



Richland College
School of World Languages, Cultures & Communications,
Lavaca 208, 972-238-6943; ACCESS Office, A110, 972-238-6140

ENGL 1302 – Composition II

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|--------------------|---|--------------------|---------------------|
| Instructor: | Deartra D. Boone | Course: | ENGL-1302 |
| Office: | -- | Section: | 83920 |
| Hours: | -- | Days/Times: | 7:20-8:50 MW |
| Phone: | -- | Room: | Berkner High School |
| Email: | profddb Boone@gmail.com between 2:00PM-9:00PM | Term: | SP 2016 |

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.

DCCCD Catalog Information

ENGL 1302 - Composition 2 (3 Lecture)

This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD. Prerequisite: English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing. Coordinating Board Academic Approval Number 2313015112.

ENGL 1302 Learning Outcomes

Upon successful completion of this course, students will complete the following:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Required Texts

Dorothy Sayer, *Read, Reason, Write: An Argument Text and Reader*, 11th edition. New York: McGraw-Hill, 2015.

Book bundled with an online access code. ISBN: 978-1-25-976643-5.

Course Materials

A computer with internet for accessing eCampus and McGraw-Hill Connect
One Spiral Notebook – A one-subject spiral notebook

Participation

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, prior research, and/or study when responding orally in class. Please be prepared to back up any points you make.

Participation in this course does not include doing work unrelated to this course during class, sleeping in class, or using computers/laptops/phones or other personal electronic devices for personal messaging, texting, emailing, or entertainment.

Attendance

I will take attendance each day. It is extremely important to be in class on time each day because; minute writings, group work, and participation in differing activities are the majority of your grade. Class is not simply a reiteration of the readings. In class, we will practice critical reading and writing skills to become better readers and writers. Simply writing a paper is not enough to pass this class. (See grading section for more details) I understand circumstances arise where you may need to miss class; however, excessive absences will affect your grade negatively. If you miss more than seven (7) class hours, you will automatically FAIL this course and receive an F as a final course grade.

Prompt arrival is imperative because arriving late (or leaving early) disrupts your fellow classmates, and many times, the reading quizzes are given as soon as class begins. If circumstances arise where you need to arrive late or leave early, please let me know in advance, and please keep the disruption of your fellow students to a minimum.

Late Policy

You may turn an assignment in two days after it is due. *It is up to you to let me know that you are turning the assignment in late.* You will lose points for the assignment being late. After two days, the assignment will not be accepted or graded.

Course Outline

Class readings, weekly assignments, and weekly discussions will be posted on eCampus. Be sure to read your email and visit eCampus daily.

Week 1: 1/11 - 1/15/2016

Topics:

The Class (Syllabus, Expectations, Notetaking, and Time Management)

Academic Writing

Assignments/Essays:

Homework Assignment: Will be posted on eCampus

Week 2: 1/18 - 1/22/2016

No Class: 1/18/2016

Topics:

MLA

Ethos, Pathos, Logos

Assignments/Essays:

Homework Assignment: Will be posted on eCampus

Weekly Discussion: Will be posted on eCampus

Week 3: 1/25 - 1/29/2016

Topics:

The Writing Process

Editing & Revision

Reflective Writing

Assignments/Essays:

Homework Assignment: Will be posted on eCampus

Weekly Discussion: Will be posted on eCampus

Week 4: 2/1 - 2/5/2016

Topics:

Compare/Contrast Essay

Growth vs. Fixed Mindsets

Assignments/Essays:

Homework Assignment: Will be posted on eCampus

Weekly Discussion: Will be posted on eCampus

Week 5: 2/8 - 2/12/2016

Topics:

Critical Reading and Writing

Peer Review: Compare/Contrast Essay

Assignments/Essays:

1st Draft of Compare/Contrast Essay (Due Friday: 2/12/2016)

Weekly Discussion: Will be posted on eCampus

Week 6: 2/15 - 2/19/2016

Topics:

Media Critique Essay

Creative Writing

Assignments/Essays:

Compare/Contrast Essay (Due Friday: 2/19/2016)

Week 7: 2/22 - 2/26/2016

Topics:

Rhetorical Situations

Creative Writing: Stories

Assignments/Essays:

