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Composition II

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ENGL 1302 XW1

Course Number: ENGL 1302 XW1

Course Title: *Composition/Rhetoric II*

Course Description: Continued development of writing skills and development of critical thinking skills in argumentation, analysis and interpretation of various types of literature, extensive reading and writing, MLA documentation, study of research methods and materials, and preparation of research paper. Lab required. Prerequisite: Engl 1301

Course Credit Hours: 3 credit hours (A)

Lecture Hours: *Web-based*

Lab Hours 15 units

Placement Assessment(s): *Placement in ENGL 1302. Consult the Testing Center Director if you have questions about an assessment level.*

Prerequisite ENGL 1301

<https://www.collin.edu/studentresources/tutoring/index.html>

Student Learning Outcomes:

Because English 1302 focuses on research skills, students successfully completing the course should also be able to demonstrate the following:

- A. Defend an informed position or argument within the context of a specific discipline with explanations and answers to relevant counterarguments.
- B. Comprehend writing as a series of additional research tasks that include finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
- C. Practice appropriate conventions of documenting their work with the MLA format.
- D. Continue to build upon the Student Learning Outcomes for English 1301 –
 1. Students should be able to demonstrate rhetorical knowledge in the following ways:
 - a. Read and interpret a prompt for a writing assignment.
 - b. Write essays that take a position and successfully argue or defend that position.
 - c. Write essays with appropriate evidence, discussion, and organization for a specific audience.
 - d. Write essays with strong introductions and conclusions that represent sophisticated thought and writing.
 - e. Write essays that use format, structure, tone, diction, and syntax appropriate to the rhetorical situation.
 2. Students should be able to demonstrate critical thinking, reading, and writing in the following ways:
 - a. Use reading and writing for inquiry, learning, thinking, and communicating.
 - b. Integrate their own ideas with those of others with clear distinction between the two.
 3. Students should be able to demonstrate knowledge of the writing process in the following ways:
 - a. Be aware that it usually takes multiple drafts to create and complete a successful text.
 - b. Develop and demonstrate flexible strategies for generating ideas, revising, editing, and proofreading.

- c. Understand and utilize the collaborative and social aspects of writing processes by learning to critique their own and others' work.
4. Students should be able to demonstrate knowledge of conventions in the following ways:
 - a. Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
 - b. Control such surface features as grammar, punctuation, and spelling.

Withdrawal Policy: See the current *Collin Registration Guide* for the last day to withdraw or go to <http://www.collin.edu/gettingstarted/register/withdrawal.aspx>

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

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 INFORMATION

Instructor's Name: Kay Mizell

Office Number: BB201A

Office Hours: MW 8:00-9:00 am, 12:00-1:30, F 8:00-9:00,

Phone Number: 972.881.5803

Email: kmizell@collin.edu

Class Information:

Section Number: English 1302 XW1

Meeting Times: Web-based

Meeting Location: All meetings online.

Minimum Technology Requirement: Students must have the following technology, technological skills, and access information:

- Basic knowledge of computer skills, word processing, emailing, and posting on forums.
- Access to **Microsoft Word** software
- Access to computer or to Collin College computer labs and/or Library Resource Center
- Pin number for accessing Canvas
- Library card to access data banks.

Minimum Student Skills: *navigating Canvas management system, submission of assignments into folders*

The Instructional Technology Department at Collin College has created a link that can help you get a faster start in learning about the college's new learning management system, Canvas. It gives contact information for the IT experts as well.

Students may take the orientation modules here

<https://collin.instructure.com/courses/506067>

This course is on the Canvas platform. Canvas is an online environment which allows us to interact with each other and to access emails, discussions, and submission folders. It may take a few times of using it to understand it, but it will quickly become familiar. You may find this webpage <https://community.canvaslms.com/docs/DOC-4121>

Experience shows that students who participate in an orientation for their online courses are more likely to be successful. This orientation will provide you with information on:

- * how to access your class
- * technology requirements
- * library resources
- * where to get help once the semester gets started

If you have any **Canvas** problems, please call **972-881-5870** or eLC@collin.edu. Or go to L257 on the Spring Creek Campus.

