ENGL 1302 – Composition 2

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Prof. (Ross) Colin Robins</th>
<th>Course:</th>
<th>Engl 1302</th>
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<tbody>
<tr>
<td>Office:</td>
<td>By Appointment</td>
<td>Section:</td>
<td>83900</td>
</tr>
<tr>
<td>Hours:</td>
<td>By Appointment</td>
<td>Days/Times:</td>
<td>Monday, Wednesday</td>
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<tr>
<td>Phone:</td>
<td>TBA</td>
<td>Room:</td>
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</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:colinrobins@dcccd.edu">colinrobins@dcccd.edu</a></td>
<td>Term:</td>
<td>Spring, 2015</td>
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Course Description:
In this course students refine the writing, research, and reading skills introduced in English 1301. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a formal research paper.

Furthermore...

English 1302, as a course, resides on a continuum of writing classes, meaning that the skills learned in 1301 are expected to be mastered, internalized, and ready for rote use. Feel free to Google the “Four Stages of Competence” on which you should be at level 4. What does this mean to you? It means grammar errors should be gone. It means bad arguments, lazy arguments, or weak arguments should be more quickly noticed and remedied.

This is all very good news. We can get down to discussing interesting things, instead of focusing on commas and clauses. For many students, this is probably the last strictly “writing-focused” class they will have in their college careers. My expectations for this class are high; I encourage you to rise to meet them.

As my literary hero David Foster Wallace commented and I loosely paraphrase here: If you expect to turn in a hastily wrought and sloppily edited paper and expect to receive an “A” because, like, “the ideas are good” or something, I would disabuse you of this notion immediately. Writing is not a talent. It is a skill like anything else and can be learned through hard work and effort.

DCCCD Catalog Information:
ENGL 1302 - Composition 2 (3 Lec.)
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:
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:**

*Time’s Arrow* by Martin Amis
ASIN: B004FGMDL4

**Recommended Texts:**
*On Writing: A Memoir of the Craft* by Stephen King
*On Writing Well* by William Zinsser
*The Elements of Style* by Strunk and White

**Books I Typically Mention in the Course of a Semester:**
*1984* by George Orwell
*Infinite Jest, Consider the Lobster, A Supposedly Fun Thing I’ll Never Do Again* by David Foster Wallace
*Tenth of December* by George Saunders
*Lolita* by Vladimir Nabokov
*Love in the Time of Cholera* by Gabriel Garcia Marquez
*Into the Wild* by Jon Krakauer

**Course Materials**
Everyday, students must have the appropriate book, *(Read, Reason, Write or Time’s Arrow)*. While this next clause seems head scratching in its obviousness, students must also bring some sort of notepad and writing utensil. Computer-driven note taking is *highly discouraged*, and in most cases, forbidden.
## Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>1/19</td>
<td>No Class</td>
<td>Get your Books (Don't forget the LearnSmart Achieve access code)</td>
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<tr>
<td>1/21</td>
<td>Syllabus, General Class Discussion and Open Inquiry</td>
<td>Chapter 1: 3-20 Discussion: &quot;The Rise of the New Groupthink&quot;</td>
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<tr>
<td>1/26</td>
<td>Writers and Their Sources</td>
<td>Chapter 1: 21-33 Discussion: &quot;The Future is Now&quot; and &quot;Five Leadership Lessons from James T. Kirk&quot;</td>
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<tr>
<td>1/28</td>
<td>Quoting, Sourcing,</td>
<td>Chapter 2: 35-51, 56-66 Discussion: &quot;The 'F Word&quot;</td>
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<tr>
<td>2/2</td>
<td>Responding Critically</td>
<td>Chapter 3: 71-87 Discussion: &quot;Your Brain Lies to You&quot;</td>
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<tr>
<td>2/4</td>
<td>Basics of Argument</td>
<td>Chapter 3: 71-87 Discussion: &quot;Your Brain Lies to You&quot;</td>
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<tr>
<td>2/9</td>
<td><em>Time's Arrow</em>, p1</td>
<td>Chapter 1 (1-16)</td>
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<tr>
<td>2/11</td>
<td><em>Time's Arrow</em>, p2</td>
<td>Chapter 2 (17-63)</td>
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<tr>
<td>2/16</td>
<td><em>Time's Arrow</em>, p3</td>
<td>Chapters 3, 4 (65-113)</td>
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<td>2/18</td>
<td><em>Time's Arrow</em>, p4</td>
<td>Chapters 5, 6 (115-147)</td>
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<td><em>Time's Arrow</em>, p5</td>
<td>Finish Time's Arrow (149-end)</td>
<td>Rough Draft Due</td>
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<td>2/23</td>
<td>Peer Review</td>
<td>Critical Article (online)</td>
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<td>2/25</td>
<td>Writing Effective Arguments</td>
<td>Chapter 4: 99-111 Discussion: &quot;Five Myths About Torture and Truth&quot;</td>
<td><em>Time's Arrow</em> Paper Due</td>
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<tr>
<td>3/2</td>
<td>Pictures and Stats in Argument</td>
<td>Chapter 5: 121-128, 132-139</td>
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<td>3/4</td>
<td>Short Story Analysis</td>
<td>Story Handout (online)</td>
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3/9  Spring Break
3/11  Spring Break
3/16  Induction, Deduction, and Logic
      Chapter 6: 151-156, 160-167
      Discussion: "Things People Say"
3/18  Definition and Evaluation Arguments
      Chapter 7: 181-186
      Chapter 8: 195-199
      Discussion: "Mind Over Mass Media"
3/23  Peer Review: Argument Paper
3/25  The Position Paper: Claims of Values
      Chapter 9: 210-222
      Discussion: 3 Articles
      Arguments about Cause,
5/30  Problem/Solution Argument
      Chapter 10: 225-235
      Discussion: "Why Your Office Needs more Bratty Millennials"
6/1   Writing the Researched Essay, MLA Style
      Chapter 11: 241-247
      Discussion: The Internet and Social Media
6/6   Chapter 13: 281-298, 313-315
      Discussion: "A Modest Proposal," 251-258
6/8   Peer Review: Persuasive Paper
5/13  Discussion: Marriage and Gender Issues
5/15  Discussion: Sports Talk
      Chapter 18: 423-443
5/20  Arguments on Film: Documentary p1
      TBA
5/22  Arguments on Film: Documentary p2
      TBA
5/27  Discussion: College
      Writing Day, Review Day, General Questions for Final Paper
5/29  Chapter 19: 445-462
Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>100</td>
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<tr>
<td>Paper 2</td>
<td>100</td>
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<tr>
<td>Paper 3</td>
<td>100</td>
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<tr>
<td>Paper 4 (Final)</td>
<td>250</td>
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<tr>
<td>Research Proposal</td>
<td>25</td>
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<tr>
<td>Quizzes, In class Stuff</td>
<td>125</td>
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<tr>
<td>Learn Smart Achieve</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>800</td>
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All 4 papers will be turned in online through eCampus.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or less

