ENGL 1302: COMPOSITION II SYLLABUS
Fall Flex II 2018: 10/23-12/13 (8 weeks)

COURSE NAME/NUMBER: ENGL 1302
INSTRUCTOR: Dr. Rufel Ramos

SECTION/DAYS/TIME/ROOM: CRN 41443, M-F 8am-5pm, G138 (Dr. Ramos’ inbox)

DCCCD CATALOG COURSE DESCRIPTION: ENGL 1302 Composition II (3 credit hours) 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.) Coordinating Board Academic Approval Number 2313015112

**REQUICKTEXTBOOK/RESOURCES:**

2. **Reference:** Purdue Online Writing Lab (OWL), Purdue University, 2017, [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

**SUGGESTED RESOURCES:**

4. Online database article source search: “EFC Library.” Eastfield College, 2018, [https://www.eastfieldcollege.edu/services/Academic-Support/library/Pages/default.aspx](https://www.eastfieldcollege.edu/services/Academic-Support/library/Pages/default.aspx)

**STUDENT LEARNING OUTCOMES (SLOs):**

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.)

**CORE OBJECTIVES**

ENGL 1302 develops the following Core 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.

**Personal 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.
- 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.
- demonstrates **Teamwork** through students peer editing and peer reviewing research essay drafts and through the collaborative exploration of English components including logic, ethics, merit, credibility, synthesis, grammar, punctuation, etc., prior to final essay submission.
- 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.

**UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE**

<table>
<thead>
<tr>
<th>QUIZZES: 10 short, online-only multiple-choice -- over grammar, mechanics, argument, and MLA documentation</th>
<th>10%</th>
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<tbody>
<tr>
<td>BLOG: lengthy blog entries as responses to readings (written in Edited American English) + comments to a classmate’s responses = total word count of 4,880 words (portfolio grade)</td>
<td>35%</td>
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ESSAYS:
• **3% Timed Essay:** online-only Rough Draft, least 300 words + Syllabus Acknowledgement in Discussion Board

3 Formal Essays = for each one: Outline, Rough Draft, Peer Review, MLA Style Final Draft written in Edited American English = total word count of at least 4,400 words
• **10% Essay 1: Classic or Toulmin Argument,** at least 1000 words, at least 1 college-level source
• **15% Essay 2: Rebuttal or Rogerian Argument,** at least 1200 words, at least 2 college-level sources
• **27% Essay 3: Expanded Rogerian OR Proposal Argument,** with Annotated Works Cited of at least 4 college-level sources, at least 2200 words (the word count INCLUDES the Annotated Works Cited)

**Grading Scale:**
- A= 90-100%
- B= 80-89%
- C= 70-79%
- D= 60-69%
- E= 50-59%, participating
- F= 0-59%, not participating (N negatively affects your Financial Aid)

**Total Grade:** 100%

**ASSIGNMENT CALENDAR/ COURSE OUTLINE**

**Week 1: 10/21-10/27**

**STUDY, Part I:**
Complete Orientation by 1st day of class, including the Syllabus Acknowledgement in the Discussion Board + **TIMED ESSAY**

**WRITE ESSAY:** **Timed Essay DUE by Mon, 10/22** ← **NOTE:** Click on the “Essays” left-hand menu button to access the **Timed Essay link to start.**

**Topic:** Rough Draft a short essay (about 300 words long), arguing whether the act of stereotyping has a use in civil society
- Use any strategy that you currently know to write this essay. Don’t worry – this is only a diagnostic, to see what you already know about essay writing, and will only be counted as a completion grade (full credit for doing it).

**STUDY, Part II:**
- **The Writing Process** PowerPoint and **Structures** Ch.1-5 (pages 3-30).
- **MLA Manuscript Format Template to use** ← **save & use this for your final drafts**
- **Argumentation** PPT and **Structures** Ch.12 (72-79)
- **Sources** PPT and **Structures** Ch.13 (80-85).