Tutoring Services: face-to-face and online tutoring is available for students. Please see this webpage for details: <https://www.collin.edu/studentresources/tutoring/index.html>

Netiquette Expectations: This link explains the rules of courtesy and common sense for interaction in our course. Please take the netiquette quiz: [Class Interaction and Netiquette](#).

Course Resources:

Textbook: Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*. 10th ed. Boston: Bedford, 2014.

LRC data banks, Writing Center, Online Help Center.

Book-in-Common: Diane Ackermann's *The Zookeeper's Wife*.

Websites for Writing Resources

Collin Writing Centers on each campus,

Aristotle's Rhetoric <http://classics.mit.edu/Aristotle/rhetoric.html>

Bartlett's Quotations <http://www.online-literature.com/quotes/quotations.php>

Basic Prose Style and Mechanics . Rensselaer Center for Communication Practices

<http://www.cm.rpi.edu/pl/facilities/center-communication-practices-writing-center>

Collin Writing Centers <http://www.collin.edu/studentresources/writingcenter/index.html>

Copyright Web Page <http://www.benedict.com>

Mizell's Homepage <http://iws.collin.edu/mizell/mizellk.html>

Purdue Online Writing Lab Handouts <https://owl.english.purdue.edu>

Roget's Thesaurus <https://www.thesaurus.com/>

The Slot: A Spot for Copy Editors <http://www.theslot.com>

Strunk's Elements of Style <http://www.bartleby.com/141/index.html>

Supplies: *None*

Attendance Policy: *Not applicable, but participation from the first day of the course is required.*

Additional Student Learning Outcomes:

- Be able to read and analyze texts in terms of language, quality of evidence, and structure of the arguments
- Demonstrate critical thinking skills (logic, reasoning, recognizing and avoiding fallacies),

- Write extended analytical essays, taking into account current scholarship in the area and the context in which it is presented,
- Demonstrate a variety of rhetorical strategies for invention, arrangement, and style,
- Demonstrate ability to apply methods of research and MLA documentation in a research paper, using both traditional and non-traditional techniques,
- Frame ideas using an international perspective
- Have participated in class discussions by responding in forums frequently, raising questions, supporting statements with references to readings, reading the forum comments of others, relating readings to own experience and knowledge, and encouraging other students to participate.
- Use technology for resources and for communication with professionals and non-professionals

Method of Evaluation/Assessment:

Evaluation: A relationship between competency completion and grades emerges in scores given for essays, research paper, labs, forums, and final exam. (Course Requirements). The following grading scale will be used to award grades at the end of the course:

Portfolio of three essays 300	800 Cumulative Point System
Portfolio of Research 200	720-800 = A
Final 150	640-719 = B
Forum 5 X 10 = 50	560-639 = C
Labs 100	480-559 = D
Total 800	0-479 = F

Grading Standards for Labs

Labs will be evaluated according to the depth of analysis and presentation of evidence demonstrating your points. Writing about expectations and assumptions prior to the reading, film, event, or community service and then the conclusions you drew afterwards will be important in your analysis.

Peer Critique (may be used for self-evaluation of essays)

Grading Standards for Essays in Rhetoric Courses (see points for research paper)

Adapted from the SMU Standards for Grading

Note: The areas of concern are listed in their order of importance. Weight distribution should reflect such designations in your grading criteria.

Areas of concern	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Content	Significant/important controlling idea or assertion supported with concrete, substantial, and relevant evidence. Originality and creativity a plus.	Controlling idea or assertion supported with concrete and relevant evidence <u>but</u> neither is as significant and substantial as the A paper.	Controlling idea or assertion general, limited or obvious; some supporting evidence is repetitious, irrelevant, or sketchy	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, contradictory or aimless	No discernible idea or assertion; controls the random or unexplained details that make up the essay.
Development	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or dull. Introduction or conclusions may be mechanical rather than purposeful for the essay or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has already been said.	Order and emphasis incoherent; paragraphs typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Style	Sentences varied, purposeful, and emphatic; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague and unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, redundant sentences throughout; nonstandard or unidiomatic language; indiscernible or inappropriate to the subject.
Usage	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited Standard American English."	Grammar, syntax, punctuation, and spelling contain no serious deviations from the conventions of "edited Standard American English."	Content undercut by some deviations from the conventions of "edited Standard American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.