**Participation:**
You are strictly forbidden from *not* participating. If you have an idea you are unsure of or think is “weird,” you are hereby commanded to tell everyone in class so we can discuss it. The best classes (and for those interested, the classes that go by the fastest) are when students do the prep work and come with interesting and engaging ideas or questions.

I can only think of so many things; you **must** participate. I budget a healthy chunk of the day to discussion, and it’s awkward for everyone when we just sit around looking at each other, not talking. To further crib DFW: As a liberal arts class, we can talk about anything, as long as we do it *cogently and well.*

**Attendance:**
Attendance is required. As this is a dual-credit class, I bet most of you will be here for the remainder of your high school day anyway, so any sort of punitive attendance policy is largely redundant. Frequent absences, however, will be noticed by me and punished accordingly as I see fit. If you do need to miss class, it is courteous to give me a heads-up of some sort.

**Late Policy:**
*Class:* Don’t be late.
Frequent lateness will constantly draw my ire. It is my number one pet peeve in life. It’s disruptive to me, your classmates, and to you, as a learner. I’m quite sure I can think of some punitive measure if need be, but I would rather choose to think positively, and that everyone will be on time.

Assignments – In-class assignments can rarely be made up and depends on the assignment. There isn’t some blanket statement that I can apply, so my discretion is the final word.

Papers: I don’t accept late papers. Papers that are due on a specific day will only be allowed late under the most extreme and most dire circumstances. As they will all be turned in online, I consider this warning ample time for you to get your work in. Technology issues will rarely be honored as a valid reason for failing to turn in an assignment. Figure out a backup plan, right this very second, should your laptop or whatever you use become unusable at some point.

Classroom Etiquette
Since we will be spending quite a lot of time together, a few operational guidelines must be set in order and fully explained to have an enjoyable and productive day.

Behavior – While many of you have known each other for years and are hip-deep in past experiences, gossip, and rumors that are de rigueur for the average high school, these petty grievances are inconsequential to me. Everyone will act like adults; everyone will treat one another with respect and mutual academic interest.

I take any affront to a fellow classmate as an affront to me. My favorite thing about being a professor is an exciting and collaborative learning environment full of smart nice people doing smart nice people things. Act accordingly.

My job is to clarify ideas and drive the discussion; your job is to create the ideas and defend them. For this ecosystem to work, everyone must feel comfortable in new ideas, which are often uncomfortable, strange, and not fully fleshed out. While you are always encouraged to respectfully disagree with me, a classmate, or an idea and then present your interpretation, any personal attacks on a person will result in swift, professorial retribution.

Cell Phones – Cell phone usage is 100% prohibited unless previously cleared with me before class for emergency situations only. Do not be on your phone. I will attempt to remind you before class to silence your phones as well, but this falls on you. If I notice a student continuously on their phone, I’ll likely ask them to leave, or heavily mark down a major paper to prove my point.

Laptops/Tablets/Electronics – While I used to allow these devices, I’ve found a few students using them inappropriately. Woefully, like a democracy, I must legislate the few for the many. These devices are forbidden, unless previously cleared with me for some valuable medical reason, judged at my discretion.
Taking notes by hand is a better strategy, anyway. It forces you to clarify ideas in your own words and in your own way. You needn’t be a court reporter, writing down every word I say. That’s poor note-taking strategy.

**Richland College Quality Enhancement Plan (QEP)**
Richland College’s QEP is called Learning to Learn: Developing Learning Power. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu/qep](http://www.richlandcollege.edu/qep)

**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. 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](http://www.richlandcollege.edu/conduct).

**Seriously.**
Any hint of collusion, plagiarism, or academic dishonesty will result in an immediate failing grade and expulsion from the course for all offending parties. You are plenty talented and capable to do your own work. As a writer, plagiarism is the #1 offense. Plagiarism has destroyed many academic and professional careers. Cite properly.

**Help with Writing:**
- The Writing Center is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. More info online at: [http://www.richlandcollege.edu/writing/](http://www.richlandcollege.edu/writing/)
- The English Corner is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. No appointment is necessary. Ask your instructor about the current the schedule, or see the schedule on the door of B228.
- Additional help is available on-line at: [http://www.owl.english.purdue.edu](http://www.owl.english.purdue.edu)

**Academic Progress:**
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details.

**Obtaining Final Course Grades Using eConnect**
Final Grade Reports are no longer mailed; they are available online at [www.econnect.dcccd.edu](http://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, which becomes more likely as the semester wears on.