Contact Information:
Instructor: Joel Don Humphreys
Voice Mail: 972-860-7444 Ext. 201319
E-Mail: jhumphreys@dccc.edu
Office hours: by appointment
If discussion is needed, I am available before or after class.
The best way to contact me is by using the E-address. I will respond within twenty-four hours.

TEXTBOOKS


Welcome to English 1302:

English Composition II requires writing several types of essays. In addition, research and MLA standards will be a part of the writing process.

The American novelist E.L. Doctorow compared writing to driving a car at night. His point was that one progresses only as far as the light illuminates the road. This class will be something similar to Doctorow’s metaphor. With each completed project, we will move forward, add new skills and explore new ideas along the way.

Welcome,

Humphreys
COURSE DESCRIPTION
ENGL. 1302: Composition II
2014 Core Curriculum Foundational Component Area: 010 Communications

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. (3 Lec.) Coordination Board Academic Approval Number 23.1301.51

STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, students will:
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 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.)

CORE CURRICULUM GUIDELINES:
This English 1302 Course develops the following Core Curriculum Intellectual Competencies:
1 – READING: the ability to analyze and interpret a variety of printed materials – books, documents, and articles – above 12th grade level.
2 – WRITING: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience – above 12th grade level.
3 – CRITICAL THINKING: think and analyze at a critical level.
4 – COMPUTER LITERACY: understand our technological society, use computer based technology in communication, solving problems, acquiring information.

CORE CURRICULUM EDUCATIONAL OBJECTIVES:
This course also addresses the following Core Curriculum Educational Objectives:

Critical Thinking – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
Communication – to include effective development, interpretation, and expression of idea through written, oral, and visual communication.

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Social Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making.

Core Objective Development Statements:
ENGL 1302 demonstrates Communication by requiring students to produce a clearly written research-based argumentative/persuasive college-level essay.
English 1302 demonstrates Critical Thinking by requiring students to use effective research strategies, in the evaluation of sufficient, reliable, evidence-based library information sources to be incorporated into a research essay.
English 1302 students demonstrate Teamwork through peer editing and peer review of research essay drafts and through collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.

English 1302 develops Personal Responsibility by requiring students to write multiple drafts, follow student codes of conduct in regards to plagiarism in the research essay: writing process (e.g., summarizing, paraphrasing, directly quoting, parenthetical in-text citing, etc.), and to practice academic honesty as a standard for their academic rigor and a representation of themselves.

Brookhaven College Grading Standards for English Essays

*Student essays are evaluated and graded based on the criteria shown below. The grade reflects elements that were included or missing from the essay. Students may only have been missing a few of the requirements noted within each grade range-or many. Comments and correction marks are attached for suggestion and encouragement as well to help students improve their approach to organization, research, writing, and formatting of their submissions.*

**The A Paper**
Thesis: The essay exhibits originality of thought in stating a stimulating and insightful central idea that is ideally suited to the essay’s specific audience and purpose.
Organization: All ideas in the paper flow logically. Paragraphs are unified and effective in support of the paper’s purpose. The writer uses effective and appropriate transitions between ideas and paragraphs.
Development: Ideas demonstrate critical thinking with clarity, accuracy and depth. Ideas are supported using actual and/or hypothetical examples, statistics, expert opinion, evidence, and/or reasons.
Style & Mechanics: The essay exhibits excellent academic tone and diction: it includes no repetition, offers varied sentence structure, is stylistically original, and chooses effective words and phrases. The essay has no comma splices or run-on sentences or other errors in punctuation, spelling, grammar, and mechanics.

Research and Documentation: If the essay uses outside sources, the sources are integrated smoothly. The writer engages with the works of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.

Format: The essay follows MLA guidelines.

The B Paper
Thesis: The essay exhibits a central idea that is well-suited to the essay’s specific audience and purpose.

Organization: Most ideas in the paper flow logically. Most paragraphs are unified and effective in support of the paper’s purpose. The writer frequently uses effective and appropriate transitions between ideas and paragraphs.

Development: Ideas demonstrate critical thinking with clarity and accuracy but with little variety of supporting evidence and/or less depth than the A paper. Each major idea is supported.

Style & Mechanics: The essay exhibits good academic tone and diction. Although the essay may have minor repetitions and lack some originality, it has variety in sentence structure, is stylistically competent, and exhibits generally effective word and phrase choices. The essay has minimal errors in punctuation, spelling, grammar, and mechanics; these minimal errors do not obstruct meaning.