Requirements for Participation in Online Discussion or Collaborative Activities:

Grading Standards for Forums/Discussions:

Students will be scored on the Canvas discussions/forums according to the thoroughness of their response, the presentation of evidence particularly from the readings, and the response to (confirmation or refutation) the comments of others in the class. Each forum is worth 10 points.

Delivery Method of Feedback and/or Graded Material:

CANVAS FOLDERS BY THE DEADLINE, or otherwise they will NOT be accepted.

- Mandatory Orientation: You will not be required to come on campus for an orientation. Instead do the following:
Link to the Welcome to Course from the CANVAS platform and read all the information.
- Turn around time for returning papers is four days from the due date, for responding to emails is 24 hours, although efforts will be made to respond more quickly. Unforeseen circumstances may occasionally result in a greater lag time.
- Plagiarism may result in a grade of 0 on the paper and notification of the Dean of Students.
The policy on honesty. points to students' need to be aware of the consequences, both short-term and long-term, of collusion, cheating, and/or plagiarism before they begin the course
- **MEET DEADLINES: AFTER THE FOLDERS CLOSE, NO PAPERS WILL BE ACCEPTED** because online classes are intense with assignments due frequently. The submissions and grading have to be timely to complete the course expeditiously and with everyone's success in mind.. If you encounter an emergency, email me in advance of the deadline to make special arrangements; otherwise, your paper will be considered late. Otherwise, because the deadlines are posted from the first day of the class, all students will be responsible for submitting their work into the folders. A backup option is built into the course with an extra essay and an extra forum, **so no make-up or extra credit is available.**

Course Calendar:

- Read assigned essays on Course Schedule
Essays are in *Current Issues and Enduring Questions*.
- Write 7 essays Assignments (see below) (3 regular essays, one lab, one research paper worth 2 essays,,and final exam). 5 electronic forum/discussions responses on Canvas
- Students read essays from text and respond to questions on the forum/discussions.
- Lab modules Labs

Essay Assignments

Essay 1 What is X?

Topic: Let X be--The Ideal Society

Research Question: What is the ideal society?

Essay 2 What is true about X?

Topic: Let X be-- Individual's Obligation to Obey the State

Research Question: How free is the will of the individual within society?

Essay 3 What is good/right/beautiful or bad/wrong/or ugly about X?

Topic: Let X be--The current U.S. immigration policy. Another option is the prompt, "How do you view the Syrian refugee resettlement?" Research Question: What are the criteria for a good immigration policy? What is good about the U.S. immigration policy?

Essay 4 What should be done about X? If you missed one of the first three essays, you may write a full argument that gives your recommendation to solve a current issue.

Let X be--a current issue

Research Question: What should be done about this particular issue?

Essays 5 & 6 Research Paper

Write a recommendation argument.

Topic: Choose an interesting, current, controversial issue

Research Question: (for example: What should be done about sex trafficking in the US? Should guns be banned on college campuses? Should the U.S. immigration policy be altered? Should the US take a more aggressive position toward ISIS? Should drones strikes be used? Should the US admit Syrian refugees?)

Final Exam Essay 7: Final Exam

Topic: A current controversial issue that will be given to you the week before the final exam.

Orientation:

1. Set up a profile page with your photo and short biographical sketch.
2. In addition, please link to the Biographical Profile and see the possible topics to use in your profile.
3. Read the "Welcome to the Course" linked from our syllabus homepage in lieu of an onsite orientation.
4. Please read the policy on academic honesty. We have had a problem with students borrowing sources from the internet, so students need to be aware of the consequences, both short-term and long-term, of collusion, cheating, and/or plagiarism before they begin the course.
5. This is an intensive course not for the faint-hearted or distracted. In 8 weeks you will celebrate your discipline if you exert it and persevere.
6. All essays and lab work **MUST BE SUBMITTED INTO THE CANVAS FOLDERS BY THE DEADLINE**, or otherwise they will not be accepted.
7. This course has a lab. Please read the options for the lab.

Schedule for Spring 2019

CODE on Syllabus: **Blue is a lab due. Green is an electronic discussion post. Magenta is an essay due.**

Week 1 – January 21-25

Please fill out an biographical profile and use a photograph on your profile. Send the profile to the class. Here is a link to the online orientation: <http://www.collin.edu/academics/ecollin/onlineorientations.html>

Please give your student information so they can verify your completion of the orientation.