Homework Assignment: Will be posted on eCampus

Weekly Discussion: Will be posted on eCampus

Week 8: 2/29 - 3/4/2016

Topics:

Poetry Critique Essay

Peer Review: Media Critique Essay

Assignments/Essays:

1st Draft of Media Critique Essay (Due Friday: 3/4/2016)

Weekly Discussion: Will be posted on eCampus

Week 9: 3/7 - 3/11/2016

Spring Break Week

Assignments/Essays:

Media Critique Essay (Due Friday: 3/11/2016)

Week 10: 3/14 - 3/18/2016

Class will meet online this week, instead of the classroom.

Topics:

Conciseness

Quoting, Summarizing, and Paraphrasing

Assignments/Essays:

Homework Assignment: Will be posted on eCampus

Weekly Discussion: Will be posted on eCampus

Week 11: 3/21 - 3/25/2016

Topics:

Creative Writing: Poetry

Peer Review: Poetry Critique Essay

Assignments/Essays:

1st Draft of Poetry Critique Essay (Due Friday: 3/25/2016)

Weekly Discussion: Will be posted on eCampus

Week 12: 3/28 - 4/1/2016

Topics:

Creative Project

Major Project

Assignments/Essays:

Poetry Critique Essay (Due Friday: 4/1/2016)

Week 13: 4/4 - 4/8/2016

Topics:

Art Criticism

Artistic Theories

Assignments/Essays:

Creative Project (Due Friday: 4/8/2016)

Learn Smart Achieve Due (Friday, 4/8/2016)

Week 14: 4/11 - 4/15/2016

Topics:

Work on Major Project

Peer Review: Major Project Critical Essay

Assignments/Essays:

Developing Learning Power End-of-the Year Essay (Due Thursday, 4/14/2016)

1st Draft of Major Project Critical Essay (Due Friday: 4/15/2016)

Week 15: 4/18 - 4/22/2016**Topics:**

Work on Major Project

Final Exam Review

Assignments/Essays:

Major Project (Critical Essay and PowerPoint Presentation) (Due Friday: 4/22/2016)

Week 16: 4/25 - 4/28/2016

Final Exam: 4/25/2016

Assignments:

In this class, you will write 4 major essays. For the formal paper, you MUST turn in a first draft to turn in a final essay. In other words, if you fail to turn in the first draft to Safe Assign, you may NOT turn in a final draft and will subsequently receive a zero as a final grade.

However, most of your grade is comprised from in-class activities, homework and writings, online discussions, peer reviews, and participation in classroom discussions. You cannot pass this class by simply writing papers; attendance is vital.

Essays:

All final papers are only accepted on-line through Safe Assign on eCampus. Your final draft must be free of all plagiarism, including failure to cite a source or citing a source incorrectly.

Before submitting each essay, you will be asked to submit a topic proposal for the essay. After submitting each essay, you will be asked to submit a reflection essay about the essay.

Compare/Contrast Essay - You will write a three-page essay that Compares and Contrasts the following two songs. You will compare and contrast Silentó - "Watch Me (Whip/Nae Nae)" and EU - "Da Butt". Final Draft Due: Friday. 2/19/2016. Worth 8% of your grade.

Media Critique Essay - You will write a three-page essay that helps readers understand a print advertisement of your choice. Final Draft Due: Friday. 3/12/2016. Worth 8% of your grade.

Poetry Critique Essay - You will write a three-page essay that helps readers understand a poem of your choice. Final Draft Due: Friday. 4/1/2016. Worth 8% of your grade.

Major Project (Critical Essay and PowerPoint Presentation) – The major project has two parts: Critical Essay and PowerPoint Presentation. You must turn in

both parts of the assignment to receive a grade for the entire assignment. Final Draft Due: Friday. 4/22/2016. Worth 15% of your grade.

Critical Essay: You will write a five-page critical essay that examines a work of art or a body of work (a least three pieces of art) by an artist, from a theoretical perspective of your choice. Worth 10% of your grade.

PowerPoint Presentation: You will create a PowerPoint presentation that includes the three pieces of artwork of the artist you choose for your critical essay. You will also provide a thought on each work in the presentation as well. Worth 5% of your grade.