Research and Documentation: If the essay uses outside sources, the sources are attributed and integrated into the writer’s own work. The writer engages with the works of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.

Format: The essay follows MLA guidelines.

The C Paper

Thesis: The essay exhibits a central idea that may lack depth or state the obvious and/or may need more narrowing or expanding for the essay’s specific audience and purpose.

Organization: Some ideas in the paper flow logically. Some paragraphs are unified and effective in support of the paper’s purpose. Many paragraphs are coherent; the writer occasionally uses effective and appropriate transitions between ideas and paragraphs.

Development: Each major idea has some support but individual concepts may have little in-depth support and may (in a research essay) rely more on source material than on the writer’s original ideas.

Style & Mechanics: The essay exhibits acceptable academic tone and diction but may be frequently repetitious or lack variety in sentence structure. The essay may have multiple
errors in usage, word choice, punctuation, spelling, grammar and/or mechanics; however, the errors do not obstruct meaning.

**Research and Documentation**: If the essay uses outside sources, the sources are attributed and for the most part integrated into the writer’s own work. The writer somewhat engages the works of others and represents the ideas of others fairly but not fully. In-text citations lead clearly to correct Works Cited page.

**Format**: The essay follows MLA guidelines.

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**The D Paper**

**Thesis**: The essay states a central idea that is misaligned with the essay’s actual ideas.

**Organization**: Many ideas in the paper do not flow logically. Many paragraphs are not unified and are ineffective in support of the paper’s purpose. (This part seems to be about development rather than organization.) The writer occasionally uses ineffective and inappropriate transitions between ideas and paragraphs.

**Development**: Quantity of support for ideas is small to non-existent. In a research essay, sources are overused, but little supporting evidence expresses the writer’s own ideas.

**Style & Mechanics**: The essay exhibits a lack of academic tone and diction, is frequently repetitious, and/or has little to no variety in sentence structure. The essay has numerous errors in word choice, spelling, punctuation, grammar, and/or mechanics; these errors obstruct meaning.

**Research and Documentation**: If the essay uses outside sources, the sources are poorly integrated and/or do not support the essay significantly. In-text citations are incorrect or missing, and/or the Works Cited page is incorrect or missing.

**Format**: The essay mostly follows MLA guidelines.

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**The F Paper**

**Thesis**: The essay does not exhibit a central idea.

**Organization**: Most ideas in the paper do not flow logically. Paragraphs are not unified and are ineffective in support of the paper’s purpose. The writer frequently uses ineffective and inappropriate transitions between ideas and paragraphs.

**Development**: Quantity of support for ideas is small to non-exist. In a research essay, the writer depends too heavily on sources for development. Some major ideas are not developed at all. Paragraphs may contain support that does not relate to the paragraphs’ main ideas.

**Style & Mechanics**: The essay fails to demonstrate college-level academic tone and diction, spelling, punctuation, grammar, and mechanics. These errors seriously obscure meaning.

**Research and Documentation**: If the essay uses outside sources, the sources are poorly integrated or fairly. In-text citations are missing. The Works Cited page is incorrect or missing.

**Format**: The essay mostly does not follow MLA guidelines.
Evaluation Procedures:

Paper 1 (20%)
Paper 2 (20%)
Paper 3 (20%)
Test (With Essay) (20%)
Paper 4 (20%)

Total 100%
Final Grade: Average of the five grades

Grading Scale:
90-100=A
80-89 = B
70-79 = C
60-69 = D
0-59 = F

Academic Honesty:

Since this is a writing course, one might be unclear about how sources can and cannot be used in your work. Please read the following carefully:

Plagiarism is using someone else’s words or ideas without giving credit and is a serious Academic offense in America. It can range from:

- Turning in a paper any part of which you did not write,
- Cutting and pasting a paper together from various sources without attributing the sources correctly,
- Changing a few word but basically keeping most of the words and sentence structure of the original,
- Using the ideas of another without giving credit to the person who originally had the idea.

Collusion is working with someone so closely on your paper that large sections have been reworded by someone other than you.

Collaboration with others is encouraged in the writing process (getting ideas, planning, revision, editing), but the final paper should be entirely your own writing, and edited mostly by you. For example, you may get help with editing questions from the Center for Tutoring and Learning Connections, but the grade you get for editing your paper should reflect your ability to edit—not someone else’s.
Where to go if you need additional help with your writing:

The Writer’s Corner is located on level three of the L-building. There you can receive free tutoring by appointment or on a drop-in basis. You can also sign up for a College Learning Skills Writing course for extra help on your papers.