Read about critical thinking and writing as a way of thinking in CIEQ, 3-20 and about active reading, skimming, summarizing, highlighting, paraphrasing, and kinds of invention in CIEQ, 15-18.

Read ONE of these articles about Iraq, Egypt, or Afghanistan as a springboard to Essay 1 on defining a utopian society **unless** you have other current works on the topic of an ideal society.

Michael Kelley's "Defining Democracy in Iraq"

<http://jurist.law.pitt.edu/forumy/2010/03/defining-democracy-in-iraq.php>

Seth Cropsey and Arthur Milikh "Democracy in Egypt"

<http://www.worldaffairsjournal.org/article/democracy-egypt-applying-tocqueville-standard>

"Afghan Utopia Becomes a Much Grimmer Reality."

<http://www.smh.com.au/world/afghan-utopia-becomes-a-much-grimmer-reality-20120206-1r1x2.html>

Respond to Question 1 on Electronic Forum by Fri., January 25 by 8:00 p.m.

Week 2— January 28-February 1

If you are dropping the course, do so before the Spring Census Date, so the withdrawal will not count against your cumulative six maximum W's for your entire college career, a rule set by the Texas Legislature.

Read: For prewriting and getting ideas, look at any or all of these texts
CIEQ,

Thomas More Utopia 631-70

Machiavelli, The Prince (chapter 21), , 631-43, 643-51,

Le Guin The Ones Who Walk Away from Omelas, 666-70

Jefferson Declaration of Independence 651-54

Read about analyzing an argument, CIEQ, Refutation pp. 35-37, Assumptions 24-34, evidence 96-105. If you want to look at the classical rhetoric structure, as well as other ways to arrange your ideas (the second office of classical rhetoric), then link to this page on arrangement.

Read You may want to read Plato's "Allegory of the Cave" to learn about Plato's idea of the ideal and real realms. If you are interested, see the film in LRC "Allegory of the Cave."

Link to Invention (Left Brain-Right Brain)

Write rough draft for Essay 1. **Send** paper for [peer critique](#) by **Wednesday, January 30, at 8 p.m.**
I will send you a list of your peer partners on Canvas.

Respond to Question 2 on the Electronic Forum by Friday, January 27, 8:00 p.m.

Submit Essay 1 due in folder (see Assignment Submissions on our homepage) by Wed., Jan. 30, by 8:00 p.m.

Week 3. February 4-8

Work on Essay 2 Substantiation of X. How Free Is the Individual Will in Society?

Work on Essay 2. **Link** to Invention

Read King's "Letter from Birmingham Jail," CIEQ, pp. 699-710; . Plato's Crito, 672-84

Link to Arrangement.

Send rough draft of Essay 2 for [peer critique](#). Email draft to partner through Blackboard by **Wednesday, February 6 at 8:00 pm.**

Respond to Question 3 on Electronic Forum by Friday, February 8, by 8:00 p.m.

Submit Essay 2 due in folder by Friday, February 8, 8:00 p.m.

Week 4 – February 11-15

Read about College Education: Delbanco 463-66, Rotella 467-68, Rasmussen 471-73, Slouka 477-79.

Read about Immigration. Cole 557--60, Chiswick 561-62, Tierney 563--65, Hanson 565-67, Center for Immigration Studies. Visuals 567-70. Republican v Democrat.

Read about Social Media 530-56. Is Social Media helping or harming us?
Evans 530-32; Alang 533-35; Kreider 636-38; Seife 538-44;

Marche 544-54; Rose 554-56.

Work on Essay 3 on Evaluation: Is the U.S. immigration policy a good one or a bad one?

Is Syria's policy on human rights good/bad, moral/immoral, effective/ineffective?

Watch a film such as Hotel Rwanda, Garden of Redemption, Contagion, or The Proposal, analyzing the moral dilemma and the correlation of belief, war, ethics, humanitarianism or violation of human rights.

Respond to Cole's article on the myths about immigration, and write a paragraph as a prewriting for your essay 3, using the Cole article.

Respond to [Question 4 on Electronic Forum](#) by Friday, February 15 at 8:00 pm.

Submit: your lab--- **For a list of labs, please link here.** Lab is due Friday, February 15th by 8:00 pm.

