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# Composition II

Kimberly Allison  
*Collin College*

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**COLLIN COLLEGE  
COURSE SYLLABUS**

Course Information
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**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.

**Required Textbook:** *Critical Thinking, Reading, and Writing: A Brief Guide to Argument*, 9<sup>th</sup> ed. (ISBN: 978-1-319-07701-3)

<b>Course Credit Hours:</b>	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 name:** Kimberly Allison

**Email:** KAllison@collin.edu

**Office hours:** By appointment

**Course Number:** ENGL 1302.12137

**Course Title:** Composition II

**Time/Location:** TR 8:30-11:15 at Preston Ridge Campus J102

### Major Assignments (75%)

The major assignments in this course form parts of a larger research project you will be completing over the course of the semester. During the course of this project, you will also keep a weekly journal of your progress and reflection upon it. Your instructor will provide you with prompts for this journal assignment.

- **Rhetorical Analysis** (20%; 800-1000 words). Find a published argument regarding your chosen topic and compose an analysis of the rhetorical appeals, support strategies, implied claims, and/or warrants the author uses to support his or her argument.
- **Annotated Bibliography** (15%; about 3-4 pages typed pages). Find 6 to 8 sources on your chosen topic representing a range of perspectives and including both expository and argumentative genres. For each source, create an MLA works cited entry and compose a 4-5 sentence summary and evaluation of the source.
- **Research Project Paper** (30%; 1,800-2000 words). Engaging with the research you conducted and employing a variety of genres from English 1301, compose an essay in MLA format in which you argue a position on your chosen topic. Possibilities for this argument include proposing a solution to a problem associated with your chosen topic, presenting the validity of a certain perspective or interpretation of your topic, or presenting a case for why this topic requires more public engagement.
- **Research Project Presentation** (15% 5-10 minutes). Create a multimodal presentation on your chose topic and the research you conducted. This presentation may restate your argument from your Research Project Paper or it may present an exposition of what you have learned during your research. Possibilities for this presentation include a lecture and slideshow or infographic(s), a podcast or other audio recording, or a video. You will also submit a reflection explaining the rhetorical choices you made to remix your research paper into a presentation.
- **Portfolio of Presentation** (10%) At the end of the semester, you will be required to turn in a portfolio containing a cover letter, your research project journal, written assignments, outlines or other writing plans, rough drafts, revision plans, and your web resource and reflection/multimodal presentation (include your visual aids and any scripts, cue cards or notes if you give a lecture) and reflection/ revised rhetorical analysis and reflection. Further instructions will be provided by your instructor.
- **Minor Assignments** (10%)
  - Class and workshop participation
  - Lab component
  - Class activities

## Grading

I will not discuss individual student grades in class or in email. A grading calculator will be provided on Canvas. For questions about grades, students will need to attend my office hours or make an appointment with me. The assignments breakdown is:

- **Rhetorical Analysis:** 20%
- **Annotated Bibliography:** 15%
- **Research Project Paper:** 30%
- **Research Project Presentation:** 15%
- **Portfolio of Presentation:** 10%
- **Minor assignments:** 10%
  - Class and workshop participation, class activities

The grade scale for this class is:

A=90-100

B=80-89

C=70-79

D=60-69

## Attendance

Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

**\* Last day to drop is 11/27/18**

## Late assignments

As a rule, I do *not* accept late assignments. Absence is not an excuse for late work. If you must miss class when an assignment is due, turn it in *prior* to the due date. I may accept a late assignment, but only in extremely extraordinary circumstances and with prior approval. However, even with approval, your grade on the work may be reduced half a letter-grade for each class day the assignment is late.

## Sharing Writing/Ideas

Writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, either face-to-face and one-on-one or, at times, with the entire class at once. This sharing is intended to provide you with

models of effective writing, feedback to improve your writing, and give you experience offering feedback. It is imperative we all respect this process and come to class prepared to share writing and comment constructively.

### **Intellectual Property**

All course materials and course content are the intellectual property of me, your classmates, and/or their respective authors. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Canvas postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures/discussions, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures/discussions for personal academic use.

### **Manuscript Preparation**

Major writing assignments should be printed from a digital file (double-spaced) in black ink using a Times New Roman font (no larger or smaller than 12pt). Use MLA guidelines for spacing, margins, heading, and page numbering.

### **Email Correspondence**

Emails are written communication, and you should be aware of your audience. Craft a subject line that reflects the main purpose of your message, use appropriate language, and sign your name (first and last) as well as indicate your class by section, day, and time. I will make every effort to reply to emails in a timely fashion during the week; however, I do not normally respond to student emails on weekends.

### **Professional Etiquette**

You and your classmates are paying to be here and most of you are trying to get things right the first time, which can demand concentration. I am trying to help all of you. For these reasons, please be professional in all activities associated with this class. Often, the same rules you follow in a movie theater work for the classroom: Turning off or silencing cell phones, using the class printer *before* class begins (instead of while someone is talking!), putting away ear-buds, saving your text messaging until after class, and keeping your computer screen focused on class-related activities help everyone stay focused, too. If I see such activities, I will politely ask you to stop; if you continue, I may ask you to leave the classroom so that other students can focus on the lessons. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically.

### **Syllabus Changes**

This document is subject to change. I may modify portions of this syllabus (particularly the calendar of assignments) to adjust to issues in the classroom, learning needs, availability of resources, changes in university or department policy, or other pedagogical reasons. When changes occur they will be announced on the class Canvas site and an amended version of the syllabus will be made available on Canvas for upload. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus.

