ENGL 1302.81969 – Composition 2

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Maria Dach</th>
<th>Course:</th>
<th>ENGL 1302</th>
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<tbody>
<tr>
<td>Office:</td>
<td>NGHS 503</td>
<td>Section:</td>
<td>81969</td>
</tr>
<tr>
<td>Hours:</td>
<td>2:30 p.m. – 3:30 p.m. T-TH</td>
<td>Days/Times:</td>
<td>A1 and B1</td>
</tr>
<tr>
<td>Phone:</td>
<td>972.675.3120</td>
<td>Room:</td>
<td>503</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:mndach@garlandisd.net">mndach@garlandisd.net</a></td>
<td>Term:</td>
<td>SP 2015</td>
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Course Description:
This course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes.

DCCCD Catalog Information:
ENGL 1302 - Composition 1(3 Lec.)
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.
Prerequisite: One of the following must be met: (1) DREA 0093 AND DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards AND the college Writing score prerequisite requirement.
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 writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Required Texts:
Additional Reading:
The Scarlet Letter by Nathaniel Hawthorne
The Crucible by Arthur Miller
Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich
The Curious Incident of the Dog in the Night-Time by Mark Haddon

Editorials and Columns: Students will read, summarize, and discuss opinions about current issues and events as they are expressed by well-known columnists in reputable news sources.

Supplemental readings: Speeches accessed at www.americanrhetoric.com and essays selected from Fifty Essays by Samuel Cohen

Course Materials:
“Raider Binder”
As one of its strategies to promote student success, NGHS requires that all students secure a single three-inch binder that will contain a section for each course they are taking. You should bring your “Raider Binder” to class each day. You should organize and maintain the section for this course per instructions. Failure to comply with the “Raider Binder” policy may result in an office referral and may impact your course grade.

Pack of loose-leaf college-rule notebook paper (no spirals or perforated pads)
Notebook dividers with tabs
Notebook zipper pouch with:
- highlighters (at least four different colors)
- pencils (#2 dark lead)
- pens (dark blue or black ink)

Course Scope, Calendar, and Major Assignments:
Reading
Students will read a variety of fiction, poetry, drama, non-fiction, and graphic texts with an emphasis on 20th and 21st century American non-fiction. The underlying purpose of the reading assignments is to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques.

Writing
Formal writing
Students will write about diverse subjects, such as public policies, popular culture, and personal experiences, in a variety of forms, such as expository, analytical, argumentative, and narrative essays as well as multimedia forms. In the essays, students will respond to current issues as well as readings representing a wide range of prose styles and genres. The researched essay will require students to evaluate, use, and cite primary and secondary sources in MLA format in order to present an argument of their own that includes the analysis and synthesis of ideas from a variety of sources.

The writing process for all formal writings will include a presentation of the rubric, pre-writing activities, a peer-reviewed first draft, a teacher-reviewed second draft, and a teacher-evaluated final paper. Each edition should reflect revising and editing to improve:
- wide-ranging vocabulary that is used appropriately and effectively
- variety of sentence structures
Timed writings
Students will practice writing expository, analytical, and argumentative essays in timed settings. Essays should demonstrate evidence of pre-writing (annotation and organization), coherent composition, revising, and editing.

Informal writings
Students will write in informal contexts, such as imitation exercises, collaborative creations, in-class responses, dialectical and Cornell note-taking, and précis paragraphs that summarize editorials.

Cycle Four: 01.06.14 – 02.21.14 (Chapter 13: Politics)

