Course Description: Composition II is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis is placed 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.

Course Pre-requisites: English 1301 and have met Texas Success Initiative (TSI) standard in reading and writing

Core Objectives:
- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas 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 Skills –to include the ability to connect choices, actions and consequences to ethical decision-making
**Student Learning Outcomes**

After successful completion of this course the student should be able to:

- 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).

**Course Focus**

**Words matter.** This simple two-word phrase will drive and underpin everything we do this semester. We will consider the ‘who, where, what, when, why, and how?’ of words. In so doing we will discover the power and beauty in the correct expression of one’s thoughts and intentions. You may have heard that ‘a picture paints a thousand words’ but consider that words paint an infinite number of pictures.

Another well-known phrase is, ‘give a man a fish and you feed him for a day; teach him to fish and he feeds himself for a lifetime. In this class we will be making fishing rods, learning how to cast, and how to scope out the prime spots for landing dinner. With words we can do this.

In short we will learn together to be better writers, leading us to become better communicators.

To achieve our goal I will strive at all times to give you the fullest of my attention and the best of my rich international experience as an educator, writer, and editor. I ask of you that you show up, take part, and respect others’ views and opinions.

We will engage in individual and group study, short lectures, writing assignments and opportunities, and other fun learning tools at my discretion.

**Course Materials/Supplies Needed**

* A range of reading materials will be decided upon after in-class discussion
* Merriam-Webster dictionary app (free) or paper copy
* Other texts and media provided electronically

**Revision of assignments**

Any original literary analysis that is submitted on time AND meets the minimum page requirements may be revised for full credit if the score is less than 90. A resubmission petition must be attached to the revision. (This does not apply to the research paper that is submitted at the end of the semester.) For this reason, extra credit is not offered.
Attendance Policy:
Punctual attendance at every class is a necessity. Arrival at 7:31PM counts as tardy. Arrival after 7:45 counts as absent. If it is absolutely necessary to miss class, it is your responsibility to find out from the course calendar what you missed and come to the next class fully prepared, with all assignments complete. To clarify, being absent from a prior class is no excuse for not having your assignment on the day you do attend.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this lecture course, your physical participation in class, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students who are not certified as beginning class are responsible for any payments due as a result of non-certification, to include the dropping of courses.

Late Work Policy: Late work is NOT accepted, ever. It must be submitted at the beginning of the class period—not via e-mail—on the day it is due or before. In the case of a certified health emergency (Documents must be submitted to verify this), please inform me, and we will arrange a makeup work plan. Understand that appointments are NOT synonymous with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

Makeup Exam Policy: N/A

College Sponsored Events: These activities do merit an “excused” absence, but any assignments due on the date of the event must be submitted on or before that due date. Written responses must be submitted in order to earn points for any participation activities missed.

Electronic Devices: Please refrain from using electronic devices for purposes besides coursework during class time.

Academic Dishonesty:
Students who are caught deliberately plagiarizing an assignment will be subject to an “F” in the course and possible expulsion from the college.

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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.
Institution Policies: Please visit http://www.mountainviewcollege.edu/syllabipolicies for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).

Grading Criteria:
Your final grade will be calculated as follows:

25% - Participation = regular attendance and input to all class-based activities. Missed Participation cannot be made up.

65% Major Writing Assignments = we will have five major writing contributions: Diagnostic Essay (5%), Rhetorical Analysis Short Answer Response (10%), Evaluation Extended Response (15%), Advocacy Essay (20%), and Informative Extended Response (15%).

10% Final Exam: to be determined later in the course. The Exam will not be a ‘memory test’ but, rather, will give us opportunity to revisit some themes of the course to demonstrate learning.

Final Grades will be given and can be interpreted as follows:
A - Excellent;
B - Good;
C - Average;
D - Inferior but passing
F – Failed [to meet minimum requirements]

Grades of A (Excellent) and B (Good) reflect outstanding work overall; they are honor grades. A grade of C (Average) indicates that the minimum requirements have been adequately completed. Lower grades indicate a failure to satisfactorily meet minimum expectations.

ESSAYS DUE:

9/20/18: Analysis of Narrative Point of View
10/04/18: Comparison and Contrast
10/25/18: Analysis of Visual Literacy
11/27/18: Analysis of Critical Thinking

This schedule is provisional and, therefore, subject to change.
<table>
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<th>Week</th>
<th>Assignment Overview</th>
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| 1    | Introduction to Course  
|      | Discuss Syllabus  
|      | Group Activity: Words Matter – thinking outside the box  
|      | Diagnostics – a benchmark |
| 2    | Narrative – point of view  
|      | Achebe, “Things Fall Apart” Chapters 1, 2 and 3 |
| 3    | Narrative group and class work  
|      | Course bibliography – suggested reading for narrative and symbolism  
|      | Robbins, “Skinny Legs and All” pp.1-24  
|      | Fadiman, “Ex Libris” – ‘Marrying libraries’  
|      | Set assignment  
|      | Quiz |
| 4    | Discuss Robbins and Fadiman  
|      | Assignment overview and questions  
|      | Symbolism in Poetry – intro and discussion |
| 5    | Owen, “Anthem for Doomed Youth” and "Dulce et Decorum Est"  
|      | Larkin, "Whitsun Weddings"  
<p>|      | Set, outline, and discuss assignment |
| 6    | Visual literacy intro and discussion – looking at images – photography and film |
|      | PAPER DUE (Analysis of Symbolism) |</p>
<table>
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<th>Week</th>
<th>Task</th>
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| 7    | Visual literacy – how to ‘read’ images  
Reading and discussing film |
| 8    | Visual literacy – reading and discussing photography |
| 9    | Visual literacy  
**PAPER DUE (Analysis of Visual Literacy)**; |
| 10   | Introduction to Critical thinking  
Discussion and group work – elements of critical thinking |
| 11   | Drafts  
Marquez, "One Hundred years of Solitude" |
| 12   | Marquez, "One Hundred years of Solitude"  
Set, outline, and discuss assignment |
| 13   | Content review  
Thanksgiving Week – no class Thursday |
| 14   | **PAPER DUE (Analysis of Critical Thinking)**  
Conferences – one-to-one semester review |
| 15   | Conferences – one-to-one semester review |
| 16   | **Final Exam – TBD** |