ENGL 1302 – Composition II
Cultural Myths: Re-imagining Ourselves and Others

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. As our subject matter, we may examine cultural myths relative to concepts and issues of identity. Such topics include family, education, success, freedom, class, gender, culture, and race. We may also explore the relationship between myths and how individual and group (socio-cultural) identities are shaped and performed. Additionally, we will explore the influence of cultural myths on one’s own identity.

DCCCD Catalog Information:
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.
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.
Coordinating Board Academic Approval Number 2313015112

LEARNING OUTCOMES

Upon successful completion of this course, students will:

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

“We define our identity always in dialogue with, sometimes in struggle against, the things our significant others want to see in us. Even after we outgrow some of these others—our parents, for instance—and they disappear from our lives, the conversation with them continues within us as long as we live.”
— Charles Taylor, Multiculturalism
COURSE EVALUATION AND GRADES

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<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
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<tr>
<td>100-90</td>
<td>A</td>
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<td>89-80</td>
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<td>Below 60</td>
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Course assignments will include major writing assignments, general assignments, quizzes, exams, and a literary research project. Your overall course grade will be calculated according to the following percentages:

- Discussions – 10%
- General Assignments – 25%
- Essays/Writing Projects – 25%
- Research Project – 30%
- Final Exam – 10%

Credit/Non-Credit Assignments

Selected assignments may be graded on a Credit / Non-Credit basis. The rubric is as follows:

- Credit = 1
- Non-credit = 0

Discussions

Students are required to participate in weekly discussions with their classmates. The discussions are related to the week’s readings. Students must post an initial response to the discussion prompt and respond to at least two of their classmates’ initial posts. All responses should be meaningful and incorporate key terms and ideas from the course material. Initial posts must be submitted by 11:59pm on Thursday of each week and responses to classmates’ posts should be submitted by 11:59pm on Sunday of each week.

General Assignments

Critical thinking and analysis are major aspects of this course. There will be various general assignments to help strengthen those skills. General assignments are designed to provide you with resources to enhance your understanding of academic writing and the course theme and to prepare you to complete the research project.

Essays/Writing Projects

In this course, you will complete multiple essays and/or writing projects. You should use the writing process in its entirety for each of these assignments. The types of essays/writing projects that may be assigned include, but are not limited to summary, synthesis, and critical analysis.

Research Project

A formal research project is required for this class. The project consists of a written research paper and may also include an oral presentation.

BLACKBOARD

This course is completely online and will be using Blackboard (eCampus) as the primary means of communication. Many course related items, including notices, grades, supplemental material etc. can be accessed through this site.

- To access the course, go to http://ecampus.dcccd.edu/ and login with your username and password. Click on the name of the course in the upper left module after logging in.
- If you have any problems logging in, contact technical support 24 hours a day at 972-669-6402 or 1-866-374-7169.
- Review the Technical Support Center resources at http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8023. This site contains valuable information that will familiarize you with your course and the Blackboard environment.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Lecture</th>
<th>Grammar and Mechanics</th>
<th>Thematic Topic</th>
<th>Readings</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>The Writing Process</td>
<td>Personal Identity, Development, and Change</td>
<td>&quot;What's In a Name&quot; Henry Louis Gates</td>
<td>Discussion Board: Introductions</td>
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<td>College Writing</td>
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<td>Discussion Board: What's In a Name</td>
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<td>Discussion Board: The Writing Process</td>
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<td>Academic Paragraphs</td>
<td>Sentence Fragments</td>
<td>&quot;Looking For Work&quot; Gary Soto</td>
<td>Discussion Board: Critical Thinking</td>
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<td>&quot;An Indian Story&quot; Roger Jack; &quot;Everyday Use&quot; Alice Walker</td>
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<td>Academic Paragraphs</td>
<td>Discussion Board: &quot;An Indian Story&quot; and &quot;Everyday Use&quot;</td>
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<td>3</td>
<td>2</td>
<td>Summary and Analysis/Integrating Sources/Claims, Reasons, and Evidence</td>
<td>Run-on Sentences</td>
<td>&quot;Don't Send Your Kids to the Ivy League&quot; William Deresiewicz</td>
<td>Discussion Board: Analyzing and Responding to Claims</td>
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<td>&quot;Against School&quot; John Taylor Gatto</td>
<td>Identifying and Evaluating Claims</td>
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<td>&quot;Learning to Read&quot; Malcolm X</td>
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<td>Developing Thesis Statements</td>
<td>Discussion Board: Analyzing Argument</td>
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<td>&quot;Class in America&quot; Greg Mantsios</td>
<td>Discussion Board: Class In America</td>
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<td>&quot;Sea Oak&quot; George Saunders</td>
<td>Discussion Board: Connect, Extend, Challenge</td>
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<td>Introduction to Research</td>
<td>Subject-Verb Agreement</td>
<td>&quot;The New American Divide&quot; Charles Murray</td>
<td>Discussion Board: Analyzing and Responding to Claims in &quot;The New American Divide&quot;</td>
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<td>Structuring an Academic Argument</td>
<td>Parallelism</td>
<td>Classical Argument</td>
<td>Research Resources</td>
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<td><a href="https://writingcommons.org/classical-argument">https://writingcommons.org/classical-argument</a></td>
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<td>In Review - Summary and Analysis, Paragraph Structure, and Essay Organization</td>
<td>Articles (a, an, the)</td>
<td>&quot;Girl&quot; Jamaica Kincaid</td>
<td>Discussion Board: Critical Reading: Gender Identity</td>
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<td>&quot;Only Daughter&quot; Sandra Cisneros (pdf)</td>
<td>Critical Analysis Essay</td>
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<td>Getting Started in Research</td>
<td>Dangling and Misplaced Modifiers</td>
<td>&quot;Two Ways A Woman Can Get Hurt&quot;: Advertising and Violence, Jean Kilbourne</td>
<td>Research Proposal</td>
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<td>8</td>
<td>Types of Sources and Synthesis</td>
<td>The Melting Pot</td>
<td>&quot;Notes on the State of Virginia&quot; Thomas Jefferson</td>
<td>Discussion Board: Making Connections - The Myth of the Melting Pot</td>
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<td>Sentenced Home</td>
<td>Synthesis Matrix I</td>
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<td>Discussion Board: Texts in Communication: Ideas About Prejudice</td>
<td>Synthesis Matrix II</td>
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<td>Imagining the 'Other'</td>
<td>&quot;Causes of Prejudice&quot; Vincent Parillo</td>
<td>Crash</td>
<td>Discussion Board: Race and Prejudice in Crash</td>
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<td>Analyzing Models of American Ethnic Relations Essay</td>
<td>Peer Reviews</td>
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<td>12</td>
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<td>Research Paper</td>
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**FINAL EXAMS**

