Contact Information:

<table>
<thead>
<tr>
<th>Instructor: Addison Shierry</th>
<th>Email: TBD</th>
</tr>
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<tbody>
<tr>
<td>Room: PG117</td>
<td>Office: C236 (main campus)</td>
</tr>
<tr>
<td>Date/Time: TR 11:00 - 12:20pm</td>
<td>Office Hours: by appointment only</td>
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Required Text:


**ENGL 1302: Composition II**  
**2014 Core Curriculum Foundational Component Area: 010 Communications**

**Course Description:** This course entails an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts, and it emphasizes effective 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 23.1301.51 12**

**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 in a style that clearly communicates meaning, builds credibility and inspires belief or action.
5. Apply the conventions of the MLA style manual.
Core Objectives:

**Critical Thinking** - Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.

**Communication** - Students will demonstrate effective written, oral and visual communication.

**Teamwork** - Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

**Personal Responsibility** - Students will demonstrate 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 essays.

English 1302 demonstrates **Critical Thinking** by requiring students to use effective research strategies in the evaluation of sufficient, reliable, evidence-based source material incorporated into their research essays.

English 1302 students demonstrate **Teamwork** through peer reviews of research essay drafts, as well as through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to the 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.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay #1: Rhetorical Analysis Essay</td>
<td>20%</td>
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<tr>
<td>Essay #2: Visual Analysis Essay</td>
<td>20%</td>
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<tr>
<td>Essay #3: Academic Research Essay</td>
<td>25%</td>
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<tr>
<td>Prospectus &amp; Annotated Bibliography (combined)</td>
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<td>Peer Reviews</td>
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<td>Tue, Sep 11</td>
<td><strong>Introduction to the Course</strong></td>
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<td>Thu, Sep 13</td>
<td><strong>Writing, Part I</strong></td>
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<td>Tue, Sep 18</td>
<td><strong>Writing, Part II</strong></td>
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<td>Thu, Sep 20</td>
<td><strong>Writing, Part III</strong></td>
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<td>Tue, Sep 25</td>
<td><strong>Writing, Part IV</strong></td>
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<td>Thu, Sep 27</td>
<td><strong>Writing, Part V</strong></td>
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<td>Tue, Oct 2</td>
<td><strong>Writing, Part VI</strong></td>
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<td>Thu, Oct 4</td>
<td><strong>In-class writing day</strong></td>
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<td>Tue, Oct 9</td>
<td><strong>Peer Review -- Essay #1</strong></td>
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<td>Thu, Oct 11</td>
<td><strong>Peer Review -- Essay #1</strong></td>
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<tr>
<td>Tue, Oct 16</td>
<td><strong>Essay #1: Rhetorical Analysis Due @ 10am.</strong></td>
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<tr>
<td>Thu, Oct 18</td>
<td><strong>Writing a Visual Analysis</strong></td>
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<tr>
<td>Tue, Oct 23</td>
<td><strong>Elevator Speeches for Visual Analysis</strong></td>
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<tr>
<td>Thu, Oct 25</td>
<td><strong>Peer Review -- Essay #2</strong></td>
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**Tue, Oct 30**  
**Essay #2: Visual Analysis Due @ 10am.**  
**Research, Part I**  
“Doing Research” & “Synthesizing Ideas”  
Read R-1 & R-3 for class today

**Thu, Nov 1**  
**Research, Part II**  
“Evaluating Sources” & “Integrating Sources, Avoiding Plagiarism”  
Read R-2 & R-4 for class today  
“MLA Documentation,” Note green section beginning on p. 119  
**Plagiarism Quiz**

**Tue, Nov 6**  
**Research, Part III**  
Review arguments (Position, Refutation, Problem/Solution, Causal)  
“Proposals,” Read W-12 for class today  
In-class writing time to choose topic and begin writing Prospectus

**Thu, Nov 8**  
**Prospectus Due @ 10am.**  
**Research, Part IV**  
“Annotated Bibliographies” & “Abstracts”  
Read W-14 & W-15 for class today

**Tue, Nov 13**  
**Annotated Bibliography Due @ 10am.**  
**Elevator Speeches for Essay #3**

**Thu, Nov 15**  
**In-class writing day** (start outlines & introductions)

**Tue, Nov 20**  
**Research, Writing & Revision**  
Review R-1, R-3 & W-3  
**Grammar, Style & Mechanics Review**  
Study applicable sections in “Editing the Errors That Matter” beginning on p. 268  
**In-class writing**

**Tue, Nov 27**  
**Peer Review -- Essay #3**

**Thu, Nov 29**  
**Peer Review -- Essay #3**  
Sign-up for writing conferences

**Tue, Dec 4**  
**Writing Conferences & In-class writing**

**Thu, Dec 6**  
**Writing Conferences & In-class writing**  
Course wrap-up

**Tue, Dec 11**  
**Essay #3: Academic Research Essay Due @ 10am.**
Assignment Descriptions
(Note: You must submit all major assignments by the due date.)