Week 5—February 18-22

Exchange your rough draft of essay 3 by **Wed., Feb. 20 by 8:00 pm.** by sending it to your peer editor.
Peer Critique.

Forum Respond to [Question 5 on Electronic Forum](#) by Friday, Feb. 22, 8:00 pm

Submit **Essay 3 due in folder by Friday, Feb. 22, at 8:00 pm.**

Research Paper --you will receive regular emails with information on the research paper.

Work on research paper by examining the Research topics and links. **Email** me with the topic for your research paper.

Read Read Paraphrasing and summarizing 47-50; Paraphrasing, patchwriting and plagiarizing 50-52; S Strategies for summarizing 52-60. Avoiding plagiarism 275-77.

Read. Reading about Sources, CIEQ, 262-322.

Compiling a bibliography, CIEQ, 293-303, Begin a bibliography of ten sites and five other sources for your working bibliography.

Language Usage

Read CIEQ, Orwell's "Politics and the English Language" on the use of language. See Use and Abuse of Language. This article is an important one in showing the importance of clear and understandable language rather than language that confuses meaning.

<http://www.mtholyoke.edu/acad/intrel/orwell46.htm>

Issues

Your [research paper](#) will show that your recommendation will help solve the problem you select.

Week 6—February 25 - March 1

Note that Essay 4 is due Tuesday, February 26 instead of Friday because the intensity of the research paper.

Read: Occasions for Debate 417-21. Debate an issue. 422-60.

Choose any of these articles to consider for a possible topic for your research paper.

Read Race and Police Violence: How do we solve the problem?. 488-504 (504-17 proposal format). Demby 488-94; Mac Donald 495-99; Editorial Board 499-501; Chapman 502-02.

Read about [Toulmin Method, 324-35](#). Consider this organization for your research paper.

Work on research. Essay 4: Write a proposal with a recommendation to solve the problem you choose for your research topic. Your thesis will be your plan briefly summarized. Your evidence will demonstrate that your plan will solve the issue.

Respond to Electronic Forum, Question 6, Friday March 1 by 8:00 p.m.

(If you have only four forums, this is a make-up forum. If you already have five, you do not need to post).

Submit Optional Essay 4 (a recommendation) is due by Tuesday, Feb. 26, midnight. This essay will offer your solution to a world problem/issue. If you have not turned in one of the essays, you may write Essay 4 as a complete 750 word recommendation to exchange for the other essay you did not get into the folder. If you have completed all three of the other essays, you do not need to write the essay.

For those who want to learn the material covered in the non-express course, read about fallacies and conciliation.

Read A Logician's View: Deduction, Induction, Fallacies 335-63.

Read A Psychologist's View: Roger's Conciliation. 373-83. This model for conciliation will help you to establish common grounds and to grant points in your arguments.

Continue your research for paper. Work on your bibliography with at least ten scholarly sources; see 309 for a sample.

Week 7– March 4-8

Continue research and linking to **research** sites and materials from this webpage. Begin a Working Bibliography, so that you may check your format before the submission of the research paper, especially avoiding the last minute attempt.

Read about quoting from sources: CIEQ 283-88; documentation, CIEQ, 288-308
Evaluation points for Research Paper

Send research paper for peer critique by Monday, March 4, at 8:00 p.m.

Review checklist to confirm accuracy and completeness of work.

Submit RESEARCH PAPER DUE (Essay 5 & 6) Wednesday, March 6 by midnight.
NO LATE PAPERS ACCEPTED. The research paper must be in the folder to be graded.
Avoid waiting until the last few minutes.

Make **sure you get the topic for the exam. Final Exam topic will be linked this week.**

Pre-write for the essay you will write for your final

Review articles on the controversial issue that I email you this week.

Check for Final Exam Topic and Instructions.

Spring Break March 11-15

Week 8 – March 18-22

Send suggestions for improvement of course to me through Canvas.

Confirm your work and grades.

Review topics of documentation, evidence, arrangement, and refutation for writing final exam.

Between Monday, March 18 and Wednesday, March 20 submit final exam into the folder.

The exam will open Monday, March 18, 8:00 until Wednesday, March 20, noon. It is better not to wait until an hour before the closing of the exam because something may go wrong.

Plan to write and submit the test on Monday or Tuesday with Wednesday morning as a back up. The exam is worth 150 points.