LIST DOES NOT INCLUDE ALL OF THE ASSIGNMENTS REQUIRED FOR THIS COURSE. INFORMATION AND DATES ARE SUBJECT TO CHANGE.
**POLICIES**

**Participation:**
Although you will not be graded on participation per se, this class engages in active discourse. You are expected to make thoughtful contributions in response to the readings and to fully engage in the course learning activities.

**Attendance:**
To be considered present, you must access the eCampus classroom and appropriate content areas at least three days each week.

**Late and Missed Work:**
**I do not accept late assignments.** I do not allow “make-ups” for missed in-class assignments. If you know you are going to miss class on a day that an assignment is due, it is your responsibility to make arrangements with me to turn it in early (or electronically). If you are absent on the day of a quiz or an exam due to extenuating circumstances and you have the appropriate documentation, I will allow you to schedule a make-up quiz/exam. It is your responsibility to check email and Blackboard for information about missed work and upcoming homework assignments.

**Incompletes:**
I do not grant incompletes (course grade of “I”). All course work must be completed according to course schedule and policies.

**Submissions Policy:**
You must complete all assignments by the due date. Unless otherwise specified, all assignments must be submitted electronically via Blackboard/eCampus and MLA manuscript style guidelines will dictate how your paper should appear on the page. Assignments submitted by email will not be acknowledged or accepted.

In order for an assignment to be considered for grading, **submission must satisfy all of the minimum requirements**. Partial credit is not awarded. If the submission does not satisfy the minimum requirements, **zero** points are earned.

**Netiquette Rules:**
Written communication in an online community is an extremely important. Below you will find a list of rules to follow as you proceed through your online educational course.

**Students in an Online Community Should Be:**

- **Considerate:** Treat each other with respect.
- **Aware:** We all have had different life experiences. Be aware that your written word is the only form of communication in an asynchronous learning environment. Use your words carefully.

**The following behaviors should be avoided:**

- **Shouting:** Using all capital letters when communicating in an online environment is known as shouting. This usage is considered a rude method of communicating. Avoid using all capital letters in your online communications.

**The following behaviors are disruptive to the learning environment and will not be tolerated in this course:**

- **Flaming:** Flaming is the term used for behaving disrespectfully toward others online. This behavior includes, but is not limited to, mocking, shouting, cursing, humiliating and discriminating against someone in the online environment.
- **Disrespect:** Impolite and impertinent behavior, such as putting down or cursing your professor or any student in an online classroom, will not be tolerated. Tone and presentation of your thoughts are very important. If you disagree with a posting or find one to be personally insulting, please find a way to respond politely or contact the professor immediately.
- **Offensiveness:** An online classroom is not the place for graphic terminology, sexual discussions, swearing, or any pornographic resources. Inappropriate language and materials of this nature are inexcusable and constitutes unacceptable behavior.
- **Discrimination:** Derogatory statements about race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, and veterans will not be tolerated.

**COURSE COMMUNICATION:** The official e-mail communications channel for this course is the DCCCD E-Mail Account of each student and professor. For the purposes of this course, no other e-mail account is acceptable. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. **Email is not the appropriate communication method for all conversations.**
Please note, I do not discuss grades by email (or in any other public forum). Make sure you have consulted the syllabus and eCampus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend. Generally, I will respond to email with 72 hours of submission. If you have questions that might be relevant to your classmates, please feel free to post them in the appropriate classroom forum.

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/

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 for more details.

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. You can get in trouble for plagiarism—even if you do not intend to cheat—by failing to correctly indicate places where you are making use of the work of another. It is your responsibility to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. For the first instance of plagiarism, student will receive a zero for the assignment with no opportunity to re-write. For any subsequent instances of plagiarism, the student will receive a zero for the course, and the papers (for both the initial and subsequent instance) will be submitted for disciplinary action. Disciplinary action can range from failure of the plagiarized paper to suspension or dismissal from the university. Plagiarism is a serious offense: it amounts to thievery, and it will not be tolerated. Make sure you understand conventions for quoting and citing properly to avoid plagiarism.

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/
• 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

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.