other times by appointment.

**Phone number:** 972.548.6790 Ext. 6513

**Email:** tmcmillen@collin.edu

**Department office contact in case of emergencies:** Office of Academic Affairs, B-122 Ph. 214.491.6270

**Class Information:** ENGL 1302

**Section:** MB3

**Meeting Times:** 1:40-2:55 MW

**Location:** McKinney Boyd High School

If a Web, Blended, or Hybrid course, add any relevant information regarding: Although this is not an online course, students need basic typing skills for in class writing.

**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 and critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Labs required.

**Course Credit Hours:**

**Lecture Hours:** 3 Lab Hours: 1 Lab Hour

**Placement Assessment(s):** Completion of English 1301

**Prerequisite:** ENGL 1301

**Course Resources:**

- Practical Argument 3<sup>rd</sup> Edition Eds. Laurie G. Kirszner and Stephen R. Mandell (Blue Cover with a Red Bicycle on the Front) **REQUIRED**
- Access to computers, and online access, and a willingness to work with online materials.

**Supplies:** Two pocket folder; jump drive for saving work

**Student Learning Outcomes:**

1. Upon successful completion of this course, students will:
2. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
3. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
4. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
5. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
6. Apply the conventions of style manuals for specific academic disciplines including standard style requirements (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)

**Methods of Evaluation:**

The course will have four assignments equal to 20% total each. The homework and lab grade will include 10% in-class work and 10% of the outside of class lab work (20% Total). Attendance may be included in the 20% Homework lab grade. In-class work can be considered as any in-class activity or work completed for the next class to be discussed in class. Labs will not be graded until the end of the semester; however, a required conference at mid-term will review lab work (10% of the course grade). If the labs are not completed, students may not pass the course. Labs may include trips to the writing center, scholastic events, and the use of outside materials. The lab assignment is a serious and essential part of the course that must be completed. Homework (10%) includes any in-class activities, any

assigned work, and any group projects or presentations. Items under homework may be assigned in class and may not always be on the syllabus. Please attend to make sure you do not miss activities.

**Grading Scale:**            A=90-100 ; B=80-89; C=70-79; D=60-69; F=59 and below

**Participation:**

Participation is a required act in my course. You are expected to participate both in written and verbal methods. Keeping an open mind about course work and discussions is important to making a successful learning environment. In class assignments that are missed due to an absence are not made up. Tardy arrivals, early departures, and absences may impact the course overall grade negatively.

**Assignments:**

Daily reading assignments are due on the day they appear on the calendar. Essays are primarily works in progress and will have varying draft due dates. Students must attend class regularly to stay in the drafting process. Students are required to have a rough-draft, a workshop review, a revised draft, and a final edited copy to submit all together. Final draft due dates are listed below. If a student knows that he or she needs an extension, one can be requested two days before the due date.

**Late Work:**

Late work submitted within 24 hours of the deadline will automatically have a 30 point deduction from the assessed grade (i.e. a 70 will have 30 points deducted). After that, the work is considered not completed and merits a zero. Students should speak to the instructor if extenuating circumstances arrive. If the instructor offers an ANY ONE revision assignment, this will not be used for work previously not graded.

**Labs:**

Labs include (but are not limited to): assignments to go to events, to go to campus workshops, to attend art shows, outside events, and to complete a series of grammar activities and quizzes. Labs are due at the end of the semester; however, a mid-term conference will be held to examine progress. The course will not be considered as complete without this assignment, and students may fail the folder due to such an omission due to loss of points. Labs may be submitted early but not after the due date.

**If a Web, Blended, or Hybrid course, inform students of the following points:**

This is not a web-based class. However, students will use online technology, Canvas, Turnitin.com, and other online resources in and outside of class.

**Attendance Policy:**

Students who miss more than three days may place their grade in danger. When a student is absent, the student is responsible for contacting the instructor to see what work can be done and for meeting deadlines assigned during his or her absence from class. Students may work ahead by contacting the instructor.

**Withdrawal Policy:** **October 19<sup>th</sup> 2018** is the last date to withdraw from class with a “W” grade. A student must withdraw him or herself from the course to avoid an F.

**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. It is the student’s responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

**Collin College Academic Policies:****7-2.2 Scholastic Dishonesty (from the 2016-2017 Student Handbook)**

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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 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 other electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one’s own. 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.

**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 or patchwriting. 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 (i.e. recycling an assignment) for more than one (1) class or institution without permission from each of the professors; 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 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.

Please state whether or not you will allow a student to submit or re-submit an assignment (in whole or in part) for more than one (1) class or institution.

In addition, please include a statement in regards to your academic penalty.

#### **Use of Third Party Links:**

This course may include distance learning components which may contain links to web sites operated and maintained by other public or private entities. While Collin College instructors provide link information to these sites, the College assumes no responsibility for the privacy practices or the content of such web sites. It is recommended that users consider the individual privacy policy statements of each web site they visit.

#### **Classroom Behavior:**

Any student who disrupts the learning process in the classroom may be asked to leave, to take an absence, and to return upon the next class meeting. Students are expected to present themselves in a professional manner as a respectful community member. Disruptive behavior can range from excessive talking to texting and will be discussed more in class. Please see the college handbook regarding cellular phone use. As the instructor, I am responsible for maintaining a learning environment that accommodates the group as a whole. The instructor may request a conference regarding on-going

behavior issues. If you have any questions or concerns, please ask the instructor as soon as possible. Please keep an open mind and realize that I am here to enhance your learning process.