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<tr>
<th>Due</th>
<th>Assignment</th>
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<tr>
<td>01.09</td>
<td>“A Modest Proposal”</td>
<td>Read; analyze as satire and classical argument; collaborative response: In response to a current concern or issue, write your own modest proposal in the style of Swift. Write for the readers of the Raider Echo or the Dallas Morning News.</td>
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<tr>
<td>01.15</td>
<td>Multi-draft essay</td>
<td>Write a rhetorical analysis of excerpt from <em>The Future of Life</em> (second draft due 01.17; final paper due 02.05)</td>
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<tr>
<td>01.24</td>
<td>“On Civil Disobedience” and “The Prince”</td>
<td>Read; using a thinking map, compare/contrast the views of the two writers on government, law, rulers, citizenry, the individual; choose a controversial contemporary issue and write a dialogue poem in the voices of Thoreau and Machiavelli in which they weigh in on the issue; write an argument in response to the prompt: Thoreau’s “On the Duty of Civil Disobedience” and Machiavelli’s “The Prince” offer an interesting contrast between the responsibilities of leaders and individuals in society. Discuss the conflicts between the two philosophies. Then take a position about which philosophy or combination of philosophies would make for a stronger society. Write a well-reasoned argument in which you cite both sources to support your view.</td>
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<tr>
<td>01.28</td>
<td>Graded Debate</td>
<td>Participate actively in class debate on selected contemporary issues; express personal views and support by citing details of current events and opinions of respected socio-political commentators</td>
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<td>01.30</td>
<td>Essay</td>
<td>Write an essay in which you synthesize information from a variety of sources to support your position in response to the prompt: Read and annotate the sources on colonialism. Dwight Eisenhower, president of the United States from 1953 to 1961, once said, “We are so proud of our guarantees of freedom in thought and speech and worship, that, unconsciously, we are guilty of one of the greatest errors that ignorance can make – we assume our standard of values is shared by all other humans in the world.” Write an essay that evaluates the truth of this statement. For evidence to support your position, refer specifically to at least three of the selections.</td>
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Cycle Five: 02.24.14 – 04.17.14 (Chapter Ten: Science and Technology)

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<th>Due</th>
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<tr>
<td>02.26</td>
<td>“The Bird and the Machine”</td>
<td>Complete rhetorical analysis and represent it in a one-pager; jigsaw discussion in response to assigned questions; choose a writing prompt and write an informal response to it</td>
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<td>02.28</td>
<td>“The Method of Scientific Investigation”</td>
<td>Complete rhetorical analysis; create a syllogism based on Huxley’s model; write a well-developed paragraph in which you support an argument based on your syllogism</td>
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<tr>
<td>03.04</td>
<td>Graded Debate</td>
<td>Participate actively in class debate on selected contemporary issues; express personal views and support by citing details of current events and opinions of respected socio-political commentators</td>
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<tr>
<td>03.06</td>
<td>Researched argument essay</td>
<td>Select a specific controversial issue related to one of the thematic threads of the course readings. Research the issue, evaluate the value of relevant primary and secondary sources, and develop a position on the issue. Write a five to seven page argument in support of your position. You must cite from at least two primary and three secondary sources. According to MLA style, document your sources with parenthetical citations and a “Works Cited” page. (Second draft due 03.19; Final paper 04.04)</td>
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<td>03.21</td>
<td>“The Blank Slate” and “On Human Understanding”</td>
<td>Compare/contrast Locke’s “tabula rasa” and Steven Pinker’s view of it; write a well-developed paragraph in which you develop and position and support it</td>
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<td>03.25</td>
<td>“The Reach of Imagination” and “The Cosmic Calendar”</td>
<td>Complete rhetorical analysis of the essay and the visual text; write a well-developed paragraph in which you discuss how Sagan’s calendar exemplifies Bronowski’s ideas about science.</td>
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| 03.27     | Essay Entering the Conversation:  
- “On Cloning a Human Being” by Lewis Thomas  
- “Fearing the Worst Should Anyone Produce a Cloned Baby” by Philip Boffey  
- “DNA as Destiny” by David Ewing Duncan  
- “Pet Clones Spur Call for Limits” by Rick Weiss  
- “More Couples Screening Embryos for Gender” by Marilyn Marchione | Write an essay in which you synthesize information from a variety of sources to support your position in response to the prompt: Consider the nature of human cloning, DNA testing, or PGD (pre-implantation gender diagnosis). Then write an essay in which you discuss the pros and cons and argue for or against the practice. Support your argument with references to at least three of the references. |
| 04.02     | Timed Writing                     | Write an essay in which you take a position on an assigned topic and support that position within evidence from a variety of sources |
| 04.09     | Columnist project                 | Submit summaries of and personal responses to five editorial articles by reputable columnists |
| 04.11     | Grammar as Rhetoric and Style     | Exercises: Coordination in the Compound Sentence |
## Cycle Six: 04.18.14 – 06.06.14 (Chapter Five: Work: The American Dream)