***Student Handbook for additional information.***

**7-2.2 Scholastic Dishonesty**

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 in any electronic medium; leaving a test site without authority; and/or failing to secure test materials. 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 or patch writing, even when a source is cited. 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

**See the current *Collin Student Handbook* for additional information.**

**SOBI:** Collin College’s Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action. If you have any questions regarding disciplinary procedures, you can call 972-881-5604 or email [dos@collin.edu](mailto:dos@collin.edu). If you need to file an incident report with the Dean of Students, you can do so from this link, [https://www.collin.edu/studentresources/deanofstudents/forms/student\\_incident\\_report.html](https://www.collin.edu/studentresources/deanofstudents/forms/student_incident_report.html)

To submit a SOBI referral through CougarWeb, go to the “Student” tab, scroll down to the section entitled, “Safety and Wellness” and then click on “Refer information of concern (SOBI)”. Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

DATE	IN-CLASS ACTIVITIES	HOMEWORK (needs to be completed by the date indicated)
<b>Week 1</b>		
10/23	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Icebreaker</li> <li>- Discuss syllabus and schedule</li> <li>- Discuss lab component (Quizlet)</li> <li>- Begin discussing rhetorically situated writing and argumentation.</li> </ul>	
10/25	<ul style="list-style-type: none"> <li>- Discussion over pages 1-31 and 35-61</li> <li>- In-class reading: Why the Pledge of the Allegiance Should be Revised (Student Essay) pages 64-66.</li> <li>- Collaborative Activity on pages 66-67 – Upload into Canvas</li> </ul>	<ul style="list-style-type: none"> <li>- Read pages 1-31 (Critical Thinking) and pages 35-61 (Critical Reading)</li> </ul>
<b>Week 2</b>		
10/30	<ul style="list-style-type: none"> <li>- Introduce analytical writing and Rhetorical Analysis paper</li> <li>- Prezi</li> <li>- Discuss pages 80-108 in class</li> <li>- Analytical Activity over visual images or texts</li> </ul>	<ul style="list-style-type: none"> <li>- Read pages 139-170 (Visual Rhetoric) and pages 179-187 (Writing an Analysis of an Argument)</li> </ul>
11/1	<ul style="list-style-type: none"> <li>- Librarian presentation over Collin College's databases in class (first part of class)</li> <li>- Allow students time in class to look for article to analyze for Rhetorical Analysis paper (second part of class)</li> </ul>	
<b>Week 3</b>		
11/6	<ul style="list-style-type: none"> <li>- Introduction to MLA format with class activity</li> <li>- Allow students time in class to gather sources for Rhetorical Analysis paper</li> </ul>	
11/8	<ul style="list-style-type: none"> <li>- Peer Review workshop</li> <li>- One-to-one conference with instructor</li> </ul>	<ul style="list-style-type: none"> <li>- Rhetorical Analysis Paper due on 11/11 by 11:59pm</li> </ul>
<b>Week 4</b>		
11/13	<ul style="list-style-type: none"> <li>- Introduction to forming an argument of your own</li> <li>- Discuss pages 221-254 and 261-287</li> <li>- Prezi</li> <li>- Introduce Annotated Bibliography and Research Project Paper</li> </ul>	<ul style="list-style-type: none"> <li>- Read pages 221-254 (Developing an Argument of Your Own) and pages 261- 287 (Using Sources)</li> </ul>
11/16	<ul style="list-style-type: none"> <li>- In-class response over readings – upload response in Canvas</li> <li>- Allow students time to find a topic for Research Project Paper</li> </ul>	



<b>Week 5</b>		
11/20	<ul style="list-style-type: none"> <li>- Discuss pages 335-363</li> <li>- Prezi</li> <li>- Allow students time in class to find topic for annotated bibliography and research paper</li> </ul>	- Read pages 335-363 (A Logician's View: Deduction, Induction, Fallacies)
11/22	Thanksgiving Holiday – Campuses will be closed	
<b>Week 6</b>		
11/27	<ul style="list-style-type: none"> <li>- Peer Review for Annotated Bibliography</li> <li>- Students will spend the remainder of class working on their Research Paper Project</li> </ul>	- Annotated Bibliography due on 11/27 by 11:59pm.  <b>* Last day to drop</b>
11/29	<ul style="list-style-type: none"> <li>- Introduce Research Project Presentation and Portfolio of Presentation</li> <li>- Students will spend the remainder of class working on their Research Paper Project</li> </ul>	- Research Paper Project Due on 12/2 by 11:59pm.
<b>Week 7</b>		
12/4	<ul style="list-style-type: none"> <li>- Students will spend time working on Research Project Presentation and Portfolio of Presentation in class</li> <li>- Peer review and instructor guidance</li> </ul>	
12/6	<ul style="list-style-type: none"> <li>- Students will spend time working on Research Project Presentation and Portfolio of Presentation in class</li> <li>- Peer review and instructor guidance</li> </ul>	- Research Project Presentation and Portfolio of Presentation will be due at the end of class on 12/6.
<b>Week 8: Finals Week 12/10-12/15 – Celebration of Communication (LATCH Event - Details will be given in class)</b>		

**I read and understand the syllabus for English 1302.12137. I have asked any questions I had and feel that I received satisfactory answers. I will abide by the rules as set out in the syllabus.**

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**Student's Name and Signature**