Essay #1: Rhetorical Analysis Essay
Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font
Source limit: One source minimum
You must include a Works Cited page and use correct MLA format for in-text (parenthetical) citations.
Due: Tuesday, October 16, 2018 @ 10:00 am

For this assignment, you will write an analysis of the rhetorical strategies and techniques used by an orator in a speech (historical or fictional). The purpose of this assignment is to think and write critically about a text. The skills you use in this exercise also apply to the image you will analyze for your visual analysis essay and the research you use in your Academic Argument essay. I will need to approve the speech chosen.

To begin your analysis, look at the different rhetorical information and guidelines in the first eight sections of our textbook that we have covered and other writing strategies we have discussed in class, such as the writer’s backing of a claim, use of evidence, logic (or logical fallacies), organizational strategies, style, humor, and/or tone. Choose an approach and be selective: you cannot cover all of these elements in a single paper. You must have a thesis about the speech you choose and the elements of its rhetoric. You will need to include an evaluative statement as to the effectiveness or ineffectiveness of the essay in achieving its primary purpose for a particular audience. It is fine to have a nuanced thesis that does not conclude the essay is entirely good or entirely bad. Remember that speeches are composed by experienced writers who have an authentic quality to their writing; at the same time, you may find gaps in the writing, disagree with the logic or approach, or find significant concerns that are not addressed by the speech. While you may include a very brief summary of what the writer says, summary should only be a small portion of your essay; you should concentrate on developing your argument/thesis about the essay using evidence and insight to support your claim. The essay should include a Work or Works Cited page. Be sure to proofread your essay for technical errors.

Essay #2: Visual Analysis Essay
Length: 1000-1250 words (not including Works Cited) in MLA format, 12-point font
Source limit: Two sources minimum
You must include a Works Cited page and use correct MLA format for in-text (parenthetical) citations.
Due: Tuesday, October 30, 2018 @ 10:00 am

For the Visual Analysis assignment, you will select a photograph, print advertisement, work of art, or television commercial and analyze its features to discover a deeper meaning. Just like a written text, a visual text communicates meaning on a deeper level beyond merely the literal. Your essay will illuminate this meaning thereby helping your audience understand your interpretation of the image.
Refer back to W-7 & W-8 along with any notes from our discussions about Visual Analysis for additional guidance. For example, if you are analyzing an advertisement, then you should consider these questions:

- What product or service is being advertised?
- Who seems to be the targeted audience?
- What is the ad’s primary strategy?
- Does the ad use specific rhetorical strategies such as humor, understatement, or irony?
- What is the relation between the visual part of the ad (photo, drawing, typeface, etc.) and the print part (the text or copy)?
- What is the ad’s overall visual impression?

Remember that your essay should be free of grammatical and mechanical mistakes, and you should, as always, proofread your essay very carefully.

**Essay #3: Academic Research Essay**

Length: 1500-2000 words (not including Works Cited) in MLA format, 12-point font, double-spaced

Sources: Three scholarly (minimum) and two popular sources (five sources minimum)

You must include a Works Cited page and use correct MLA format for in-text (parenthetical) citations.

**Due: Tuesday, December 11, 2018 @ 10:00 am**

For this assignment, write an essay that examines an issue of importance or interest to you. You will be graded on your ability to present an informed, effective argument that demonstrates your understanding of the subject, displays your research into its issues, effectively uses source material (in summary, paraphrase and cogent quotations) and reaches logical, substantiated conclusions based on well-organized and subordinated claims.

At least five sources (three scholarly and two popular) must be cited in the final draft of your Academic Essay. Your drafts are expected to contain a well-formed argument based on that preliminary work and to be presented in the MLA style, which is a required, graded element of this assignment.

**Prospectus**

Length: 250-500 words, MLA format, 11 or 12-point font, double-spaced

**Due: Thursday, November 8, 2018 @ 10:00am**

This is an important moment in the research process, refer to section W-12 in your text for additional guidance. How well you’ve crafted your research questions will significantly influence the success of your project. You can change your mind later, but for now, write a brief proposal that outlines your research plan. In writing this plan, please consider the following questions:
1. What is your tentative thesis/claim (overall argument, or position)?
2. What are additional questions that most interest you and might help you develop your claim?
3. What might be some additional ideas that back up/support your claim (reasons)?
4. What prior beliefs, assumptions, preconceptions, ideas, or prejudices might be brought to this project (warrants)?
5. What personal experiences may have shaped the way you feel?


**Annotated Bibliography**

Length: Five entries minimum, MLA format for annotated bibliographies, 100- to 125- word entries

**Due: Tuesday, November 13, 2018 @ 10:00 am**

You will write an annotated bibliography of at least five sources (scholarly (e.g., *Journal of the American Medical Association*) and popular (e.g., *Popular Science*). These sources must constitute “academic” work, or the sources must at least come from credible sources. You may use online sources, but you should make absolutely certain these sources are both authentic and credible. **Do not use Wikipedia or Sparknotes.** Source materials may also be texts that you are using in this class or texts within your own field of study.