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<tr>
<th>Due</th>
<th>Assignment</th>
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<tr>
<td>04.24</td>
<td>“Labour” by Thomas Carlyle</td>
<td>Write an argument in response to the prompt: What is Thomas Carlyle’s definition of work? Write an essay in which you agree or disagree with Carlyle’s opening assertion that “there is a perennial nobleness, and even sacredness, in Work.” Justify your answer with evidence from the text as well as your observations of contemporary attitudes toward work.</td>
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<tr>
<td>04.30</td>
<td>Essay</td>
<td>Write an essay in which you synthesize information from a variety of sources to support your position in response to the prompt: Considering the bias of society against men or women who choose to stay at home with young children rather than work, make recommendations that will help stay-at-home parents overcome such biases.</td>
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<tr>
<td>05.02</td>
<td>“Serving in Florida”</td>
<td>Write an analysis essay in which you discuss the rhetorical strategies Ehrenreich employs to accomplish her purpose.</td>
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<td>05.06</td>
<td>Visual text: “The Great GAPsby Society”</td>
<td>Complete a rhetorical analysis of the cartoon; write a well-developed paragraph in which you discuss whether or not the cartoon illustrates Ehrenreich’s argument in “Serving in Florida”</td>
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| 05.27     | The Great Gatsby                                 | Library of Congress Research Project – 1920’s newspaper; create a 1920’s newspaper in which for each of eight newspaper sections, you:  
  - Write at least one news story featuring a major historical event based on a document/object that you located in your search of the American Memory collections from the 1920s. If the document does not contain enough information, you may need to conduct additional research.  
  - Write at least one fictionalized news story based on details from *The Great Gatsby*.  
  - Include all of the parts found on the designated page including headlines, pictures and captions, etc. (Examine a current newspaper for examples.) Use images from the American Memory collections. |

**Participation:**

Students will receive one participation grade per cycle according to the following rubric:

100 = contributes regularly with comments beyond mere content summary; demonstrates critical thinking; listens to and builds on the ideas of others  
85 = contributes at least once daily to class discussion; listens to classmates’ contributions  
70 = occasionally contributes to classroom discussion  
65 = does not contribute to class discussion

**Attendance:**

It is understood that students should be present in class. Students will be permitted to make up work missed due to acceptable extenuating circumstances, absences, participation in approved school-related activities, and suspension. It is the student's responsibility to request the assignments and make up the work within an appropriate period of time (as outlined in the district's Grading, Grouping, and Reporting Procedures). A penalty of 20 points will be deducted from each assignment or test grade made up for unexcused absences. Students who miss a class
due to tardiness will be regarded as present and will not be allowed to submit after class homework that was due at the start of class.

**Late Policy:**
The general policy for Pre-AP, AP, and Dual Credit courses at North Garland High School is that students must submit their assignments at the required date and time. It is understood that on rare occasions, extreme extenuating circumstances may occur that may warrant an extended due date. Requests for such extensions should be submitted to the instructor in a letter signed by student and parent. The letter should detail the reason for the request. The instructor will consider each request on a case by case basis, and may or may not grant the request depending on what action would best benefit the student.

**Grading:**

14% of course grade: Semester exam  
86% of course grade:  

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<tr>
<th>Assignment Type</th>
<th>Percentage</th>
<th>Grade Range</th>
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<tr>
<td>Major assignments</td>
<td>45%</td>
<td>A = 90-100%</td>
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<tr>
<td>Minor assignments</td>
<td>45%</td>
<td>B = 80-89%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>C = 70-79%</td>
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<td></td>
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<td>F = 69% or less</td>
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**Classroom Etiquette**

Students should respect people, property, and procedures. Eating is not allowed in the classroom, but students may keep bottled water at their desks. Students should use cell phones only as related to the current instructional activity. Students should take care of personal grooming needs before entering the classroom.

**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**

Your enrollment indicates acceptance of the DCCCD Code of Student Conduct [http://www.richlandcollege.edu/conduct](http://www.richlandcollege.edu/conduct). Scholastic dishonesty is a violation of the Code of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an un-administered test, and substituting for another person to take a test. **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 that could result in receiving a zero on the compromised work, attending a disciplinary conference with your teacher, parents, and principal, or being suspended.**

**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 April 17, 2014 for this course. Please see the list of Important Dates on the Academic Calendar webpage at [http://www.richlandcollege.edu/academiccalendar/](http://www.richlandcollege.edu/academiccalendar/)

**Institutional Policies**
Please see the document: [www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf)

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