**DO QUIZZES:** all due by Wed, 10/24 ← **Tip:** Review grammar and mechanics at **Purdue OWL** site.
Quiz 1: Combine Sentences with Transitions (using semicolons & commas)
Quiz 2: Comma, Semicolon & Colon
Quiz 3: Quotation, Quote or Paraphrase
Quiz 4: Claims
Quiz 5: Evidence
Quiz 6: Logical Fallacies

**STUDY, Part III:**
- Review **Argumentation** PPT and **Structures** Ch.12 (72-79); pay close attention to “Supporting Details” (78) for embedding sources in your essay.
- Compare the Classic argument structure (75) with C. Smith’s Classic argument, “Stereotyping Is Wrong” (86-88).
- Compare the Toulmin structure (75-76) with Stephen Klehm’s Toulmin argument, “Quality Headphones” (91-92).
- Compare the Rebuttal structure (76) with Hamilton Pacheco’s Rebuttal argument, “For the Love of Pit Bulls” (95-96).
- Compare the Rogerian structure (76-77) with Caroline Pecena’s Rogerian argument, “A Christian Defense of Harry Potter” (99-101)

**WRITE BLOG:**
**Entry 1:** While C. Smith’s topic was clearly about the issue of stereotyping people based on appearances, one could also see that Stephen Klehm, Hamilton Pacheco, and Caroline Pecena are -- fundamentally -- addressing specific, targeted types of stereotypical images as they argue their own claims: stereotypes of what “poor” people who buy luxury goods are like, what pit bulls are like, and what conservative Christians are like. When it comes to argumentation, is unquestioned stereotyping the essential problem that divides people into “me and my group” and “those people”? Explain in at least 300 words.
- **Comment on a classmate’s Entry 1**

**Week 2: 10/28-11/3 (Certification Date 10/29)**
DO QUIZZES: all due by Mon, 10/29
Quiz 7: Primary & Secondary sources
Quiz 8: Two Parts of Documenting Sources
Quiz 9: In-text Citation
Quiz 10: Works Cited

QUIZZES ARE DONE!

STUDY:
Read Brent Staples’ “Just Walk on By: Black Men and Public Space.”

WRITE BLOG:
Entries 2-5: Give lengthy (on average about 400 words each entry) responses to the four “For Discussion and Writing” section of Staples’ essay.

Comment on a classmate’s Entries 2-5 (on average about 100 words each comment)

Week 3: 11/4-11/10
STUDY, Part I:
Read Amy Tan’s “Mother Tongue.”

WRITE BLOG:
Entries 6-11: Give lengthy (on average about 400 words each entry) responses to the six “For Discussion and Writing” section of Tan’s essay.

Comment on a classmate’s Entries 6-11 (on average about 100 words each comment)

BLOG IS DONE!

STUDY, Part II:
- Review Argumentation PPT and Structures Ch.12 (72-79); pay close attention to Classic Argument structure (75), Toulmin Argument structure (75-76), and “Supporting Details” (78) for embedding sources in your essay.
- Review Sources PPT and Structures Ch.13 (80-85)

WRITE ESSAY: Essay 1: Classic or Toulmin Argument DUE next Saturday, 11/17
Topic: Based on your BLOG writing, write either a Classic or Toulmin argument.
- Brainstorm essay topics, with possible Claim Statements AND Counterclaims (that is, your Opposition’s point of view).
- Narrow the topic to 1-3 specific incidents or events to focus your Claim and your Opposition’s point of view.
- Be as detailed as possible and remember to organize your body paragraphs according to the assigned structure.
- Do not use “you” or command verb forms.
- Post your outline & rough draft in the Discussion Board
- Peer Review a classmate’s draft in the Discussion Board
- Revise & edit your draft
- Submit your final draft only, using the left-hand “Essays” menu button

Week 4: 11/11-11/17
WRITE ESSAY: Essay 1: Classic or Toulmin Argument DUE this Saturday, 11/24
- Be as detailed as possible and remember to organize your body paragraphs according to the assigned structure.
- Do not use “you” or command verb forms.
- Post your outline & rough draft in the Discussion Board
- Peer Review a classmate’s draft in the Discussion Board
- Revise & edit your draft
- Submit your final draft only, using the left-hand “Essays” menu button

Week 5: 11/18-11/24
STUDY:
- Review Argumentation PPT and Structures Ch.12 (72-79); pay close attention to Rebuttal Argument structure (76), Rogerian Argument structure (76-77), and “Supporting Details” (78) for embedding sources in your essay.
- Review Sources PPT and Structures Ch.13 (80-85)