**Syllabus or Calendar Changes:**

Changes to the syllabus or calendar may be made to meet the needs of the students or the course. Please let the instructor know if you have any questions.

**Course Calendar:** See below.

**Textbook:** Practical Argument 3 rd., Eds. Laurie G. Kirzner and Stephen R. Mandell (Blue Cover with Red Bicycle on the Front)

**Course Calendar: See below.**

**Week 1: Unit I Critical Thinking and Writing**

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|---------|--|
| Aug. 28 | Introductions; Sample Writing In-Class   |
| Aug. 30 | Textbooks Discussed; Introduction to Argument 3-21; Discussing Critical Thinking in Class <i>(Items for TODAY are due upon entering class)</i> |

**Week 2**

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| Sept. 4 | Students Review Chapter 1 “The Four Pillars of Argument” and Ch. 2 “Thinking and Reading Critically”; Read and Prepare to Discuss “Violent Media is Good for Kids” 64-65), and “When Life Imitates Videos” 69-69. Exercise 2.2; Exercise 2.3   |
| Sept. 6 | Writing a Critical Response; Read “Don’t Withhold Violent Video Games” 74 and “Violence in Mass Media” 75; Why do you think the American Psychological Association has written a response to violent media? Answer the questions on page 78 for both articles and prepare to discuss in class. |

**Week 3**

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| Sept. 11 | Sample Student Response “Response to When Life Imitates Video” Katherine Choi 78; Complete the activity on page 78 “Template for Writing a Critical Response” and prepare to share in class. |
| Sept. 13 | Use the skills from the previous chapters to explicate the articles. <b>Essay 1 Assigned</b>   |

**Week 4**

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| Sept. 18 | Drafting In-Class; Help with Using Sources; Read Ch. 9 and Ch. 10; Look at the format of the Sample Student Essay page 361; Read Avoiding Plagiarism |
|----------|--|

371-375

Sept. 20      Rough Draft Due; Workshop in Class; Draft due at the start of class

**Week 5:            Unit 2: Persuasion, Argument, and Dispute**

Sept. 25      **Essay 1: Final Draft Due; (Submit Electronic and Hard Copy to the Instructor)**

In-Class Discussion: Conducting Library Research; Unit 2 Begins

Sept. 27      Read Ch. 13 "Cause and Effect Arguments" 467; Read Ch 21 "Should Every  
American Should Go to College?" 679; Read Hoover " College's Value Goes  
Deeper than the Degree" 680; Read Weston, "When A Two Year Degree Pays  
Off" 683

**Week 6**

Oct. 2        Read Murray, "What's Wrong with Vocational School?" 686; Pharinet, "Is  
College for Everyone?" 689

Oct. 4        Read and Take Notes on Ch. 5 "Understanding Logic and Recognizing Fallacies"  
123; Complete Exercise 5.10 for the next class

**Week 7**

Oct. 9        **Essay 2 Rough Draft Due** (Bring 4 Copies to be handed to group members)

Oct. 11      **Essay 2 Final Draft Due** (Submit Electronic and Hard Copy to the Instructor)

**Week 8            Unit 3: Analyzing and Creating Arguments**

Oct. 16      Read Ch. 14 Evaluation Arguments; Read Lennon "Destroying Precious Land for  
Gas" 534 and Friedman "Get it Right on Gas" 537; Annotate both articles

Oct. 18      McNally, "Water Contamination—Fracking Is Not The Problem" 540; "From  
Shale Gas Production Subcommittee 90 Day-Report," 543; "Fracking with Care  
Brings Big Benefits," 546; **Creating Annotated Bibliographies;**

**Last day to Withdraw    October 19th—You must withdraw yourself. The  
instructor will not drop you.**



**Week 9**

- Oct. 23      Drafting Begins; Use Template for Writing an Argument 548 Exercise 14.7;
- Oct. 25      **Annotated Bibliography in Progress;** Drafting in Class

**Week 10**

- Oct. 30      **Annotated Bibliography Essay 3 Due**
- Nov. 1      Rough Draft Essay 3 Due

**Week 11      Unit 4: Exploring and Creating Argument**

- Nov. 6      **Essay 3 Drafting In Class**
- Nov. 9      Read Ch. 6 Rogerian Argument, Toulmin Logic, and Oral Arguments 191; Ch. 16 Ethical Arguments 589; Using Types of Argument to Shape Essays

**Week 12**

- Nov. 13      **Essay 3 Final Draft in Progress;** Eliminate Plagiarism 376; Checking Citation Connections Group Work
- Nov. 15      **Essay 3 Final Draft Due**

**Week 13      Unit 5 Genetic Modification Begins**

- Nov. 20      Film in Class
- Nov. 22      Film in Class

**Week 14**

- Nov. 27      Use the web to find and print Ronald M. Green, "Building Baby from Genes Up"; Richard Hayes, "Genetically Modified Humans? No Thanks"; and explicate for class; Outside articles TBD; **Drafting Begins**
- Nov. 29      **Drafting Essay 4 in Class; Rough Due**

**Week 15**

- Dec. 4      Self-Evaluation Assigned
- Dec. 6      Unfinished business/ Drafting in Class if time permits

**Week 16      Final Exam      TBA**