Help with grammar and mechanics is available on line at:
http://grammar.ccc.commnet.edu/grammar/

Attendance Policy:
1. Attendance is expected at all classes.
2. If one knows he/she must miss a class, please notify the instructor in advance.

COMMUNICATIONS DIVISION
SYLLABUS ADDENDUM

DROP/WITHDRAWAL POLICY: Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/6drop

FINANCIAL AID STATEMENT: Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

RELIGIOUS HOLY DAYS: A student shall be excused from attending classes, or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this
provision may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence.

**ADA STATEMENT**: If you feel you may need special assistance or accommodation (such as help with taking notes, extra time on tests, etc.) because of any type of physical disability or learning difference, please contact the Special Services office in Room S124 or at 972-860-4673.

**ACADEMIC INTEGRITY**: The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the Dallas County Community College District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Scholastic dishonesty is a violation of the Student Code of Conduct and is punishable as stated in college policies. The Student Code of Conduct can be found in the Brookhaven College Student Handbook or online at https://www1.dcccd.edu/catalog/ss/code.cfm?loc=BHC.

**REPEATING THIS COURSE**: The Dallas County Community Colleges charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition being charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester.

**GRADE REPORTS**: Final grade reports are not mailed to students. You may obtain your final grades online at econnect.dcccd.edu or by calling (972) 613-1818.

**IMPORTANT DATES—SPRING 2015**

- CLASSES BEGIN Tuesday, January 20
- Last day to drop course without a "W" (Certification Date) February 2
- Last Day to drop course with a "W" Thursday, April 16
- Spring Break (Campus Closed) March 9-13
- Classes Resume: March 16 (M)
- Final exams: May 11-14
CALENDAR

The instructor reserves the right to add, delete or revise segments of the course calendar in order to maintain the class schedule.

WEEK ONE
1/24
Class Syllabus
Introduction to English 1302
The Sentence
The Paragraph

The Essay
Introduce: Research

WEEK TWO
1/31
Research and Documentation
Text: Chapter 15
Text: Chapter 16

WEEK THREE
2/7
Writing Process
Text: Chapter 2
The Big Idea
Planning and Shaping

Writing to Argue
Text: Chapter 12

WEEK FOUR
2/14
PEER REVIEW (Complete Essay with Front Matter and Documentation)

Reading, Thinking, and Writing Critically
Text: Chapter 4
Critical Thinking
WEEK FIVE
2/21
PAPER 1 - FINAL DRAFT DUE (COMPLETE PACKET)

Introduce Paper 2
Using Rhetorical Strategies
Text: Chapter 2 (34)

Comparison/Contrast
Writing to Analyze
Text: Chapter 2

WEEK SIX
2/28
Linking Ideas with Effective Transitions
Text: Chapter 2 (36-37)
Disney’s Cinderella
Anne Sexton’s “Cinderella”
The Grim Brothers’ “Cinderella”

WEEK SEVEN
3/7
Peer Review – Paper 2 (Complete Packet)

Writing to Inform – (Description and Comparison)
Descriptive Writing

WEEK EIGHT
3/14
SPRING BREAK – CAMPUS CLOSED

WEEK NINE
3/21
PAPER 2 - (FINAL DRAFT DUE) (Complete Packet)

Text: Chapter 4 (79 -86)
Figures of Speech
Irony
Poetry Terms Proposal

WEEK TEN
3/28
PEER REVIEW (PAPER 3) (Complete Packet)
Documentation Review
Text: Chapter 16
Reading, Thinking, and Writing Critically
Text: Chapter 4 (65-72)

4/4
NO CLASS – CAMPUS CLOSED

WEEK ELEVEN
4/11
PAPER 3 – FINAL DRAFT DUE

Writing the Big Idea :
The Thesis (220-224)
Text: Chapter 8

WEEK TWELVE
4/11
Test Review
Review: Common Errors
Review Figurative Language

WEEK THIRTEEN
4/18
Special Problems
Sources
Review Research and Documentation
TEST

WEEK FOURTEEN
4/25
PEER REVIEW – PAPER 4 – (Complete Packet)

WEEK FIFTEEN
5/2
PAPER 4 --FINAL DRAFT DUE – (Complete Packet) -

WEEK SIXTEEN
5/9
EXAM WEEK
Final Presentations