Assignments

Each week, you will be assigned an in-class writing and/or homework essay/assignment. This essay/assignment will be written on the topic that the professor chooses. The essay/assignment will be graded for content, thoughtfulness, understanding of the assignment, and thesis statement. The **in-class assignments** must be neatly written to be accepted. The **essay homework** must be typewritten to be accepted. Worth 10% of your grade.

Weekly Discussions

Each week, a discussion question will be posted on eCampus. You must respond to the question with an entry of at least 250 words, and then respond to three other classmates' posts with an entry of at least 150 words. You must make your initial post on the first day of class (Monday), and then make your subsequent responses by Friday. You must make posts on at least three days of the week. The posts will be graded for content, thoughtfulness, understanding and interpretation of the discussion prompt, and length of the post. Worth 10% of your grade.

Creative Writing Project

You will create a Creative Writing Project. You must choose from one of the following projects: Short Story (at least 5 pages long), Poetry Collection (at least 5 poems), or Songbook (at least 5 songs). Along with writing the creative portion of the project, you must also create a cover page, featuring artwork (digital or handmade). Due: Friday. 4/8/2016. Worth 10% of your grade.

Grading

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|--------------------------------|-----|--|
| Compare-Contrast Essay | 8% | A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or less |
| Media Critique Essay | 8% | |
| Poetry Critique Essay | 8% | |
| Creative Project | 10% | |
| Major Project | 15% | |
| Major Project: Essay (10%) | | |
| Major Project: PowerPoint (5%) | | |
| Attendance/Participation | 6% | |
| Assignments | 10% | |

| | | |
|---------------------------------------|-------------|--|
| Developing Learning Power (DLP) Essay | 5% | |
| Learn Smart Achieve | 10% | |
| Discussions | 5% | |
| Peer Review | 5% | |
| Final Exam | 10% | |
| Total | 100% | |

Classroom Etiquette

Use “The Hidden Rules of College” as your guide for classroom etiquette. Please do not text, talk, email, or surf the net unless it is part of a classroom discussion. Sleeping in class is not acceptable either. Please be respectful of your peers and use appropriate language for a classroom.

Richland College Quality Enhancement Plan (QEP)

This is a Developing Learning Power class and part of Richland College’s Learning to Learn: Developing Learning Power Quality Enhancement Plan (QEP). In this class, the professor uses specific Thinking Routines to help students develop their learning power in order to become even more engaged, successful learners and to master course content. Participating in Thinking Routines provides a greater understanding of how students learn and offers techniques to boost their capacity to change and learn through effort and the intentional practice of thinking.

Developing Learning Power shapes an exceptional learning experience, helps advance academic careers, and fosters traits of effective lifelong learners. At the end of the course, students will reflect on their experiences and how they have changed as learners. For more information, please log onto <http://www.richlandcollege.edu/qep/> .

You will be required to write a DLP essay at the end-of-the-year. It is worth 5% of your grade.

Academic Honesty

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct <http://www.richlandcollege.edu/conduct>.

In this class, any form of academic dishonesty on any assignment will result in a grade of 0 for the assignment. A second instance of academic dishonesty will result in a failing grade for the entire course.

Help with Writing

- **The English Corner:** Located in Bonham 228, you can receive supplemental instruction and free tutoring from qualified English instructors. No appointment is necessary. The English Corner is also a study area. Check the website for hours and more information. <http://www.richlandcollege.edu/englishcorner/>
- **The Writing Center:** Located in Medina 216, you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. <http://www.richlandcollege.edu/writing/>
- **Online Writing Lab (OWL) at Richland College:** Visit OWL for additional help with writing. <https://richlandcollege.upswing.io/>.

Academic Progress

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check the following link for more details. <http://richlandcollege.edu/admissions/advise-register/>

Obtaining Final Course Grades Using eConnect

Final Grade Reports are no longer mailed; they are available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

Course Drop Date

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar's Office by the official drop date for this course. Please see the list of Important Dates on the Academic Calendar webpage at <http://www.richlandcollege.edu/academiccalendar/>

Institutional Policies

Please see the document: www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

Disclaimer

The instructor reserves the right to amend this syllabus as necessary.