WRITE ESSAY: Essay 2: Rebuttal or Rogerian Argument, DUE this Saturday, 11/24
Topic: Based on BLOG writing and/or Essay 1, write either a Rebuttal or Rogerian argument.
- Brainstorm essay topics, with possible Claim Statements AND Counterclaims (that is, your Opposition’s point of view).
- Narrow the topic to 1-3 specific incidents or events to focus your Claim and your Opposition’s point of view.
- Be as detailed as possible and remember to organize your body paragraphs according to the assigned structure.
- Do not use “you” or command verb forms.
- Post your outline & rough draft in the Discussion Board
- Peer Review a classmate’s draft
- Revise & edit your draft
• Submit your final draft using the “Essays” menu

THANKSGIVING HOLIDAY: CAMPUS CLOSED 11/22-11/25

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<th>Week 6: 11/25-12/1</th>
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<td><strong>STUDY:</strong></td>
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<td>• Review Argumentation PPT and Structures Ch.12 (72-79): pay close attention to the Proposal (Problem-Solving) method of argument structure; review Rogerian (76-66) and “Supporting Details” (78) for embedding sources in your essay.</td>
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<tr>
<td>• Review Sources PPT and Structures Ch.13 (80-85).</td>
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<td>• See how to make an Annotated Works Cited.</td>
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**WRITE ESSAY:** Essay 4: Expanded Rogerian OR Proposal Argument DUE Week 8 Monday, December 10.

**Topic:** Expand any of your previous essays into an Expanded Rogerian OR a Proposal Argument. If you wrote on the same topic for most of your short essays, then you can COMBINE them and revise to fit the Essay 4 structure.

• Make sure you have at least 4 college-level sources
• Make an Outline.
• Begin revising your previous formal essay, using the outline as a guide, to create a new Rough Draft.
• Annotate your Works Cited page.
• Post Outline & rough draft (with Annotated Works Cited) in Discussion Board
• Peer review a classmate’s rough draft
• Revise & edit your draft

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<th>Week 7: 12/2-12/8</th>
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<td><strong>STUDY:</strong> Review prior PowerPoints and Structures as needed.</td>
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• Post Outline & rough draft (with Annotated Works Cited) in Discussion Board, if not done so already.
• Peer review a classmate’s rough draft
• Revise & edit your draft

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<th>Week 8: Wednesday, 12/12 before 11am</th>
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<td><strong>WRITE ESSAY:</strong> Essay 4: Expanded Rogerian OR Proposal Argument DUE this Monday, December 10.</td>
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<td>Submit your final draft (with completed in-text citations and Annotated Works Cited) using the “Essay” menu button</td>
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ALL ESSAYS DONE!

LAST DAY TO SUBMIT LATE WORK IS WEDNESDAY 12/12 before 11am

Final Course Grades can be viewed on eConnect, beginning 12/17/2018.

COURSE POLICIES

ATTENDANCE POLICY

• Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.

• If your absences exceed two weeks’ class sessions (or exceed two weeks’ worth of assignment deadlines), I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of “F” for the missing work. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.

• An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or immediately after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the agreed-upon revised timeframe specified by the instructor.

LATE WORK POLICY

You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about why the work will be late prior to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is the noted in the Assignment Calendar. After that date, the instructor will accept no late work.
CLASSROOM ETIQUETTE
While discussing Reader Responses and other class topics, please understand that disrespectful comments (even if you didn’t mean it) to yourself, your classmates, and/or your instructor will negatively affect any Reader Response assignment grade. The instructor will respect you and your classmates; please have the courtesy to do the same. As for smartphone/tablet/laptop: only use them for class related tasks (not applicable for online-only classes).

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 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 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, 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 on-line 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:

- The grade of zero (0) on that particular assignment.
- A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

INSTITUTIONAL POLICIES & SERVICES

Institutional Policies relating to this course can be accessed from the following link:

MISSION

Eastfield College English faculty help students become confident, competent writers who can communicate effectively in diverse situations to a variety of audiences, using writing skills as well as critical thinking to develop and express their ideas.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE

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

Note: Please post on the eCampus course site Discussion Board, under “Syllabus Acknowledgement,” this message:

“I have read the syllabus and agree to its terms and policies.”

Thank you.