Your entries (annotations) should provide both a brief summary (in your own words) of the source and also an evaluation of its effectiveness. The annotations should identify the author’s thesis or claim. In evaluating the source, ask yourself different questions to determine its effectiveness. For example, does the author prove his or her claim? Does (s)he overlook any important issues? Will this source prove useful in your research effort?

Sample entry:


The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

Course Policies:

Attendance: Because each class period consists of a mixture of class discussion, group work and free writing, your thoughtful, attentive, and active participation is essential (and will form a portion of your grade). If you sleep, engage in non-class-related activities, text, scroll through social media on your phone or laptop, or interfere with your classmates' ability to learn, you will be counted absent for that day. **Be on time - class starts promptly;** if you are more than 15 minutes late, you will be counted absent. Leaving early without prior approval will also count as an absence.

Each student is allowed three (3) absences, no questions asked. Save them for when you really need them. Your final grade will suffer a 4% reduction for each absence you accumulate over three (e.g., 7 absences = 16% total reduction). **You are responsible for your attendance. You must make sure you sign the attendance sheet if you arrive after it has been passed around.**

Punctuality
Persistent tardiness to class is disrespectful to both your instructor and your peers. Continually arriving late to class will negatively affect your participation grade in the course in addition to your attendance count.

Class Participation
Your success in this course is a function of your level of engagement, your preparation for class, and your behavior in the classroom. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and 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 the computers or other personal electronic devices for personal messaging, research, or entertainment. **Cell phone use will count as an absence.**

Late Work
All drafts, including final, must be submitted when and as required in order to successfully complete this course. **Late assignments WILL NOT be accepted.**

Personal Communication Devices
Turn off all cell phones, music players (including headphones), and other personal communication devices before the start of class. Do not use such devices during class unless instructed to do so.

Academic Integrity
Students in ENGL 1302 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and document all sources accurately using MLA format. **DO NOT SUBMIT WORK THAT HAS BEEN PREVIOUSLY SUBMITTED FOR ACADEMIC CREDIT.**
ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm.

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 unadministered 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 in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college. In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences or words without quotation marks. For such an offense, a student will receive a zero on the assignment and could even receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write, unless you are using a direct quote. The author’s words, phrases, sentences must be put in your words, and in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension.

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or online at the district website: https://www1.dcccd.edu/cat0608/ss/code.cfm.

Consequences for Academic Dishonesty and/or Plagiarism: Any student in this English class found guilty of cheating on an examination or of plagiarism (using the definitions given for both terms in the attached document) will receive one or more of the following penalties:
  o The grade of zero (0) on that particular assignment.
  o A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
  o The professor may request that the student drop the class.
INSTITUTIONAL POLICIES

Click here for Eastfield College’s Institutional Policies:

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE
If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail by November 15, 2018. You may also withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

CERTIFICATION POLICY AND CERTIFICATION DATE
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. The certification date for this course is September 20, 2018.

ACADEMIC HONESTY POLICY/CODE OF CONDUCT
Academic honesty is expected, and integrity is valued in the Dallas County Community College District. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but it not limited to, cheating on tests, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm. In this course, violators of the Academic Honesty Policy will receive an “F” for the work done under academic dishonesty and cannot be made up.

PRINTING ON CAMPUS
Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account before you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).
STUDENT E-MAIL:
Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send assignments/drafts as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to http://www.deced.edu/MSOffice. All communication should be conducted through your official student email account.

OBTAINING GRADES AT THE END OF THE SEMESTER
Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect or call DCCCD Touch Tone Services. Web site address: http://econnect.dcccd.edu/. Telephone number: 972-613-1818.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE
The instructor reserves the right to amend this syllabus as necessary.
I have read and understood the policies for ENGL 1302.41014. I agree to comply with the policies for the Fall 2018 semester. I realize that failure to comply with these policies will result in a reduced grade for the course.

Signature: ______________________    Date: ______________________

Name (print): __________________________

DCCCD e-mail address: __________________________

The use of students’ work during English class allows instructors to demonstrate writing concepts with examples specifically tailored for this course. Use of a sample paper or an excerpt from a paper benefits students by allowing them to evaluate the strengths and weaknesses in others’ writing and to apply what’s learned to their own work. If you agree to allow your instructor to share your writing samples, your name and other identifying information will be removed from writing samples. Your work will be treated respectfully by instructors, who also expect that students demonstrate such respect. All students are expected to participate in peer review. If you agree to share your work for class demonstration and exercises, please sign the following statement:

I allow my instructor to use samples of my writing for demonstration during this class and for other sections of English. I may revoke my permission by letting my instructor know I no longer wish my work to be shared.

Signature: ______________________    Date: ______________________

Name (print): __________________________